



Be seen. Be heard.

## Graduate Catalog

- Introduction
- Admission
- Programs
- Other Information
- Forms

### MSU Graduate Catalog 2004-2006

Introduction to Minot State University

[History](#)

[MSU Graduate School Mission and Vision Statement](#)

[Graduate School Staff](#)

[Contact Information](#)

[The Region](#)

[MSU - The University](#)

[MSU - Mission](#)

[MSU - Beliefs](#)

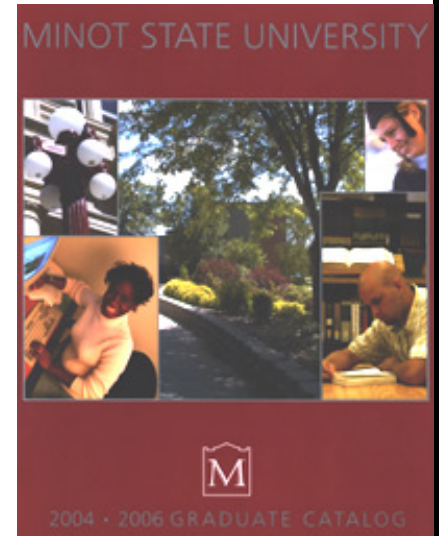
[MSU - Core Values](#)

[MSU - Vision](#)

CURRENT STUDENTS

FUTURE STUDENTS

ALUMNI & FRIENDS



### History

In 1964, the first Master of Science degrees were offered at Minot State University in the areas of Education and Speech and Hearing. In 1973, the State Board of Higher Education authorized graduate programs in Learning Disabilities and Mental Retardation. The Board also separated the singular area of Speech and Hearing into two programs, Speech Pathology and Audiology. The Special Education graduate program with an emphasis in Severely Multi-Handicapped was added in 1977. In 1983, the graduate program in Elementary Education began and in 1985 an Infant/Toddler emphasis was created in the Special Education master's program.

In 1986, the scope of graduate education at Minot State University was enlarged by the State Board of Higher Education with the approval of a Master of Arts in Teaching degree with a major in Mathematics. The Board further expanded with the graduate offerings to include a Master of Science degree in Criminal Justice in the Fall of 1990. A Master of Arts in Teaching Science and a Master of Music Education degree were added in the Summer of 1991. A Master of Science in School Psychology was authorized in May of 1993 (later upgraded to an Education Specialist degree Fall of 1995.) A Master of Science in Management program was approved in September of 1995. The Master of Education program was approved in 2001, replacing the Master of Science in Elementary Education degree, and in 2002 MSU entered into a cooperative doctoral program in criminal justice with the University of North Dakota.

### Purpose

The Graduate School was developed to administer, support, and evaluate the graduate programs at Minot State University. This includes assisting potential and enrolled graduate students as they pursue their degrees. Support is also provided to departmental faculty who develop and run their graduate programs.

### MSU Graduate School Mission and Vision Statement

The Mission of the Minot State University Graduate School is to provide a scholarly environment

that promotes professional growth characterized by critical inquiry, creativity, discovery, and leadership. Specifically, the MSU Graduate Programs are designed to:

- Enhance skills of critical analysis, synthesis, and evaluation through research and discovery;
- Engage students in the application of knowledge for the purpose of improving practice;
- Provide meaningful experiences that actively engage students in reflective study;
- Prepare leaders to be catalysts for meaningful change;
- Promote diversity, tolerance, and respect for others.

Approved by the Graduate Council, November 26, 2003

#### **Graduate School Staff**

Dean of the Graduate School: Linda Cresap, PhD

Assistant to the Dean of the Graduate School: Margi Coxwell, Ed.D.

Graduate School Secretary: Ms. Renee Olson

#### **Contact Information**

The Graduate School is located in Memorial Hall, Room 308. Staff may be contacted by calling toll-free 1-800-777-0750 or locally at 858-3250. The fax number is 701-858-4286. The mailing address for the Graduate School is 500 University Avenue West, Minot State University, Minot, ND 58707. See our website at [www.minotstateu.edu/graduate](http://www.minotstateu.edu/graduate) for more information on MSU.

#### **The Region**

Minot State University is located in Minot, North Dakota, a city of 35,000 that serves as the cultural, educational, and commercial center of a region which includes western North Dakota, eastern Montana, and southern Saskatchewan, and Manitoba. Minot is known for its beautiful residential areas, spacious parks, and busy commercial districts. Here students may find many of the cultural advantages usually associated with larger cities, including a symphony orchestra, an opera company, two theater companies, three art galleries, a fine arts center, numerous choral groups, and a city band. Minot International Airport is served by one national carrier (Northwest Airlines) and several commuter airlines. The city is also served by train and bus lines. Minot is situated in one of the richest agricultural, industrial, and commercial areas in the state. The city is near the Garrison Dam on the Missouri River, which offers world-class outdoor recreational opportunities in fishing, boating, sailing, hunting, and camping. The Minot Air Force Base is situated twelve miles north of Minot and is home to approximately twelve thousand military personnel.

#### **The University**

Minot State University is a comprehensive public university whose purpose is to foster the intellectual, personal, and social development of its students, and to promote public good through excellence in teaching, research, scholarly activity, and public service. Minot State is an integral part of the region it serves, and its mission and purposes are linked inextricably to the needs, aspirations, and commonwealth of the people of North Dakota. The University has a special duty to educate the sons and daughters of the State. Minot State University is a full partner in the North Dakota System (NDUS), the lawfully empowered system of higher education for the state. The University continues to actively seek cooperative agreements with other NDUS institutions in order to share programs and increase opportunities for the citizens of the state.

Since its founding in 1913, Minot State University has evolved steadily in fulfilling its commitment to serving North Dakota and creating opportunities for its citizens. Today, the University offers a wide array of undergraduate programs in the liberal arts and the professions, and graduate education in fourteen specialized graduate programs.

Originally established as a two-year normal school devoted to preparing teachers for service in the prairie schools of Northwestern North Dakota, the institution soon expanded its offerings in response to the needs of the region, a pattern that has been repeated many times in Minot State's subsequent history. Those who governed the institution recognized the need to add to teacher preparation programs in the fine arts, the liberal arts and sciences, and professional fields.

In 1924, the institution was given authority to offer the baccalaureate degree, and programs in the liberal arts began at Minot State. Programs in the sciences, humanities, fine arts, and social sciences were developed. Later, the programs in special education, speech pathology, business, and nursing were added. In 1964, the school's name was changed to Minot State College, and its mission expanded to include graduate education at a master's level. In 1987, the institution was changed to Minot State University, and today the University offers graduate degrees in Business (program of study in Management), Communication Disorders (programs of study in Audiology and Speech-Language Pathology), Criminal Justice, Education, Mathematics Education, Music Education, Science Education, School Psychology, and Special Education (programs of study in Early Childhood, Learning Disabilities, and Severe Multiple Handicaps).

As the University moves into the 21st century, its original commitment to service and the creation of opportunities is being maintained through new as well as traditional dimensions. The expanding scope and scale of the University has meant increased expectations for both students and faculty. With a faculty dedicated to teaching, research, and service, and a student body exposed to increasingly rigorous and diverse programs, the institution has moved onto a new plane of service and opportunity, positioning itself and the region for a dynamic future.

Minot State University is a full partner in the North Dakota University System (NDUS), the lawfully empowered system of higher education for the state. The University continues to actively seek cooperative agreements with other NDUS institutions in order to share programs and increase opportunities for the citizens of the state.

Since its inception in 1913, Minot State University has matured from a normal school to a university. Throughout, it has retained guiding principles central to its institutional philosophy. Specifically, it has continued to honor its historical mandate to improve the condition of the citizens of North Dakota by delivering programs and services that provide for an educated populace.

### **Our Mission**

Minot State University advances knowledge, critical and creative thinking, and the vitality of community and cultures. To accomplish that end, Minot State University has the following beliefs, core values, and vision for higher education:

### **Beliefs**

About Learning, we believe that Learning is life-long.

- Responsibility for learning is shared (100% /100%) by teachers and students.
- Learners produce their own learning
- Authentic learning integrates knowledge with one's own life.
- Learning occurs in a variety of "spaces"; the whole world is a classroom.
- Learners have distinct and various learning styles.

- About Teaching, we believe that
- Teachers model intellectual curiosity.
  - Teachers facilitate learning for all students.
  - Teaching requires passion and compassion.

- Teaching is reflective, responsive, and purposeful.

About Campus Life, we believe that a dynamic university community

- Celebrates its diversity in students, staff, faculty, administrators, alumni, and community members.
- Fosters a positive atmosphere for shared ownership and teamwork.
- Provides for social, cultural, and intellectual growth and development.
- Creates lifelong connectivity.
- Contributes to the recruitment and retention of students.

About Research, we believe that

- Faculty research that advances knowledge is vital to maintaining the university as a learning community.
- Faculty and student research enhances the University's reputation.
- Faculty and student research improves teaching and learning, develops critical thinking, and models lifelong learning.
- Research connects scholars to professional, local, and global communities.

About Service, we believe that

- Effective service is client-centered.
- Community service is an integral part of an interactive university.
- Service is personable, efficient, and accessible.

### **Core Values**

- **Student Learning First:** People who place students first think about the interests and needs of students and make every effort to respond to those needs.
- **Pursuit of Excellence:** In the pursuit of excellence, people take pride in doing quality work, reflecting on the results of their work, and applying new learning.
- **Responsibility:** Responsible people know, understand, consider, and accept the impact and consequences of personal actions and decisions.
- **Learning Community:** In learning communities people discuss, explore, and learn together. All feel a special connection as a valued member of the community.

### **Vision**

The Minot State University Learning Vision

- MSU is an ideal learning environment in which all perceive learning as dialectic and ongoing. They see themselves as active producers of knowledge, of value both to themselves and to others. They know the world as their "classroom." Learning here involves discovery and collaborative work with expert faculty who are passionately involved with scholarship.

### **The Minot State University Teaching Vision**

- Teaching at MSU is highly valued and reinforced through administrative support. Teachers are knowledgeable about both content and pedagogy. In addition to their course interactions with students, teachers facilitate individual student growth through mentoring, advising, and shared inquiry. Teachers are committed to the assessment of student learning and continuous improvement.

### **The Minot State University Campus Life Vision**

- MSU is the university of choice in North Dakota. It is an active community with a growing student population.
- Extra curricular options focus on physical, social, intellectual, cultural, and creative growth and development.
- The community welcomes diverse students and values the diversity they provide.
- MSU's attractive and oriented facilities engage students in career and life-skill activities.
- Support services enable challenged students to succeed at MSU.

- Faculty/staff ambassadors enable new students to transition successfully to MSU.
- MSU is an invigorating environment for students, faculty, and staff.

### **The Minot State University Research Vision**

MSU has created a collegial culture where:

- All faculty produce scholarly work that is validated through external evaluation and that expands knowledge and informs teaching.
- Every student participates with faculty in research and scholarship.
- MSU faculty are recognized and sought for their excellence in research and scholarship.
- Every faculty member has adequate internal support and release time for scholarship and research.
- All programs seek sources of external support for research and scholarship.

### **The Minot State University Service Vision**

- MSU provides anywhere, anytime education and services for people of all ages.
- Learners have the support they need to begin, continue, and complete their university education.
- Support services are easily obtained and are delivered in a personal and professional manner resulting in 100% satisfaction.
- Partnerships meet or exceed the expectations of the business community to support economic development in this region.
- The university community is actively engaged in on and off campus activities that support community needs, enhance quality of life, and promote continued development of teaching, research, and learning.

## Graduate Catalog

Introduction  
Admission  
Programs  
Other Information  
Forms

### **Admission**

[General Admission Information](#)

[Admission of International Students](#)

[Enrollment in Graduate Courses by Non-Degree Students](#)

CURRENT STUDENTS

FUTURE STUDENTS

ALUMNI & FRIENDS

In order for a student to pursue a graduate degree at Minot State University, the student must complete the formal application for admission to Graduate School and receive an official letter granting admission. The student managed application packet is provided at the end of the catalog.

A student's file is complete after the Graduate School receives all official transcripts from regionally accredited institutions verifying receipt of a baccalaureate degree, three letters of recommendation from persons familiar with the applicant's academic ability, immunization records, autobiography, and \$35.00 application fee.

A student is also required to pay the application fee if they have only completed Continuing Education courses. The admission policies presented are minimum standards and departments may have established additional criteria.

Departmental faculty members review the applications, determine the acceptability of the applicants for advanced study in their professional preparation program and forward their recommendations to the Graduate School.

Students are required to have a minimum undergraduate grade point average of at least 2.75 (scale of A=4.0) before they can be admitted to graduate school. Students without this requirement must appeal to the Departmental/Divisional Chairperson and receive special written permission to be considered for admission. Additionally, departments/divisions may require more stringent grade point averages as part of the admission to their programs.

In order to allow sufficient time for processing, the Application for Admission to Graduate School must be filed in the Graduate School no later than four (4) weeks prior to the term of registration. However, when applying for admission into the Department of Communication Disorders for summer or fall term, applications filed in the Graduate Office by February 15 will receive priority consideration. The Department of Psychology (School Psychology Program) must have applications filed in the Graduate Office by March 15 to receive priority consideration for fall term. Applications for the Master of Science in Management must be filed in the Graduate Office by April 15.

### **Admission of International Students**

A selective admission process that includes consideration of English language proficiency academic achievements, and financial resources, and student visa status determines admission of

graduate international students.

### **Language**

Students whose first language is not English must give evidence of proficiency in English. Such students should arrange to take the Test of English as a Foreign Language (TOEFL). A passing score on the examination is 550 for the written exam and 213 for the computer based exam. In lieu of the TOEFL, the Graduate School may accept an earned degree from an English speaking university, where the primary mode of instruction is English, obtained in the past 10 years. The Graduate School may also accept a student who has met the competency level established by the MSU ESL program. Requests for the TOEFL tests and procedures should be directed to: Educational Testing Service, Rosedale Road, Princeton Road, Princeton, NJ 08541 or their web site at <http://www.toefl.org>

### **Academic Achievement**

Applicants are required to furnish an original or certified copy of an official academic record from all secondary schools and all colleges, universities, and professional schools attended. The academic record must show all marks or grades received in each subject for each school year and any certificates, diplomas, or degrees awarded, including all subjects passed and grades for marks earned on government or university examinations. If the record is not in English, a certified literal translation must be sent in addition to the official document.

Any academic course work accepted for transfer by the university is subject to departmental approval to meet major requirement. Evaluation of transfer credit normally will not be complete until the applicant has arrived on campus and enrolled. Applicants seeking transfer credits for higher education work completed outside the United States may be asked to bring with them a detailed syllabus for each course. All international students currently studying in the United States must submit the supplemental information form as part of the application. This form is to be completed by the applicant and the applicant's present or most recent international student advisor.

The appropriate school authority that issued that original academic record should make a photocopy of the applicant's papers and certify that it is a true copy by placing the institution's stamp or seal and the official's signature on the photocopy. Copies of transcripts issued by one institution will not be accepted from abroad.

### **Financial Resources**

Financial certification is required of all international students in order to demonstrate that they have adequate financial support for the duration of their studies. A Declaration of Finance, and an Affidavit of Support, along with a current bank statement proving adequate funds to cover one academic year of education is required. Students may qualify for scholarships and assistantships. However, these are not guaranteed, and should not be listed as a means of support.

### **Maintaining Status**

The SEVIS I-20 is the immigration document for F-1 students and their dependents. The International Student Office will issue the SEVIS form I-20 to international students who meet all of the entrance requirements. This form is first endorsed at the time it is issued and then it must be endorsed again upon arrival of the student on campus, and again at the end of every semester. These endorsements confirm full time student status and enable F-1 students to enter and leave the country. The SEVIS I-20 should be left with the International Student Office at least 24 hours before departing the United States.

Students must be making satisfactory academic progress toward their degree in order to have their SEVIS I-20 endorsed each semester. Academic progress means that the student must be taking course work that will satisfy their declared degree requirements and maintain a satisfactory GPA. Students who fail to meet those requirements are not eligible to have their SEVIS I-20 endorsed.

International and Canadian students must notify the International Student Office within ten days of any changes to major, name, address, or departmental status. In some circumstances, a new SEVIS I-20 may need to be created and endorsed in order for the student to remain in status at Minot State University.

The Bureau of Citizenship and Immigration Services (BCIS) limits work opportunities for international students. Under certain circumstances, international students may obtain a work authorization or secure on-campus employment. Contact the International Student Office before accepting any employment.

### **Enrollment in Graduate Courses by Non-Degree Students**

Any individual who does not wish to pursue a graduate program leading to an advanced degree or who may not have met requirements for admission, may be permitted to enroll in selected graduate courses when approved by the appropriate department chairperson and faculty. The individual need not apply for formal admission into the Graduate School. Rather, the person files the form entitled "Non-Degree Application" in the Graduate Office at least four (4) weeks prior to registration. This requirement applies to all continuing education and distance education courses except those designated as workshops.

A student meeting the course requirements is eligible to enroll in specific graduate courses if the student possesses a baccalaureate degree and is recommended by the appropriate chairperson, or is a Minot State University undergraduate senior who has a cumulative grade point average of not less than 3.0 and is recommended by the appropriate chairperson. Minot State University seniors may enroll in no more than nine (9) semester hours of graduate course work, pending approval of the departmental/divisional chairperson. Being allowed to take these courses does not mean that the students are admitted to graduate school.

A non-refundable \$35.00 application fee must accompany the Non-Degree student application if the applicant has never attended Minot State University. Immunization Records and all university transcripts must also accompany the Non-Degree Application. No one will be permitted to take any regularly listed graduate course in the Minot State University catalog without completing the Non-Degree Application and meeting the above standards.





Be seen. Be heard.

## Graduate Catalog

- Introduction
- Admission
- Programs
- Other Information
- Forms

CURRENT STUDENTS

FUTURE STUDENTS

ALUMNI & FRIENDS

### Programs

[School Psychology](#)

[Mathematics](#)

[Science](#)

[Education](#)

[Music](#)

[Communication Disorders](#)

→ [Speech-Language Pathology](#)

[Criminal Justice](#)

[Management](#) (MSM)

[Information Systems](#) (MSIS)

[Special Education](#)

→ [Education of the Deaf](#)

→ [Early Childhood Special Education](#)

→ [Learning Disabilities](#)

→ [Severe Multiple-Handicaps](#)

→ [Special Education Strategist](#)

[Certificate Programs](#)

[Additional Graduate Courses](#)



Be seen. Be heard.

## Graduate Catalog

- Introduction
- Admission
- Programs
- Other Information
- Forms

### Other Information

#### Archived printable pdf documents.

- [Fees and Expenses](#)
- [Financial Aid](#)
- [Housing and Food Service](#)
- [Student Services](#)
- [General Requirements for Obtaining a Graduate Degree](#)
- [MSU & Graduate Policies](#)
- [Governance and Advisory Boards](#)
- [Charter of the Graduate Council of Minot State University](#)
- [Criteria for Graduate Faculty Status](#)
- [Listing of Graduate Faculty](#)

### Graduate Calendar

- [Link to MSU Calendar of Events](#)

CURRENT STUDENTS

FUTURE STUDENTS

ALUMNI & FRIENDS



## Graduate Catalog

Introduction  
Admission  
Programs  
Other Information  
Forms

### **Forms**

Current forms can be found at the MSU Graduate School web site:

[www.minotstateu.edu/graduate](http://www.minotstateu.edu/graduate)

CURRENT STUDENTS

FUTURE STUDENTS

ALUMNI & FRIENDS



Be seen. Be heard.

## Graduate Catalog

Introduction

Admission

Programs

Other Information

Forms

### Contact Us

#### MSU Graduate School

308 Memorial Hall (2nd floor)

500 University Avenue West

Minot, ND 58707

CURRENT STUDENTS

FUTURE STUDENTS

ALUMNI & FRIENDS

#### Brenda Anderson, Secretary

**E-mail:** [brenda.anderson@minotstateu.edu](mailto:brenda.anderson@minotstateu.edu)

**Phone:** 701-858-3250 or 1-800-777-0750

**Fax:** 701-858-4286



Be seen. Be heard.

## Graduate Catalog

- Introduction
- Admission
- Programs
- Other Information
- Forms

### Psychology

#### Education Specialist in School Psychology

701-858-3145/1-800-777-0750 ext.3145

website: [www.minotstateu.edu/psych/psych.html](http://www.minotstateu.edu/psych/psych.html)

#### Department of Addiction Studies, Psychology and Social Work

**Chairperson:** Dr. Donald Burke

**Professors:** Dr. Rita Curl

**Associate Professors:** Dr. Paul Markel, Dr. Shirley Cole-Harding

**Assistant Professors:** Dr. Casey Coleman

CURRENT STUDENTS

FUTURE STUDENTS

ALUMNI & FRIENDS

[Overview](#)

[Departmental Admission Standards](#)

[Required Courses](#)

[Course Descriptions](#)

#### Overview

The Education Specialist in School Psychology prepares students for certification as a School Psychologist by the State of North Dakota. Graduate students participate in a rigorous three year program. The program emphasizes hands-on experiences culminating in a one year, 1200 hour internship.

The program provides students with the theoretical and practical skills to be an effective school psychologist. The curriculum stresses assessment skills, intervention techniques, and consultative strategies through numerous practicum opportunities. The program trains practitioners who are culturally competent service providers.

The School Psychology graduate program is approved by the National Association of School Psychologists (NASP).

#### Mission

The mission of the school psychology program is to train scientific practitioners who do whatever it takes to make a difference for children.

To do whatever it takes: Graduates from our school psychology program do not operate in a narrow parameter. We want our graduates to make interventions and help provide solutions in whatever area is necessary to impact the child. These areas can include helping a teacher with classroom management, improving the teacher's skills at teaching reading, or listening to their emotional frustration with a child.

We also want our graduates to understand that helping a child find success requires a large, almost limitless commitment, and its often personal. They need to understand that long hours and putting a child's needs ahead of personal interests are often required.

To make a difference: The job of a school psychologists is not to give a test or write a report for a child's file. The job of a school psychologist is not finished even when a good individualized explanation for the child's failure in the classroom is uncovered. The job is to move a child in failure to a child who is experiencing success.

### **Goals of the Program**

1. To train practitioners who are competent in psychoeducational assessment and diagnosis of specific learning emotional, and behavioral difficulties.
2. To train practitioners to use a scientific approach to evaluation and remediation.
3. To train practitioners who use the collaborative model in providing consultation services to parents, teachers and administrators.
4. To train school psychologists to recognize and analyze the strengths and weaknesses of family systems so they can intervene appropriately to positively impact child development and learning.
5. To prepare psychologists who understand the political, fiscal, and administrative structures of schools so they can function effectively within a collaborative framework.
6. To train school psychologists who have good written and oral communication skills.
7. To train school psychologists who can develop and implement functional and relevant academic and behavioral interventions.
8. To prepare practitioners who, within their profession, are life-long learners.
9. To prepare practitioners who are change agents for the profession and the educational and community agencies they serve.
10. To prepare school psychologists who uphold the highest ethical standards in the profession.

### **Departmental Admission Standards**

The Department of School Psychology is committed to providing students with a diversity in the academic environment. Students of all ethnic backgrounds are strongly encouraged to apply.

1. Completion of a bachelor's degree.
2. Completion of all admission requirements of the Graduate School at Minot State University. Students who have applied for admission by March 15, for the next academic year, will be given priority consideration.
3. Completion of Graduate Record Exam (GRE).
4. Completion of a vita and a personal statement of career goals.
5. Students with permanent residence in North Dakota will receive priority consideration.
6. Students who apply to the School Psychology program should have a strong background either in education or psychology and preferably in both. All students admitted into the program must have an undergraduate statistics course.

### **Academic Honesty**

Academic honesty is at the core of any graduate program. Any behavior deemed as academically dishonest by the department will result in dismissal from the program. Academic dishonesty would include, but is not limited to, the following types of behaviors:

1. Misrepresenting another individual's work as one's own, e.g. plagiarism.
2. Copying from another student during an exam.
3. Altering one's exam after grading for the purpose of enhancing one's grade.
4. Submitting the same paper to more than one class.
5. Use of any material not approved by the instructor during an exam.
6. Turning in reports intended to be based on field collection data but, in fact, is not.
7. Failure to respect the confidentiality of persons served or studied and to maintain the professional standards for ethical conduct as set forth in The Handbook of School Psychology published by the National Association of School Psychologists.

### **Grade Appeal Policy**

Dismissal for academic dishonesty can be appealed. A student who wishes to appeal their dismissal should follow the appeal process established by the Graduate School.

### **Written and Oral Comprehensive Exam**

Students will demonstrate their knowledge of school psychology through, written and oral comprehensive exams. These exams will be taken in the spring of the student's second year of graduate work. The student must satisfactorily complete at least 40 hours of school psychology course work prior to taking these exams.

### **Required Courses:**

- CD 521 Speech and Language Development & Disorders 4 SH
- CD 539 Central Auditory Processing Disorders. 2 SH
- ED 540 Reading: Advanced Diagnosis and Remediation 2 SH
- ED 541 Clinical Practice in Remedial Reading. 2 SH
- SPED 542 Methods and Materials of Teaching the Developmentally 3 SH
- SPED 550 Special Education Assessment 2 SH
- SPED 533 Clinic Practice 1 SH
- SPED 561 Behavior Problems of Exceptional Children 3 SH
- SPED 572 Methods of Teaching the Learning Disabled 3 SH
- PSY 503 Statistics 3 SH
- PSY 511 Human Growth and Development 3 SH
- PSY 512 Research Design and Measurement 3 SH
- PSY 513 School Psychology Research Seminar 2 SH
- PSY 514 Individual Cognitive Assessment 4 SH
- PSY 516 Assessment of Preschool Children 3 SH
- PSY 518 Child Psychopathology 3 SH
- PSY 525 Role and Function of the School Psychologist 3 SH
- PSY 533 Social and Behavioral Interventions in School 3 SH
- PSY 584 School Psychology Practicum I 3 SH
- PSY 585 School Psychology Practicum II (min) 3 SH
- PSY 590 Counseling Skills 3 SH
- PSY 597 Thesis (optional) (min) 3 SH
- PSY 598 Internship 6 SH
- PSY 599 Internship 6 SH

**Minimum Total Graduate Program Credits Required 73 SH**

### **Course Descriptions**

**CD 521 Speech & Language Development & Disorders (4 SH)** This course is designed to further the student's understanding of a child's development of speech and language. Disorders in the development of speech or language is considered with an emphasis on developing intervention programs, acquainting students with therapy programs, and giving them an understanding of the rationale for the development of such programs.

**CD 539 Central Auditory Processing Disorders (2 SH)** This course will cover evaluation, diagnosis, and treatment of Central Auditory Processing Disorders (CAPD). The emphasis will be placed on school-age children, although some discussion will be given regarding preschool and adult populations. Upon course completion, the student will be able to operationally define CAPD, have a thorough understanding and working knowledge of various evaluation instruments, and design treatment programs for children with CAPD.

**ED 540 Reading: Advanced Diagnosis and Remediation (2 SH)** Students learn to diagnose and remediate children's reading problems. This course includes a practicum experience in which students must give a formal and informal reading test to a child and based on the results, formulate recommendations for instruction.

**ED 541 Clinical Practice in Remedial Reading (2 SH)** Supervised practicum of young children with reading problems.

**PSY 503 Statistics (3 SH)** The tool necessary for understanding contemporary educational research, including probability, measures of central tendency, and sampling theory.

**PSY 511 Human Growth and Development (3 SH)** Theory and research in the areas of sensorimotor, language, cognitive, emotional, social, and moral behavior of the normal child. The interaction of the biological and environmental factors influencing growth and development are stressed.

**PSY 512 Research Design and Measurement (3 SH)** A variety of research methodologies, as pertains to school psychology, will be examined, as well as the advantages and disadvantages of their use. Nature and type of measurement and the construction of measuring devices will be discussed.

**PSY 513 School Psychology Research Seminar (2 SH)** Practicum in research design and implementation. Students will design a research project relevant to issues in school psychology. Students will select and meet with an advisor regarding preparation of the project, meet with and have project proposal approved by their graduate committee.

**PSY 514 Individual Cognitive Assessment (4 SH)** Concerned with theory and methodology as well as procedures and techniques of administering a wide range of group and individually administered tests of intelligence. The students will be required to complete 25 test administrations and protocols; and ten written reports. One report will be a cap-stone report where some child has been administered at least three tests.

**PSY 516 Assessment of Preschool Children (3 SH)** This course considers the appropriate evaluation tools for evaluating and making differential diagnoses of preschool children who present as having significant developmental delays. Consideration is given to the special techniques necessary to evaluate children with challenging behaviors. The course will also deal with how to make appropriate programmatic recommendations, write reports, provide assistance, and how to share findings with parents and professionals.

**PSY 518 Psychopathology of Children (3 SH)** Behavior problems are considered from the point of view of genetic abnormalities, teratogens, deviations in normal development, effects of social and family stressors, and failure to develop appropriate social skills. The major theories and research related to the development of deviant behavior in children are examined within this framework.

**PSY 525 Role and Function of the School Psychologist (3 SH)** Current issues facing school psychologists and the impact of family dynamics on the child's learning and behaviors are examined. Attention is paid to the legal aspects and ethics of being a school psychologist. This course considers consultation with parents, school systems, and the community. Laws governing education will be reviewed.



**PSY 533 Social and Behavioral Interventions in School (3 SH)** The application of research-based interventions to the social and behavioral problems of children and adolescents in the school setting, and mental health issues in the schools will be discussed. This course has a practicum of shadowing educators, including school psychologists, working with special needs children.

**PSY 584 School Psychology Practicum I (3 SH)** This practicum provides students an opportunity to apply learning from content courses to elementary and secondary students who are failing to find academic success in school. The assessment of processing problems that sometimes underlie learning disabilities will be examined.

**PSY 585 School Psychology Practicum II (3 SH min.)** This practicum focuses on assisting school children with challenging behavior problems. Emphasis will be placed on deciding whether a diagnostic or consultative role will best meet a particular child's needs.

**PSY 590 Counseling Skills (3 SH)** Students will learn and practice their counseling skills including active listening and reality therapy.

**PSY 597 Thesis (3 SH min.)** Individual research culminating in a thesis.

**PSY 598 Internship (6 SH)** This internship will involve spending 600 hours in school or a similar setting. It will also involve an integrative experience where the individual will demonstrate competencies in assessment, programming, consultation, and counseling.

