



Minot State  
UNIVERSITY

# Graduate Catalog

2012–2013



Be seen. Be heard.



# Minot State UNIVERSITY

Graduate Catalog  
2012–2013

## GRADUATE PROGRAMS

Education Specialist in School Psychology  
Master of Arts in Teaching: Mathematics  
Master of Arts in Teaching: Science  
Master of Education  
Master of Music Education  
Master of Science in Communication Disorders  
Master of Science in Criminal Justice  
Master of Science in Management  
Master of Science in Information Systems  
Master of Science in Special Education

### Subject to Change Statement

This catalog has been prepared by faculty and administration to provide information to prospective and enrolled students. The right is reserved to change any of the rules and regulations of the University at any time, including those relating to admission, instruction, and graduation. The right to withdraw curricula and specific courses, alter course content, change the calendar, and to add or increase fees is similarly reserved. All such changes are effective at such times as the proper authorities determine and may apply not only to prospective students but also to those who already are enrolled in the University.

*For more information you may reach*  
**Minot State University at:**

500 University Avenue West  
Minot, North Dakota 58707

*or by* phone: **1-800-777-0750**  
fax: **701-858-4286**

Internet:

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

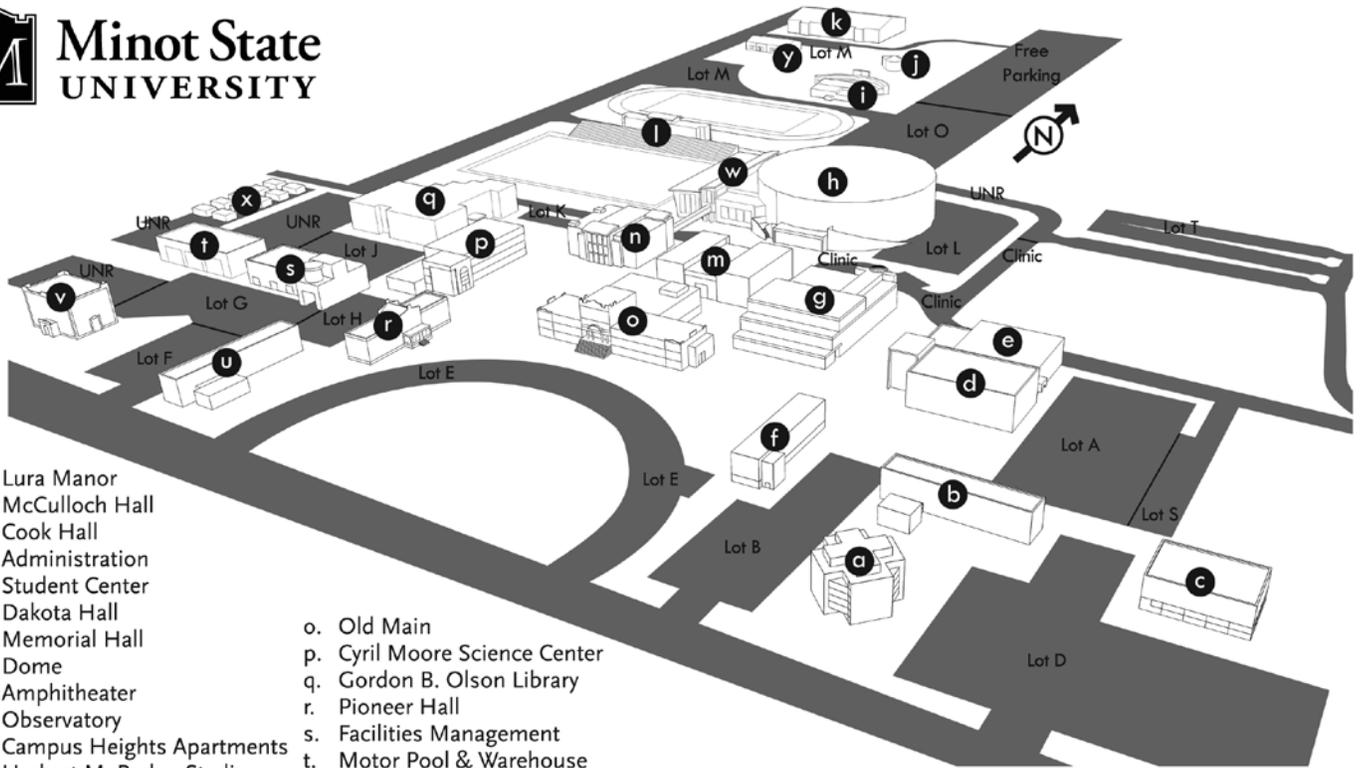
### Regarding Discrimination

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 Resource Director in the Administration Building.

# Campus Map



**Minot State  
UNIVERSITY**



- a. Lura Manor
- b. McCulloch Hall
- c. Cook Hall
- d. Administration
- e. Student Center
- f. Dakota Hall
- g. Memorial Hall
- h. Dome
- i. Amphitheater
- j. Observatory
- k. Campus Heights Apartments
- l. Herbert M. Parker Stadium
- m. Hartnett Hall
- n. Swain Hall
- o. Old Main
- p. Cyril Moore Science Center
- q. Gordon B. Olson Library
- r. Pioneer Hall
- s. Facilities Management
- t. Motor Pool & Warehouse
- u. Crane Hall
- v. Model Hall
- w. Wellness Center
- x. Beaver Lodge Apartments
- y. University Heights Apartments

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# Graduate School Calendar Dates

Dates are subject to change. Students are responsible for checking with the Graduate Office or their department for deadline changes.

| <b>Fall 2012–1310</b>   | <b>Full 16 Weeks</b> | <b>First 8 Weeks</b> | <b>Second 8 Weeks</b> |
|---|----------------------|----------------------|-----------------------|