**PSY 599 Internship (6 SH)** The internship will involve spending 600 hours in schools or a similar setting. It will also involve an integrative experience where the individual will demonstrate competencies in assessment, programming, consultation, and counseling.

**SPED 533 Clinical Practice (1 SH)** Practicum in the assessment of children with disabilities. Focus is on tool and techniques used by special educators.

**SPED 542 Methods and Materials of Teaching the Developmentally Disabled (3 SH)** The methods of instruction of young children and learners with severe or multiple handicaps, birth through 21 years are reviewed. The course emphasizes current best practices in curriculum development, delivery and monitoring, including individualizes program planning and adaptations, specific instructional strategies, and organizing for the delivery of instruction.

**SPED 550 Special Education Assessment (2 SH)** Description of processes of assessment for screening special education, eligibility, program planning, and evaluation. Legal requirements, professional roles and responsibilities and terminology are covered. Focus is on the interdisciplinary process.

**SPED 561 Behavioral Problems of Exceptional Children (3 SH)** Students learn the principles and techniques of behavior management as related to classroom structure, and the development of academic social skills. This class has a practicum of developing two behavior plans for two school children.

**SPED 572 Methods of Teaching the Learning Disabled (3 SH)** The techniques and methods of educational intervention for children with learning disorders as related to appraisal, material

development, individual program development and evaluation of pupil change in terms of academic and social skills development and development are reviewed. This class includes a practicum of working with a child for approximately 20 hours, during which the students must target the instructional needs of the child, complete an informal assessment to determine where instruction should begin, and develop lesson plans to teach the child in those areas.

Modified: June 1, 2006

[CampusConnection](#)

[Privacy Policy](#)

[CONTACT US](#)

## Graduate Catalog

Introduction  
Admission  
Programs  
Other Information  
Forms

### Mathematics

#### Master of Arts in Teaching: Mathematics

701-858-3072/1-800-777-0750 ext.3072

website: [www.misu.nodak.edu/matmath/](http://www.misu.nodak.edu/matmath/)

#### Department of Mathematics and Computer Science

**Chairperson:** Dr. Selmer Moen

**Professors:** Dr. Larry Chu, Dr. David McCormack

**Assistant Professors:** Mr. Larry Atwood, Ms. Laurie Geller, Mr. Scott Kast,  
Ms. Cheryl Nilson, Mr. Kevin Vang, Mr. Stephen Hayton

**Instructor:** Mr. Larry Goodman, Mr. Gordon Olson

CURRENT STUDENTS

FUTURE STUDENTS

ALUMNI & FRIENDS

[Overview](#)

[Admission Standards](#)

[Academic Policy](#)

[Required Courses](#)

[Planned Schedule](#)

[Course Descriptions](#)

### Overview

The Master of Arts in Teaching: Mathematics is designed for experienced secondary school mathematics teachers or individuals who have completed a program of teacher preparation in mathematics. The program offers candidates the opportunity to broaden and deepen their knowledge, understanding, and appreciation of mathematics, and gain information to enrich the classes they teach now or will teach in the future.

The program is designed to extend the undergraduate training for mathematics teachers now available at Minot State and other colleges and universities. It provides mathematics which may not have been available to practicing teachers at the time of their undergraduate training.

Since the anticipated audience for this program is working teachers, most required course work will be available for students who want to complete the program by attending only summer terms. The remaining required course work will be available by correspondence or on-line courses. The elective courses will be offered at various times, generally in one or two week formats.

### Admission Standards

1. Completion of all admission requirements for Graduate School at Minot State University.
2. Possess an undergraduate major or strong minor in mathematics. An applicant not satisfying this requirement may be admitted pending approval of collateral course work by the Chairperson.

### **MAT Program Mission**

The mission of the MAT: Mathematics programs is to advance knowledge in mathematics, mathematics education, and related technology, foster critical and creative thinking, and enhance the vitality of the community of mathematics teachers and learners.

### **MAT Program Goals**

The goals of the MAT: Mathematics program are as follows:

1. To strengthen the content knowledge and pedagogical knowledge and practices of mathematics teachers.
2. To foster a support network among mathematics teachers.
3. To foster reflection on classroom practices with regard to best practices/student outcomes.
4. To develop mathematics teachers as researchers and knowledgeable consumers of research
5. To develop leaders in mathematics education.
6. To prepare people for doctoral study in mathematics education.
7. To strengthen the knowledge of technology and its application in the teaching of mathematics.
8. To enable teachers to relate mathematics to the real world through problem solving situations.
9. To foster communication of mathematics between teachers, students, community members, and others.
10. To foster and appreciation for mathematics and its history.

### **Academic Policy**

#### **Grade Appeal**

The process and conditions for a grade appeal follow the definitions and schedules of the Graduate School. All requests for review of a grade must be submitted according to the timelines established by the Graduate School for this process.

#### **Academic Honesty**

Students are expected to adhere to the general guidelines for academic honesty established by the Graduate School. Plagiarism and false claims of originality are sufficient grounds for probation or suspension from the program. Lesser sanctions may take the form of a failing grade for the course or for the assignment in question. The student may appeal any such sanctions following Graduate School definitions and schedules. All such appeals and responses must be in writing and must be submitted according to the timelines established by the Graduate School for this process.

### **Program Completion Requirements**

1. Complete required courses (24 SH-see course listing below)
2. Complete elective courses (6 SH-see course listing below)
3. Complete writing electives (2 SH-course listing below)  
Note: the student may complete a thesis or complete two formal papers
4. Hold teacher certification prior to graduation
5. Complete a final oral examination  
Note: this examination ordinarily will be taken after completion of the course work listed in items 1 and 2 above.
6. Defend the thesis or major papers listed in item 3 above

### **Required Courses**

MATH 501 Research in Mathematics/Mathematics Education 3 SH  
MATH 505 Fundamental Concepts of Advanced Mathematics 3 SH  
MATH 507 History of Mathematics 3 SH  
MATH 511 Trends in Mathematics Education 3 SH

MATH 523 Probability and Statistics 3 SH  
MATH 540 Geometry 3 SH  
MATH 565 Calculus for Teachers 3 SH  
MATH 580 Algebra 3 SH  
Elective Courses (choose 6 SH)  
MATH 509 Problem Solving and Applications 3 SH  
MATH 513 Technology in Mathematics 3 SH  
MATH 522 Computer Language 3 SH  
MATH 531 Measurement 3 SH  
MATH 532 Problem Solving/Algebraic Reasoning 3 SH  
MATH 534 Probability and Statistics for Elementary Teachers 3 SH  
MATH 535 Using Technology to Teach Elementary Mathematics 3 SH  
MATH 560 Real Analysis 3 SH  
MATH 590 Seminar 1-4 SH  
MATH 592 Special Topics 1-4 SH  
Writing Electives (choose 2 SH)  
MATH 598 Formal Writing Project 2 SH  
MATH 599 Thesis 2 SH

**Minimum Total Graduate Program Credits Required 32 SH**

**Planned Schedule**

Odd Year Summers

MATH 501 Research in Mathematics/Mathematics Education 3 SH  
MATH 523 Probability and Statistics 3 SH  
MATH 580 Algebra 3 SH

Even Year Summers

MATH 505 Fundamental Concepts of Advanced Mathematics 3 SH  
MATH 540 Geometry 3 SH  
MATH 565 Calculus for Teachers 3 SH

Correspondence or on-line courses offered alternating years

MATH 507 History of Mathematics (odd years) 3 SH  
MATH 511 Trends in Mathematics Education (even years) 3 SH

**Course Descriptions**

MATH 500 Workshops (1-3 SH)

**MATH 501 Research in Mathematics/Mathematics Education (3 SH)** Examination of the literature in mathematics and mathematics education. Statistical methods in mathematics education research.

**MATH 505 Fundamental Concepts of Advanced Mathematics (3 SH)** The study of topics from foundational mathematics such as logic and proof, mathematical induction, set theory, relations and functions.

**MATH 507 History of Mathematics (3 SH)** Survey of the history of mathematics with emphasis on examining and solving problems which typify each historical period.

**MATH 509 Problem Solving and Applications (3 SH)** Investigation of the theory and techniques of problem solving. Examination of problems and mathematical applications at various levels of

mathematics education.

**MATH 511 Trends in Mathematics Education (3 SH)** Exploration of topics and curriculum trends in secondary school mathematics.

**MATH 513 Technology in Mathematics (3 SH)** Investigation of current trends and techniques in using computers and calculators in classroom instruction.

**MATH 523 Probability and Statistics (3 SH)** Discrete and continuous probability models. Data analysis. Statistical inference.

**MATH 500 Workshops (1-3 SH)** Weekend or one week workshops are held to meet current needs of mathematics educators. Math 500 is graded S/U and cannot be counted toward a masters degree. The Math 592 versions (when offered) of the same workshops are letter graded and can be counted toward a masters degree.

**MATH 531 Measurement (3 SH)** This course will concentrate on the concept of measurement. Students will use manipulatives to help demonstrate length, area, and volume relationships and derive the formulas for these measures. They will make measurements of length and area using both standard and non-standard units. Further, students will, within systems of units, work on conversions relative to weight, length, area, volume, and mass.

**MATH 532 Problem Solving/Algebraic Reasoning (3 SH)** The first part of this course will focus on Polya's problem solving process. Students will be guided through the process and learn how to use assessment and evaluation tools. The second part of this course will focus on algebraic thinking. Students will learn about representing patterns mathematically, demonstrating properties of numbers both through manipulatives and symbolically, and apply their problem solving skills to algebraic problems.

**MATH 533 Geometry for Elementary Teachers (3 SH)** The primary focus of this course will be the exploration of two- and three- dimensional shapes and their properties. A historical look at Euclidean geometry and constructions using the Euclidean tools of a compass and straight edge will include students relating the properties of various quadrilaterals to those constructions. Students will learn to use proper geometric notation to facilitate their learning as they explore geometry concepts illustrated by interactive applets on the Web through use of the Geometer's Sketchpad.

**MATH 534 Probability and Statistics for Elementary Teachers (3 SH)** Students will be introduced to elementary grade level statistics and probability through the process of exploration and problem solving. Appropriate technology will be introduced as needed.

**MATH 535 Using Technology to Teach Elementary Mathematics (3 SH)** Teachers will learn how to use specific technologies and discover ways to integrate these technologies into their classrooms. Technologies that will be covered are: graphing calculator, spreadsheet, Geometer's Sketchpad, Math Type, and other appropriate mathematical technologies.

**MATH 540 Geometry (3 SH)** Content, rationale, and methods for secondary geometry instruction, focusing on an axiomatic system. Includes many applications and activities using technology.

**MATH 552 Computer Language (3 SH)** Principles of computer language design. Comparison of

several languages. Examination of the differences between compiled and interpreted languages.

**MATH 560 Real Analysis (3 SH)** Completeness; topology of the real numbers; sequences, limits of functions; continuity; differentiation; integration. (Prerequisite: MATH 501)

**MATH 565 Calculus for Teachers (3 SH)** Differential and integral calculus with emphasis on applications and the use of technology.

**MATH 580 Algebra (3 SH)** Introduction to algebraic methods and concepts. Topics from advanced algebra, abstract algebra, linear algebra, and theory of numbers are expanded. Some themes included are Peano's Axioms, complex number systems, math induction, sequences and series, matrices and determinants and the fundamental theorem of algebra.

**MATH 590 Seminar (1-4 SH)** Opportunity is provided to read literature in mathematics on an individual basis to meet student needs and interests.

**MATH 592 Special Topics (1-4 SH)** A special course of study related to a specific problem or unique area of concentration relative to mathematics, offered to any number of qualified graduate students upon request.

**MATH 597 Independent Study (1-4 SH)** Student initiated study under the direction of a faculty advisor.

**MATH 598 Formal Writing Project (2 SH)** Individual research culminating in two formal papers.

**MATH 599 Thesis (2 SH)** Individual research culminating in a thesis.

## Graduate Catalog

Introduction  
Admission  
Programs  
Other Information  
Forms

### Science

#### Master in Arts in Teaching: Science

701-858-3161/1-800-777-0750 ext.3161

website: [www.minotstateu.edu/artsnsoci](http://www.minotstateu.edu/artsnsoci)

#### Division of Science Graduate Faculty

**Chairperson:** Dr. John Webster

**Professors:** Dr. Allen Kihm, Dr. Clark Markell, Dr. Ronald Royer

**Associate Professors:** Dr. Robert Crackel, Dr. Ryan Winburn

#### Department of Biology Faculty

**Chairperson:** Dr. Rick Barkosky

**Associate Professor:** Dr. Christopher Beachy, Dr. Christopher Keller

**Assistant Professors:** Dr. Heidi Super, Dr. Alexandra Deufel

CURRENT STUDENTS

FUTURE STUDENTS

ALUMNI & FRIENDS

[Overview](#)

[Courses](#)

[Course Descriptions](#)

### Overview

The Master of Arts in Teaching: Science degree is designed for experienced secondary school science teachers who have completed a program of teacher preparation in one of the science disciplines. The program offers candidates the opportunity to broaden and deepen their knowledge, understanding, and appreciation of science, and to gain information to enrich the classes they teach now or will teach in the future.

The program is designed to extend and complement undergraduate training in science for teachers. The primary objectives of the program within this framework are that all students will:

1. Gain a firm foundation in research skills and statistics, and complete one unique research project in a science content area leading to a thesis.
2. Upgrade any content-deficiency in their undergraduate training as that training relates to their present teaching assignments.
3. Enrich the knowledge base in the undergraduate major field of science.

The graduate science courses developed for this program are designed specifically for in-service secondary science teachers. The program is not intended as a step toward a Ph.D. in a science discipline. Rather, it extends and substantively enriches undergraduate science teacher preparation, rounds out a teacher's ability to meet licensure or accreditation standards, and leads to a fundamentally new level of competence in science.



## **Admission Standards**

1. Complete all admission requirements for graduate study at Minot State University.
2. Have an undergraduate degree in one of the Science disciplines.
3. Hold a teacher certification in science.
4. Have an undergraduate GPA of 3.00 (on a 4 point scale) or higher. Students with GPA's below 3.00 may be accepted if it is the opinion of the science graduate faculty that the lower GPA does not reflect the student's true ability.

## **Academic Honesty Policy**

Cheating of any kind on examinations within course work will automatically result in suspension from the program.

Re-submission or simultaneous submission of a previously or contemporaneously submitted paper or assignment without substantial revision and the full knowledge of all involved parties will automatically result in failure in all involved courses and suspension from the program.

Plagiarism in any form or degree will automatically result in failure in all involved courses and suspension from the program.

Falsification of data in any form or degree will automatically result in failure in all involved courses and suspension from the program.

The policy for appeal of a grade is provided in this catalog.

## **Graduate Advisory Committee**

Each MAT: Science degree candidate will form a Graduate Advisory Committee by the second summer of course work. This committee will then formulate the student's program of study. This plan must be filed with the Graduate School before the student completes eight (8) semester hours of course work.

## **Thesis**

A thesis will be required of all candidates. The student is required to make a public presentation of findings, conclusions and meanings of those findings and conclusions. The Thesis Defense is a separate process (which can be scheduled in conjunction with the public presentation) at which the student defends the findings and conclusions before his/her Graduate Advisory Committee.

## **Required Courses:**

### **I. Fundamental Core: Required of ALL Students (11-18 SH)**

#### **A. Research Element**

ED 501(2) or Math 501(3) 2 or 3 SH

PSY 503 (3) or Math 523 (3) 3 SH

SCI 598 1-4 SH

SCI 599 2 SH

#### **B. Professional Knowledge Element**

ED 518 Educational Philosophy 2 SH

OR

SCI 510 Survey of Science Curricula 3 SH

OR

ED 524 Current Trends: Science 2 SH

#### **C. Content Foundation**

SCI 505 Biogeochemical Cycles 3 SH

## **II. Science Area Concentration (12 SH minimum)**

Four or more courses from List A. No more than 6 SH may be independent study (597, any prefix).

### **List A**

BIOL 520 Advanced Developmental Biology 3 SH  
BIOL 550 Ecology of Great Plains 3 SH  
BIOL 570 Frontiers in Biology 3 SH  
BIOL 590 Seminar 1-6 SH  
BIOL 592 Special Topics 1-6 SH  
BIOL 597 Independent Study 1-6 SH  
GEOL 520 Advanced Historical Geology 3 SH  
GEOL 550 Advanced Mineralogy & Petrology 3 SH  
GEOL 570 Global Plate Tectonics 3 SH  
GEOL 590 Seminar. 1-6 SH  
GEOL 597 Independent Study .1-6 SH  
CHEM 510 Organic Chemistry for Teachers 3 SH  
CHEM 520 Physical Chemistry for Teachers 3 SH  
CHEM 550 Inorganic Chemistry for Teachers 3 SH  
CHEM 570 Frontiers in Chemistry 3 SH  
CHEM 590 Seminar 1-6 SH  
CHEM 592 Special Topics 1-6 SH  
CHEM 597 Independent Study 1-6 SH  
PHYS 590 Seminar 1-3 SH  
PHYS 592 Special Topics 1-6 SH  
SCI 590 Seminar 1-3 SH  
SCI 592 Special Topics 1-3 SH  
SCI 597 Independent Study 1-3 SH

## **III. Electives (2-9 SH)**

At least two (2) credits from List B or from List A not used in Category II. Any of the graduate courses offered at Minot State may be considered if the student's Graduate Advisory Committee feels the course work is consistent with the student's overall degree plan, job responsibilities and interests. Non-science courses especially suited to elective status in the MAT: Science degree are found in list B below.

### **List B Possible Electives**

ED 521 Computer-Assisted Instruction. 2 SH  
MATH 509 Problem Solving 3 SH  
MATH 511 Trends in Mathematics Education 3 SH  
MATH 513 Technology in Mathematics 3 SH  
MATH 540 Geometry 3 SH  
MATH 560 Real Analysis 3 SH  
MATH 565 Calculus for Teachers 3 SH  
MATH 580 Algebra 3 SH  
MATH 592 Special Topics 1-4 SH

## **Minimum Total Graduate Program Credits Required 32 SH**

### **Course Descriptions**

**BIOL 500 Workshops (1-3 SH)** Courses numbered as BIO 500 may not be used to meet the requirements for the MAT: Science degree.

**BIOL 520 Advanced Developmental Biology (3 SH)** Advanced study of morphogenesis including

genetic mechanisms and four-dimensional visualization.

**BIOL 530 Advanced Anatomy and Physiology (3 SH)** Recent advances in the study of anatomy and physiology.

**BIOL 550 Ecology of the Great Plains (3 SH)** Ecology of the Northern Great Plains, especially focusing on grasslands. Course involves collection, identification and classification of flora and fauna of North Dakota and adjoining US states and Canadian Provinces.

**BIOL 570 Frontiers in Biology (3 SH)** Recent advances in biotechnology, genetic engineering, environmental issues, and the like.

**BIOL 590 Seminar (1-3 SH)** Seminars on topics as approved by the division chair.

**BIOL 592 Special Topics (1-3 SH)** Special Topics in Biology

**BIOL 597 Independent Study (1-3 SH)** Individual study on topics as approved by the division chair.

**BIOL 598 Research (2-4 SH)** Research related to thesis topic. Students must have approved thesis proposal on file prior to registering for this course. Courses may be repeated for a total of 4 credits at the discretion of the student's Graduate Advisory Committee.

**BIOL 599 Thesis (2 SH)** Individual research culminating in a thesis.

**CHEM 500 Workshops (1-3 SH)** Courses numbered as CHEM 500 may not be used to meet any requirements for the MAT: Science degree.

**CHEM 510 Organic Chemistry for Teachers (3 SH)** An in-depth examination of the chemical and physical properties of organic functional groups.

**CHEM 520 Physical Chemistry for Teachers (3 SH)** The topics covered will include thermodynamics, equilibria, kinetics, electrochemistry, solution properties, and phase equilibria. No previous knowledge of calculus is assumed.

**CHEM 550 Inorganic Chemistry for Teachers (3 SH)** Among topics considered are periodic law, ionic bonding, crystalline structure of ionic compounds.

**CHEM 570 Frontiers in Chemistry (3 SH)** Developments in chemistry, including such subjects as environmental chemistry, use of computer models, and study of chemical reaction mechanisms.

**CHEM 590 Seminars (1-3 SH)** Seminars on topics as approved by the division chair.

**CHEM 592 Special Topics (1-3 SH)** Special Topics in chemistry.

**CHEM 597 Independent Study (1-3 SH)** Individual study on topics as approved by the division chair.

**CHEM 598 Research (2-4 SH)** Research related to thesis topic. Students must have approved thesis proposal on file prior to registering for this course. Course may be repeated for a total of 4 credits at the discretion of the student's Graduate Advisory Committee.

**CHEM 599 Thesis (2 SH)** Individual research culminating in a thesis.

**GEOL 500 Workshops (1-3 SH)** Courses numbered ES 500 may not be used to meet any requirement for the MAT: Science degree.

**GEOL 510 Advanced Physical Geology (3 SH)** The study of advanced topics in earth materials, land form development, geologic structures and tectonics.

**GEOL 520 Advanced Historical Geology (3 SH)** The origin and history of the earth stressing plate tectonics and the resulting effect of tectonic processes on land forms, physiography and biota. Includes study of selected fossil groups.

**GEOL 550 Advanced Mineralogy and Petrography (3 SH)** Study and identification of minerals and rocks in grains, grain mounts, thin sections, and hand specimens.

**GEOL 570 Global Plate Tectonics (3 SH)** The theory of plate tectonics including mechanisms and volcanic and structural features.

**GEOL 590 Seminar (1-3 SH)** Seminars on topics as approved by the division chair.

**GEOL 592 Special Topics (1-3 SH)** Special topics in Earth Science.

**GEOL 597 Independent Study (1-3 SH)** Individual study on topics as approved by the division chair.

**GEOL 598 Research (2-4 SH)** Research related to thesis topic. Student must have approved thesis proposal on file prior to registering for this course. Course may be repeated for a total of 4 credits at the discretion of the student's Graduate Advisory Committee.

**GEOL 599 Thesis (2 SH)** Individual research culminating in a thesis.

**PHYS 500 Workshops (1-3)** Courses numbered as PHYS 500 may not be used to meet any requirements for the MAT: Science Degree.

**PHYS 590 Seminars (1-3 SH)** Seminars on topics as approved by the division chair.

**PHYS 592 Special Topics (1-3 SH)** Special Topics in Physics.

**PHYS 597 Independent Study (1-3 SH)** Individual study on topics as approved by the division chair.

**PHYS 598 Research (2-4 SH)** Research related to thesis topic. Student must have approved thesis proposal on file prior to registering for this course. Course may be repeated for a total of 4 credits at the discretion of the student's Graduate Advisory Committee.

**PHYS 599 Thesis (2 SH)** Individual research culminating in a thesis.

**SCI 500 Workshops (1-3 SH)** Courses numbered as SCI 500 may not be used to meet any requirements for the MAT: Science degree.

**SCI 505 Biogeochemical Cycles (3 SH)** Interdisciplinary study of global biogeochemical cycles and their impact on the environment.

**SCI 510 Survey of Science Curricula (3 SH)** Historical survey of science curricula with an emphasis on recent issues and trends and their application to current teaching practice.

**SCI 590 Seminar (1-3 SH)** Seminars on topics as approved by the division chair.

**SCI 592 Special Topics (1-3 SH)** Special topics in Science.

**SCI 597 Independent Study (1-3 SH)** Individual study on topics as approved by the division chair.

**SCI 598 Research (2-4 SH)** Research related to thesis topic. Student must have approved thesis proposal on file prior to registering for this course. Course may be repeated for a total of 4 credits at the discretion of the student's Graduate Advisory Committee.

**SCI 599 Thesis (2 SH)** Individual research culminating in a thesis.

## Graduate Catalog

Introduction  
Admission  
Programs  
Other Information  
Forms

### Education

#### Master of Education

701-858-3028/1-800-777-0750 ext.3028

website: [www.minotstateu.edu/cehs/](http://www.minotstateu.edu/cehs/)

email: [bordenki@minotstateu.edu](mailto:bordenki@minotstateu.edu)

CURRENT STUDENTS

FUTURE STUDENTS

ALUMNI & FRIENDS

#### Department of Teacher Education and Human Performance Graduate Faculty

**Chairperson:** Mr. Gary Leslie

**Program Coordinator, Physical Education and Corporate Fitness:** Dr. David Rochholz

**Director, Office of Advisement and Field Placement:** Ms. Elaine Larson

**Program Coordinator of Elementary Education:** Dr. Lisa Borden-King

**Professor:** Dr. Robin Clark

**Associate Professors:** Dr. Lisa Borden-King, Dr. Warren Gamas

**Assistant Professors:** Ms. Rebecca Barcomb, Dr. Margi Coxwell, Ms. Elaine Larson,  
Dr. David Rochholz, Ms. Terry Ferebee-Eckmann, Ms. Clarine Sandstrom

[Overview](#)

[Courses](#)

[Course Descriptions](#)

#### Overview

Minot State University's Master of Education degree focuses on improving knowledge and skills relative to teaching and learning. The program concentrates on: 1) examining current trends in curriculum and instruction, 2) developing breadth and depth in knowledge and understanding of the teaching and learning process, 3) developing skills necessary to do action research, and 4) enhancing the knowledge base in the content area of their choice.

This degree is set up to allow any discipline within the Teacher Education Unit at Minot State to offer a concentration, or to allow education related vocations to access graduate studies. Each student will be required to set up a program of study with the director of the M.Ed. program or with the chair of the recognized discipline offering the concentration.

The program consists of a minimum of 30 semester hours of graduate credit with a common core of 16 semester hours that all M.Ed. candidates must take. The elective component may reflect a particular concentration that would be reflected on the transcript or it may be a combination of graduate course work acceptable to the director of the M.Ed. program in which case there will be no mention of a particular discipline on the degree.

#### Admission Standards

Students seeking admission to the Master of Education program must complete the admission

requirements of the Graduate School and have an overall GPA of 2.75, or 3.0 on the last 60 hours of course work. In addition, admission will be based upon the following:

1. Completion of a bachelors degree in education or related area.
2. A minimum of two years experience in education or a related area.

Admission decisions are made by the appropriate department for those pursuing a specific concentration, and are approved by the Director of the Master of Education program. Admission decisions for those not pursuing a specific concentration are made by the Department of Teacher Education and Human Performance and approved by the Director of the Masters of Education program.

### **Mission/Goals**

The objectives of this program are: to develop skills of scholarship and research; to increase professional competence in instructional strategies and curriculum development; and to develop perceptions of the characteristics and unique needs of the students in P-12 schools.

The Master of Education degree seeks to prepare students who effectively enhance student learning and demonstrate the high level of knowledge, skills, abilities and commitments reflected in the following five National Board of Professional Teaching Standards (NBPTS) core propositions:

1. Teachers are committed to students and their learning.
2. Teachers know the subjects they teach and how to teach those subjects to students.
3. Teachers are responsible for managing and monitoring student learning.
4. Teachers think systematically about their practice and learn from experience.
5. Teachers are members of learning communities.

### **Retention Policy**

Students must maintain a 3.0 grade point average to remain in the M.Ed. program.

### **Academic Honesty**

Cheating at the graduate level will result in disciplinary action. A committee of education faculty will meet to review each case on an individual basis. Students may be required to repeat work, accept a lower grade for the course, or be dropped from the program.

### **Thesis and Project Options**

Graduate students in the M.Ed. program may elect to complete either a thesis or a project. Those choosing the thesis option must satisfy the general requirements for a thesis outlined in the Minot State University Graduate Catalog. Graduate students wishing to pursue the project option must register for ED 598 or the appropriate course within their concentration area. The graduate student will learn the techniques of action research and will apply those skills in an action research project. A written report, acceptable to a graduate faculty committee, describing the project will complete the requirements. Project reports have a seven chapter format; this format should be obtained from the Director of the M.Ed. Program. Both theses and projects will be guided by, and eventually approved by, a graduate committee consisting of two faculty members from the chosen concentration and two faculty members from the education core faculty.

### **Required Core Courses**

for all M.Ed. Candidates (16 SH)

ED 501 Designing and Interpreting Educational Research 4 SH

ED 519 Diversity in a Global Perspective 3 SH

ED 520 Supervision & Mentoring of Preservice & New Teachers 3 SH

ED 521 Integrating Technology into Teaching and Learning 3 SH  
ED 535 Models of Teaching and Learning 3 SH  
Education Degree Core Requirements 16 SH

**Concentration Options\***

**Elementary Concentration (15 SH)**

ED 518 Foundations of Education 2 SH  
ED 522 Curriculum Design and Assessment 2 SH  
ED 524 Current Trends in Science 2 SH  
ED 526 Current Trends in Social Science 2 SH  
ED 528 Current Trends in Language Arts & Reading 3 SH  
ED 530 Current Trends in Mathematics 2 SH  
ED 598 Project and Report 2 SH

OR

ED 599 Thesis 2 SH

**Business Concentration (15 SH)**

BIT 593 Contemporary Methods of Teaching Business 3 SH  
BIT 561 Research on the Internet 3 SH  
BIT 562 Management Information Systems 3 SH  
BIT 592 Special Topics in BIT 3 SH

**Special Education Concentration (17 SH)**

Required:

SPED 510 Introduction to Disability Services 3 SH  
SPED 505 Supervision and Consultation in Special Education 2 SH  
SPED 531 Theoretical Aspects of Exceptional Children 3 SH

Select three of the following:

SPED 561 Behavior Problems of Exceptional Children 3 SH  
SPED 504 Introduction to Preschool Children with Disabilities 3 SH  
SPED 542 Methods and Materials of Teaching the Developmentally Disabled 3 SH  
SPED 572 Methods of Teaching the Learning Disabled 3 SH  
SPED 530 Medical and Physical Aspects of Persons with Severe Disabilities 3 SH

**Gifted and Talented Concentration (14 SH)**

ED 509 Historical Perspectives in Gifted Education 2 SH  
ED 510 Characteristics of Gifted Children 2 SH  
ED 511 Curriculum Models 2 SH  
ED 512 Student Teaching in Gifted Education 3 SH  
ED 598 Project & Report 2 SH  
Plus 3 elective graduate credits.

**English Concentration (15 SH)**

Choose 15 credits from the following courses:

ENGL 515 Professional Issues and Methods 3 SH  
ENGL 516 Research in Teaching Writing 3 SH  
ENGL 525 Topics in English Pedagogy 3 SH  
ENGL 526 Practical Approaches to Teaching Writing 3 SH  
ENGL 535 Topics in Teaching Literature 3 SH  
ENGL 536 Enriching Reading in the Content Areas 3 SH



ENGL 545 Topics in Teaching Writing 3 SH  
ENGL 592 Special Topics 1 - 4 SH  
ENGL 597 Independent Study 1 - 3 SH  
Additional courses in ENGL 525, 535, 545, with advisors approval 3 - 6 SH

Project/Thesis (3 SH)  
Choose 3 credits from the following courses:  
ENGL 599 Thesis 3 SH  
ED 598 Project and Report 3 SH

**Elementary Mathematics Concentration (15 SH)**

MATH 531 Measurement 3 SH  
MATH 532 Problem Solving/Algebraic Reasoning 3 SH  
MATH 533 Geometry for Elementary Teachers 3 SH  
MATH 534 Probability and Statistics for Elementary Teachers 3 SH  
MATH 535 Using Technology to Teach Elementary Mathematics 3 SH

**Art Concentration (Minimum 15 SH total)**

Choose 6 to 10 credits from:  
ART 510 Drawing 1 - 4 SH  
ART 511 Painting 1 - 4 SH  
ART 512 Ceramics 1 - 4 SH  
ART 513 Sculpture 1 - 4 SH  
ART 514 Graphic Design 1 - 4 SH  
ART 515 Jewelry and Small Sculpture 1 - 4 SH  
ART 516 Crafts 1 - 4 SH  
ART 517 Photography 1 - 4 SH  
ART 518 Printmaking 1 - 4 SH  
ART 519 Computer Graphics 1 - 4 SH  
ART 520 Mixed Media 1 - 4 SH  
ART 521 Multi-Media 1 - 4 SH  
ART 570 Workshop 1 - 4 SH  
ART 590 Individual Research 1 - 4 SH

Choose 4 to 7 credits from:  
ART 525 Research in Art Education 1 - 4 SH  
ART 540 Art History: Contemporary 2 SH  
ART 550 Issues in Art: Graduate Seminar 1 SH

And either:  
ART 598 Professional Exhibition, or 1 SH  
ART 599 Thesis 1 SH

\* Course work for disciplines outside of Elementary Education must be determined by the department responsible for that discipline. Other concentrations may be available. Check with departmental faculty for additional offerings.

**Course Descriptions**

**ED 500 Workshops (1-3 SH)**

**ED 501 Designing and Interpreting Educational Research (4 SH)** The methodology and

procedures of educational research. An examination of the types of research techniques most commonly used in the various academic areas, and an analysis and evaluation of the strengths and weaknesses of these techniques, as well as their proper utilization.

**ED 509 Historical Perspectives, Public Policy & Programming Gifted Education (2 SH)** An analysis of origins and history of gifted education focusing on populations of gifted students. A review of local, state and federal policies and practices; past, present and future. An exploration of assumptions underlying the theoretical and practical approaches of programming for gifted students. Coordinating the curriculum with the multiple talents of gifted children.

**ED 510 Characteristics of Gifted Children and Teaching Strategies (2 SH)** Discuss descriptors of gifted children. Explore theories on nurturing the development of gifted children. Examine research on the behavioral characteristics of gifted children at home, in school, and in the community. Critically evaluate current methods and materials. Survey basic teaching strategies for teaching the gifted.

**ED 511 Curriculum Models of Gifted Education and Identification Procedures (2 SH)** Beyond activities and strategies; explore designs and operations of curriculum models for teaching gifted students. Examine the constructs and development of curriculums for gifted populations. Define the interrelationship of program objectives to identification processes. Examine the identification systems of history and those currently in use.

**ED 512 Student Teaching in Gifted Education (3 SH)** Supervised practicum with gifted and talented children at various grade levels.

**ED 515 Individualizing Strategies (2 SH)** Determining programs and appropriate instructional approaches for elementary students.

**ED 518 Educational Philosophy (3 SH)** Traditional and contemporary philosophical thoughts and their educational implications.

**ED 519 Diversity in a Global Perspective (2 SH)** Provides students with a study of diverse cultures including Native American. Examine curriculum and pedagogy from the perspective that all students, regardless of the group to which they belong, such as those related to gender, social class, ethnicity, race, culture, religion, or exceptionality, should be ensured educational equity in school. Provides models for appropriate modification of curriculum and instruction.

**ED 520 Supervision and Mentoring of Preservice and New Teachers (3 SH)** Methods, background, and techniques for working with and providing supervision and mentoring for preservice teachers and new teachers.

**ED 521 Integrating Technology into Teaching and Learning (3 SH)** Current and emerging technologies and how they impact student learning. Will require a research foundation as well as a knowledge and skills base in current technology.

**ED 522 Curriculum Design and Assessment (2 SH)** Current trends in curriculum design theory and assessment strategies and their application in teaching and learning.

**ED 524 Current Trends: Science (2 SH)** Current research, learning principles, and teaching techniques in science theory and classroom instruction.

**ED 526 Current Trends: Social Science (2 SH)** Current research, learning principles, and teaching techniques in social science theory and classroom instruction.

**ED 528 Current Trends in Language Arts and Reading (3 SH)** Current research, learning principles, and teaching techniques in language arts and reading theory and classroom instruction.

**ED 530 Current Trend: Mathematics (2 SH)** Current research, learning principles, and teaching techniques in math theory and classroom instruction.

**ED 535 Models of Teaching and Learning (3 SH)** Study of children's learning with emphasis on cognitive development processes.

**ED 540 Reading: Advanced Diagnosis and Remediation (2 SH)** Study, diagnosis and treatment of reading problems.

**ED 541 Clinical Practice in Remedial Reading (2 SH)** Supervised practice in working with reading disability cases in a clinical setting.

**ED 545 Literature for Children (2 SH)** An examination of the range and quality of current children's literature including its potential for integration throughout the curriculum.

**ED 555 Middle School: Philosophy and Curriculum (2 SH)** The integration of adolescent development theory within the framework of middle school philosophy and curriculum.

**ED 556 Middle School: Teaching Strategies (3 SH)** Organization of curriculum and instruction for middle school education including teaming, scheduling, integrating, and involving parents and the community.

**ED 590 Seminar in Education (1-3 SH)** A special course of study related to specific problem or unique area of concentration relative to education, offered to any number of qualified graduate students upon request.

**ED 592 Special Topics (1-3 SH)** Opportunity is provided to read literature in education on an individual basis to meet student needs and interests.

**ED 597 Independent Study (2 SH)** Student initiated study under the direction of faculty advisor.

**ED 598 Project and Report (2 SH)** An extended action research project conducted in the classroom with a report of the project. All projects will require approval by the Institutional Review Board (IRB). The project report must meet Graduate School guidelines and be approved by a graduate committee.

**ED 599 Thesis (2 SH)** Individual research culminating in a thesis.

## Graduate Catalog

Introduction  
Admission  
Programs  
Other Information  
Forms

### Music

#### Master of Music Education: Music

701-858-3185/1-800-777-0750 ext.3185

website: [www.minotstateu.edu/artsnsci/music.html](http://www.minotstateu.edu/artsnsci/music.html)

#### Division of Music Graduate Faculty

**Chairperson:** Dr. Shelley Smithwick

**Associate Professors:** Dr. Kenneth Bowles, Dr. Jon Rumney

**Assistant Professors:** Dr. Shelley Smithwick, Ms. Sandra Starr, Ms. Lynne Rumney

CURRENT STUDENTS

FUTURE STUDENTS

ALUMNI & FRIENDS

[Overview](#)

[Courses](#)

[Course Descriptions](#)

### Overview

The master of Music Education (MME) is designed for teachers of elementary and secondary music or for persons who have completed teacher preparation programs in music. The program offers candidates the opportunity:

1. to further develop their knowledge, understanding, and appreciation of music and the teaching of music;
2. to study and research teaching techniques which will enrich and stimulate their growth as music educators;
3. to develop a greater collegiality with, and an awareness of, the music education profession as well as the various constituents and philosophies it represents.

The MME, while designed to enhance the continuing education of music educators, is also structured to prepare students to continue their graduate studies beyond the level of the master's degree. It consists of three primary components: (1) Major Area (Music Education), (2) Other Studies (Music and Professional Education), and, (3) Electives.

The Major Area component involves the study and research of music education from the historical, philosophical, sociological, and functional perspectives. The culmination of this area is the final research project.

The Other Studies component is divided into two sections: (A) Music Courses, which includes the study of advanced theoretical and analytical techniques, and the study of the history and literature of music, and, (B) Professional Education Courses, which students may apply to their programs of study.

The Elective component is designed to allow the student some latitude in selecting particular

courses of interest as a part of his/her program of study. All choices in this area are subject to the availability of scheduling and the approval of the student's graduate committee.

Following admission to the Graduate School, MME students are required to successfully complete the Music Master's Examination. This examination must be taken before the completion of nine (9) graduate hours in order for the student to be able to continue in the program. The examination will cover three areas: Music Theory and Sight Singing; Music History and Literature; and Music Education. Information regarding the examination is available from the Division of Music Office.

### **Admission Standards**

1. Completion of all admission requirements of the Graduate School at Minot State University.
2. Completion of a bachelor's degree with a major in Music Education or a program with comparable certification.

\*It is recommended that students have at least two years full-time teaching experience. Students without such experience may be admitted only with the consent of the Music Graduate Committee.

### **Mission/Goals**

The mission of the Division of Music of Minot State University is to provide the highest quality musical education for its students, enabling them to become influential leaders in the areas of teaching, performing and research, and to make a substantial contribution to the cultural life of the Northwest region, the nation and beyond.

### **Academic Honesty**

The Division of Music adheres to the Graduate School policies on academic honesty as presented in the Graduate Catalog.

### **Required Courses**

MUS 501 Introduction to Graduate Study and Music Education Research 3 SH

MUS 510 Perspectives of Music History 3 SH

MUS 515 Perspectives of Music Theory 3 SH

MUS 520 Foundations and Psychology of Music Education 3 SH

MUS 525 Administration and Supervision of Music Programs 3 SH

MUS 530 Elementary and Secondary General Music Programs 3 SH

MUS 535 Technology in the Music Classroom 3 SH

#### **Choose one (1) of the following final Projects**

MUS 598 Lecture/Demonstration Recital 2 SH

MUS 599 Research Paper/ Independent Project 2 SH

#### **Choose seven (7) semester hours from the following**

MUS 590 Music Education Seminar 1-3 SH

MUS 592 Special Individual Topics in Music Education 1-3 SH

MUS 597 Independent Study: Private Piano, Voice, Brass, Woodwinds, Strings 1-3 SH

ED 518 Foundations of Education 3 SH

ED 519 Diversity in a Global Perspective 3 SH

ED 220 Supervision and Mentoring of Pre-service and New Teachers 3 SH

ED 521 Integrating Technology into Teaching and Learning 3 SH

PSY 503 Statistics 3 SH

#### **Minimum Total Graduate Program Credits Required 30 SH**

### **Course Descriptions**

**MUS 500 Workshops (1-3 SH)** (Workshop credit cannot be used in fulfilling graduate program

requirements)

**MUS 501 Introduction to Graduate Study and Music Education Research (3 SH)** The methodology and procedures of music education research. Topics include: interpretation of statistical research in music education, library aids to research, publications in music and music education, and an overview of previous music education research. This course is normally taken the first term of study.

**MUS 510 Perspectives of Music History (3 SH)** Perspectives on music's role in history is developed through study of selected literature and composers.

**MUS 515 Perspectives of Music Theory (3 SH)** An examination of various analytical systems as studied in representative literature from selected periods.

**MUS 520 Foundations and Psychology of Music Education (3 SH)** A study of music education's history, philosophy and sociology, and a study of instructional procedures and testing in music.

**MUS 525 Administration and Supervision of Music Programs (3 SH)** An investigation into administrative procedures including budget, schedule, equipment, curriculum, and human relations.

**MUS 530 Elementary and Secondary General Music Programs (3 SH)** Advanced studies of music methods and materials for k-12 general music.

**MUS 535 Technology in the Music Classroom (3 SH)** A study of technology available for music teaching through MIDI systems, computers, and instructional software.

**MUS 590 Music Education Seminars (1-3 SH)** A special course of study related to a specific problem or unique area of concentration relative to music.

**MUS 592 Special Individual Topics in Music Education (1-3 SH)** Opportunity is provided to read literature in music on an individual basis to meet students needs and interests. Students desiring to pursue this project will do so under the direction of a faculty advisor.

**MUS 597 Independent Study (1-3 SH)** Student initiated study under the direction of a faculty advisor.

**MUS 598 Lecture/Demonstration Recital (2 SH)** Individual project designed to fulfill the requirements of a final project. (Prerequisite: MUS 520, 532, or 536)

**MUS 599 Research Paper/Individual Project (2 SH)** Individual research designed to fulfill the requirement of a final project.

## Graduate Catalog

Introduction  
Admission  
Programs  
Other Information  
Forms

### **Communication Disorders**

#### **Master of Science: Communication Disorders**

701-858-3031/ 1-800-777-0750 ext. 3031

Website: [www.minotstateu.edu/cdse/](http://www.minotstateu.edu/cdse/)

#### **Department of Communication Disorders and Special Education**

**Faculty Chairperson:** Dr. Thomas Linares

**Professors:** Dr. Brent Askvig, Dr. Joseph M. Ferrara, Dr. Bryce Fifield, Dr. Cheryl Gerard,  
Dr. Audrey Lunday, Dr. Stephanie Martin

**Associate Professors:** Dr. Joan Bonsness, Dr. Alan Ekblad

**Assistant Professors:** Dr. Leslie Baldwin, Mr. Thomas Froelich, Ms. Leisa Harmon,  
Ms. Dianne Maupin, Ms. Elizabeth Steere

**Instructors:** Dr. Eileen Savelkoul, Ms. Orlene Schroeder

**Adjunct Faculty:** Mr. Gerald Knapp, Ms. Jamie Bechtold, Ms. Marla Rose

[Overview](#)

[Speech-Language Pathology Information & Courses](#)

[Course Descriptions](#)

#### **Department Mission**

The mission of the Department of Communication Disorders and Special Education is to: Provide state-of-the-art preservice training, engage in research activities to facilitate employment of skilled professionals, maximize the quality of life for people with disabilities.

#### **Audiology and Speech-Language Pathology Overview**

##### **GENERAL INFORMATION AND PHILOSOPHY**

The Department of Communication Disorders and Special Education trains professionals in the areas of Audiology and Speech-Language Pathology. Minot State University offers the masters degree with emphasis in both Audiology and Speech-Language Pathology. The graduate program in Communication Disorders and Special Education is accredited in Speech-Language Pathology and Audiology by the Council on Accreditation (CAA) of the Speech-Language-Hearing Association (ASHA).

All of the Communication Disorders faculty hold the Certificate of Clinical Competence in their respective areas. Faculty are also licensed to practice Audiology and/or Speech-Language Pathology by the North Dakota Board of Examiners in Speech-Language Pathology and Audiology.

The objectives of the training programs in Communication Disorders are: (1) to provide high quality intellectual stimulation in all aspects of the programs, (2) to instill clinical curiosity and skill as a

CURRENT STUDENTS

FUTURE STUDENTS

ALUMNI & FRIENDS

major focus of each student's training, (3) to promote high ethical commitment to the study, research, and practice of Audiology and Speech-Language Pathology, (4) to provide interdisciplinary training and experience, and (5) to ensure all persons graduating with the masters degree meet or exceed all certification and credentialing standards set forth by the American Speech-Language-Hearing Association (ASHA) and other national, state, and local accrediting agencies.

In all cases, students will meet both academic and clinical requirements necessary for certification prior to being awarded the M.S. degree. Students will be required to complete a minimum of one (1) semester of clinical practicum in an off-campus setting after completion of all academic and campus related clinical requirements. All students in Audiology and Speech-Language Pathology must complete a minimum of 50 practicum hours in each of the three different settings, as well as meeting all other university and ASHA requirements. In Speech-Language Pathology, students will normally begin the masters program in the fall and attend spring and summer semesters and complete campus related academic and clinical requirements in the following fall term. All students majoring in Audiology begin their graduate program in the fall semester, attend spring and summer terms, and complete their campus related academics and clinical requirements the following fall semester. Students then complete the semester off-campus practicum requirements, returning to campus the week of final exams to complete a clinical oral presentation and finalize all reports, evaluations, and relevant paperwork required to graduate from Minot State University.

All candidates for the masters degree in the Audiology and/or Speech-Language Pathology must pass a comprehensive written and oral examination or complete and successfully defend a thesis, and all candidates must take the National Praxis Examination in their major area of Audiology or Speech-Language Pathology.

The Department of Communication Disorders and Special Education is committed to maintaining the highest level of quality while providing exemplary clinical and academic instruction.

### **Communication Disorders Program Goals**

#### **Academic Goals**

1. To provide course offerings which reflect pertinent and current information within historical perspective of the topic being covered.
2. To create intellectual excitement, curiosity, and student involvement in research activities.
3. To ensure each student has mastery of course content related to his/her professional area.
4. To offer courses which provide appropriate content leading to professional competence.
5. To provide information on multicultural, ethnic, and social issues relevant to the study and understanding of these factors in relation to Audiology and Speech-Language Pathology.
6. To provide information in the basic sciences and in areas of normal development to complement the study of hearing, speech, and language development and disorders and to ensure students understand development across the life span.

#### **Clinical Outcomes**

Students completing a Master of Science in Speech-Language Pathology at Minot State University should attain the following clinical outcomes:

1. Demonstrate excellent clinical skills with minimal need for direct or prescriptive instruction to perform effectively.
2. Demonstrate excellent ability to apply previous course work and experiences to all clinical assignments.
3. Take initiative in providing therapy to individuals with communication disorders and make changes when appropriate.
4. Demonstrate excellent professional skills including honesty, trustworthiness, reliability, sensitivity to cultural differences, and maintenance of all ethical standards.



5. Use appropriate verbal language skills with clients, supervisors, family members, and other professionals.
6. Conduct effective conferences.
7. Demonstrate excellent assessment skills including collecting, analyzing, and synthesizing relevant data; observing nontarget behaviors; and making ongoing clinical judgements.
8. Demonstrate self-assessment skills to facilitate self-supervision and independence.
9. Develop appropriate programming for most clients at an independent level.
10. Demonstrate effective intervention skills including selecting appropriate materials, maintaining on-task behavior, giving clear instructions and feedback, flexibility, and counseling appropriately.
11. Use effective written language skills in all professional writing.
12. Apply academic, clinical, ethical, multicultural, and professional knowledge with multicultural, diverse, and special needs populations.

In addition to satisfying the general policies and procedures monitored by the Graduate School, applicants for and students accepted into Communication Disorders programs adhere to the following:

### **Application & Acceptance Criteria for Communication Disorders**

#### **General Criteria**

1. Applications received by February 15 will receive priority considerations.
2. Applications received after February 15 will be considered only if student slots remain available in the program in which the application is sought.

#### **Priority Admittance Policy for North Dakotans**

Students with permanent residence in North Dakota, as defined in the University catalog, who meet the following criteria will receive priority consideration:

1. Application received by February 15.
2. Minimum overall undergraduate GPA of 3.00 or last 60 semester hours of undergraduate GPA of 3.30.
3. If students have had clinical practicum experiences, they must have a 3.25 GPA in clinical courses with no grade lower than a B in any clinical course. Or if admitted with a "C," they will be placed on probation as defined by clinical practicum policy.
4. Three positive letters of recommendation from previous instructors and/or supervisors who can attest to the individual's ability, skill, inter-personal relationships and characteristics which will lead to probable success in a graduate program.
5. Minimum cumulative score of 800 on the general portion of the GRE.

#### **Admittance Policy for Applicants who are Not Residents of North Dakota**

All other applicants are reviewed on a competitive basis based on the same minimal standards listed above.

Under special circumstances, with substantial evidence that a person's undergraduate record does not appropriately and accurately represent a student's abilities and promise, the Department Faculty may recommend and the Department Chairperson may approve the acceptance of persons who do not meet the listed minimum requirements for acceptance.

#### **Cumulative Grade Point Average**

In order to be retained in Graduate School, an admitted student must maintain a cumulative grade point average of 3.0 in all 500 level course work which applies toward a degree. Should a student's cumulative GPA fall below the 3.0 minimum at the completion of any term, the student will not be allowed to continue graduate study at Minot State University. Any graduate student who receives a grade of "F" in any graduate course will not be allowed to continue in the graduate program.

### **Repeating Courses**

No courses with a grade of less than "C" may count toward a graduate degree requirement. If a student receives a grade of "C", that course may be repeated. A petition to repeat form must be filed in the Records Office at the beginning of the term in which the course will be repeated. Both enrollments will be recorded on the student's official transcript with the second final grade used in calculating the grade point average. Graduate courses may be repeated only once.

### **Time Requirement**

The maximum time limit for completion of a graduate degree program is seven (7) years. This is calculated from the date the student first enrolls in course work that is required for the graduate degree. Should any of the course work (resident or transfer) exceed the time limit, the classes must be repeated.

### **Clinical Practicum Policy**

1. Students admitted with a C grade in an undergraduate practicum course must receive at least a B in their first clinical practicum course in the graduate program to get off departmental probation because of a low clinical practicum grade.
2. Students must repeat, during the next enrolled term, any graduate level clinical practicum course in which the C was received. The deficiency must be removed prior to enrolling in additional practicum.
3. Only one clinical practicum may be repeated, and may only be repeated once. A student will be discontinued from the Graduate Program in Communication Disorders if he/she receives a grade of C in two clinical practicums.
4. Students may not repeat any clinical practicum course in which a grade of F was received.
5. Students who choose not to participate the final practicum reporting experience will receive one letter grade reduction in their final practicum clinical grade.

### **Communication Disorders Program**

#### **Academic Honesty Policy**

Where there is supported evidence of cheating on examinations or other course assignments, the student will receive a failing grade for the course and will not be retained in the graduate program in Audiology or Speech-Language Pathology.

#### **Grade Appeal Policy**

Dismissal for academic dishonesty can be appealed. A student who wishes to appeal their dismissal should follow the appeal process established by the Graduate School.

#### **Post-Baccalaureate Program**

Policy on Acceptance to the Communication Disorders Post-Baccalaureate Program (For persons who have a bachelors degree with a major other than Communication Disorders, Speech-Language Pathology or Audiology). Apply directly to the Department of Communication Disorders and Special Education.

All persons in this category will apply to the Department of Communication Disorders and Special Education for a one year Post-Baccalaureate Program in Communication Disorders. Students accepted to this Post-Baccalaureate Program must demonstrate a strong commitment to complete the masters degree even though they are not guaranteed acceptance to a graduate program at Minot State University.

To facilitate completion of the Post-Baccalaureate and masters program, applicants should have completed in their undergraduate programs courses in introduction to statistics, three (3) to four (4) semester hours in biological and physical laboratory sciences. six (6) semester hours in the

behavioral and/or social sciences. If these course requirements have not been completed, students will be required to finish these during the post-baccalaureate program.

Students may be enrolled in this program only one time and may not repeat courses without petition to and recommendations from the program faculty and approval from the Department Chairperson. Under

special circumstances, when substantial evidence exists that a person's undergraduate record does not appropriately represent a student's abilities and promise, the Department Faculty may recommend and the Department Chairperson may approve acceptance of persons who do not meet the listed minimum requirements for acceptance.

All previously approved policies regarding priority acceptance of North Dakotans continue to be in effect (see above).

#### **Admission Process:**

1. Students must apply to the Department of Communication Disorders and Special Education for admission.
2. Student must earn a 3.0 GPA or higher in their first semester of Post-Baccalaureate study.
3. Student may apply to the Graduate School during their second semester but must continue to maintain a 3.0 GPA or higher through their second semester. Enrollment in Graduate School is contingent upon an overall GPA of 3.0 or higher for the two semesters (and summer school if necessary).

#### **Minimum Acceptance Criteria for Post-Baccalaureate Program**

1. Completion of a bachelor's degree.
2. Completion of application.
3. Reception of original transcripts from all other universities attended by the candidate.
4. Cumulative GPA of 3.0 or most recent 60 hours GPA of 3.3.
5. Three letters of recommendation from persons who can attest to the individual's ability, skill, inter-personal relationships and characteristics which will lead to probable success in a graduate program.
6. An autobiography to include reasons why the student wants to pursue a career in Speech-Language Pathology or Audiology.
7. Recommendation for acceptance from the Department. This program will accept only a limited number of candidates each year. The decision on how many persons will be accepted will be made by the department based on total enrollment, available space and potential for success of the candidates.
8. Students will not be required to have completed the general portion of the Graduate Record Examination (GRE) to be accepted to this post-baccalaureate year, but must complete the GRE during the Fall enrollment in this program.

#### **Criteria for Retention in Post-Baccalaureate Program**

1. Students may not continue enrollment in this program if they earn any grade lower than a "C" in department course work.
2. Students must have and maintain a 3.0 Grade Point Average (GPA) or higher.
3. Student who do not meet the criteria for retention may not enroll in additional course work in the Department of Communication Disorders.
4. Students must demonstrate adequate speech and hearing or show evidence each semester from the Department of Communication Disorders that progress is being made in the required remediation.

#### **Admission Policy for Advanced Programs in Teacher Education**

Graduate students in the masters degree program who plan to work in the school setting must

meet the following criteria to be accepted in Teacher Education at the advanced program level.

**Students must:**

1. Be admitted to a M.S. degree program at Minot State University.
2. Have a cumulative score of 1100 on the verbal, quantitative, and analytical portions of the Graduate Records Examination (GRE).
3. After completion of eight (8) semester hours of graduate credit, have a 3.0 GPA in all graduate level course work required for the Master of Science degree.
4. Have three letters recommending the student be accepted into Teacher Education at the advanced program level.
5. Be recommended by the Department Chairperson for acceptance to Teacher Education at the advanced program level.

**Graduation Requirements for Advanced Teacher Education Programs in Speech-Language Pathology**

1. Meet all standards and requirements set forth by the Graduate School and the Department to graduate with a masters degree in Communication Disorders.
2. Complete an approved practicum experience in the public school and have a minimum of one hundred hours of supervised direct service to school children and/or adolescents.
3. Pass a comprehensive examination or complete and successfully defend a thesis or complete projects as set forth by the individual Departments.
4. Take the National Examination in Speech-Language Pathology.
5. Successfully complete Social Science 283: North Dakota Native American Studies.

**Speech-Language Pathology**

The Master of Science degree in Communication Disorders with emphasis in Speech-Language Pathology is designed to provide students with the theoretical, clinical, and research knowledge and skills necessary to prepare Speech-Language Pathologists to work in all aspects of their profession. Academic course work along with practicum experiences on campus, in schools, hospitals, and various clinical environments are integral parts of the learning experience at Minot State University. Graduate students have the opportunity to be trainees in the University Affiliated Program (UAP). All graduate students will be trained in the interdisciplinary model.

Acceptance as a candidate for the masters degree in Communication Disorders with an emphasis in Speech-Language Pathology at Minot State University requires an earned bachelors degree from an accredited college or university with an academic grade point average at least equal to the standards for acceptance into the Graduate School. Students must also provide three letters of recommendation from sources who can evaluate the candidate's potential for success in a graduate program.

The graduate curriculum in Speech-Language Pathology is not independent of the undergraduate course requirements and competencies at Minot State University. Students who have an undergraduate major in Speech-Language Pathology and meet the course and competency requirements of Minot State may be able to complete the masters program in five terms, including a one semester final practicum off campus. Students who do not have an undergraduate major in Speech-Language Pathology may apply to the Post-Baccalaureate Program. It will take approximately two and one half full years including a minimum of two summer terms for a student who does not have the undergraduate prerequisites to complete the masters degree in Speech-Language Pathology.

Students may choose one of the two options in their masters degree programs. The first option is a non-thesis option which requires the student to successfully pass a four hour written and a one hour oral comprehensive examination; the second option requires a student to complete and successfully defend a masters thesis in an oral examination. All students must also take the

national examination in Speech-Language Pathology. Students who plan to pursue advanced graduate training are strongly encouraged to choose the thesis option.

**Required Courses:**

**Speech Language Pathology**

CD 501 Introduction to Graduate Studies 4 SH

CD 502 Early Intervention & Interdisciplinary Studies 2 SH

CD 508 Clinical Practicum: Rehabilitation 1-4 SH

CD 511 Clinical Practicum: Therapy 2-6 SH

CD 513 Clinical Practicum: Testing 2-4 SH

CD 514 MSU Adult Clinic: Speech-Language Pathology 2-4 SH

OR

CD 515 Intermediate External Practicum: Speech-Language Pathology 2-4 SH

CD 516 Public School Practicum: Speech-Language Pathology 6-12 SH

OR

CD 517 Advanced External Practicum: Speech-Language Pathology 6-12 SH

CD 520 Advanced Studies in Stuttering 3 SH

CD 522 Aphasia 3 SH

CD 524 Neurologically Based Speech Disorders 3 SH

CD 526 Phonological Disabilities 3 SH

CD 528 Diagnostic Methods: Speech-Language Pathology 3 SH

CD 530 Cleft Palate 2 SH

CD 532 Voice Disorders 2 SH

CD 533 Instrumentation in the Evaluation of Vocal Function 2 SH

CD 534 Studies in Adolescent Language Disorders 2 SH

CD 535 Dysphagia 3 SH

CD 536 Communication for Persons with Severe Multiple Disabilities .3 SH

CD 538 Advanced Language Disorders .3 SH

CD 539 Central Auditory Processing Disorders 2 SH

**Optional**

CD 503 Graduate Seminar in Research 1-3 SH

CD 521 Speech-Language Development & Disorders 4 SH

CD 590 Seminar in Communication Disorders 1-3 SH

CD 592 Special Topics 1-3 SH

CD 597 Independent Study 1-3 SH

CD 599 Thesis -3 SH

**Minimum Total Graduate Program Credits Required 53 SH**

**Course Descriptions**

**CD 500 Workshops (1-3 SH)**

**CD 501 Introduction to Graduate Studies and Computer Technology (4 SH)** The methodology and procedures of educational research, and computer use for the Audiologist and Speech-Language Pathologist. Required of all graduate students. An examination of the types of research techniques most commonly used in the academic areas and their proper utilization. A survey of computer skills typically utilized by professionals in communication disorders.