| Classes begin after 4 p.m.  | Mon., August 20      | Mon., August 20      |                       |
| Classes begin   | Tues., August 21     | Mon., August 20      | Mon., October 22      |
| Last day to add   | Wed., August 29      | Thurs., August 23    | Thurs., October 25    |
| Last day to drop a class or withdraw from all classes and receive a 100% refund             | Wed., August 29      | Thurs., August 23    | Thurs., October 25    |
| Labor Day, University closed  | Mon., September 3    | Mon., September 3    | Mon., September 3     |
| Last day to withdraw from all classes and receive a 75% refund                              | Fri., September 28   | Thurs., September 6  | Thurs., November 8    |
| Midterm Grades  | Mon., October 15     |                      |                       |
| Spring registration for currently enrolled students   | October 23-25        | October 23-25        | October 23-25         |
| Last day to withdraw from all classes and receive a 50% refund                              | Sun., October 28     | Wed., September 19   | Wed., November 21     |
| Veterans Day (Observed), University closed  | Mon., November 12    | Mon., November 12    | Mon., November 12     |
| Last day to drop  | Fri., November 9     | Fri., September 21   | Fri., November 30     |
| Thanksgiving vacation (University closed Thursday)  | November 22-23       | November 22-23       | November 22-23        |
| Fall semester graduation application due to advisor   | Mon., November 26    | Mon., November 26    | Mon., November 26     |
| Fall semester graduation application due to Graduate School                                 | Mon., December 3     | Mon., December 3     | Mon., December 3      |
| Last day for Thesis/Project Defense if graduating fall semester                             | Fri., December 7     |                      |                       |
| Final exams   | December 10-14       | October 10-11        | December 12-13        |
| Grades must be entered by 12 NOON   | Mon., December 17    | Mon., October 15     | Mon., December 17     |
| Last day to submit 5 copies of Thesis/Project to Graduate School for a fall graduation date |                      | Fri., January 6      |                       |

\*Each program schedules its own Written and Oral Comprehensive Exams; students are reminded that Permits to take Written Comprehensive Exams are due two weeks prior to the scheduled exam. Permits to take Oral Comprehensive Exams are due one week prior to the scheduled exam.