**CD 502 Early Intervention & Interdisciplinary Studies (2 SH)** A course on interdisciplinary assessment and service delivery for children 0-5 years of age. This course will prepare students for early intervention with infants and toddlers at risk for or presenting communication disorders.

**CD 503 Grad Seminar in Research (1-3 SH)** The seminar is available to any graduate student

considering or actively pursuing a thesis in any area of communication disorders, with any advisor. Priority attention will be given to students who have actually started the thesis process. Students not actually into the thesis process will be expected to participate in problem solving, and other activities of critical thinking. Each student will provide a weekly update of research and writing activities. In this way, actual problems maybe confronted as they occur. Students may rehearse thesis presentation and defense; ask and answer questions about research process and results; and prepare themselves for actual thesis committee meetings. The scientific process, methods for organization and analysis of data, manuscript content, ethical standards, and The Publication Manual of the American Psychological Association will be stressed.

**CD 508 Clinical Practicum: Rehabilitation (1-4 SH)** The student obtains clinical practice providing aural rehabilitation to hearing-impaired children and adults.

**CD 509 Clinical Practicum: Diagnosis (2-6 SH)** Clinical practicum in providing audiological diagnosis services to children and adults.

**CD 511 Clinical Practicum: Therapy (2-6 SH)** Supervised practicum in a clinical setting designed to complete a background of experience with all ages and types of speech involvements so that the graduate may work independently. The student must accrue 375 designated ASHA clock hours.

**CD 513 Clinical Practicum: Testing (2-4 SH)** Principles and procedures for advanced communication evaluations. Practical experience with techniques and procedures for differential diagnosis. A student must accrue designated ASHA clock hours in diagnosis.

**CD 514 MSU Adult Clinic: Speech-Language Pathology (2-4 SH)** A clinical assignment in assessing and treating adults who present with a variety of speech, language, and voice disorders.

**CD 515 Intermediate External Practicum: Speech-Language Pathology (2-4 SH)** This practicum will involve evaluation and treatment of adult clients and will be in various sites in the Minot area. This practicum must be taken concurrently with academic course work on campus.

**CD 516 Public School Practicum: Speech-Language Pathology (6-12 SH)** Supervised public school therapy in Speech-Language Pathology. Required for all students intending to seek employment in the public schools. This practicum will be one semester in length and the student must complete 100 hours of supervised clinical practicum.

**CD 517 Advanced External Practicum: Speech-Language Pathology (6-12 SH)** This will be a final major practicum to be a full semester in length and in a site other than Minot State University or MSU related clinics.

**CD 519 Intermediate Externship Practicum: Audiology (2-6 SH)** An audiologic diagnostic practicum completed in an off-campus environment in the vicinity of Minot State University and in conjunction with enrollment in graduate course work on campus.

**CD 520 Advanced Studies in Stuttering (3 SH)** A study of the historical and current theories for stuttering with attention to a review of published research.

**CD 521 Speech Language Development & Disorders (4 SH)** The study of speech language development and disorders of children. Inter-relationships among personal, social, academic,

speech and language skills are covered. Academic modifications and coordination with specialized personnel are emphasized. (For non-majors)

**CD 522 Aphasia (3 SH)** This course will investigate the incidence of stroke and aphasia. Aphasia and aphasia types are defined as well as assessment and differential diagnosis. Language and communication intervention approaches to rehabilitation of the adult aphasic individual are included. In addition, the course includes an in depth study of right hemisphere involvement, dementia, and closed head injury. A review of pertinent medical and clinical literature will be included as a course requirement.

**CD 523 Advanced Externship Practicum: Audiology (6-12 SH)** An audiologic diagnostic practicum completed in an environment other than Minot State University following completion of all academic course work, on-campus and other related practicums. This practicum will constitute the final semester of the graduate requirements in the Audiology Program.

**CD 524 Neurologically Based Speech Disorders (3 SH)** The clinical diagnosis and management of communication and swallowing disorders having an underlying neurological basis. Included will be a review of pertinent medical and clinical literature pertaining to the various disorders and associated problems.

**CD 526 Phonological Disabilities (3 SH)** This course is designed to give students knowledge of theoretical positions influencing the development of a conceptual framework to understand, evaluate and provide therapy for individuals with phonological disabilities.

**CD 528 Diagnostic Methods in Speech-Language Pathology (3 SH)** A review and critical analysis of tools and techniques used in diagnosis of speech and language disorders. The student must observe diagnostic procedures and be competent in the execution of diagnostic tools.

**CD 530 Cleft Palate (2 SH)** A study of the causes and treatment of orofacial clefts, the treatment of communication problems that are secondary to those anomalies, as well as observations of diagnostic evaluations and treatment recommendations of the Minot Cleft Palate Team. A review of pertinent clinical literature will be included as a course requirement.

**CD 532 Voice Disorders (2 SH)** A course which primarily investigates the common etiologies and pathologies associated with laryngeal voice disorders. Included are techniques for both the perceptual and instrumental analysis of voice, acoustic, aerodynamic, and the evaluation of vocal fold movement patterns through videostroboscopy. Understanding these diagnostic procedures will lead to the initiation of a wide range of treatment procedures. In addition, this course will familiarize the student with the postoperative anatomy, physiology and treatment of the laryngectomized patient. A review of the pertinent medical and clinical literature pertaining to both laryngeal and alaryngeal voice will be included as a course requirement.

**CD 533 Instrumentation in the Evaluation of Vocal Function (2 SH)** This two hour voice lab will be combined with the traditional course in Voice Disorders (CD 532) to provide students with hands-on experience in utilizing each piece of equipment to measure the various vocal function parameters. This information will be used in giving students functional knowledge and practical skills in assessment and intervention for individuals who manifest voice disorders.

**CD 534 Studies in Adolescent Language Disorders (2 SH)** Study of the history, nature, evaluation and treatment of language disorders in adolescents.

**CD 535 Dysphagia (3 SH)** This course will cover normal physiology of deglutition followed by abnormalities, including congenital, acquired neurological or surgical, that can result in dysphagia. Bedside and radiographic evaluation of swallowing dysfunctions will be included as well as the multidisciplinary team approach to treatment and management.

**CD 536 Communication for Persons with Severe Multiple Disabilities (3 SH)** This course addresses the communication needs of and services for persons with severe or multiple disabilities. The course addresses both assessment and intervention issues emphasizing functional communication in the individual's natural environments. Both high and low-tech augmentative and alternative communication systems are reviewed. Review of related current literature is required.

**CD 538 Advanced Language Disorders (3 SH)** This course is designed to: 1) further the student's understanding of a conceptual framework for studying and working with language disorders in children (emphasis is placed on cognitive, pragmatic, and linguistic concepts); 2) build rationale for developing intervention programs for child language; and 3) acquaint students with therapy programs and give them an understanding of the rationale for the development of such programs.

**CD 539 Central Auditory Processing Disorders (2 SH)** The underlying neurological systems, behavioral manifestations, procedures for assessment, diagnosis and management of central auditory processing disorders as it relates to language, learning and academics in preschool and school age populations.

**CD 540 Hearing Science/Instrumentation (2 SH)** Study of the physical and psycho-acoustic aspects of audition, calibration and basic operating principles of audiologic instrumentation.

**CD 541 Industrial Audiology (3 SH)** Theoretical and practical concepts relating to the effects of noise on hearing with practical application regarding development and implementation of industrial hearing conservation programs.

**CD 542 Physiologic Test Procedures (4 SH)** This course is designed to acquaint the student with 1) Brainstem Auditory Evoked Potentials for the measurement of hearing acuity and differential diagnosis, and 2) Electronystagmography for the assessment of the vertiginous patient. Special emphasis will be placed on testing procedures and the interpretation of test results.

**CD 543 Communication Techniques for the Audiologist (2 SH)** Study of alternative communication techniques necessary in counseling deaf children.

**CD 545 Development of the Auditory System (3 SH)** A study of the embryology and basic anatomy of the auditory system, auditory development in children, and the effects of aging on the auditory system.

**CD 550 Advanced Auditory Assessment (5 SH)** The student will gain theoretical and practical knowledge in advanced audiometric techniques. Emphasis will be in the areas of clinical masking, speech audiometry, acoustic immittance, behavioral test for site of lesion, functional hearing loss, and special populations.

**CD 551 Pathology of the Auditory System (3 SH)** An in-depth study of the symptoms, causes and treatment of pathologies and an advanced study of the anatomy, physiology, and pathologies



of the central nervous system.

**CD 553 The Educative Aspects of Deafness (2 SH)** This course, which is specifically designed for graduate students in audiology, provides the theoretical framework on which educators of deaf children base evaluation and instructional approaches in educating hearing-impaired children.

**CD 554 Amplification for the Hearing Impaired (4 SH)** Theoretical and practical concepts of selecting hearing aids, auditory trainers, and assistive listening devices for pediatric and adult hearing impaired patients. Special emphasis is placed on evaluation procedures and the modification of electroacoustic parameters.

**CD 556 Electronstagnography (2 SH)** The anatomy, physiology and assessment procedures of the vestibular (balance) system.

**CD 557 Central Auditory Processing Disorders-Audiology (2 SH)** The neuroanatomy/neurophysiology, behavioral manifestation, procedures of assessment and diagnosis as well as the practical management of central auditory processing disorders.

**CD 559 Otoacoustic Emissions (1 SH)** A course on the applications of otoacoustic emissions (OAEs). Students will be taught the physiological basis of OAEs, clinical uses of OAEs, and contemporary theories of OAEs.

**CD 560 Cochlear Implants and Assistive Technology (1 SH)** A course on the applications of cochlear implants and assistive listening devices (ALDs). Students will learn the basis for appropriate selection of candidates for cochlear implants and ALDs. Students will also learn of the fundamental principles for fitting and rehabilitation techniques associated with these devices.

**CD 561 Tinnitus (1 SH)** The study of Tinnitus. Etiology, diagnosis and rehabilitation of Tinnitus. Medical and non-medical rehabilitation models will be examined in depth.

**CD 585 Principles of Amplification (2 SH)** The design, function and electroacoustic characteristics of personal hearing aids and auditory trainer systems, including 2 CC measurements and real ear probe tube microphone techniques.

**CD 590 Seminar in Communication Disorders (1-3 SH)** A special course of study related to a specific problem or unique area of concentration relative to audiology, offered to any number of qualified graduate students upon request.

**CD 592 Special Topics (1-3 SH)** Opportunity is provided to read literature in Speech-Language Pathology or related professional disciplines on an individual basis to meet student needs and interests.

**CD 597 Independent Study (1-3 SH)** Student initiated study under the direction of a faculty member.

**CD 599 Thesis (1-3 SH)** Individual research culminating in a thesis.





Be seen. Be heard.

## Graduate Catalog

Introduction  
Admission  
Programs  
Other Information  
Forms

### Criminal Justice

#### Master of Science: Criminal Justice

701-858-3303/1-800-777-0750 ext.3303

website: [www.minotstateu.edu/artsnsci/cj.html](http://www.minotstateu.edu/artsnsci/cj.html)

#### Department of Criminal Justice Graduate Faculty

**Chairperson:** Dr. Richard Seklecki

**Assistant Professors:** Dr. Wojciech Cebulak, Dr. Lanette Dalley, Dr. Rebecca Allen,  
Dr. Gary Rabe, Mr. Mark Springer

CURRENT STUDENTS

FUTURE STUDENTS

ALUMNI & FRIENDS

[Overview](#)

[Courses](#)

[Course Descriptions](#)

#### Overview

The primary objective of the program is to prepare students for professional employment and advanced graduate study in Criminal Justice. By combining a generic core and topical seminars for specialized study with a background in the social/behavioral science discipline, the program produces professionals with competence in program evaluation, research, program administration, and planning. Additionally, it prepares students for further graduate education.

The program emphasizes providing students with the opportunity to expand their theoretical and methodological perspectives and to cultivate their specialized interests in substantive areas within Criminal Justice. Students augment their academic preparation by engaging in professional activities, sponsoring seminars and workshops, participating in research, and teaching under the supervision of full-time faculty. Lists of current research endeavors and interest areas of faculty members are posted at the beginning of each academic year which provide students with an overview of research, community projects, and other discipline related activities in the department.

#### Admission Standards

1. Completion of bachelor's degree or minor in Criminal Justice or closely related discipline.
2. Completion of all admission requirements of the Graduate School at Minot State University.
3. An overall undergraduate grade point average of 3.0 or better (on a 4.0 scale).
4. Completion of the Graduate Record Exam (GRE).
5. All applicants are required to submit a statement outlining the goals and objectives for graduate work in Criminal Justice.
6. Complete applications to Graduate School by April 15 for fall term and November 15 for spring term.

Students who do not possess an undergraduate major or minor in Criminal Justice or a closely related field can be admitted. Practical experience in Criminal Justice may also be considered in

evaluating applicants for admission. However, students may be required to take specific undergraduate courses, special seminars, and/or qualifying examinations prior to enrolling in graduate level courses.

### **Examination and Thesis**

At the conclusion of graduate study, each student must pass a written comprehensive examination. Additionally, at the conclusion of all graduate work, each student must pass a comprehensive oral examination as part of their thesis defense.

An important element of the curriculum, which serves as the basis for synthesizing classroom work, centers around the thesis. Each student must select a chairperson and a thesis committee, usually sometime during the first year of study. After the selection of the topic and thesis committee, the appropriate forms are filed with the department and Graduate School.

### **Criminal Justice offers two courses of study:**

#### **Administration and Criminology**

#### **OPTIONS: SELECT ONE**

#### **A. Criminal Justice Administration. 30 SH**

- CJ 501 Research Methods 1 3 SH
- CJ 503 Research Methods 2 3 SH
- CJ 520 Criminal Justice Administration 3 SH
- CJ 540 Criminal Justice Policy Evaluation 3 SH
- CJ 560 Management Issues in Criminal Justice 3 SH
- CJ 570 Internship 6 SH
- CJ 599 Thesis 6 SH
- CJ Elective 3 SH

#### **B. Criminology. 30 SH**

- CJ 501 Research Methods 1 3 SH
- CJ 503 Research Methods 2 3 SH
- CJ 505 Criminology Theory 3 SH
- CJ 530 Women and Crime 3 SH
- CJ 550 Law and Society 3 SH
- CJ 580 Occupational/Organizational Crime 3 SH
- CJ 599 Thesis 6 SH

#### **Electives**

- CJ Elective 3 SH
- CJ Elective 3 SH

### **Minimum Total Graduate Program Credits Required 30 SH**

### **Course Descriptions**

**CJ 501 Criminal Justice Research I (3 SH)** Research in the social sciences applicable; preparation of research designs, conceptual models, sampling procedures.

**CJ 503 Criminal Justice Research II (3 SH)** Interpretation of data sets and findings; statistical tests of significance and measures of association; examinations and interpretations of computer printouts; decision making in hypothesis testing; and descriptive and inferential statistics.

**CJ 505 Studies in Criminological Theory (3 SH)** Designed to provide students with critical understanding in criminological theory and research from both classical and contemporary perspectives.

**CJ 520 Criminal Justice Administration (3 SH)** Application of leading administrative theories to problems in the criminal justice system; study of the bureaucratic nature and of the American criminal justice system as a complex organization; an historical examination of the evolution of various administrative theories in the Western world and their strengths and shortcomings.

**CJ 530 Women and Crime (3 SH)** Research on women and the criminal justice system is one of the most rapidly developing and controversial areas in the criminal justice field. This course focuses on two broad areas: 1) women as offenders and 2) women and victims.

**CJ 540 Criminal Justice Policy Analysis (3 SH)** An introduction to policy development and analysis in the field of Criminal Justice.

**CJ 550 Law and Society (3 SH)** This course is designed to foster students ability to understand and critique the foundations of legal theory and the development, implementation, and application of law. Students are also directed in how social science has been applied to study legal development and practice.

**CJ 560 Management Issues in Criminal Justice (3 SH)** Explores the general principles of management in American criminal justice; investigates various management related issues, problems, case studies and remedies sought in American criminal justice system; an historical evolution of criminal justice specific management theories.

**CJ 570 Internship (6 SH)** Student will complete a supervised, practical placement in a criminal justice agency. The course will have a practical and academic component. The practical component will be conducted directly with a supervisor in a criminal justice agency and the academic component is directed by the graduate coordinator.

**CJ 580 Occupational/Organizational Crime (3 SH)** This course is designed to expose students to the problem of occupational and organizational crime. We will explore the development of the concept of white collar crime and organizational crime. The issue of organizational/organizational crime will be examined in light of its causes and control. Case histories are used to highlight essential concepts and issues.

**CJ 590 Seminar (3 SH)** A special course of study related to a specific problem or unique area of concentration relative to Criminal Justice, offered to any number of qualified students upon request.

**CJ 592 Special Topics (1-3 SH)** Selected special topics selected by the instructor are taught as needed.

**CJ 595 Independent Research (1-24 SH)** Collateral research and investigation, data analysis and interpretation, and review of salient literature for research article and paper presentation and other thesis related investigative work. (Enrollment must have Criminal Justice Department Chair approval.)

**CJ 597 Independent Study (1-3 SH)** Study on individual areas of interest as requested by the student. Topics must have chair approval.

**CJ 599 Thesis (6 SH)** Individual research culminating in a thesis.



## Graduate Catalog

Introduction  
Admission  
Programs  
Other Information  
Forms

### Management

#### Master of Science: Management

701-858-4422/1-800-777-0750, ext 4422

Email: [mydegree@minotstateu.edu](mailto:mydegree@minotstateu.edu)

Web Page: [www.misu.nodak.edu/msm/](http://www.misu.nodak.edu/msm/)

THIS DEGREE IS OFFERED VIA DISTANCE EDUCATION

CURRENT STUDENTS

FUTURE STUDENTS

ALUMNI & FRIENDS

College of Business Graduate Faculty

**Program Chairperson:** Dr. Gary Ross

**Professors:** Dr. M. Saeed, Dr. Michael Duffy, Dr. Roderic Hewlett, Dr. Gary Ross,  
Dr. Thomas Seymour,

Mr. Andrew Ng Choon Teck, Dr. Lori Willoughby,

**Associate Professors:** Dr. Linda Cresap, Dr. James Ondracek, Mr. Keith Witwer

**Assistant Professors:** Ms. Kristi Berg, Mr. Larry Henderson, Dr. Ji Hee Kim, Ms. Deanna Klein,  
Dr. Frank Moseley, Ms. Sharon Reynolds, Mr. Jerry Stai

[Overview](#)

[Courses](#)

[Course Descriptions](#)

### Overview

The goal of the graduate management program is to present executives who are capable of leadership in today's business world and who can function effectively in a challenging and changing economic technological environment. The program emphasizes the development of analytical skills, teamwork, leadership, and an ability to manage in an environment of change. MSM graduates are effective leaders who draw on the integration and application of management theory, knowledge, and skills.

### Mission

At the Minot State University College of Business, we develop, enhance, and implement programs that foster people's understanding of global markets, economic planning, productivity, and professional business practice. While expanding principles of ethical professional practice, we also strive to enhance societal well-being and the life-long learning of our faculty, students, alumni, and community members—qualities we believe are essential to meeting the needs of our stakeholders in an evolving professional business environment. The College of Business will continue to serve as a central catalyst for economic development.

### Admission Standards

**Application Deadline-April 15**

1. Completion of all admission requirements of the Graduate School at Minot State University.
2. In addition, the following admission requirements apply to applicants for the Master of Science in Management program:
  1. In their autobiographies, applicants should address their professional backgrounds, career goals, how this program fits into their career goals, and their management philosophies. Autobiographies will measure applicants' organizational and writing skills. The autobiography is limited to 1,500 words.
  2. An admissions score of at least 400. This score is calculated as follows: Autobiography score (total possible is 100 points) plus undergraduate last 60 semester hours grade point average times 100 (based on a 4.0 scale) plus the number of years of professional-level work experience times ten (up to a maximum of 100 points, applicants are required to submit a resume with evidence to support the number of years they want credited)
  3. The most competitive applicants (based on admissions scores) will be interviewed prior to an admissions decision. Interviews will measure applicants' analytical and oral communication skills.
  4. Recommendation for acceptance from the College of Business Graduate Faculty.
  5. Applicants should use the MSM recommendation forms (academic and/or professional) included in the appendix in the graduate catalog. Applicants must submit three recommendations forms for admission. At least one must be an academic reference, and one must be a professional reference.

### **Required Courses**

BADM 535 Management Principles and Practices 3 SH

BIT 510 Managerial Communications 3 SH

BADM 550 Statistical and Quantitative Applications: A Managerial Approach 3 SH

FIN 545 Financial Management and Accounting 3 SH

BADM 525 Strategic Marketing 3 SH

BADM 565 Strategic Management 3 SH

BIT 562 Management Information Systems 3 SH

BADM 537 Human Resource Management 3 SH

BADM 555 International Management 3 SH

(Students in specialized cohorts will complete an elective or special topics course in lieu of International Management.)

BADM 598 Capstone Experience or BADM 599 Thesis 3 SH

Minimum Total Graduate Program Credits Required 30 SH

### **Course Descriptions**

#### **ACCOUNTING (ACCT)**

**ACCT 521 Managerial Accounting (3 SH)** Emphasizes accounting information for management decision-making, internal planning, and control.

#### **BUSINESS ADMINISTRATION (BADM)**

**BADM 525 Strategic Marketing (3 SH)** Investigates marketing from a managerial perspective, including the critical analysis of functions of marketing, opportunity assessment, marketing planning and programming, marketing leadership and organization, and implementing, evaluating, controlling, and adjusting the marketing effort. Focuses on the creative process involved in applying the knowledge and concepts of marketing to the development of marketing strategy. Integrates marketing decisions, ethics, strategies, and plans with other functional business areas.

**BADM 535 Management Principles and Practices (3 SH)** Introduces principles and practices of managing corporate and organizational resources. Describes how managers plan, organize, lead,



motivate, and control human and other resources. Introduces classical, behavioral, ethical, and quantitative approaches to management. Explores management challenges and problems as presented by individuals and groups.

**BADM 537 Human Resource Management (3 SH)** Studies the contribution of the human resource management function to the strategic effectiveness of an organization, including job analysis, employment law, staffing, retention, human resource development, performance management, compensation, and negotiations.

**BADM 541 Legal Environment and Ethics (3 SH)** Explores the historical, and ethical bases of legal systems and ethical issues of management policies and procedures.

**FIN 545 Financial Management and Accounting (3 SH)** Provides advance study in corporate financial management and accounting to provide a conceptual framework for analyzing the major types of decisions made by financial executives. Focuses on the application of theory to topical areas, including the functional uses of accounting, financial analysis, financial planning and forecasting, budgeting, acquisition and management of capital, financial instruments and markets, capital structure, and corporate valuation.

**BADM 550 Statistical and Quantitative Applications - A Managerial Approach (3 SH)** Introduces the applications of statistical and quantitative techniques to business decision-making; covers the development of skills in interpreting techniques using analysis of variance, decision analysis, linear and multiple regression analysis and various quantitative techniques. Additionally, emphasizes modeling and forecasting issues and methodology. Explores software applications for research using industry standard statistical software packages.

**BADM 553 Operational Systems/Technology (3 SH)** Studies the most relevant issues of technology and innovation management with attention to the relationship between the operations core and technological as well as administrative alternatives to influence system performance. Course content includes all aspects of operations technology with emphasis on the management of technological innovation.

**BADM 555 International Management (3 SH)** Provides an intensive study of managerial concepts and methods pertaining to international business with a focus on the special demands made on managers of international operations, due to differences in management styles and systems. Exposes students to cultural, behavioral, ethical, and strategic imperatives in a global business environment.

**BADM 560 Contemporary Issues (3 SH)** Encourages study of current research and issues facing contemporary and future managers. (e.g. regional economic development and NAFTA)

**BADM 565 Strategic Management (3 SH)** Challenges the student to conceptualize, analyze, and plan the application and administration of strategies both from the executive level and from the organizational entrepreneurial level. Integrates the teachings of a variety of fields and depends heavily on case analysis.

**BADM 598 Capstone Experience (3 SH)** Provides for individual or group research culminating in a formal paper (e.g., a business plan, case study, or applied research project) and presentation thereof. The formal presentation will be reviewed by a committee of graduate business faculty members. Provides an intensive study of entrepreneurship theory and practice. Explores

entrepreneurship practice, new venture creation, management of a growing company, entrepreneurial marketing, entrepreneurial finance, global entrepreneurship, and organizational strategies for new business enterprises. Includes the development of business and operational plans for new ventures or, depending on the needs of the student, existing enterprises. For students in specialized cohorts, the content will vary according to the research projects involved or the nature of the cohort's specialty.

**BADM 592 Special Topics (1 - 3 SH)** Presents study of selected areas in management.

**BADM 599 Thesis (3 SH)** Provides for individual research culminating in a thesis.

## **BUSINESS INFORMATION TECHNOLOGY (BIT)**

**BIT 500 Workshops (1-3 SH)** No 500 workshop may be used to meet any requirement for the Master of Science in Management Degree.

**BIT 510 Managerial Communications (3 SH)** Focuses on the application of communication strategy to improve oral and written messages that are appropriate for today's global business environment. Includes three themes: communication improvement through reflection and application, contemporary communication practices and influences, and communication components of planning, conducting, and presenting research.

**BIT 561 Research and the Internet (3 SH)** Provides the framework for learning how to access and use various Internet tools for conducting research online. Locating information using World Wide Web search engines, virtual libraries, email discussions, and Usenet are key components of the course. Evaluation of Internet material and how to cite Internet resources are also covered. Offered online only.

**BIT 562 Management Information Systems (3 SH)** Integrates fundamental concepts of systems and information with those of organizational structure and management. Performs the analysis of information flow in organizations and the operating context of the various computer-based subsystems of an organizational information system.

**BIT 563 Database Management and Administration (3 SH)** Introduces generalized database management systems: their internal and external structure, implementation, management, and use. Logical and physical database design and access methods are discussed. Students use a modern relational database management system to design and develop database applications.

**BIT 564 Systems Analysis and Design (3 SH)** Introduces students to the analysis and design of a business information system. The course covers concepts, skills, methodologies, techniques, tools, and perspectives essential for systems analysts/designers to successfully develop information systems. The students will learn the use of computer audit software engineering (CASE) tools, modeling tools, productivity tools and software tools. The student will have an opportunity to apply the concepts covered to solve a "real world" problem.

**BIT 566 Decision Support Systems (3 SH)** Guides students in learning how information systems can be used to support business decision making. Models of decision making, tools and techniques for decision aiding, and DSS design and implementation are discussed. The application of expert systems and artificial intelligence to decision support are introduced and students use modern development tools to implement a DSS for a business case. Offered online only.

Prerequisite: BIT 562.

**BIT 575 Data Communication (3 SH)** Discusses concepts and applications of telecommunications technologies, networks, and distributed information systems for business. Topics include: regulatory issues, network pricing and management, distributed system and network architectures, international standards, and user-related issues. Students are provided with hands-on experience. Offered Online Only. Prerequisite: BIT 562.

**BIT 592 Special Topics (1-3 SH)** Presents study of selected areas in management information systems.

**BIT 593 Contemporary Methods of Teaching Business (3 SH)** An online course designed to enhance awareness of teaching and learning; this course is designed for both continuing secondary and new post-secondary business educators. Topics include but are not limited to, current issues in business education, curriculum design, advanced technology usage, instructional techniques for the classroom, teaching an online environment, working with diverse learners, assessment of student learning, and professional opportunities.

**BIT 598 Project (3 SH)** An extended individual research project culminating in a formal paper. Restricted to graduates.

## Graduate Catalog

Introduction  
Admission  
Programs  
Other Information  
Forms

### Information Systems

#### Master of Information Systems (MSM)

701-858-4422/1-800-777-0750, ext 4422

**Email:** [mydegree@minotstateu.edu](mailto:mydegree@minotstateu.edu)

**Web Page:** [www.misu.nodak.edu/msm/](http://www.misu.nodak.edu/msm/)

THIS DEGREE IS OFFERED VIA DISTANCE EDUCATION

CURRENT STUDENTS

FUTURE STUDENTS

ALUMNI & FRIENDS

College of Business Graduate Faculty

**Program Chairperson:** Dr. Linda Cresap

[Overview](#)

[Courses](#)

[Course Descriptions](#)

#### Overview

The Master of Science in Information Systems is designed to enhance knowledge and skills of information systems professionals. Course content variety provides up-to-date information in major knowledge areas, and hands-on learning, including actual business consulting, lends new opportunities and advanced skills. The program is modeled after the MSIS 2000, Model Curriculum Guidelines for Graduate Degree Programs in Information Systems, as well as current literature in the field of information systems.

The MSIS degree addresses the need for highly skilled technology professionals in the state, region, and nation as well as on the international front, especially in the area of computer technology consulting. Recent studies predicting career needs indicate that Information Technology Consultants remain in demand. Companies continue to recruit professionals to manage their information systems. On an International level, degrees from US institutions remain in high demand.

#### Mission

At the Minot State University College of Business, we develop, enhance, and implement programs that foster people's understanding of global markets, economic planning, productivity, and professional business practice. While expanding principles of ethical professional practice, we also strive to enhance societal well-being and the life-long learning of our faculty, students, alumni, and community members - qualities we believe are essential to meeting the needs of our stakeholders in an evolving professional business environment. The College of Business will continue to serve as a central catalyst for economic development.

#### Accreditation

The MSIS is fully accredited by the Higher Learning Commission, a commission of the North

Central Association of Colleges & Schools(NCA). The College of Business is accredited by the International Assembly for Collegiate Business Education(IACBE).

### **Admissions Standards**

1. Completion of all admission requirements of the Graduate School at Minot State University.
2. In addition, the following admission requirements apply to applicants for the Master of Science in Information Systems program:
  1. In their autobiographies, applicants should address their professional backgrounds, career goals, how this program fits into their career goals. Autobiographies will measure applicants' organizational and writing skills. The autobiography is limited to 1,500 words.
  2. An admissions score of at least 300. This score is calculated as follows: Autobiography score (total possible is 100 points) plus undergraduate last 60 semester hours grade point average times 100 (based on a 4.0 scale) plus the number of years of professional-level work experience times ten (up to a maximum of 100 points, applicants are required to submit a resume with evidence to support the number of years they want credited)
  3. Recommendation for acceptance from the College of Business Graduate Faculty.
  4. Applicants should use the MSIS recommendation forms (academic and/or professional) included in the appendix in the graduate catalog. Applicants must submit three recommendation forms for admission. At least one must be an academic reference, and one must be a professional reference. The reference forms are available in the graduate catalog.
  5. Minimum **TOEFL** scores (for international students only): 550 (213 for computer-based test).

### **Courses**

The Master of Science in Management (MSM) program requires successful completion of 30 semester-credit hours total - 10 courses at three semester-credit hours each. An on campus residency is not required.

### **Required Courses and Rotations**

#### **Fall Semester (Year 1)**

BIT 564, Analysis and Modeling (Term 1)  
BIT 563, Database Systems and Applications (Term 2)  
BIT 566, Knowledge Management (Full Term)

#### **Spring semester (Year 1)**

BIT 560, Managing the IS Function (Term 1)  
BIT 556, Virtual Business (Term 2)  
BIT 565, Systems Design (Full Term)

#### **Fall Semester (Year 2)**

BIT 575, Business Network Systems Management (Term 1)  
BIT 570, E-Business Strategy (Term 2)

#### **Spring Semester (Year 2)**

BIT 580 Integrating the Enterprise, IS function, and IS Technologies (Full Term)  
BIT 582 Professional Consulting in IS (Full Term)

## Course Descriptions

**BIT 556 Virtual Business - 3 credits** Exploration of the many nuances (employee, management, hardware/software, etc.) involved in the management and operation of a virtual business.

**BIT 560 Managing the IS Function - 3 credits** Study of the managerial perspective for aligning competitive strategy, core competencies, and information systems. Development and implementation of policies and plans to achieve organizational goals. Defining the systems that support the operational, administrative, and strategic needs of the organization, its business units, and individual employees. Includes global and international issues such as privacy, security, and workforce restrictions. Covers the role of the CIO.

**BIT 563 Database Systems and Applications - 3 credits** Promotes understanding of the issues in managing database systems as an essential organizational resource. Students learn the enterprise-data-architecture components, data storage configurations, and information retrieval methods. Expansion from the relational model to the multidimensional model, object-relational techniques, and web accessed data.

**BIT 564 Analysis and Modeling - 3 credits** Promotes understanding and application of system analysis and modeling processes. Students evaluate and choose appropriate system development methodologies and analyze a system. Students learn the importance of effective communication and integration with users. The course emphasizes interpersonal skill development with clients, users, team members, and others associated with development and operation of an information system.

**BIT 565 Systems Design - 3 credits** Study of information and application of systems design, implementation, and maintenance methodologies. Students learn that systems design is not merely a 'technical' or 'computer' activity, but a 'business' activity. Prerequisites: BIT 563 and BIT 564

**BIT 566 Knowledge Management - 3 credits** Study of theory and application of the management of organizational knowledge for creating business value and generating a competitive advantage. Focus on how to implement a knowledge management strategy and knowledge management system in an organization Includes infrastructure evaluation; KM system analysis, design, and development; and KM system deployment and assessment.

**BIT 570 E-Business Strategy - 3 credits** Covers the fundamental technologies associated with consumer-to-business and business-to-business interaction and delivery of content via the Internet. Discusses contrast between client- versus server-side approaches to database processing and XML, as well as execution of business rules and logic. Includes hands-on experience with the various technologies.

**BIT 575 Business Network Systems Management - 3 credits** Develops a managerial level of technical knowledge and terminology for data, voice, image, and video communications and computer networks to effectively communicate with technical, operational and management people in telecommunications. Students are expected to understand and apply data communications concepts to situations encountered in industry; learn general concepts and techniques of data communications; understand the technology of the Internet; and understand the regulatory environment.

**BIT 580 Integrating the Enterprise, IS Function, and IS Technologies - 3 credits** Provides

students with an overall understanding of the complex role of systems in transforming organizations and markets. Topics include the specification of an integrated set of business processes and functional applications to meet business needs across organizational units. A second set of topics focuses on systems support for business-to-business and business-to-consumer transactions and on the principles underlying supply chain management and customer relationship systems. The final topic, collaborative systems, illustrates how systems can support knowledge management and learning and provide the flexibility and intelligence needed to compete in a rapidly changing world.

**BIT 582 Professional Consulting in IS - 3 credits** While consulting with a business, students will integrate the concepts and techniques learned in the MSIS program. Prerequisite: Taken during final semester

## Graduate Catalog

Introduction  
Admission  
Programs  
Other Information  
Forms

### Special Education

#### Master of Science: Special Education

701-858-3050/ 1-800-777-0750 ext. 3050

Website: [www.minotstateu.edu/cdse/sped/](http://www.minotstateu.edu/cdse/sped/)

#### Department of Communication Disorders and Special Education Graduate Faculty

**Chairperson:** Dr. Thomas Linares

**Professors:** Dr. Brent Askvig, Dr. Joseph M. Ferrara, Dr. Bryce Fifield,  
Dr. Cheryl Gerard, Dr. Audrey Lunday, Dr. Stephanie Martin

**Associate Professors:** Dr. Joan Bonsness, Dr. Alan Ekblad

**Assistant Professors:** Dr. Leslie Baldwin, Mr. Thomas Froelich, Ms. Leisa Harmon,  
Ms. Dianne Maupin, Ms. Elizabeth Steere

**Instructors:** Dr. Eileen Savelkoul, Ms. Orlene Schroeder

**Adjunct Faculty:** Mr. Gerald Knapp, Ms. JoLynn Webster, Ms. Jamie Bechtold, Ms. Marla Rose

CURRENT STUDENTS

FUTURE STUDENTS

ALUMNI & FRIENDS

#### [Overview & General Information](#)

#### [Core Special Education Courses](#)

- [Education of the Deaf](#)
- [Early Childhood Special Education](#)
- [Learning Disabilities](#)
- [Severe Multiple Handicaps](#)
- [Special Education Strategist](#)

#### [Course Descriptions](#)

#### Program Mission

Our mission is to lead the Northern Plains region in special education by: 1) providing exemplary learning experiences to prospective and practicing educators and human provider staff; 2) providing technical assistance and service to schools, families, and other agencies; 3) disseminating current and relevant information to state and local agencies; and, 4) conducting credible and practical research.

#### Vision Statement of the MSU Special Education Programs

The Special Education faculty of Minot State University sets the standard for personnel preparation in human service programs for people with disabilities. The strength of our faculty is the emphasis on life long learning manifested in its diverse programs, students and services. Our faculty and students are reflective decision makers, exemplified by the internal desire to meet changing needs. The universal values of learning, teaching, education, family, and community transcend and guide our programs and services.

We highly value  
ALL CHILDREN, YOUTH AND THEIR RESPECTIVE FAMILIES



and particularly believe that...

- all people with disabilities deserve the respect, rights, and responsibilities afforded all people;
- all children and youth can learn AND have a right to be in school learning with their peers as often as possible.
- our Special Education faculty is an agent of change charged with the responsibility to assist individuals, organizations, and systems with the understanding of this vision; and
- our Special Education faculty produces educators who facilitate the learning of persons with special needs in becoming independent and self-sufficient citizens.

Revised (Fall, 2001)

### **General Information and Philosophy**

The MSU Special Education faculty prepares graduate level professionals in the disciplines of education of the deaf, learning disabilities, severe multiple handicaps, and early childhood special education (ages 0-5). Depending upon their emphasis area, graduates are prepared to be special education teachers or educational coordinators in various service delivery systems, or to provide direct assistance to individuals with disabilities.

The faculty represents the heart of the programs offered in special education. Each faculty member brings unique interests and abilities to the department including strong teaching records both in public schools and institutions of higher education. No faculty member is without such experience. In addition, there is a strong array of interests and skills in applied research and community service. Thus, the record of this group of professionals is one of outstanding teaching first and foremost, but also a high level of scholarship and professionalism.

The personnel preparation program is committed to an interdisciplinary approach in assessment, educational planning and implementation of appropriate instructional strategies for individuals with disabilities. Graduates have extensive experience with the team process during their academic program through their participation in field experiences, practica, and collaborative work with community agencies.

The Special Education faculty also participate fully in the North Dakota Center for Persons with Disabilities (NDCPD), a University Center of Excellence for persons with developmental disabilities. The NDCPD is a statewide program designed to provide interdisciplinary training, research and exemplary service to persons with developmental disabilities and those agencies and associations which serve them. The NDCPD, in addition to providing a strong research, service and training resource to the department, also provides a setting in which graduate students can acquire outstanding professional experiences.

The Special Education faculty work with programs for children with disabilities in the Minot Public Schools, other public schools, and various agencies in order to provide a rich environment of clinical and field opportunities for students who are pursuing their professional programs of study. Additional on-campus clinical opportunities are provided to assure the highest quality of professional preparation.

All programs in Special Education are accredited by the appropriate accreditation agencies including NCATE and Council on Education of the Deaf.

### **Special Education Program Academic Honesty Policy**

Honesty and integrity are necessary for a successful career in special education. Graduate students in Special Education must maintain a scholarly and professional ethic above reproach.

Actions or omissions that constitute dishonesty include, but are not limited to plagiarism, providing answers or tests to other students, copying another student's paper, removing library or media materials so other students will not have access to them, or lying to instructors about course materials or assignments. Thus, academic dishonesty is viewed as a violation of academic and professional trust. Any student who displays dishonesty may be subject to a variety of consequences including grade reduction, dismissal from a course, or dismissal from the program. When an academic honesty violation is found, the faculty member will report it to the department chair. Subsequent actions (e.g., discussion with student, appeals, etc.) will follow the procedures for honesty, status, or grade appeals found in this catalog.

### **Retention in Special Education Graduate Programs**

Graduate students in Special Education are expected to maintain a high level of academic achievement. To that end, students admitted to the respective programs must maintain a cumulative GPA of 3.0 or above in all graduate course work which applies toward a degree. If the cumulative GPA falls below 3.0 at the completion of any term, the student will not be allowed to continue in the admitted program. Similarly, a student who receives a grade of "F" in any graduate course will not be allowed to continue in the graduate program. In addition, students who are non-retained in the one Special Education program may not be admitted to the other special education programs. Other retention policies may apply.

### **Special Education Degree Core Requirements**

Special Education faculty believe that graduate study should provide a strong foundation in theory, critical analysis or research, writing skills, and an understanding of measurement and metrics in the human services field. Thus, the following course work is required of all graduate students seeking the Master of Science Degree in Special Education.

- SPED 501 Introduction to Graduate Study 3 SH
- SPED 531 Theoretical Aspects of Exceptional Children 3 SH
- SPED 533 Clinical Practice 1 SH
- SPED 550 Special Education Assessment 2 SH
- PSY 503 Statistics I 3 SH

Graduate students then complete the specific area requirements outlined on the following pages.

### **Education of the Deaf**

Minot State University has authority to offer a special education graduate degree with an emphasis in education of individuals who are Deaf or hard of hearing. Presently the graduate program is being revised, and it is anticipated to be available for students beginning fall semester, 2005. For more information on the program contact the MSU Graduate School office at 1-800-777-0750 or 701-858-3250.

### **Early Childhood Special Education**

The Early Childhood Special Education (ECSE) program is designed to prepare personnel to work with young children with or at risk for developmental delays, and their families. Successful completion of the program will prepare the ECSE trainee to assess young children with suspected developmental delays, develop appropriate intervention programs, and coordinate a variety of service programs such as Infant Development Programs, ECSE programs in public schools, or inclusive community programs.

The MSU ECSE program emphasizes a family responsive approach to early intervention. Trainees gain experience in a variety of service delivery settings including home based, center based, and combination service delivery programs. Examples of programs, both on and off campus, include

the Minot Infant Development Program, Early Head Start, and community child care programs, area special education unit ECSE programs, and head start. The interdisciplinary team process is utilized throughout assessment, program planning, program implementation, and service evaluation. The process requires work with professionals from allied medical, social, communication disorders, advocacy, and psychology fields, as well as with developmental disabilities case management managers and families.

### **Admission Requirements in Early Childhood Special Education**

Successful trainees may pursue two options: 1.) for those students wishing to become eligible for North Dakota certification in Early Childhood Special Education, a requirement for admission to the ECSE Program is completion of an elementary education teacher preparation program from an accredited college or university, or 2.) for those students wishing a master's degree in ECSE but not wishing to be eligible for North Dakota certification in ECSE, a requirement for admission to the ECSE Program is completion of a four-year degree from a related field (nursing, early childhood, psychology, etc.) from an accredited college or university.

The ECSE program includes course work and supervised practicum experiences in assessment, program development and evaluation, family and community support systems, typical and atypical child development, physical management, and research. Trainees can select comprehensive exams or a thesis as the final program requirement.

### **Program Requirements: Early Childhood Special Education**

SPED 504 Introduction to Preschool Children with Disabilities 3 SH

SPED 509 Infant/Toddler Development 3 SH

SPED 530 Physical & Medical Needs of Persons with Severe Disabilities 3 SH

SPED 542 Methods and Materials Teaching Developmentally Disabled 3 SH

SPED 563 Family and Community Systems in Early Intervention 3 SH

### **Special Education Degree Core Requirements 12 SH**

#### **Field Experience Requirements:**

SPED 515 Practicum 6 SH

#### **Culminating Experience:**

SPED 599 Thesis 1-3 SH

OR Written and Oral Comprehensive Examinations

### **Minimum Total Graduate Program Credits Required 33 SH**

### **Learning Disabilities**

The Specific Learning Disabilities program is designed to prepare graduate level professionals for instructional service in public schools as resource teachers of students with Specific Learning Disabilities (SLD) who serve in one building or are itinerant and/or provide consultative services to general education teachers and others by offering appropriate services for students with SLD. Course work focuses on both the theoretical and practical aspects of the field of learning disabilities. Graduate students participate in an intensive competency-based program emphasizing the translation of current research into effective teaching methodology. Graduate students are provided with clinical experiences throughout the program in order that they may enter the field as confident and skilled professionals. These experiences culminate with a supervised practicum regarding the assessment, program planning and teaching of students identified with specific learning disabilities. Equal attention is given to preparation of consultation skills in order to facilitate

the concept of inclusion and work with general education teaching in the provision of specialized services for students with disabilities placed in their classroom.

To be eligible for a special education credential in Specific Learning Disabilities, the applicant must have a North Dakota professional educators' license in either elementary or secondary education. Students with elementary or secondary education licenses will be recommended for certification in learning disabilities K-12 level. Teachers with secondary certification must complete an elementary math methods and an elementary reading methods prior to certification in learning disabilities. It is strongly recommended that students with secondary licenses complete their practicum at the elementary level unless their chosen area is for secondary only. A person who has completed the master's degree program at Minot State University will be eligible for a credential in Specific Learning Disabilities as described above upon application to the North Dakota Department of Public Instruction.

### **Admission Requirements in Learning Disabilities**

In addition to the general admission requirements for graduate study, students applying to the learning disabilities program must have a four-year cumulative GPA of 3.0 or a GPA for the last two years of their undergraduate program of 3.5. Students not meeting these GPA requirements must submit scores for the general portion of the Graduate Record Examination (GRE) or the Miller's Analogies Test (MAT). These scores along with GPA, Letters of Recommendation, and the autobiography are used in the selection process.

### **Program Requirements: (Learning Disabilities)**

SPED 505 Supervision and Consultation in Special Education 2 SH  
SPED 561 Behavior Problems of Exceptional Children 3 SH  
SPED 572 Methods of Teaching the Learning Disabled 3 SH  
ED 540 Reading: Advanced Diagnosis & Remediation 2 SH

### **Special Education Degree Core Requirements 12 SH**

#### **Field Experience Requirements:**

SPED 515 Practicum 8 SH

#### **Culminating Experience:**

SPED 599 Thesis 1-3 SH

OR

Written and Oral Comprehensive Examinations

### **Minimum Total Graduate Program Credits Required 30 SH**

#### **Teacher Credential:\***

SPED 110 Introduction to Exceptional Children 3 SH  
SPED 410 Introduction to Learning Disabilities 3 SH  
CD 426 Speech Language Development & Disorders for the Classroom Teacher 4 SH  
SS 283 Ethnic Experience in America 2 SH

NOTE: The following courses are required for candidates with secondary undergraduate majors.

ES 421 Elementary Arithmetic Methods 3 SH

ED 352 Reading in the Elementary School 3 SH

\* The above requirements are not required for the master degree, but are needed to meet ND requirements for a teaching credential in learning disabilities.

### **Severe Multiple Handicaps**

The Severe Multiple Handicaps program is designed to prepare personnel to function as classroom teachers for students with severe and/or multiple disabilities, program coordinators for educationally related programs for children with mental retardation, physical and/or multiple disabilities, and coordinators working with non-educational social service agencies. The program is also meant for educational consultants working for medical and diagnostic agencies in clinical settings.

The program prepares personnel to serve students with a variety of severe disabilities including autism, deafblindness, and other physical and mental disabilities. Trainees are given extensive training in assessment, behavior management, program development and implementation, physical care and habilitative techniques, alternative systems of communication, parent training and use of the interdisciplinary model of team planning. Trainees receive experiences in using these competencies across a wide range of disabilities.

After demonstrating mastery of core competencies, trainees are given practical experience using various service delivery models. At least one experience occurs in a public school setting, while other experiences may include other community-based, home-based or residential settings.

### **Admission Requirements in Severe Multiple Handicaps**

The student with an earned bachelor's degree and a major in mental retardation, developmental disabilities or other similar degrees from an accredited college or university may be admitted into the graduate program. A student without such a major, but who has a bachelor's degree, may be admitted, but will be required to complete additional designated course work. These students must follow a program of study designed by an advisor. All applicants must meet all Graduate School requirements for admittance.

### **Program Requirements: (Severe Multiple Handicaps)**

- SPED 505 Supervision and Consultation in Special Education 2 SH
- SPED 530 Physical & Medical Needs of Persons with Severe Disabilities 3 SH
- SPED 542 Methods & Materials Teaching Developmentally Disabled 3 SH
- SPED 561 Behavioral Problems of Exceptional Children 3 SH
- CD 536 Communication for Persons with Severe Multiple Disabilities 3 SH

### **Special Education Degree Core Requirements 12 SH**

#### **Field Experience Requirements:**

- SPED 515 Practicum 6 SH

#### **Culminating Experience:**

- SPED 599 Thesis 1-3 SH
- OR
- Written and Oral Comprehensive Examinations

### **Minimum Total Graduate Program Credits Required 32 SH**

NOTE: MSU also has a Certificate of Completion in Severe Disabilities available via online instruction. See the Certificate Program section of this catalog.

### **Special Education Strategist**

The Special Education Strategist emphasis area is designed to prepare teachers, especially those for rural settings, who will work with students with a variety of disciplines. Upon completion of the MS in Special Education with an emphasis in Special Education Strategist, along with completion of the remainder of the certification coursework, a teacher will be able to work with students with mild mental retardation, or emotional disturbance, or learning disabilities. This is a highly attractive combination of skills for rural school districts and special education units.

The Special Education Strategist emphasis area focuses on the characteristics of students with mild disabilities, and provides a firm foundation in theory, methods, assessment, and practical implementation of appropriate programming. Students will complete practica in all areas required by the state credential. To be eligible for the credential in special education strategist, the applicant must have a North Dakota professional educator's license in elementary or secondary education. Teachers with a secondary license may be required to take an elementary math methods and an elementary reading methods course prior to receiving the credential.

### **Admission Requirements in Special Education Strategist**

Students who apply for the MS in Special Education with an emphasis in the Special Education Strategist must have or be eligible for a North Dakota professional educator's license. In addition they must have a minimum four year grade point average (GPA) of 2.75 or above. Students not meeting the GPA requirement must take the Graduate Record Examination (GRE) or the Miller's Analogies Test (MAT) and provide those scores to the Department for consideration for admission. All other general MSU Graduate School admission requirements also apply.

### **Program Requirements: (Special Education Strategist)**

SPED 505 Supervision and Consultation in Special Education 2 SH  
SPED 520 Introduction to Behavior Disorders 3 SH  
SPED 524 Methods of Teaching Individuals with BD 3 SH  
SPED 572 Methods of Teaching the Learning Disabled 3 SH  
ED 540 Reading: Advanced Diagnosis and Remediation 2 SH

### **Special Education Degree Core Requirements 12 SH**

#### **Field Experience Requirements:**

SPED 523 Field Seminar in LD/BD 4 SH  
SPED 515 Practicum 4 SH

#### **Culminating Experience:**

SPED 599 Thesis 3 SH  
Or  
Written and oral comprehensive examinations

### **Minimum Total Graduate Program Credits Required 30 SH**

Note: To be eligible for the ND credential in special education strategist, the candidate may need to complete various other undergraduate courses. Be sure to visit with the program advisor to determine the final program of study for credential eligibility.

### **Course Descriptions**

#### **SPED 500 Workshops (1-3 SH)**

**SPED 501 Introduction to Graduate Study (3 SH)** This core course covers the methodology and procedures of educational research. It includes an examination of the types of group and single subject research techniques most commonly used in the various academic areas, and an analysis and evaluation of the strengths and weaknesses of each techniques.

**SPED 504 Introduction to Preschool Children with Disabilities (3 SH)** Students in this course receive an overview of the characteristics of young children who have or are suspected of having developmental delays. Definitional issues, legislative issues, developmental characteristics, and educational impacts are described. A variety of service delivery models are presented.

**SPED 505 Consultation and Supervision in SPED** A study of the various organizational models for special education services. It includes examination of training throughout the processes of referral, appraisal, placement, implementation and evaluation.

**CD 509 Clinical Practicum: Diagnosis (2-6)** Clinical practicum in providing audiological diagnosis services to children and adults.

**CD 510 Introduction to Disability Services** This course will provide an overview of services for children, youth and adults with disabilities. Disability law, service delivery systems, and aspects of various disabilities will be covered.

**SPED 515 Practicum (1-8 SH)** Designed to provide specific field experiences by Program. Generally this experience is the final requirement prior to graduation. Prerequisite: Completion of all graduate course requirements in the area of specialization with a minimum GPA of 3.00 or permission of department chair.

**SPED 516 Diagnostic Practicum (6 SH)** Practicum in all aspects of the "Team Evaluation" process from administration to diagnosis, report writing, and program planning, Prerequisite: Completion of all graduate course requirements or permission of the program director.

**SPED 520 Introduction to Behavior Disorders (3 SH)** This is a survey course designed to acquaint the students with the problems and issues surrounding services with ED. An overview of the concept of emotional and behavioral disorders, along with the characteristics of learners with BD will be presented. Classification and service delivery models will also be discussed.

**SPED 521 Community Supports for Individuals with Behavior Disorders (2 SH)** Analysis of the major service system (education, human/social services, mental health, juvenile justice) for individuals with emotional or behavior disorders.

**SPED 522 Guidance and Counseling for Behavior Disorders (3 SH)** This course will review best practices in servicing students who have emotional or behavioral disorders. It will cover techniques for teaching students alternative behaviors in one-on-one and small group settings.

**SPED 523 Field Seminar in LD/BD (1-4 SH)** Mentored, individualized field practicum in settings serving youth with learning, emotional, and behavioral disorders. Prerequisite(s): SPED 521 Community Supports for Individuals with Behavior Disorders

**SPED 524 Methods of Teaching Individuals with Behavior Disorders (3 SH)** Study of data-based, validated techniques and methods of educational intervention for students with emotional or behavioral disorders. Includes methods for both elementary and secondary students emphasizing

transitions between service settings and agencies. Prerequisite(s): SPED 520 Introduction to Behavior Disorders

**SPED 525 Introduction to Severe Disabilities (1 SH)** This is an introduction to the study of persons with severe disabilities and the services they receive. Instructors will cover basic concepts in services in severe disabilities as well as characteristics of individuals and of service. This course should be taken before or simultaneously with other Severe Disabilities Online courses.

**SPED 526 Effective Teaching: Observation of Student Learning (1 SH)** This course is designed to teach certified teachers how to conduct observations of student learning. This course is geared specifically to address issues related to working with students with severe disabilities. Strategies for conducting observations in the classroom, using observations to gather assessment data, using data collected to make educational decisions for students will be discussed.

**SPED 527 Effective Teaching: Basic Skills for Teaching (1 SH)** This course is designed to provide an overview of curriculum development, instructional strategies, and additional “best practice” procedures for students with severe disabilities. Emphasis is on utilization of an activity-based and ecological inventory approach to curriculum design and programming for skill acquisition, generalization, and maintenance. Elements of classroom management, integrated related services, and family participation are also introduced.

**SPED 528 Managing Daily Activities (1 SH)** This class introduces learners to the practical aspects of managing daily activities for people with severe/multiple disabilities. The course focuses on how to set up and organize a program. Topics include understanding related “best practices” standards, developing activities and daily schedules, teacher/provider and para-professional roles and responsibilities, daily communication with families and related service personnel, managing personal care routines, and training and evaluating staff in response to a program evaluation of the daily activities.

**SPED 529 Effective Teaching: Communication and Assistive Technology (1 SH)** Provides an introduction to the use of assistive technology and augmentative communication for students who have severe disabilities. Introductory material is presented related to communication, mobility, learning, technologies, and aids for independence. Issues regarding assessment of student needs and funding assistive technologies are also covered.

**SPED 530 Physical & Medical Needs of Persons with Severe Disabilities (3 SH)** An introduction to physically handicapping conditions and related educational practices. Etiological considerations with educational implications are stressed in at least the following areas: cerebral palsy, spina bifida, muscular dystrophy, epilepsy, and skeletal deformities. Review of methods for physical and health management.

**SPED 531 Theoretical Aspects of Exceptional Children (3 SH)** Theoretical principles of child development: physiological, psychological, behavioral and cognitive growth are related to special conditions of exceptional children for structuring improvement in their performance.

**SPED 533 Clinical Practice (1-4 SH)** Practicum in the assessment of children or adults with disabilities.

**SPED 534 Effective Teaching: Managing Behavior (1 SH)** This course is designed to teach certified teachers how to manage student behaviors in the classroom and is geared to specifically



address issues related to working with students with severe disabilities. Common behavior issues and their function will be discussed, as well as strategies for managing these excess behaviors.

**SPED 535 Effective Teaching: Inclusion Strategies (1 SH)** The focus of this course is on the introduction of the philosophical, theoretical and practical aspects of providing inclusive education and includes the following: developing support for inclusion in school settings; facilitating transitions from special education into regular education classrooms; encouraging professional collaboration; developing regular education curriculum; designing adaptations and modifications; building social relationships and acceptance; and addressing typical challenges and barriers to inclusion.

**SPED 542 Methods and Materials of Teaching the Developmentally Disabled (3 SH)** A methods course in instruction of young children and learners with severe or multiple handicaps, birth through 21 years. The course emphasizes current best educational practices in curriculum development, delivery and monitoring including individualized program planning and adaptations, specific instructional strategies, and organizing for the delivery of instruction.

**SPED 550 Assessment in Special Education (2 SH)** Description of processes of assessment for screening special education, eligibility, program planning, and evaluation. Legal requirements, professional roles and responsibilities, and terminology are covered. Focus is on the interdisciplinary assessment process.

**SPED 561 Behavior Problems of Exceptional Children (3 SH)** Principles and techniques of behavior management are related to classroom structure, development of academic and social skills.

**SPED 563 Family and Community Systems in Early Intervention (3 SH)** A course to identify and validate ecological variables that impact early intervention services. Emphasis is placed on a family-centered approach as it impacts service delivery formats, related service, support services, parent involvement, interagency collaboration, and program design. Family structure and dynamics are emphasized.

**SPED 572 Methods of Teaching the Learning Disabled (3 SH)** Techniques and methods of educational intervention for children with learning disorders are related to appraisal, material development, individual program development and evaluation of pupil change in terms of academic and social skills development. Prerequisites: SPED 531.

**SPED 582 Psychoeducational Appraisal of Children Who are Deaf or Hard of Hearing (2 SH)** Analysis, administration and interpretation of criterion and norm-referenced instruments used to appraise the perceptual, cognitive and academic abilities of children who are deaf or hard of hearing. Participation in corequisite is required. Prerequisite: Consent of the instructor and SPED 533

**SPED 583 Speech Appraisal of Children who are Deaf or Hard of Hearing (2 SH)** Administration and interpretation of Daniel Ling's (1976) Model of Speech Acquisition assessment procedures as well as other instruments used to appraise the speech capabilities of deaf or children who are hard of hearing. Participation in corequisite is required. Prerequisite: Consent of instructor and SPED 533

**SPED 584 Language Appraisal of Children Who are Deaf of Hard of Hearing (2 SH)** Analysis, administration and interpretation of criterion and norm-referenced instruments used to appraise the

language capabilities of children who are deaf or hard of hearing, along with the development of language programs to meet individual needs. Participation in corequisite is required. Prerequisite: Consent of instructor and SPED 533

**SPED 585 Amplification and Applied Audiology (3 SH)** This course provides both theoretical and practical competencies in the interpretation and application of audiologic information for communicative and educational programming and an understanding of the amplification needs of children with hearing impairment. Special emphasis is placed on selection, maintenance, use and management of amplification in the classroom.

**SPED 590 Seminar in Special Education (1-3 SH)** A special course of study related to a specific problem or unique area of concentration relative to special education, offered to any number of qualified graduate students upon request.

**SPED 592 Special Topics (1-3 SH)** Opportunity is provided to read research literature in special education on an individual basis to meet student needs and interests.

**SPED 597 Independent Study (1-3 SH)** Student initiated study under the direction of a faculty advisor.

**SPED 599 Thesis (1-3 SH)** Individual research culminating in a thesis.



Be seen. Be heard.

## Graduate Catalog

Introduction  
Admission  
Programs  
Other Information  
Forms

### Certificate Programs

[General Information](#)  
[Certificate Programs](#)  
[Certificate of Completion Programs](#)

CURRENT STUDENTS

FUTURE STUDENTS

ALUMNI & FRIENDS

### Graduate Certificate Programs at Minot State University

In addition to its complete graduate programs and degrees, Minot State University offers focused packages of study in several areas. These are either Certificate Programs or Certificate of Completion Programs.

Certificate Programs are concentrated programs of study, usually requiring eight to 15 graduate credits of work. Certificate of Completion Programs require seven or less graduate credits. Once a student finishes the required slate of courses, the certificate is posted on the transcript.

Students must obtain departmental and Graduate School permission to engage in either of the certificate programs. This is done by acceptance into an MSU graduate program, or by completing a non-degree application to MSU.

### Certificate Programs

#### Certificate Program: Technology for Managers

Designed for students who are eager to update their technology skills as well as explore graduate education, the Technology for Managers Certificate Program provides current training on the use of technology to enhance management ability. The Special Topics course will vary each semester to reflect current topics in technology. All courses are offered through MSU Online; Bit 562 is also offered on campus. Up to three of the courses may be applied toward the Master of Science in Management degree program. Admission to the graduate school is not required to complete this certificate program; however, admission is recommended for those anticipating continuing into the MSM program. Admission as non-degree student is required.