| <b>Spring 2013–1330</b>   | <b>Full 16 Weeks</b> | <b>First 8 Weeks</b> | <b>Second 8 Weeks</b> |
|---|----------------------|----------------------|-----------------------|
| Classes begin after 4 p.m.  | Mon., January 7      | Mon., January 7      |                       |
| Classes begin   | Tues., January 8     | Mon., January 7      | Mon., March 18        |
| Martin Luther King Day, University closed   | Mon., January 21     | Mon., January 21     | Mon., January 21      |
| Last day to add   | Thurs., January 17   | Thurs., January 10   | Thurs., March 21      |
| Last day to drop a class or withdraw from all classes and receive a 100% refund                       | Thurs., January 17   | Thurs., January 10   | Thurs., March 21      |
| Last day to withdraw from all classes and receive a 75% refund  | Mon., February 18    | Thurs., January 24   | Thurs., April 4       |
| President's Day, University closed  | Mon., February 18    | Mon., February 18    | Mon., February 18     |
| Midterm Grades  | Mon., March 4        |                      |                       |
| Spring & Summer semester graduation application due to advisor  | Fri., March 1        | Fri., March 1        | Fri., March 1         |
| Last day for Thesis/Project Proposal Presentation in order to participate in Hooding and Commencement | Fri., March 8        |                      |                       |
| Spring Break  | March 11-15          | March 11-15          | March 11-15           |
| Spring & Summer semester graduation application due to Graduate School                                | Fri., March 22       | Fri., March 22       | Fri., March 22        |
| Summer and Fall registration for currently enrolled students  | March 19-21          | March 19-21          | March 19-21           |
| Last day to withdraw from all classes and receive a 50% refund  | Thurs., March 21     | Wed., February 6     | Wed., April 17        |
| Last day to drop  | Fri., April 5        | Fri., February 15    | Fri., April 26        |
| Easter Break (University closed Friday only)  | Mar.29-Apr. 1        | Mar.29-Apr. 1        | Mar.29-Apr. 1         |
| Last day for Thesis/Project Defense if graduating spring semester                                     | Fri., May 3          |                      |                       |
| Final exams   | May 6-10             | Feb. 27-28           | May 8-9               |
| Graduate School Hooding Ceremony Ann Nicole Nelson Hall, 8 a.m.                                       | Fri., May 10         |                      |                       |
| Commencement MSU Dome at 10 a.m.  | Fri., May 10         |                      |                       |
| Grades must be entered by 12 NOON   | Mon., May 13         | Mon., March 4        | Mon., May 13          |
| Last day to submit 5 copies of Thesis/Project to Graduate School for a spring graduation date         |                      | Fri., May 24         |                       |

\*Each program schedules its own Written and Oral Comprehensive Exams; students are reminded that Permits to take Written Comprehensive Exams are due two weeks prior to the scheduled exam. Permits to take Oral Comprehensive Exams are due one week prior to the scheduled exam

| <b>Summer 2013–1340</b>   | <b>Standard 8 Week Term</b>  |
|---|--|
| Classes begin   | Tues., May 28 <small>(visit <a href="http://www.minotstateu.edu">www.minotstateu.edu</a> for flexible summer term schedule, dates and deadlines)</small> |
| Last day to drop a class or withdraw from all classes and receive a 100% refund               | Sat. June 1  |
| Last day to add   | Fri. May 31  |
| Last day to withdraw from all classes and receive a 75% refund                                | Sun., June 16  |
| Last day to drop  | Fri., July 5   |
| Last day to withdraw from all classes and receive a 50% refund                                | Mon, July 1  |
| Federal holiday, University closed  | Thurs., July 4   |
| Last day of classes   | Tues., July 23   |
| Last day for Thesis/Project Defense if graduating summer semester                             | Tues., July 23   |
| Final exams   | July, 24-25  |
| Grades must be entered by 12 NOON   | Mon., August 5   |
| Last day to submit 5 copies of Thesis/Project to Graduate School for a summer graduation date | Fri., August 16  |

\*Each program schedules its own Written and Oral Comprehensive Exams; students are reminded that Permits to take Written Comprehensive Exams are due two weeks prior to the scheduled exam. Permits to take Oral Comprehensive Exams are due one week prior to the scheduled exam

# Minot State University—Graduate School

## 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. Concentrations for the Master of Education program are added each year. In 2002 MSU entered into a cooperative doctoral program in criminal justice with the University of North Dakota. The Master of Science in Information Systems degree was added in 2004. Graduate certificates in Knowledge Management, Deaf/Hard of Hearing, Early Childhood Special Education, Special Education Strategist, and Learning Disabilities have been added to the MSU Graduate School offerings in the last few years.

## Purpose

The Graduate School was developed to administer, support, and evaluate the graduate programs at Minot State University. This process 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.

## 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.

## Contact Information

The Graduate School is located in Memorial Hall, Room 200. 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.

# Introduction to Minot State University

## History

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 the public good through excellence in teaching, research, scholarly activity, and public service. Minot State is an integral part of the state and region it serves, and its mission and purposes are linked inextricably to the needs, aspirations, and the commonwealth of the people of North Dakota.

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 eight master's programs and one specialist program.

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 teacher preparation programs in the fine arts, 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, programs in special education, speech language 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 the master's level. In 1987 the institution's name was changed to Minot State University, and today the University offers master's degrees in communication disorders, criminal justice, education, management, management information systems, mathematics, music, science, and special education. The University offers one specialist degree in school psychology.

## Vision 2013: The Future of the University

### Core Values and Purpose

Core values are deeply imbedded in the minds of the people who serve and sustain the institution and are readily recognized and appreciated by those served by the institution. Planning for the future depends on the affirmation of Minot State University's core values and core purpose. Minot State University is built upon a core commitment to students, learning, service, and cooperation, and upon a respect for people and place.

### CORE VALUES

MSU cares deeply about its students, their learning, and their growth. The University is proud of its values and long-term commitment to:

- Teaching and learning with excellence, integrity, and engagement
- Serving students and others respectfully and responsibly
- Following high ethical and moral principles
- Supporting the values of community and place, where all community members are valued and respected for their work, contributions and freedom of expression.

### CORE PURPOSE

Minot State University helps people appreciate life and learning and contribute meaningfully to the lives of others.

### Mission

Minot State University is a regional, public institution located in the northwest region of North Dakota, serving students from Minot, the region, state, nation, and other countries. Undergraduate and graduate courses and programs are offered on campus and at a distance, through face-to-face, online, and alternative modes of delivery. Non-credit and professional training and experiences are offered to students and community members.

Committed to high academic standards and professional support for students, the university is dedicated to student success, engaged and life-long learning, advancement of knowledge, effective student service, and development of students of character. These commitments are grounded in effective and motivated teaching and learning, scholarship, and service. General studies and a variety of programs are offered in the arts and sciences, business, and education and health sciences. A wide range of student support services is provided to on-campus and off-campus students.

The University values critical and creative thinking, vitality of communities and cultures, stewardship of place, and multicultural and global environment. The University honors and supports the dignity and rights of diverse individuals, freedom of expression, academic freedom, ethical and moral behavior, integrity, fairness, and honesty.

Minot State University is first and foremost devoted to the success of all students, their growth and development as educated citizens, their confidence, and their life-long devotion to the common good and welfare of others.

## Strategic Goal and Vision 2013

The University will serve students and others so that they can grow through continued learning, and make a difference in the world for others. To do that requires not only advancing knowledge but engaging and motivating others purposefully in the best of what we know for the betterment of others. Achieving this goal depends on a powerful and distinctive vision focused on service to students, place, and learning.

### GOAL

Minot State University will achieve national distinction as one of the premier public, regional universities in the “great” Great Plains.