#### Curriculum:

Bit 561 Research and the Internet 3 SH  
Bit 562 Management Information Systems 3 SH  
Bit 566 Decision Support Systems 3 SH  
Bit 592 Special Topics 3 SH  
Total Semester Hours 12 SH

### Certificate of Completion Programs

#### Certificate of Completion in Severe Disabilities

In accordance with the ND State Board of Higher Education policy 409 - Degrees Offered, Minot State University offers a Certificate of Completion in Severe Disabilities. This certificate is available upon completion of seven (7) graduate credits of course work as outlined below. Students in the Certificate of Completion in Severe Disabilities must complete seven (7) of the one-credit online modules offered below:

**Course Options for Certificate of Completion in Severe Disabilities**

- SPED 525 Introduction to Severe Disabilities 1 SH
- SPED 526 Effective Teaching: Observation of Student Learning 1 SH
- SPED 527 Effective Teaching: Basic Skills for Teaching 1 SH
- SPED 528 Managing Daily Activities 1 SH
- SPED 529 Effective Teaching: Communication and Assistive Technology 1 SH
- SPED 534 Effective Teaching: Managing Behaviors 1 SH
- SPED 535 Effective Teaching: Inclusion Strategies 1 SH
- SPED 536 Managing Physical Movement 1 SH
- SPED 537 Facilitating Team Collaboration 1 SH

Once seven (7) credits/ courses are completed, the Certificate of Completion will be awarded to the student, and entered on the transcript. Students may earn only one Certificate of Completion in Severe Disabilities at Minot State University. If you are interested in this program, contact the Communication Disorders and Special Education Department at MSU at 701-858-3031 or 1-800-777-0750.

## Graduate Catalog

Introduction  
Admission  
Programs  
Other Information  
Forms

### Additional Graduate Courses

Some departments offer graduate courses that support a graduate major. These courses may be used as concentrations or electives in your major area of study. Be sure to check with your advisor, graduate committee and department chair regarding the use of these courses for your program of study.

CURRENT STUDENTS

FUTURE STUDENTS

ALUMNI & FRIENDS

### English

**ENGL 515 Professional Issues and Methods in English (3 SH)** Introduction to graduate study in secondary English pedagogy, including an overview of current professional issues and of methods for engaging in research and thesis projects.

**ENGL 516 Research in Teaching Writing (3 SH)** Readings in the research, theory, and practice of teaching writing. Emphasis on constructing position papers which demonstrate synthesis, evaluation, and application of concepts from the readings. This course is a component of the Northern Plains Writing Project Summer Institute. Corequisites: ENGL 526 & 536.

**ENGL 525 Topics in Language Arts Pedagogy (3 SH)** Focused study in recent theoretical developments in language arts pedagogy for the secondary English classroom. Emphasis on weaving language study into student-centered classroom approaches. Topics vary for each offering. Students may enroll in this course for 3-9 credits. Prerequisite or corequisite: ENGL 515.

**ENGL 526 Practical Approaches to Teaching Writing (3 SH)** Practice in process-orientated approaches to writing. Emphasis on students' own personal and reflective writing in a workshop environment. This course is a component of the Northern Plains Writing Project Summer Institute. Corequisite: ENGL 516 & 536.

**ENGL 535 Topics in Teaching Literature (3 SH)** Focused study in teaching and using literature in the secondary English classroom. Topics to vary for each offering. Students may enroll in this course for 3-9 credits. Prerequisite or corequisite: ENGL 515.

**ENGL 536 Enriching Reading in the Content Areas (3 SH)** Readings in the research, theory, and practice of teaching and using reading in the classroom. Emphasis on constructing position papers which demonstrate synthesis, evaluation, and application of concepts from the readings. The course is a component of the Northern Plains Writing Project Summer Institute. Corequisite: ENGL 516 & 526.

**ENGL 545 Topics in Teaching Writing (3 SH)** Focused study in teaching and using writing in the secondary English classroom. Topics to vary for each offering. Students may enroll in this course for 3-9 credits. Prerequisite or corequisite: ENGL 515.

**ENGL 592 Special Topics (1-4 SH)** Occasional and topical subjects.

**ENGL 597 Independent Study (1-3 SH)** Independent study under the direction of a faculty advisor.

**ENGL 599 Thesis (3 SH)** Individual research culminating in a thesis.

# Fees and Expenses

## Description of Fees

The academic year is divided into two semesters (fall and spring semesters) of sixteen weeks each. In addition, there is an annual summer term of eight weeks. Tuition and fees must be paid at the beginning of each semester. **(ALL FEES ARE SUBJECT TO CHANGE WITHOUT NOTICE.)**

## Graduate Tuition Fees

All admitted graduate students and non-degree students taking graduate course(s) pay graduate fees for all course work. Amounts listed below are actual tuition fees for fiscal year 2003-2004

### Graduate tuition and fees (full-time, 12 credits per semester)

Resident.....	\$2,055.00
Non-Resident.....	\$5,071.00
Minnesota Reciprocity .....	\$2,638.00
Contiguous States and Provinces .....	\$2,958.00
Midwest Higher Education Compact (MHEC) .....	\$2,958.00

Part-time enrollments are pro-rated. Tuition and fees are due and payable in full during the first two weeks of each semester.

Distant education courses may charge additional tuition called an access fee. This tuition ranges from \$10.00 to \$35.25 per credit depending on the type of course.

Students who are residents of South Dakota, Montana, Saskatchewan, and Manitoba are eligible for contiguous tuition. Residents of other Canadian provinces and non residents meeting certain academic criteria may qualify for partial tuition waivers. Non-residents meeting certain academic criteria may qualify for tuition awards. See the Financial Aid Office for details. Students who are residents of Minnesota must apply and qualify for reciprocity tuition and fees. Application to the program is the responsibility of the student. Application forms can be obtained from the MSU Student Records Office or from the Minnesota Higher Education Coordinating Board.

Section: 504 Resident Tuition Laws and Guidelines:

1. NDCC Section 15-10-19.1 governs determination of residency for tuition purposes. Pursuant to section 15-10-19.1, a resident student for tuition purposes means:
  - a. A person whose guardian, custodial parent , or parents are legal residents of North Dakota and have resided in this state for twelve months, or a dependent child whose custodial parent moved into the state with the intent to establish legal residency for a period of years within the last twelve months immediately prior to the beginning of the academic term;
  - b. A person eighteen years of age or older who is a legal resident of North Dakota and has resided in this state after reaching eighteen for twelve months immediately prior to beginning the academic term;.
  - c. A person who graduated from a North Dakota high school;
  - d. A full-time active duty member of the armed forces assigned to a military installation in North Dakota;

- e. A spouse or dependent of a full-time active duty member of the armed forces assigned to a military installation in North Dakota, or of an employee of any institution of higher education in the state, and a spouse of any other resident for tuition purposes; and
- f. A person who was a legal resident of this state for at least three consecutive years within six years prior to the beginning of the academic term.

Inquiries in regard to residency for tuition purposes should be directed to the MSU Business Office.

## Other Fees

Application for admission fee (non-refundable).....	\$35.00
Parking permit-unreserved .....	\$10.00
reserved .....	\$20.00
Thesis binding fees.....	\$110.00 for 5, \$22.00 for each additional copy
Commencement fee (cap, gown, and hood rental) .....	contact MSU Bookstore

## Veteran’s Certification

A graduate student who wishes to receive educational benefits from the Veteran’s Administration must have his/her enrollment certified by the Minot State University Financial Aid Office to receive appropriate benefits.

## Auditing Course Fee (on-campus courses)

### All graduate students

The audit fee shall be a minimum of 50% of the regular, per hour tuition charge for the same course.

## Refund of Tuition and Fees

**Refunds on Class Changes:** Any student who drops a class during the first seven instructional class days of a term will receive 100% refund of tuition and fees for the credit hours attributable to the class or classes dropped. After the first seven instructional days of a term, there will be no refund for a class which is dropped. However, classes of the same or fewer credits may be substituted when added prior to the published deadline for the dropped class at no additional tuition and fee charge. If added classes results in an increase in credit hours, or if an added class requires special course fees, the institution will charge the student for the additional credits and any course fee.

**Refunds for Withdrawing Students:** Any student who withdraws from MSU shall receive a refund of tuition and fees according to the schedule below. Tuition and fees shall be refunded based on the percentage which coincides with the instructional class day of the term in which the student formally withdraws. Actual dates and refund percentages will be provided at the start of each term.

Zero through seventh (7) class day.....	100 percent
Eighth through tenth (10) class day.....	90 percent
Third week .....	80 percent
Fourth week .....	75 percent
Fifth week .....	70 percent
Sixth week .....	65 percent
Seventh week .....	60 percent
Eighth week .....	50 percent
Ninth week.....	45 percent



Tenth week .....40 percent  
After tenth week.....No refund

Refunds are calculated from the day classes commence to the date of application in writing and not from the date of last attendance at classes. (Exception: Inability to apply because of hospitalization or other extreme emergency.)

# Financial Aid

Financial aid is available to students who have been fully admitted into a graduate program at Minot State University. Students requesting financial aid MUST complete the Free Application for Federal Student Aid (FAFSA).

The Financial Aid Office reserves the right to make the final determination regarding the type(s) and amount of aid awarded to students.

## Who May Apply

Students applying for federal financial aid must (1) be a U.S. citizen or eligible non-citizen, (2) be fully admitted into a graduate degree program at Minot State University, (3) be enrolled in at least six (6) semester hours per term of attendance, (for financial aid purposes 6 semester hours is considered 1/2 time and 12 semester hours is full time), (4) be making satisfactory progress towards completion of a course of study, (5) not be in default on any Federal Family Education Loan Programs, (6) not owe repayment on a Federal Pell grant or Federal SEOG grant.

## How to Apply

Students applying for financial aid must complete a Free Application for Federal Student Aid (FAFSA) on the internet at [www.fafsa.ed.gov](http://www.fafsa.ed.gov) or complete a paper FAFSA. When completing the FAFSA, applicants must list Minot State University's School Code (002994).

An application for admission must be on file and students must be fully admitted into a degree granting program offered at Minot State University.

Students applying for financial aid for the summer term are required to complete an Institutional Financial Aid Application in addition to the FAFSA.

## When to Apply

Students may apply for financial aid any time throughout the academic year. Allow four to five weeks processing time. CAUTION: Students completing the FAFSA incorrectly or omitting necessary information may be required to resubmit the FAFSA. This will cause a delay in determining a student's financial aid eligibility. The date a student's file is complete is the day the corrected forms are received in the Financial Aid Office. Students who have a completed file by April 15 may expect to be notified of their financial aid package in June.

## How Financial Aid is Awarded

Financial aid is awarded based on need and the availability of funds. Need is the difference between the estimated cost of education as determined by the University, and the expected family contribution as determined by the FAFSA. A need exists if the expected family contribution is less than the estimated cost of education.

The estimated cost of education includes those costs recognized by the federal government as necessary for a student to pursue an education. To view the estimated cost of attendance, visit our website at [www.minotstateu.edu/finaid](http://www.minotstateu.edu/finaid).

## Withdrawal from the University

A student who finds it necessary to terminate enrollment from the University must officially withdraw by completing a Withdrawal Form with the Financial Aid Office. Students may withdraw through the twelfth week of the fall and spring semesters and through the sixth week of the summer session. Failure to follow this official process will result in a series of failed grades (F's) being permanently posted on their academic record.

If a student wishes to withdraw from all courses and is unable to come to the Financial Aid Office, the student may request to be withdrawn by sending a letter stating the reason for withdrawal. The letter must be signed and dated by the student. A student may complete and submit the withdrawal form found on our website at [http://www.minotstateu.edu/finaid/html/withdrawal\\_form.html](http://www.minotstateu.edu/finaid/html/withdrawal_form.html).

## Types of Financial Aid

Minot State University offers four types of financial aid: (1) traineeships, (2) loans, (3) scholarships, and (4) student employment. Traineeships are gifts of money, which do not have to be repaid. Loans are borrowed money which **MUST** be repaid. Scholarships are gifts awarded to students on the basis of academic achievement, need, or other demonstrated abilities. Student employment allows the student to work and earn money for educational purposes.

The financial programs listed represent the major programs offered at Minot State University. Students are encouraged to apply for other aid such as Vocational Rehabilitation, Veteran's Benefits, Military Assistance, and Bureau of Indian Affairs Grants.

## Federal Traineeships

Some departments offer federal traineeships to graduate students pursuing a graduate degree in specific areas. Interested graduate students should contact the appropriate department chairperson regarding traineeships available.

## Federal Stafford Loans

The program is a long term, low interest rate loan that must be repaid. The loan funds are provided by financial institutions. Application for the Federal Stafford Loan program is made by completing the FAFSA. If eligible, students may borrow up to \$8,500 per year. The federal government pays the interest while the student is in school. Repayment of the loan begins six months after a student graduates, leaves school, or drops to less than half-time enrollment status.

## Federal Unsubsidized Stafford Loan

The same terms and conditions as the Federal Stafford Loan apply to this loan program with the exception that the student is responsible for the payment of the interest. Interest payments are made quarterly or as determined by the lender.

## Satisfactory Progress

Federal regulations require institutions participating in federal financial aid programs to measure a student's progress towards obtaining a degree. To be eligible to receive financial aid, students must meet the following requirements of Minot State University:

- a. Academic standard (qualitative)—graduate students must maintain a 3.00 cumulative grade point average.
- b. Rate of progress standards (quantitative)—students must successfully complete two-thirds of the cumulative hours attempted.

A detailed copy of Minot State University's satisfactory progress policy for financial aid eligibility may be obtained from the Financial Aid Office.

## Return of Title IV Funds Policy

**Students who withdraw from school and who have received federal funds may have to repay a portion of those funds back to the federal aid programs.** The portion of funds that must be returned is calculated by dividing the number of calendar days attended by the number of calendar days in the term. The return of funds will be calculated through 60% of the term, which is approximately the first 70 calendar days or approximately the first ten (10) weeks of the term.

**Example:** The term is 116 calendar days in length and the student decides to withdraw on the 21st calendar day of the term. The student has earned 18.1% of the funds received and must repay 81.9% of the funds. If the student received \$2,600.00 the student would have to repay \$2,129.40.

The impact this federal regulation will have on students who withdraw from school is that they will have to repay, at the time of withdrawal, a portion of the funds they received for the term of attendance.

Students who owe a repayment of funds: (1) will not be entitled to enroll in subsequent terms, (2) will not be eligible to receive additional federal funds, and (3) will have a hold put on their grade transcripts until their account is paid in full. In addition, these students may have their account reported to the US Department of Education for further action.

Students who receive institutional scholarships may have to repay a portion of those funds based upon the return of funds formula.

## Appeal Process

A student with special circumstances may appeal his/her financial aid status by submitting documentation to the Financial Aid Office explaining those circumstances. Documentation received will be reviewed, and the results will be available at the Financial Aid Office.

## Graduate Assistantships

Assistantships are University appointments that provide financial support to outstanding graduate students. These assistantships allow students to gain experience in teaching and research at the University level.

Graduate Assistantships:

1. Give faculty more time for research and faculty development, thus strengthening the graduate program;
2. Are used as a recruiting tool to attract talented students to Minot State University;
3. Benefit all areas and programs on campus as a graduate may pursue a

graduate degree in one program while conducting research or teaching in another area;

4. Improve the academic quality of Minot State University.

An assistantship is based on a portion of the students' full time status for the specific job assigned. This could be teaching one class or conducting research for 10 hours per week during the academic year or 12 1/2 hours during the summer term. Each Department Chair will provide a job description to the Graduate Assistant and the Graduate School. It is expected that a 1/4 time assistant would relieve faculty time for that job for 1/4 time. Each term, the student receiving a Graduate Assistantship must enroll in a minimum of 6 semester hours of coursework during the academic year or 3 semester hours during summer session or be completing thesis or project credits. Students enrolled in thesis or project credits or have an in progress grade are eligible to receive 2 years of graduate assistantship funding. Students enrolled in Education Specialist programs and have thesis or project credits in progress are eligible to receive 3 years of graduate assistantship funding. Students enrolled in doctoral programs and have dissertation credits in progress are eligible to receive 4 years of graduate assistantship funding.

Assistantship applications may be obtained by contacting the Graduate School. The completed application must be received in the Graduate Office by April 1.

## Scholarships

Scholarship applications must be completed and returned to the Graduate School Office by February 15th. Students should contact the Graduate Office and their departments for additional information regarding scholarships.

### **Presidential Awards**

This award is given to nonresident and international graduate students as a reduction in tuition. The award is based on:

- Admission to an MSU graduate program (provisionally admitted students not eligible)
- Verification of residency status
- Number of credit hours enrolled per semester

### **ND Resident Tuition Waivers**

MSU awards approximately \$10,000 each year in tuition reduction (full or partial) to eligible students who are:

- Are fully admitted to an MSU graduate program (provisionally admitted students not eligible)
- Enrolled in a minimum number of credit hours per semester
- Are approved by departmental faculty for the award

### **Graduate Teaching/Research Assistantships**

Each year, MSU awards nearly \$40,000 in assistantships to graduate students in various programs.

Students must:

- Be fully admitted in a graduate program
- Maintain specific minimum credit load per semester
- Be approved by departmental faculty for particular teaching/research assignment

### **Cultural Diversity Tuition Waiver**

MSU has authority to award full or partial tuition waivers to eligible graduate students from diverse ethnic and/or cultural backgrounds. The waiver is available for North Dakota residents only. Students must:

- Be fully admitted in a graduate program
- Maintain specific minimum credit load per semester
- Self-identify status as culturally /ethnically diverse student

#### **NDCPD Traineeship**

The ND Center for Persons with Disabilities offers up to two graduate student stipends each academic year. These stipends are for students who are pursuing a human services degree related to disabilities. Students must:

- Be fully admitted in a graduate program
- Maintain specific minimum credit load per semester
- Once awarded the traineeship, complete two online courses and assist NDCPD faculty with research activities.

#### **Other Awards**

Several MSU departments may have additional scholarships or research assistantships. These are offered on a year-by-year basis pending availability of funds. Please contact your specific department chair or program coordinator for more information. In addition, students should contact the MSU Financial Aid Office (701-858-3375) for additional information on other support resources. For more scholarship applications and other information, contact Minot State University, Graduate School, 500 University Avenue West, Minot, ND 58707, 701-858-3250 or 1-800-777-0750.

#### **COMMUNICATION DISORDERS SCHOLARSHIPS**

Scholarship are awarded each year to graduate students in Speech Pathology or Audiology.

#### **North Dakota Speech, Language, and Hearing Association Scholarships:**

Available to graduate and undergraduate students of a least junior status majoring in communication disorders. Apply by completing the scholarship application.

#### **Rotary Scholarship and the Communication Disorders Scholarships:**

Available to graduate students in Speech-Language Pathology or Audiology who are in the final year of the program. Apply by completing the scholarship application.

**Minot Sertoma Club Scholarship:** Established by the Minot Sertoma Club to aid students in hearing and speech. One scholarship is awarded each year to a student in education of the deaf and one to a student in audiology or speech pathology, both on the basis of scholarship and need. Apply by completing the scholarship application.

**Scottish Rite:** Scholarships available for graduate and undergraduate students in Communication Disorders. Apply by completing the scholarship application.

**Hearing and Training Center:** Scholarship for graduate students in Communication Disorders minimum GPA is 3.5. Apply by completing the scholarship application.

**Edna Gilbert:** Scholarship available for anyone majoring in Communication

Disorders. Apply by completing the scholarship application.

### **SPECIAL EDUCATION SCHOLARSHIPS**

**Dr. Ronald E. Archer Memorial Scholarship:** Established by Hazel Archer in memory of her husband who was major influence in the well-being of mentally retarded citizens of North Dakota. Applicants must be a junior or senior majoring in the education of mentally retarded. Apply by completing the scholarship application.

**Bane-Sather Scholarship Fund:** Established by H. Paul Crockett and Frances Bain Crockett in memory of his wife's father, Walter James Bane, and his mother Mary Elva Sather. Applicants must be a full time, older than average student maintaining a 2.0 GPA and demonstrate financial need. This annual scholarship is awarded to a student in education of the deaf. Apply by completing the scholarship application.

**Elsie May Deeter Hearing Impaired Scholarship:** Established by Elsie May Deeter, who spent her entire teaching career working with the hearing impaired. It is for the benefit of hearing impaired students or those students studying to be a teacher for the hearing impaired. Apply by completing the scholarship application.

**Florence Lake Scholarship:** Established by Florence Lake, a leader in education of the hearing-impaired children who was instrumental in establishing the program at Minot State University. This annual scholarship is awarded to students in education of the deaf on the basis of academic achievement and financial needs. Apply by completing the scholarship application.

**Frances V. Leach Scholarship:** Established by the late Mrs. Thomas W. Leach of Towner, North Dakota, and Tulsa, Oklahoma, to encourage and support special education. Priority is given to a graduate student from Towner or McHenry County majoring in learning disabilities. If no graduate student applies, the scholarship will be awarded to an undergraduate student from Towner or McHenry County majoring in special education. Apply by completing the scholarship application.

**Hooterville Lion Edwin R. Hovrud Memorial Scholarship:** Established by the Hooterville Flion Lions in memory of Lion Edwin Hovrud. Awarded annually to a needy freshman in a special education curriculum. Apply by completing the scholarship application.

**Minot Sertoma Club Scholarship:** Established by the Minot Sertoma Club to aid students in hearing and speech. One scholarship is awarded each year to a student in education of the deaf and one to a student in audiology or speech pathology, both on the basis of scholarship and need. Apply by completing the scholarship application.

**Special Education Scholarship:** Awarded to a sophomore student with declared special education major, who maintained a GPA of 3.5 during the freshman year. This award is renewable for one year based on satisfactory progress. Apply by completing the scholarship application.

**Quota Club:** Scholarship available to a student who works with or prepares to work with the hearing impaired. Apply by completing the scholarship application.

**Other Scholarships:** Please contact Dr. Thomas Linares (701) 858-3057 for

information about other possible scholarships available through the Department of Communication Disorders & Special Education.



# Housing and Food Service

Residence hall housing is available for student desiring to reside on campus.

## Residence Halls

Cook Hall, Dakota Hall, Lura Manor, McCulloch Hall all provide accommodations for students. All rooms have single or bunk beds, a dresser, study table, and a closet. Students must furnish their own towels, blankets, pillows, and bed linens. There are spacious lounges for recreation and entertaining. Coin operated laundry facilities are available in each housing unit. All residence hall students are required to furnish their own phones. Students will need a telephone calling card to make long distance calls from the room. A meal plan is required when living in the Residence Halls.

No soliciting is permitted in the residence halls without the approval of the administration. Pets are not permitted in campus housing facilities.

## Rentals

Residence hall room rent is paid by the semester. **Rentals are subject to change by action of the Board of Higher Education.**

Fall, Spring, and Summer Terms (Fees subject to change without notice.)

### Women

#### Dakota Hall

Per semester, two in a room, per person .....	\$600.00
Per semester, single room, if available .....	\$900.00

#### Cook Hall

Per semester, two in a room, per person .....	\$600.00
Per semester, single room, if available .....	\$900.00

### Men

#### McCulloch Hall

Per semester, two in a room, per person .....	\$600.00
Per semester, single room, if available .....	\$900.00

### Men and Women

#### Lura Manor

Per semester, two in a room, per person .....	\$690.00
Per semester, single room, if available .....	\$1,035.00

There are seventy (70) apartments available to rent on the MSU campus, forty (40) one bedrooms in Pioneer Hall and thirty (30) in Campus Heights (12 two bedrooms and 18 efficiency apartments). Single parents and families are given priority for one and two bedroom apartments. Six (6) one bedroom apartments are available for single students. Students should contact the Housing Office if they want more information.

In case of damage to a room or if the room is left in unsatisfactory condition, the student will be held liable for repairs and cleaning.

Housing for men and women students is also available during summer terms. **All**

**campus residence halls are closed during the Christmas vacation period and in May and August until school resumes.**

All residence halls are **NON-SMOKING** buildings.

## Reservation Fees

A \$100.00 deposit must be remitted to reserve a room. This fee in the form of a check, money order, or bank draft payment to Minot State University, should be sent to the Business Office. Early applications will be processed first. If a room is not available, the student will be placed on a housing list or the fee will be returned upon request by the student.

## Refund of Room Reservation Deposits

Room Reservation deposits sent to the University for a room reservation will be refunded providing a written request for the refund is made by December 15 for the spring semester and by July 15 for the fall semester.

Occasionally, a student will have to leave the residence hall during the semester. The unused portion of the room rental will be refunded on a weekly basis when the student withdraws from the semester because of illness or death in the immediate family of the student. No refunds are available for students who choose to move out of the residence hall or are asked to leave because of disciplinary reasons. A room occupied any part of a week will count as one full week.

## Campus Apartment Housing

There are 70 student apartment units on campus, six of which are designed for accessibility by disabled persons. Two-bedroom, one-bedroom, and efficiency unites are available. Families, single parents, and married couples with or without children are given priority for 1 and 2 bedroom apartments.

Apartments are unfurnished but each contains a stove and a freezer-refrigerator. A laundry room with coin-operated machines is provided.

Rent ranges from \$270.00 to \$395.00 per month. Students desiring apartment housing should contact the Student Life Office, room 308 Student Union.

## Dining Services

A variety of boarding plans are available to students at Minot State University. Information on the various plans can be secured at the Dining Services Office located in the Student Union, second floor, between the hours of 8:00 a.m. and 4:30 p.m.

The following five boarding plans are available. (These plans will be used by purchasing students only and are subject to change without notice.)

### **MSU FOOD SERVICES MEAL PLANS-2002-2004**

5 day/10 meal plan .....\$815.00/semester  
Monday-Friday: any 10 meals; breakfast, lunch, or dinner.

7 day/10 meal plan .....\$857.00/semester

Sunday-Saturday: any 10 meals; breakfast, lunch, or dinner.

5 day/15 meal plan .....\$906.00/semester

Monday -Friday: any 15 meals; breakfast, lunch, or dinner.

7 day/15 meal plan .....\$947.00/semester

Sunday-Saturday: any 15 meals; breakfast, brunch, lunch or dinner.

7 day/19 meal plan .....\$957.00/semester

Monday-Friday: breakfast, lunch, dinner each day. Saturday and Sunday; brunch and dinner each day.

All residence hall students **MUST** be on one of the meal plans described above.

**TICKET PACKAGES**

25 Breakfast Tickets..... \$93.00 (\$3.72 per meal)

25 Lunch Tickets. .... \$145.00 (\$5.80 per meal)

25 Dinner Tickets ..... \$175.00 (\$7.00 per meal)

Ticket packages available to off-campus students, faculty, and staff.

Students on boarding plans always eat breakfast in the snack bar (first floor); and lunch and dinner are served in the cafeteria (second floor) of the Student Union building. Menus, on a weekly basis, are posted in the residence halls and throughout the campus. A student can check with dining services for meal times.

**FOOD POINTS**

Food points are available to students, faculty, and staff. By pre-depositing money into Food Points Account, you will receive a discount as you spend those points in the Snack Bar. Food Points may be purchased with cash, check, or credit card or charged against financial aid. You will receive a 10% discount on all meals purchased in the Snack Bar, first floor, Student Union.

The initial minimum deposit when paying with cash, check, or credit card, is \$25. When charging Food Points against your financial aid account, the minimum purchase is \$100. Food Points may be purchased at the Student Union Directors Office, second floor, Student Union, Monday through Friday, during regular office hours. Please bring your university ID with you.

**FOOD POINTS CARRY OVER FROM SEMESTER TO SEMESTER. FOOD POINTS MAY BE PURCHASED WITH VISA OR MASTERCARD. IF YOU HAVE ANY QUESTIONS, PLEASE CALL 701-858-3364.**

# Student Services

## Office of Student Affairs

Student Affairs staff are involved in general student counseling and development. Areas of involvement pertaining to students are: housing (on-campus, off-campus, married student, apartment, and summer workshops), placement, University policy, and procedures pertaining to students, Student Activity Committee, student health, part-time and full-time employment, affirmative action, and academic probation policies. The staff sits on several committees on behalf of students, and because of their varied responsibilities, can help students with almost any type of problem. Questions should be directed to the Vice President for Advancement and Student Affairs Office located in the lower level of the Administration building.

## Student Development Center

The Student Development Center, lower level Lura Manor, provides a variety of services to students. Confidential counseling for academic or personal issues is available to students at no cost. Disability services are also coordinated through this office. Students with disabilities are encouraged to visit with the disabilities coordinator as soon as possible to discuss accommodations and other available services. Seminars on study skills and other topics (e.g., assertiveness, stress management), as well as individual assistance in these areas, are provided by the Center staff. The Student Development Center serves as an administrative center for several national exams (e.g., GRE, LSAT, PPST, NTE, CLEP, ACT). The English Usage Exam, required for entrance into the Minot State University graduate school, is offered through the Center.

## Graduate Student Orientation

At the beginning of each semester the Graduate School will hold a graduate student orientation meeting. These meetings are usually held the first day of class. The policies and procedures governing graduate education at Minot State are discussed and students have the opportunity to ask questions. Attendance at an orientation is **mandatory** during the beginning of each student's graduate program.

## Student Health Center

The goal of the Student Health Center is to improve the status of health and ultimately the quality of life of MSU students while they are on campus and as they plan for the future. Focus is on: (1) health promotion, (2) risk reduction through surveillance and control of health hazards, (3) health education, and (4) referral to other campus or community services as needs are identified.

The Student Health Center is staffed by a nurse practitioner and a registered nurse with support of the UND Center for Family Medicine residents. The resident physicians are fully licensed as MD's in the state of North Dakota. The nurse practitioner is nationally certified and licensed in the state of North Dakota. The nurse practitioner will diagnose and treat a variety of acute health problems in an ambulatory clinic setting and make referrals to UND Center for Family Medicine as indicated by the health care needs of the students.

Campus health care is intended to supplement private health care. It is not

intended to provide comprehensive medical care.

At the discretion of the health care provider services provided include but are not limited to:

- Appointment for the treatment of illnesses, injuries and other conditions
- Immunization program
- Blood pressure monitoring
- Allergy injections
- Walk-in care
- Women's Healthcare
- Sexually Transmitted Disease Testing and Treatment
- Routine urinalysis
- Treatment of general infections
- Health education/promotion programs
- Testing for Tuberculosis
- Preparation and maintenance of medical records

It is the responsibility of each student to maintain their immunization record and to provide copies to employers and to schools to which they may transfer. Do not turn in your original immunization record, but submit a copy.

## Guidelines for MMR Immunizations

### **MSU Student Health Center (June 1, 1997)**

As long as a student has had one dose of mumps vaccine and one dose of rubella vaccine they are immune from those diseases. The State Board of Higher Education is addressing the concern over rubella or hard measles. Since it is no longer available as a single antigen the 2nd dose is given as MMR.

Conditions under which students may be exempt from receiving the vaccine:

- Documentation of having received 2 doses of MMR after the age of 12 months.
- Born before 1957
- Religious reasons (must have statement signed by pastor)
- Documentation from physician stating immune or non-susceptible status.
- Pregnant or planning pregnancy within the last six months\*
- Blood transfusion within the last six months\*
- Prior allergic reaction to vaccine\*
- Allergy to eggs or neomycin\*

\*must visit with University nurse prior to receiving exempt status.

There are a number of ways that vaccinations may be documented on immunization records. Mumps is sometimes listed as adenovirus. Measles is sometimes listed as rubella or red measles. 3 day or "German" measles is also called rubella.

Please feel free to call the nurse at the Student Health Center at 1-800-777-0750 ext. 3377 or 858-3377 if you have any questions regarding immune status. Also be aware that these records are confidential medical records.

## Career Services

Career Services can assist MSU students and alumni in finding employment. Some of the available resources include information job/career fairs and regional, national, and international vacancy listings in a variety of disciplines. Career Services offers guidance in creating cover letters and resumes, interviewing

techniques and job search strategies. Resume typing and critiquing services are available to help students and alumni. Persons seeking full-time and part-time jobs are also assisted through the extended services of Job Service North Dakota. The Career Services Office is located on the second floor of the Student Union.

## Minot State University Library

The Gordon B. Olson Library provides library facilities and services in a building which opened in 1992.

The library provides study space for over 800 students as well as two microcomputer labs. Containing over 412,000 volumes of books, bound periodicals, and documents, the library houses a Special Collections of North Dakota materials, a children's literature section and audiovisual and recordings collections. The library is a selective depository for U.S. Government documents and full depository for North Dakota State documents.

The library subscribes to over 80 web-based indexes, via the Internet, that provide access to journal articles and documents in most areas of study, including criminal justice, education, the social sciences, sciences, U.S. government documents, criminal justice, and the humanities. Articles cited in these indexes can be found in the nearly 1,810 journals and newspapers titles (of which 700 are current subscription) held in the library's collections. If the article is not available in the library or full-text in the subscription databases, an extensive interlibrary loan service is available for students and faculty. The Encyclopedia Britannica is available online, through the library's homepage, and accessible on computer, both in the library and throughout the campus.

The Library's online catalog ODIN (On-line Dakota Information Network) provides access to the collection in the Gordon B. Olson Library, as well as the holdings of academic, public, and special libraries across the state. There are over one million records in the ODIN database. Several journal and newspaper databases are also available through ODIN, including a general academic index, a business index, and health index, many of the articles accessed through ODIN are full-text.

## Student Union (SU)

All campus food services, including two student lounge areas, are housed in the Student Union. These lounges are open for study and relaxation. Two eating areas are also available. The Snack Bar, on the lower level of the SU, operates on a cash basis. The second floor cafeteria serves as a dining area for meal plan students. The Campus Mini-Mizer is a small convenience store located on the second floor of the SU. It offers both grocery and convenience items. The Student Union also houses the campus bookstore, swimming pool, Enrollment Services, Housing, Career Services, Student Government Offices, Student Publications Offices, meeting rooms, and conference center.

## Bookstore

The University Bookstore is located on the lower level of the Student Union and is owned and operated by the University. The Bookstore is an integral part of the University and functions as a link between students, faculty, and staff by providing high quality educational products and service to enhance the educational experiences at Minot State University.

# General Requirements for Obtaining a Graduate Degree

It is the student's responsibility to be familiar with and complete the requirements for the degree being sought. The student may expect guidance from his/her advisor, aid from the personnel in the Graduate School Office, and semester meetings conducted by the Dean where these requirements are explained. However, the responsibility for the following requirements rests fully with the student. The graduate degree will not be awarded until the Dean Of the Graduate School is satisfied that all requirements have been completed.

**All of the following forms can be found in the Forms Section of this catalog.**

## Program of Study

By the last day, at the end of the first semester in which the student is enrolled in graduate course work in his/her field of study at Minot State University, the student must file an approved Program of Study in the Graduate School Office. **Because the Program of Study will be the basis of the graduation check, any deviations that are made must have written approval from the student's advisor, Department/Division Chairperson, and the Dean of the Graduate School.**

Prior to meeting with the advisor to complete the Program of Study form, the student is to write the English Usage Examination. Students schedule this examination through the Student Development Center located on the lower level of Lura Manor (858-3371). The score the student earns is entered on the appropriate space on the Program of Study. The results of this examination are used by the student's advisor when counseling and advising the student concerning written language ability.

## Graduate Committee

As early in the student's program as possible, the student formulates a Graduate Committee. This committee possesses both advisoral responsibilities and judgmental abilities regarding the thesis, options to a thesis, and the written and/or oral examinations. The committee consists of a chairperson (usually the student's advisor) and at least two other faculty members within the discipline or related areas. A faculty member from outside of the student's area of study is added to the Graduate Committee for the thesis, options to a thesis, and the oral comprehensive examination. This faculty member may be from the same department, but should represent a different discipline or focus of study. The department chairperson must approve all persons on the Graduate Committee.

## Comprehensive Examinations

### A. Written Comprehensive Examination

(Only pertinent to those programs that require Written Comprehensive Examinations)

The written comprehensive examination represents one of those milestones in a graduate program. The student is challenged to focus all his/her knowledge, ability, skill, analytic, and interpretive techniques on problems, difficulties, and questions of academic and practical concern. The student should be prepared to demonstrate in writing that he/she understands

specific knowledge and its application within the discipline.

No later than four (4) weeks before the student intends to take the written comprehensive examination, the student must inform the appropriate Divisional/Departmental Chairperson in writing of his/her intent to write the comprehensive examinations. The chairperson then notifies the student's Graduate Committee which, in coordination with the chairperson, is responsible for writing and evaluating the examinations. The student must file a Permit to take the Written Comprehensive Examination in the Graduate School Office no later than 12 noon, two weeks prior to the exam. The examination dates are published in the calendar section of this catalog.

In preparation for the examination the student should expect:

1. To be tested on all required course work, all related areas, all prerequisite materials and communication skills,
2. The test to be structured by faculty with whom the student has studied and/or faculty who have expertise in the given areas,
3. To be graded by the professors of record or faculty members with the necessary competence in the discipline,
4. A delineation of expectations, grading and guidelines for passing found in appropriate department.

A student who does not pass the written comprehensive examination will be permitted a second (final) attempt on the regularly scheduled date in any subsequent semester within the prescribed time limit. The student must file a second permit in the Graduate School office no later than 12 noon, two (2) weeks prior to the exam.

## **B. Oral Comprehensive Examination**

An oral comprehensive examination is designed to simulate the circumstances of debate or professional discussion among colleagues. The oral examination should present a lively interplay of ideas, thoughts, and reasoned opinions between the candidate and committee. When scheduling an oral comprehensive examination, the student will contact the members of the Graduate Committee to determine an agreeable place, date and time for everyone involved. The student is to file the Oral Comprehensive Examination Notification in the Graduate Office no later than one (1) week prior to the exam.

The oral comprehensive examination must meet the minimal time allowance of approximately one hour in length. The individual can expect questions from the committee which address the following:

1. The breadth, depth, and integration of the student's knowledge in the area of specialization.
2. The ability of the student to react and communicate in an oral situation.

A student who does not pass the oral comprehensive examination will be permitted a second (final) attempt during any subsequent semester within the prescribed time limit. The student should schedule the second attempt in consultation with the Graduate Committee and file another notification in the Graduate School Office no later than one (1) week prior to the exam.

## **Thesis**



Each student utilizing a thesis option must submit a thesis to the Graduate School as partial fulfillment of the requirements for the degree. A thesis represents the student's capacity for detailed, in-depth research or advanced scholarship. The design of a thesis may be varied to fit the specialized needs of the discipline; however, no multiple authorships are accepted. A thesis must demonstrate the student's ability to clearly define a worthwhile problem, conduct a thorough investigation, organize and logically present the information and draw defensible conclusions.

Credit is given for the writing of the thesis and for the research which was completed and incorporated into the thesis. The amount of credit varies and shall be determined by the department's concerned but usually is 1 to 4 semester credits.

When writing a thesis it is the student's responsibility to: consult frequently with the Graduate Committee Chairperson during all phases of the thesis process including planning and preliminary activities, meet with the Graduate Committee members and solicit input from them, prepare the thesis in a scholarly manner as shown in the "Guidelines for the Preparation of Thesis and Major Papers" available in the University Bookstore, and meet the thesis deadlines as printed in the calendar section of this catalog.

## Thesis Proposal

One of the first steps when writing a thesis is devising the thesis proposal. The thesis proposal is a detailed outline of the proposed research and includes an introduction, review of the literature, problem description, statement of objectives or hypotheses, listing of possible tests or measures to be used in the study, descriptions of the proposed sample, research design, chronological description of the procedures to be used in carrying out the project, and plans for analyzing the data.

Following the deadlines listed in this catalog, the student schedules a thesis proposal meeting at a place, date, and time agreeable with the members of the Graduate Committee. At least seven (7) days prior to the proposal meeting, the proposal is presented individually to the Graduate Committee members for their consideration. At the proposed meeting the student seeks approval of the thesis concept and suggested methodology.

Questions from the committee members will vary and appropriate questions may include examining the following: general purpose and rationale for the study, review of the literature, organization of the proposal, methods, techniques, and research design to be employed, and chronological description of the proposed techniques.

At the conclusion of the thesis proposal meeting, the Graduate Committee members evaluate the proposal in the absence of the student. The committee may approve or reject the proposal. The student is notified immediately by the committee of its decision. The committee will discuss the rationale for the decision with the student.

## Thesis Defense

At the conclusion of the thesis research and writing process, the student schedules a thesis defense, in compliance with the dates given in this catalog. It is the student's responsibility to schedule the defense with the Graduate Committee at an agreeable place, time, and date.

At least seven (7) days prior to the defense, the student presents the thesis individually to the Graduate Committee members for their review. The student must file the Thesis Defense notification form in the Graduate School Office at this time.

Although questions from the committee members will vary, the defense shall not be concerned with mechanical problems. Typographical problems and grammar shall be dealt with prior to the defense. Appropriate questions are typically directed at the following: major discoveries or interpretations, potential for future research, strengths and weaknesses of the study, implementations of research tools and methodology used, publication potential, and contributions to the field of knowledge.

At the conclusion of the thesis defense, the Graduate Committee members evaluate the defense in the absence of the student. The committee may approve or reject the thesis. The student is notified immediately by the committee chairperson of the committee's decision.

After the individual passes the defense, the student shall proceed to make any minor corrections required by the committee and shall then submit the corrected thesis to the committee for their signatures on the signature page of the original thesis. Following the deadlines given in this catalog, the student is to file the original and four (4) copies of the thesis in final typed form in the Graduate School Office. The Division of Science requires one additional copy. Upon filing the thesis, the Graduate School requires a receipt from the Business Office showing that the binding fees and mailing costs have been paid. After binding, the original and one copy are placed in the University library, one (1) copy placed in the Graduate School, one (1) copy is sent to the chairperson of the Graduate Committee, and one (1) copy will be sent to the student.

## Thesis Grading

The chairperson of the Graduate Committee grades the thesis at the end of the term. If the student has not successfully completed the thesis, including the defense, the chairperson shall award an "X" (in progress) grade. The chairperson will replace the "X" with the appropriate grade upon completion of the project. These grades are submitted to the Records Office.

## Options to a Thesis

In some programs a student may select course number 598 as an option to a thesis. For this option, the procedures to follow and the responsibilities of the student and Graduate Committee members are the same as if writing a thesis. Credit is given for these options. The amount of credit varies and shall be determined by the departments concerned, but usually is 1 to 4 semester credits.

## Candidacy for a Graduate Degree and Graduation Application

The status of Candidacy for a Graduate Degree indicates that a graduate student has completed or is near completion of all requirements for award of the appropriate degree.

A student must file for Candidacy and complete an Application for Graduation no later than the last day of registration during the semester in which the individual

plans to graduate. If a student is registering for summer session, the Candidacy Form and the Graduate School Graduation Application card must be turned into the Graduate Office the previous spring semester by the last day of registration. The student must be formally approved by the Graduate Council as a candidate for a graduate degree.

## Commencement

Upon successful completion of all Graduate School and program requirements with a cumulative grade point average of at least 3.00, the student is awarded the graduate degree. Degrees are awarded at the end of each semester and commencement is held each year in May. A student who plans to complete all requirements by the end of the following summer term can also participate in spring commencement. All students must file the Graduate School Application for Graduation form prior to January 15.

All graduating students are encouraged to participate in commencement exercises. Those students participating in the ceremony are required to wear appropriate academic regalia. Cap, gown, and hood rentals are available through the MSU Bookstore.

# Minot State University Policies and Regulations

## Graduate School Policies and Regulations

It is the responsibility of the student to become familiar with the various requirements of graduate study that are applicable, and to satisfy them accordingly. The University reserves the right to change the requirements regarding admission; to drop, add, or change the arrangement of courses, curricula, the requirements for retention, graduation, degrees, and other regulations of the Graduate School. Such regulations shall be effective whenever determined by the appropriate faculty and administrative bodies. They may govern both current and new students. In addition, fees, expenses, and other items may change dependent upon departmental, university, or system regulations or policy. Contact the MSU Graduate School for the most current updates.

### Credits

The University is on a semester system. The semester hour is the unit of credit used at MSU. For undergraduate work, 12 semester credits is considered a full-time load. For graduate work, nine semester hours is considered full-time.

### Transcripts

Transcripts are issued only to students whose financial obligations to the University have been met. Transcripts are issued only at the request of the student, and requests should be made at least one week prior to the date needed. The request must be made in writing to the Records Office.

### Course Numbering System

Courses numbered 501 and greater are restricted to graduate students who hold a baccalaureate degree, or to Minot State University undergraduate seniors by petition. Graduate courses will not apply for any undergraduate degree.

Any course numbered 500, regardless of prefix, is designed for a workshop and is offered for satisfactory/unsatisfactory credit. This type of credit may not be applied to an advanced degree at Minot State University.

The following course numbers are reserved: 590—Seminar, 592—Special Topics, 597—Independent Study, 599—Thesis. These course numbers permit courses which may better fit the needs and desires of students without having to offer them on a yearly basis.

## Grading

Grades are reported in letter symbols, each of which carries a value in honor points per credit hour attempted. The honor points are used to evaluate a student's scholarship record. MSU graduate programs do not allow for the awarding of the letter "D" as a grade.

<b>Grade</b>	<b>Significance</b>	<b>Honor Points</b>	<b>Other Symbols</b>
A	Above Average	4	W-Withdraw
Au-Audit			
B	Average	3	X-In Progress
P-Pass			
C	Below Average	2	I-Incomplete
NC-No Credit			
F	Failure (no credit)	0	S-Satisfactory
NR-No Report			
			U-Unsatisfactory
#-Course			(no credit)
Repeated			

Grades are processed at the end of each term. Students in attendance the fall semester and returning for the spring semester may pick up their grade reports at the Records Office. Grade reports can also be accessed through the ALFI system. Grades for the spring and summer terms and for students not returning will be mailed to the students if they leave a self-addressed, stamped envelope at the Records Office.

## Incomplete

A notation of incomplete may be given in lieu of a grade to the student who has been in attendance, has done satisfactory work (C or better) during the term, and whose work is incomplete for reasons found to be satisfactory to the instructor. The incomplete work must be remedied and a grade assigned by the instructor before the thirtieth instructional day of the semester following term in which the incomplete was given. Incomplete grades not removed by that time will be recorded as failures.

If there is a legitimate reason for giving an extension for completing the "I", the graduate faculty should notify the Records Office, the Department Chairperson, and the Dean of the Graduate School in writing. The extension may not continue beyond the end of the semester following the term in which the "I" was first given. Any extension beyond one semester would require a full explanation in writing from the student and faculty involved. This extension must be approved by the Department Chairperson and the Dean of the Graduate School. The course instructor is responsible to see that an appropriate grade is posted for the incomplete within the specified time. A grade of "X" should be given for theses, projects, and two-paper options that are in progress. The "X" grade will be changed to a "W" if the requirement is not completed by the end of the seventh year of the student's graduate program.

## Cumulative Grade Point Average and Course Failures

In order to be retained in Graduate School, an admitted graduate student must maintain a cumulative grade point average of 3.0 in all 500 level course work which applies toward a degree. Should a student's cumulative GPA fall below the 3.0 minimum at the completion of any term, the student will not be allowed to continue graduate study at Minot State University. **Any graduate student who receives a grade of "F" in any graduate course will not be allowed to continue in the graduate program.**

## Repeating Courses

No courses with a grade less than a "C" may count toward a graduate degree requirement. If a student receives a grade of "C", that course may be repeated. A petition to repeat form must be filed in the Records Office at the beginning of the term in which the course will be repeated. Both enrollments will be recorded on the student's official transcript with the second final grade used in calculating the grade point average. Graduate courses may only be repeated once.

## Time Requirement

The maximum limit for completion of a graduate degree program is seven (7) years. This is calculated from the date the student first enrolls in course work that is required for the graduate degree. Should any of the course work (resident of transfer) exceed the time limit, the classes must be repeated.

Extensions beyond the seven-year limit may be granted in extreme instances. The reason for the extension must be presented in writing to the Graduate School. The student's Graduate Committee, Department Chairperson, and the Dean of the Graduate School must approve the extension.

## Change in Registration

Program Change-Each student is responsible for the program of courses listed by him/her at the time of registration. A change in a student's program is made only with the approval of the advisor, department chair, and on proper forms filed with the Graduate School.

Adding and Dropping a Graduate Class-The dates for adding and dropping graduate classes are printed in the calendar portion of this catalog.

## Hardship Withdrawal from a Class

After the drop period, special consideration may be given to hardship cases if recommended as such by the instructor, department/division chairperson, College Dean, and the Dean of the Graduate School.

## Withdrawal from the University

A student who finds it necessary to withdraw from the University before the end of the term must complete a withdrawal form with the Financial Aid Office. A letter must also be addressed to the Graduate School and the advisor stating the reason for withdrawal. Failure to follow the regular procedure will result in the student receiving an "F" in the courses for which he/she was registered. A student is not permitted to withdraw from the University during the last three weeks of a semester or the last two weeks of a summer session except in the case of an extreme emergency.

## Auditor

An auditor is one who attends class as a listener without the privilege of participating in the regular class work. An auditor may participate in class activities at the discretion of the instructor. No credit is awarded for an audited class and an auditor may not later establish credit in the class by taking a special examination. A student may change his/her status in a course from "credit" to "audit" up through the final drop date of the term. This must be done on the proper form available at the Records Office. An auditor must meet admission requirements for the Graduate School. Application blanks for auditing may be obtained from the Records Office. The student must pay one-half of the normal tuition to audit the course.

## Readmission

Students who seek to be readmitted to a graduate program after withdrawing must contact the Graduate Office and the appropriate chairperson for permission.

## Transfer of Credit

A student may request to transfer a maximum of nine (9) semester hours of graduate credit into a program of study, provided that an "A" or "B" was recorded for each course. The hours must have been earned at a regionally accredited institution. Transfer credits will not be accepted if the work was earned more than seven years prior to the date the student expects to complete the graduate degree.

A student must complete a "Request to Transfer Credit to a Degree Program" form. The transfer of credit must be recommended by the student's advisor and chairperson, and approved by the Dean of the Graduate School. Transfer work is not used in the calculation of cumulative grade point average.

## Institutional Review Board (IRB)

Research that involves human subjects must have IRB approval prior to implementation. When approval is obtained and prior to beginning data collection, the original IRB Approval form must be on file in the Graduate Office and a copy must be on file with the student's department.

## Institutional Research in the Minot Public Schools

Researchers studying personnel or students, in the Minot School District, must also complete the research protocol contained in the document entitled "Agreement Between Minot State University and the Minot Public School District Jointly Conducted Research." The research protocol, which is part of the IRB materials, must be approved by the Vice President for Academic Affairs and the Superintendent of the Minot Schools District prior to implementing the research.

## Graduate Grade Appeal Process

Student appeals of grades in graduate courses must follow this process, and not the undergraduate grade appeal process.

### **First Level**

The first level of appeal is to the involved faculty member. This appeal must be in

writing and should include any information the student feels is important in clarifying the issue in question. The appeal must be initiated 14 days from the time of the student's official notification by the graduate office of the department's action. A copy of the department's policy (if applicable) should be included to clarify procedures and decisions made by the departments. The faculty member must respond within two weeks in writing to the student, the Department Chair, and the Dean of the Graduate School, regarding her/his decision on the appeal.

### **Second Level**

Within two weeks after receiving the faculty response letter from level one, the student may continue the appeal process by requesting in writing that the department review all the data from level one and any additional information deemed pertinent by the student and/or faculty member and make a decision regarding the appeal. The department chairperson must respond by letter to the student involved, faculty, and the Dean of the Graduate School within two weeks regarding the chair's decision on the appeal.

### **Third Level**

The student may continue the appeals process by requesting in writing that the Dean of the Graduate School review all data from level one and two and any additional information received from the student, faculty, and department chairperson and make a decision on the appeal. This level of appeal must be initiated by the student in writing within two weeks from receiving the chairperson's written decision from level two. Within two weeks from the initiation of level three, the Dean of the Graduate School must inform the student, faculty member, and department chairperson of the decision regarding the appeal by letter.

### **Fourth Level**

Within 14 days from receiving the decision from the Dean of the Graduate School, the student may continue the appeal process from level three to level four by requesting in writing that the Graduate Student Rights Committee hear the approval.

The Graduate Student Rights Committee must call a hearing of issues within 30 days of receiving the written request from the student. The student, faculty, department chairperson, and Dean of the Graduate School will be informed by letter within five school days of the decision of the Graduate Student Rights Committee. This decision is the final decision made within the academic appeal process.

## **Graduate Policy on Academic Honesty**

Each department has established policies on academic honesty. Should a student become involved in circumstances which breach a program's policy, that policy will be adhered to in resolving the honesty issue. The department chairperson will inform the Dean of the Graduate School and the student in writing of any changes in the student's standing in the department as a result of the academic honesty policy and of specific honesty infraction. The Dean of the Graduate School will officially inform the student by letter of any changes in graduate status.

## **Appeal Policy for Academic Honesty**

Graduate student academic honesty appeal process will follow the same steps and the same time frame as stated in the grade appeal process. The department



policy will dictate the student's standing. Appeals on honesty will be related to the honesty issue, and not the grade or other restrictions placed on the student by the policy.

### **First Level**

The first level of appeal is to the involved faculty member. This appeal must be in writing and should include any information the student feels is important in clarifying the issue in question. The appeal must be initiated 14 days from the time of the student's official notification by the graduate office of the department's action. A copy of the department's policy should be included to clarify procedures and decisions made by the departments. The faculty member must respond within two weeks in writing to the student, the Department Chair, and the Dean of the Graduate School, regarding her/his decision on the appeal.

### **Second Level**

Within two weeks after receiving the faculty response letter from level one, the student may continue the appeal process by requesting in writing that the department review all the data from level one and any additional information deemed pertinent by the student and/or faculty member and make a decision regarding the appeal. The department chairperson must respond by letter to the student involved, faculty, and the Dean of the Graduate School within two weeks regarding the chair's decision on the appeal.

### **Third Level**

The student may continue the appeals process by requesting in writing that the Dean of the Graduate School review all data from level one and two and any additional information received from the student, faculty, and department chairperson and make a decision on the appeal. This level of appeal must be initiated by the student in writing within two weeks from receiving the chairperson's written decision from level two. Within two weeks from the initiation of level three, the Dean of the Graduate School must inform the student, faculty member, and department chairperson of the decision regarding the appeal by letter.

### **Fourth Level**

Within 14 days from receiving the decision from the Dean of the Graduate School, the student may continue the appeal process from level three to level four by requesting in writing that the Graduate Student Rights Committee hear the approval.

The Graduate Student Rights Committee must call a hearing of issues within 30 days of receiving the written request from the student. The student, faculty, department chairperson, and Dean of the Graduate School will be informed by letter within five school days of the decision of the Graduate Student Rights Committee. This decision is the final decision made within the academic appeal process.

## **Status Appeal Process**

A student may appeal a non-retained status in the Graduate School to the chairperson of his/her department of study. The appeal must be in writing accompanied by appropriate documentation to support the student's position. Appeals will be handled by the chairperson, in consultation with the student's advisor, and the Dean of the Graduate School, as needed. The Graduate School office will notify the student of the outcome of the appeal.

# University Policies

In compliance with state and federal regulations Minot State University makes the following statements regarding discrimination, privacy of records, sexual assault policy, and student conduct.

## Discrimination

Minot State University subscribes to the principles and laws of the state of North Dakota and the federal government pertaining to civil rights and equal opportunity, including Title IX of the 1972 Education Amendments. Minot State University policy prohibits discrimination on the basis of race, gender, religion, age, color, creed, national or ethnic origin, marital status, or disability in the recruitment and admission of students and the employment of faculty, staff, and students, and in the operation of all college programs, activities, and services. Evidence of practices, which are inconsistent with this policy, should be reported to the Human Resources Director.

## Student Rights to Privacy of Educational Records

Each term Minot State University publishes a student directory that may be printed on hard copy or loaded onto the Internet. Information in the directory (name, address, phone number) and other information listed below are classified as "Directory Information.". In compliance with the Family Educational Rights and Privacy Act of 1974, students may request deletion of all their directory information from all publication. Such requests must be made in writing by Friday of the second week of each term at the Records Office. Failure to notify the Records Office as outlined above indicates implied consent to release directory information. Directory information includes:

- name, campus address, home address, and telephone numbers;
- gender and marital status;
- name and address of parent(s);
- student's major(s) and the department, division, and college in which the student is enrolled;
- classification as a freshman, sophomore, junior, senior, graduate student, or special student;
- participation in officially recognized activities and sports;
- weight and height of athletic teams members;
- dates of attendance at Minot State;
- degrees and awards received, including selection to the President's Honor Roll, honorary organizations, and graduation with honors;
- grade point average (available to campus professional and social organizations);
- the most recent previous educational agency or institution attended by the student.

Other than as noted in the above directory information category, no one outside the University shall have access to a student's educational records, nor will the University disclose any information from those records to anyone outside the University without the written consent of the student, except:

- to persons or organizations providing the student with financial assistance;

- to officials of other institutions in which the student seeks to enroll;
- to accrediting agencies carrying out their accrediting function for the University;
- to persons in compliance with a judicial order;
- to persons in an emergency in order to protect the health or safety of students or other persons.

Disclosure may be made within the University only to those University personnel who individually or collectively are acting in the student's best interests within the limitations of a need to know.

Under the authority of the Family Educational Rights and Privacy Act of 1974, a student is granted the right to inspect and review personal records maintained in his/her name by the University. (Note: All records of a confidential nature made prior to January 1, 1975, are not available for review by a student.) A student may request, in writing, a hearing regarding the contents of his/her records and possible changes to them.

Such requests should be directed to the Records Office. A copy of the Family Educational Rights and Privacy Act of 1974 is on file and available for inspection at the following campus locations

Library	Director of Student Life
Placement Office	V.P. Student Affairs
Academic School Offices	Student Association
Records Office	Student Development Center

## Sexual Assault Policy

Minot State University's commitment to students and employees is to provide a campus free from all forms of sexual assault and sexual harassment. This behavior will not be tolerated.

### Definition

In accordance with the ND Century Code 12.1-20-07/03 and MSU, sexual assault and gross sexual imposition is any sexual act or sexual contact performed upon one person by another to which one person does not or cannot consent. Consent is defined as speech or conduct indicating freely given agreement to participate in sexual activity. Silence or the use of alcohol/drugs are NOT an indication of consent. Minot State University prohibits any behavior (sexual acts/contacts) which:

1. Compels the victim to submit by force or by threat of force.
2. Impairs the victim's power to appraise or control his or her conduct by administering the use of intoxicants.
3. The victim is unaware that a sexual act/contact is being committed upon him/her. For example: a state of intoxication due to alcohol or drug use; loss of consciousness; lack of knowledge that in the act in question is sexual assault.
4. The victim is less than fifteen years old.
5. The violator knows or has reasonable cause to believe that the other person suffers from a mental disease or defect which renders him or her incapable of understanding the nature of his or her conduct.

### Reporting

Sexual assault victims may contact various individuals, departments, and agencies for assistance. Information will be confidential unless consent is given.

hours a day		
Vice President for Advancement	858-3299	8 a.m.-4:30
p.m. M-F		
and Student Affairs		
Student Health Center	858-3377	8 a.m.-4:30 p.m. M-F
Director of Student Life	858-3633	8 a.m.-4:30 p.m. M-F
Student Development Center	858-3371	8 a.m.-4:30 p.m. M-F
*Residence Hall Director	See Hall Directory	24 hours a day
*Resident Assistant	See Hall Directory	24 hours a day
North Central Human	857-8500	24 hours a day
Service Center		
Domestic Violence Crisis Center	858-2258	
Crisis Line	857-2000	24 hours a day
Rape Crisis	857-8500	24 hours a day
Legal Assistance of ND	852-3870	
Trinity Medical Center	857-5000	24 hours a day
United Campus Ministry	858-3844	8 a.m.-4:30 p.m. T TH
	839-2834	8 a.m.-4:30 p.m. M W F
Lutheran Campus Ministry	839-3949	
Catholic Student Center	838-2815	
*Residence Hall Staff report to the Director of Student Life		

**RECOMMENDED PROCEDURE  
INFORMATION**

**REFERENCE**

- A. Obtain medical care and help as soon as possible after the sexual assault whether or not you choose to report to the police.
  
- B. North Dakota's mandatory reporting law requires hospitals to report crimes of sexual assault to the police.
  
- C. North Dakota Crime Victims Reparation Act.
  - 1. May cover emergency room costs if you do not have public or private medical insurance. If approved, you may also be reimbursed for out of pocket medical expenses, loss of earnings, and psychological counseling.
  
- D. Seek professional counseling either on campus or through an off-campus agency.
  
- A. Take a change of clothing to the hospital if possible.
  - a. Do not bathe, douche, brush teeth, use mouthwash, or change clothes before getting medical attention in order to avoid elimination of evidence.
  - b. Medical treatment will assist in dealing with any concerns about pregnancy and sexually transmitted diseases.

- B. It is the victim's decision whether he/she wants to talk with the police. He/She is not required to press charges
  - 1. Victims are encouraged to file a report with the police and preserve all evidence should they decide at a later date to exercise their legal rights.
  - 2. Filing a report with the police may also help others from becoming victims.
- C. For information call (701)328-6195. To be eligible you must report the crime within 72 hours, cooperate with the investigation, and fill out an application within 1 year of the crime. You must not have consented to, provoked, or incited the crime, or been assisting in or committing a criminal act causing your injuries.
- D. Refer to Departments, agencies listed under reporting section for counseling.

### **UNIVERSITY RESPONSE**

The Vice President for Student Affairs or his/hers designate will promote informational material and programs to aid in the prevention of sexual assault.

Following a sexual assault occurring on campus and the filing of a complaint, the Vice President for Student Affairs or his/her designate will:

- 1. Assist the victim in securing medical treatment.
- 2. Take steps to promote confidentiality in working with victims.
- 3. Assist the victim in arranging for professional counseling.
- 4. Assist the victim in pursuing a criminal complaint if desired.
- 5. Initiate an investigation and take appropriate disciplinary action in accordance with the MSU Student Conduct Policy.
- 6. Institutional Disciplinary Action may be taken regardless of any decision or penalty by civil authorities.
- 7. Protect the rights of the accuser and the accused as stated in the Student Conduct Policy, letter L. Student Rights.
- 8. Offer the victim the following services if appropriate.
  - A. Withdrawal from a class/University
  - B. Assistance in securing a restraining order.
  - C. Change in housing, phone, parking assignment.
  - D. Increase security coverage.
- 9. Promote educational programs and information in the residence halls and for the campus community.
- 10. Request ongoing reviews and updating of campus lighting and security enhancements. (Director of Physical Plant.)

## **Sexual Harassment**

Minot State University's commitment to equal opportunity includes an assurance to its employees and students that they will not be subjected to sexual harassment, as such conduct is prohibited at the University. Minot State University defines sexual harassment as follows:

Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when:

- (1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or education requirement;
- (2) submission to or rejection of such conduct by an individual is used as the basis for employment decisions, educational decisions (grades, etc.), affecting such individual;
- (3) such conduct has the purpose or effect of substantially interfering with an

individual's work or learning performance or creating an intimidating or demeaning, or hostile, or offensive working/classroom environment.

This definition is in compliance with Title VII of the Civil Rights Act of 1964. Employees or students concerned about violations of this policy may request assistance from the Human Resources Office, the Student Life Office, or the Student Development Center.

## Student Conduct

When a student fails to maintain a reasonable standard of conduct whether on or off the campus, he or she becomes subject to disciplinary actions. All penalties provided for misconduct on the campus may be applied for similar misconduct off the campus.

Minot State University forbids the possession and use of alcoholic beverages, illegal drugs, firearms, and lethal weapons on campus.

No smoking is allowed in any building on campus.

### I. SCOPE OF REGULATIONS

#### A. Introduction:

As is the case with any other community, Minot State University has regulations reflecting the values to which the University is committed and which are designed to help ensure order in the University community. Students enrolled at Minot State University will be expected to conform to the ordinary rules of a polite society; to be truthful; to respect the rights of others; to maintain integrity in scholastic work; and to have regard for the preservation of state property, as well as the private property of others. A student is expected to be responsible for his/her actions whether acting individually or as a group. This judicial system has been established to deal with students who are accused of violating University policies and is comprised of students, faculty, and staff. The members of this system are committed to conducting fair hearings and following due process as well as being concerned with both the education of the individual students and upholding the values to which Minot State is committed.

#### B. When the University Rules and Regulations Govern:

Students who are enrolled in the University are subject to the rules and regulations of the Institution. In addition, persons who are not enrolled but are occupying University housing are subject to the rules and regulations of the Institution.

Students are expected to conduct themselves in accordance with the laws of the federal government and the state of North Dakota. Board of Higher Education policies, Minot city ordinances, and University regulations. Students may be disciplined by the University for violating these standards of conduct even though the students may be punished by federal, state, or city authorities for the same act. However, institutional disciplinary action shall not be used merely to duplicate penalties by civil authorities.

### II. STANDARDS OF CONDUCT

#### A. Financial Transactions with the University:

The Business Office is responsible for matters relating to student financial transactions. Students who owe debts to the University may be denied enrollment or readmission and may have official transcripts withheld until

the debt is paid.

B. Other Offenses:

Notwithstanding actions taken by civil authorities, the Vice President for Student Affairs or his/her designate may initiate disciplinary proceedings as outlined in Section IV against a student who:

1. Violates either singly, or in the concert with others, the minimum standards of individualized conduct required by the laws of the state of North Dakota or the United States, whether or not the violation occurs on University property or in connection with any University-oriented activity, including, but not limited to, disorderly conduct and disruptive activity as defined in Section 12.
2. Possesses or uses firearms or fireworks on University property.
3. Conducts himself/herself in a manner that significantly interferes with the operation of the University.
4. Conducts himself/herself in a manner that significantly endangers the health or safety of members of the University or visitors on the campus.
5. Damages, defaces, or destroys University property.
6. Engages in hazing. Hazing by university groups is prohibited on or off campus. Hazing is defined by North Dakota Century Code 12.1-17-10. A person is guilty of an offense when, in the course of another person's initiation into or affiliation with any organization, the person willfully engages in conduct that creates a substantial risk of physical injury to that person or a third person. As used in this section, "conduct" means any treatment or forced physical activity that is likely to adversely affect the physical health or safety of that other person or third person, or which subjects that other person to extreme mental stress, and may include extended deprivation of sleep or rest or extended isolation, whipping, beating, branding, forced calisthenics, overexposure to the weather, and forced consumption of food, alcohol, or drug, or other substance. This offense is a class A misdemeanor if the actor's conduct causes physical injury otherwise the offense is a class B misdemeanor.
7. Possesses or uses intoxicating beverages in a university classroom, building, laboratory, auditorium, library building, faculty or administrative office, residence hall, or any other public campus area. Students are expected to abide by local ordinances and state laws regarding the consumption or possession of alcoholic beverages.
8. Misuses, alters, or forges a student identification card.
9. Falsifies, defaces, alters, or mutilates any University document-ID card, receipt, transcript, etc.-or withholds or falsifies information on an admissions application.
- 10 Possesses unauthorized keys to University buildings. The duplication of a key issued to a student is prohibited.
11. Illegally uses, possesses, and/or sells a drug or narcotic. Students are expected to abide by local ordinances, State Board of Higher Education policy, and state and federal laws regarding the consumption and possession of drugs.
12. Engages in disruptive activity such as disorderly conduct which is defined by North Dakota Century Code 12.1-31-01.
  1. An individual is guilty of a class B misdemeanor if, with intent to harass, annoy, or alarm another person or in reckless disregard of the fact that another person is harassed, annoyed, or alarmed by the individual's behavior, the individual:
    - a. Engages in fighting, or in violent, tumultuous, or threatening behavior;

- b. Makes unreasonable noise;
  - c. In a public place, uses abusive or obscene language, or makes an obscene gesture;
  - d. Obstructs vehicular or pedestrian traffic, or the use of a public facility;
  - e. Persistently follows a person in or about a public place or places;
  - f. While loitering in a public place for the purpose of soliciting sexual contact, the individual solicits the contact;
  - g. Creates a hazardous physically offensive, or seriously alarming condition by any act that serves not legitimate purpose; or
  - h. Engages in harassing conduct by means of intrusive or unwanted acts, words, or gestures that are intended to adversely affect the safety, security, or privacy of another person.
2. This section does not apply to a constitutionally protected activity. If an individual claims to have been engaged in a constitutionally protected activity, the court shall determine the validity of the claim as a matter of law, and if found valid, shall exclude evidence of the activity.
13. Maliciously and/or negligently tampers with fire equipment on the Minot State University Campus.
14. Smokes in any building on campus with the exception that a student may smoke in his/her residence hall if he/she has been assigned to a smoking room.
15. Engages in any form of academic dishonesty, including but not limited to, the misrepresentation of another's work as one's own.
- C. Removal from Campus Housing:  
Minot State University reserves the right to transfer students to another room, floor, or building, or remove students from campus residence altogether if it is deemed to be in the best interests of the health, safety, or welfare of other students in University housing.

### III. ESTABLISHMENT OF JUDICIAL

- A. Student Welfare and University Affairs Committee: The committee consists of four faculty members and/or staff members, appointed by the President, and four student members appointed by the Student Senate.
- B. Student Right Committee: The committee consists of six faculty or staff members appointed by the Faculty Senate and three student members, appointed by the Student Senate.
- C. Inter-Residence Hall Council: This committee consists of one staff member and a resident from each hall plus a chair. Committee membership is rotated among the housing staff. (Applies to residence hall violations only.)

### IV. HANDLING OF COMPLAINTS OR VIOLATIONS OF DISCIPLINARY RULES AND REGULATIONS

- A. Any student, University faculty or staff member, or administrator may file a report of a University policy violation. The report should provide the name of the accused student, the specific details of the violation, and the signature of the person filing the report. The report form is available from residence hall staff, campus police, and the Student Affairs Office.
- B. Allegations of violations of disciplinary rules or regulations shall be referred to the Vice President for Student Affairs or his/her designate.
- C. Upon receipt of allegations of violations of disciplinary rules or regulations, the Vice President of Student Affairs or his/her designate shall investigate the alleged violations, gather additional information and witnesses, if necessary and appropriate; and determine whether or not there is sufficient information to charge a student with the alleged violation.
- D. After the initial investigation is complete, the Vice President for Student Affairs or his/her designate may:



1. Take no action.
  2. Take administrative action to counsel, advise or admonish the student.
  3. Initiate hearing procedures
- E. Pending action on any charges, the status of a student should not be altered, or the right to be present on the campus and to attend classes suspended, except for reasons related to his or her physical or emotional safety and well-being, or for reasons relating to safety and well-being of other students, faculty or college property.
- F. When hearing procedures are initiated the Vice President for Student Affairs or his/her designate may:
1. Hear and make a decision concerning the case (Administrative Hearing.)
  2. Refer the case to the Student Welfare and University Affairs Committee. The accused may indicate a preference for an Administrative or Committee hearing but final determination shall rest with the Vice President for Student Affairs or his/her designee.
- G. The Vice President for Student Affairs or his/her designate shall schedule hearings on allegations of Disciplinary Rules or Regulations, and shall notify all parties of the matter of concern. The hearing shall not be scheduled less than seventy-two (72) hours after the issuance of the notice of the hearing.
- H. The notice of the hearing shall include the following:
1. A statement of the time, place, and nature of the hearing;
  2. A reference to the particular sections of the rules or regulations involved;
  3. A short and plain statement of the matters asserted;
  4. A statement of the student's rights under these regulations.
- I. Hearing Procedures
1. A hearing on allegations of violations of disciplinary rules or regulations shall be conducted informally.
  2. Opportunity shall be afforded all parties to respond to the allegations and to present evidence and argument on all issues involved.
  3. The burden of proof will rest with the party attempting to prove the violation of a university regulation.
  4. Unless precluded by law, informal disposition may be made of any individual proceedings by mutual agreement of all concerned parties.
  5. A party may bring to a hearing an advisor of his/her choice. This advisor may address the hearing body only at the pleasure of the chairman.
  6. Upon conclusion of the hearing, the person conducting the hearing shall issue written findings of fact and, if a violation is found, shall impose sanctions in accordance with paragraph (IV) (K) of these regulations.
- J. The Appeals Procedure:
1. The Student Welfare and University Affairs Committee shall hear all appeals from decisions rendered by the Vice President for Student Affairs or his/her designate with regard to violations of disciplinary rules and regulations, when such decision imposes a sanction of probation, suspension, expulsion, or the imposition of specified restrictions on a student's activities. The Student Rights Committee shall hear all appeals from the Student Welfare and University Affairs Committee with regard to violations of disciplinary rules and regulations, when such decision imposes a sanction of probation, suspension, expulsion, or the imposition of specified restrictions on a student's activities. Students shall have the right to one appeal before the appropriate committee.
  2. Any student affected by a decision of the Vice President of Student Affairs or his/her designate or a committee relating to a violation of disciplinary regulations may appeal such a decision to the appropriate body. The appeal shall be instituted by filing a written notice of appeal with the appropriate committee within 96 hours after the decision was rendered. For the purposes of this subparagraph, a notice of appeal shall

be deemed to have been filed if delivered to the Student Affairs Office within 96 hours after the decision was rendered. The period of 96 hours will not include Saturdays, Sundays, or holidays, or any day when the Office of Student Affairs is not open for at least four hours.

3. Upon receipt of notice of appeal, the Chairman of the committee, or in his or her absence, the Vice Chairman, shall schedule a hearing on such appeal as soon as practical, after consultation with the student and University officials concerned with the hearing.
  4. Stay of Sanctions Pending Appeal: The filing of appeal shall stay the imposition of any sanction imposed as a result of a hearing except that such stay shall not apply to removal of a student from the campus and from campus housing to ensure safety of other members of the University community or to prevent damage to University property.
  5. Further appeals: Any student adversely affected by a decision of the Student Welfare and University Affairs Committee of the Campus appeals committee may, within three (3) days after such decision rendered, appeal such decision to the President of the University by filing written notice with the Office of the President. The three day period shall not include Saturdays, Sundays, holidays, or any other day when the Office of the President is not open to transact business for at least four hours. Upon receipt of such written notice of appeal, the President may approve, reject, or modify the decision in question or may request that the original hearing be reopened for the presentation of additional evidence and reconsideration of the decision.
- K. Disciplinary Sanctions:
1. EVICTION is the formal removal of a student from University housing.
  2. WITHHOLDING TRANSCRIPTS AND GRADES is a refusal by the University to provide transcripts and grades to the student, to other institutions, to employers, and to other agencies.
  3. A FINE is the imposition of monetary penalty. Besides its use as a disciplinary sanction, it may also be used to compensate the University for a monetary loss resulting from the student's misconduct.
  4. A WARNING is a discussion of misconduct which becomes a matter of at least temporary record (in the Student Affairs Office only).
  5. PROBATION indicates that continued enrollment is conditional upon good behavior during a specific period. It is a matter of office record and may include specific restriction of activity.
  6. EXPULSION is the withdrawal of enrollment privileges with no promise of reinstatement at any time and no opportunity for review for at least one year. Suspension and expulsion are the only actions reflected in the official transcript. In each case, the words "may not register" appear without explanation. Reinstatement after suspension follows an interview with a staff member in the Student Affairs Office, who will inform the Records Office that a student may enroll again. Reinstatement after expulsion depends upon a recommendation to the President from both the Student Affairs Office and the Dean of an academic college.
- L. Student Rights
- A student against whom an allegation charging violation of the University disciplinary rules and regulations has been lodged shall have the following rights:
1. To be given written notice of the charges in sufficient time to ensure an adequate opportunity to prepare for the hearing.
  2. To present information on their own behalf, including written and oral statements and physical exhibits when appropriate.
  3. To hear all information presented and to question all who present it.
  4. To be advised by an advisor or attorney for consultation during

questioning.

5. To receive a timely written decision.

6. To appeal decisions involving the dispositions involving the disposition of specified restrictions, probation, suspension, or expulsion.

# Governance and Advisory Boards

## Graduate Council

The Graduate Council is the policy and governance body dealing with all graduate education issues according to the duties outlined in the Graduate Council Charter. As the representative governance unit of the Graduate faculty at Minot State University. The Graduate Council considers policy recommendations that govern graduate programs. It supports programs developed in accordance with the vision statement for Graduate Education.

### **COMPOSITION OF THE GRADUATE COUNCIL**

The graduate Council consists of the Dean of the Graduate School, one elected graduate faculty member from each graduate program (not including separate track within programs), two graduate faculty members appointed by the Dean of the Graduate School, and three graduate students who are enrolled and in good standing. Faculty are elected by the graduate faculty from their own programs, and both they and faculty appointed by the Dean of the Graduate School serve for three year terms. Student members are elected from the Graduate Student Advisory Council and serve one-year terms. The Vice President for Academic Affairs is an ex-officio non-voting member.

## Graduate Student Rights Committee

The Graduate Students Rights Committee examines issues of academic honesty, grade appeals, and other student rights matters as deemed appropriate. The Graduate Students Rights Committee members include the Vice President for Academic Affairs as chairperson (a non-voting member of the committee), three students elected by the graduate student body, three graduate faculty members elected by the graduate faculty, and the MSU Affirmative Action Officer. The Dean of the Graduate School is an ex-officio non-voting member of the committee.

## Graduate Student Advisory Board

The Graduate Student Advisory Board is a representative group of graduate students that makes recommendations to enhance graduate education at Minot State University. Members are selected from each graduate program to serve on the board. The Board meets throughout the year to examine the policies, procedures, and other issues appropriate to graduate education.

## Student Senate Members

The Minot State University Student Senate contains representatives from the primary campus constituents, including the Graduate School. The Student Senate deals with issues of student governance on the university campus. Graduate students who are interested in serving on the Student Senate should contact the Graduate School and the Student Association offices for further information.

## State Board of Higher Education

The North Dakota State Board of Higher Education is a constitutional body created by a vote of the people of North Dakota in 1938 and is charged with the governance of the North Dakota Higher Education System, of which Minot State University is a part. Members of the Board:

Ms. Beverly Clayburg, '07.....Grand Forks  
Dr. Richard Kunkel, '06.....Devil Lake  
Mr. Chuck Stroup, '04.....Hazen  
Mr. Ralph Kingsbury, '05.....Grafton  
Mr. Bruce Christianson, '07.....Minot  
Pam Kostelecky '05.....Dickinson  
Ms. Sue Andrews '06.....Mapleton  
Faculty Representative (appointed yearly)  
Student Representative (appointed yearly)

## Administration

Shaar, H. Erik ..... President  
Hall, Nancy ..... Vice President Academic Affairs  
Haskins, Bruce ..... Vice President for Administration and Finance  
Jenkins, Richard R ..... Vice President for Advancement and Student Affairs  
Nordquist, Neil ..... Dean, College of Education and Health Sciences  
Stokes, Kenneth ..... Dean, College of Arts and Sciences  
Hewlett, Roderic ..... Dean, College of Business  
Greenwood, L. Larry ..... Library Director

# CHARTER OF THE GRADUATE COUNCIL OF MINOT STATE UNIVERSITY

## Preamble

The Graduate Faculty and the Graduate Council of Minot State University, in an effort to promote high quality student learning at the graduate level and to provide an opportunity whereby graduate faculty and students shall participate in determining the direction of graduate education in the University, hereby adopts this Charter.

## Article I

### AUTHORITY

- Section 1.** The official name of the policy and governance body for graduate education is the Minot State University Graduate Council.
- Section 2.** This Charter becomes effective upon written authorization of the MiSU President, and endorsement by the North Dakota State Board of Higher Education. It replaces all previous references to the Graduate Council established prior to August 20, 1999 in any MiSU documents.
- Section 3.** The Graduate Council is advisory to the President and reports directly to the Vice President for Academic Affairs.

## Article II

### COMPOSITION

- Section 1.** The Graduate Council consists of the Dean of the Graduate School, one elected graduate faculty member from each graduate program (not including separate tracks within programs), two graduate faculty members appointed by the Dean of the Graduate School, and three graduate students who are enrolled and in good standing. Faculty are elected by the graduate faculty from their own programs, and both they and faculty appointed by the Graduate Dean serve for three-year terms. Student members are elected from the Graduate Student Advisory Council and serve one-year terms. The Vice-President for Academic Affairs in an ex-officio non-voting member.
- Section 2.** To be eligible to serve on the Graduate Council or vote on graduate issues faculty must hold the status of Full Graduate Faculty or Associate Graduate Faculty. Graduate faculty members are elected to serve staggered, 3-year terms with one-third on the members elected each year.

## Article III

## **FUNCTION**

- Section 1.** Acting within the policies of the Graduate Council Charter, Minot State University, and the State Board of Higher Education, the Graduate Council is the policy and governance body dealing with matters that affect graduate students and graduate programs for Minot State University.
- Section 2.** The Graduate Council cooperates with the Faculty Senate in all matters that lie within the province of both bodies. All graduate curricular issues are approved by the Graduate Council and proceed directly to the Faculty Senate for final approval.

## **Article IV**

### **CHAIR AND SECRETARY**

- Section 1.** The Dean of the Graduate School chairs the Graduate Council. The chair convenes and presides over all Graduate Council meetings and performs those duties and responsibilities normally associated with the position. As the Chair, the Dean votes only in the case of a tie. In the absence of the Dean, the Vice President for Academic Affairs presides over the meeting. (The Vice President does not vote on Graduate Council matters.)
- Section 2.** The Dean of the Graduate School appoints a staff person to serve as a Secretary of the Graduate Council. This typically is the secretary of the Graduate School. The secretary assists in preparing materials for the meetings and records and distributes the minutes of the meeting.

## **Articles V**

### **MEETINGS AND PROCEDURES**

- Section 1.** Meetings of the Graduate Council are open to any person.
- Section 2.** The Graduate Council follows Robert's Rules of Order in the conduct of meetings.
- Section 3.** The Graduate Council holds at least four meetings each academic year. Additional meetings may be called if needed, including during the summer. Meetings of the Graduate Council are called by the Chairperson of the Graduate Council. The Chairperson of the Graduate Council shall call a meeting if he/she receives a petition requesting a meeting. The petition must bear the signatures of at least one-fifth of the Full Graduate Faculty members.
- Section 4.** Voting on Graduate Council business is done by the Graduate Council members. Members may vote by proxy or in absentia.

## **Article VI**

### **PROGRAM AUTHORITY**

- Section 1.** The university departments formulate requirements for graduate

degrees within the framework of the Graduate Council, Minot State University policy, and policies of the State Board of Higher Education. These include admittance, retention, and degree completion requirements.

**Section 2.** Each department is responsible for continual evaluation, adjustment, and improvement of existing graduate programs and the development of new graduate programs. Department chairpersons, College deans, or designated graduate program representatives make proposals regarding graduate programs to the Dean of the Graduate School. These proposals are considered by the Graduate Council. If approved by the Council and Faculty Senate (when necessary), they will take effect only after approval by the President of the University, and when necessary, by the State Board of Higher Education.

## Article VII

### COMMITTEES

**Section 1.** The Graduate Student Rights Committee members are: three (3) graduate students elected by the graduate student body, three (3) Graduate Council members elected by the Council, and the Dean of the Graduate School. The Vice President for Academic Affairs is the chairperson and non-voting member of the Committee. A representative of the Records Office is a non-voting, ex-officio member of the Committee.

**Section 2.** The Graduate Council will establish other standing or ad hoc committees as needed.

## Article VII

### AMENDMENTS

**Section 1.** Proposed amendments may be initiated by a two-thirds (2/3) vote of the Graduate Council or by petition of one-third (1/3) of the current Graduate Faculty holding the status of Full or Associate Graduate Faculty.

**Section 2.** Proposed amendments are distributed by the Secretary of the Graduate Council to the Graduate Faculty at least seven (7) days prior to a meeting of the Graduate Faculty. An amendment is approved by a two-thirds (2/3) vote of approval of those Full and Associate Graduate Faculty members voting. The amendment takes effect when it is approved by the President of the University.

## Article IX

### BYLAWS

**Section 1.** By-laws to this charter become effective when they are approved by two-thirds (2/3) of the Full and Associate Faculty members and by the President of the University.



# Criteria for Graduate Faculty Status

All applicants for Graduate Faculty status must be approved by the Graduate Council. Application for graduate faculty status is made by submitting a formal request to the Graduate School with a vita, transcript, and a letter from the Department Chair supporting the applicants request.

## Full Graduate Faculty Status

Approved tenured or tenure track faculty who hold a Doctorate or the highest recognized degree in their professional area.

These faculty members must apply for graduate faculty status prior to carrying out graduate level assignments. Assigned responsibilities may include, but are not limited to, advising graduate students, teaching graduate classes, supervising graduate students in field experiences, practicums, or clinical settings, and serving on or chairing graduate committees.

## Associate Graduate Faculty Status

Approved tenured or tenure track faculty who do not have a Doctorate or the highest recognized degree in their professional area, or non-tenure track full-time faculty holding a graduate degree.

These faculty members must apply for associate graduate faculty status prior to carrying out graduate level assignments. Assigned responsibilities may include, but are not limited to, advising graduate students, teaching graduate classes, supervising graduate students in field experiences, practicums, or clinical settings, and serving on or chairing graduate committees. Associate graduate faculty must apply for renewal of their status every five years.

## Adjunct Graduate Faculty Status

This status may be granted for non-tenure track faculty and for individuals from the community who have special expertise, knowledge, and skills, which are relevant to the mission and goals of the department, and who are assigned a specific and limited role in a graduate program.

These individuals must apply for graduate faculty status prior to carrying out graduate level assignments. Assigned responsibilities may include teaching graduate classes, supervising graduate students in field experiences, practicums, or clinical settings, and serving on graduate committees. In addition to materials required by all graduate faculty status applicants, applicants for adjunct status must provide clarification from the Department Chair regarding the nature of the proposed graduate assignment. Adjunct graduate faculty must apply for renewal of their status every three years.

## Graduate Faculty

(Year in parenthesis is the year faculty started at Minot State University.)

- Allen, Rebecca Assistant Professor of Criminal Justice  
B.A., Central Washington University; M.A., Ph.D., Washington State University. (2002)
- Askvig, Brent Assistant to the Dean Graduate School and Professor of Special Education  
B.S., M.S., Minot State University; Ph.D., University of Idaho. (1984)
- Atwood, Larry Assistant Professor of Computer Science  
B.S., Minot State University; M.S., Moorhead State University. (1984)
- Baldwin, Leslie Assistant Professor of Special Education  
B.A., B.S.E., M.S., Minot State University; Ed.D., University of Cincinnati. (1999)
- Barcomb, Rebecca Assistant Professor of Education  
B.S., M.S., Minot State University. (1993)
- Barkosky, Richard R Assistant Professor of Biology  
B.S., M.A., Ph.D., University of South Dakota. (1995)
- Beachy, Christopher Associate Professor of Biology  
B.A., The College of Wooster; M.S., Western Carolina University; Ph.D., The University of Southwestern Louisiana. (1998)
- Bechtold, Jamie Instructor of Communication Disorders  
B.A., M.S., Minot State University. (1992)
- Berg, Kristi Assistant Professor of Management Information Systems  
B.S.E., M.S.M., Minot State University. (2001)
- Bonsness, Joan Associate Professor of Special Education  
B.S.E., Minot State University; M.Ed., University of North Dakota; Ph.D., University of North Dakota. (1998)
- Borden-King, Lisa Associate Professor of Education  
B.A., M.S., University of North Dakota; Ph.D., Indiana University. (1993)
- Bowles, Kenneth Associate Professor of Music  
B.M.E., Texas Christian University; M.M.E., Ph.D., University of Oklahoma. (1993)
- Bradley, David Associate Professor of Humanities and Professor of Communication Arts  
B.A., University of Northern Iowa; M.A., Manhattan School of Music; Ph.D., Florida State University. (1989)
- Burke, Donald M Chairperson, Department of Psychology and Professor of Psychology  
B.A., Gonzaga University; M.A., California State University at Los Angeles; Ph.D., Washington State University. (1980)
- Cebulak, Wojciech Associate Professor of Criminal Justice  
Master's in Law, Copernicus University; Ph.D., Rutgers. (1999)
- Chu, Larry Professor of Mathematics  
B.S., Fu Jen Catholic University, Taiwan; M.A., Emporia State University; Ph.D., Kent State University. (1985)
- Clark, Robin Professor of Education  
B.S.E., South-West Texas State; M.A.E., Ph.D., Texas, Tech. (1991)
- Cole-Harding, Shirley Associate Professor of Psychology  
B.A., University of Colorado-Denver; M.A., University of Northern Colorado; M.A., Ph.D., University of Colorado-Boulder. (1992)
- Coleman, Casey Assistant Professor of Psychology  
B.S., University of Wisconsin; M.S., Moorhead State University; Ed.D., University of South Dakota. (2002)
- Coxwell, Margaret Instructor of Education  
B.S., M.Ed., Ed.D., Montana State University. (2002)
- Crackel, Robert Associate Professor of Chemistry  
B.S., South Dakota State University; Ph.D., Iowa State University. (1986)
- Cresap, Linda M Chairperson, Department of Business Information Technology and Associate Professor of Management Information Systems  
B.A., University of Montana; M.S., Ph.D., University of North Dakota. (1986)
- Curl, Rita Professor of Psychology

B.A., Illinois Wesleyan University; M.S., University of Illinois; Ph.D., University of Kansas. (1991)

Dalley, Lanette P. Associate Professor of Criminal Justice  
B.S., Montana State University, M.S.W., Washington University; Ph.D. Indiana University of Pennsylvania. (1997)

Davidson, Conrad Chairperson, Division of Humanities and Professor of Communication Arts  
B.A., Dickinson State University; M.A., North Dakota State University; Ph.D., University of North Dakota. (1986)

DeMers, David E Chairperson, Department of Accounting and Associate Professor of Accounting  
B.S., M.S., University of North Dakota; C.P.A., North Dakota. (1970)

Deufel, Alexandra Assistant Professor of Biology  
B.S., University of Calgary; Ph.D., Lehigh University. (2002)

Duffy, Michael Professor of Marketing  
B.A., University of S. Florida; M.B.A., California State University; Ph.D., University of Southern California. (1997)

Eckmann, Terry Ferebee- Assistant Professor of Teacher Education and Human Performance  
B.S., B.S.E., M.S., Minot State University; M.S. University of Montana. (1999)

Ekblad, Alan Associate Professor of Special Education  
B.A., Minot State University; M.A., Ed.D., University of North Dakota. (1995)

Eklund, Julianne Associate Professor of Management Information Systems  
B.S., Minot State University; M.S., University of North Dakota. (1984)

Ferrara, Joseph Professor of Special Education  
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