### VISION

The University of the future will achieve a national reputation as an institution of place and engagement that is dedicated to high-quality student learning within an inclusive community, to student growth, character, and success, to diversity and multiculturalism, to valuing and supporting faculty and staff, and to a life-long commitment to the common good.

Concomitantly, the MSU graduate of the future will be known for vision, creativity, compassion, tolerance, character, sound judgment, and commitment to the life of the community and the common good. Confident, insightful, and learned, and devoted to life-long learning, the MSU graduate will be well prepared for the future, and capable of realizing positive achievements and accomplishments in career, life, and service to others.

## Strategies and Priorities: Achieving the Distinctive Goal

### STRATEGY ONE: Creating a Distinctive Mission Focused on Engagement and Place

Create and promote a distinctive mission, vision and premier institutional character based on curricula and services known for high quality, engagement, relationship to place, and the integration of knowledge, theory and practice.

### STRATEGY TWO: Fostering Engaged Learning and Place for the Benefit of Students

Raise academic standards and expectations exceptionally high for quality teaching and engaged learning; create and sustain a dynamic place and engaged campus atmosphere and design conducive to high-quality learning and student support.

### STRATEGY THREE: Valuing Faculty and Staff Within an Engaged Community

Recruit, retain, and support well-qualified faculty and staff as valued members of an inclusive community, dedicated and devoted to the institutional mission, to engaged learning, and to student support and success.

### STRATEGY FOUR: Building a Diverse and Multicultural University Climate

Develop and support a diverse, multicultural, and inclusive campus community.

### STRATEGY FIVE: Focusing on Student Success and Future Achievements

Provide students with a strong and engaging academic experience for intellectual and personal growth, formation of sound character, and development of abilities and skills required for success in future careers and endeavors.

### STRATEGY SIX: Creating a Commitment to Civic Engagement, Service, and the Common Good

Enhance and strengthen the University’s mission and purview to include civic engagement, experiential learning, and activities focused on collaboration, partnerships, community relations and involvement; complementing the institution’s educational function through a concerted and deliberate effort to connect higher education and the common good.

### STRATEGY SEVEN: Ensuring Future Institutional Viability, Vitality, and Growth

Ensure MSU’s future viability, the vitality of its campus proper, and its success and competitiveness.

## Campus and Region

The University’s tree-lined campus provides students a friendly and personal atmosphere. The campus includes five residence halls, seven classroom buildings, the Student Center, library, domed athletic facility, a concert hall, two theaters, and an art gallery.

The University is located in Minot, North Dakota, a city of over 36,000 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 find many of the cultural advantages usually associated with larger cities, including a symphony orchestra, an opera company, two theatre companies, three art galleries, a fine arts center, numerous choral groups, and a city band. Minot International Airport is served by Northwest/Delta Airlines. The city is also served by Amtrak. Minot is situated in one of the finest agricultural, industrial, and commercial areas in the state. The city is near the great Garrison Dam on the Missouri River which offers world-class outdoor recreational opportunities in fishing, boating, sailing, hunting and camping.

# Admission Requirements

In order for a student to pursue a graduate degree at Minot State University, the student must complete the online application for admission to the Graduate School and receive an official letter from the Dean of the Graduate School granting admission. A complete application packet includes the following items:

- 1. Completed “MSU Graduate School Application.”**  
This application must be submitted online. The Graduate School at Minot State University does not accept paper applications. To access the online application, please visit: [www.minotstateu.edu/graduate/](http://www.minotstateu.edu/graduate/). The exception to this is applications for re-admission (available on the Graduate School website, [www.minotstateu.edu/graduate/](http://www.minotstateu.edu/graduate/)).
- 2. Statement of Purpose.** Submit a concise (word limits vary by program, but the minimum requirement is 500 words) essay that describes your primary interest of study, and your objective in pursuing this degree at Minot State University. In particular, your essay should be as specific as possible in describing your interests and should describe any relevant education, research, commercial, government, or teaching experience. \*Please review the Summary of Admission Requirements (pg. 13) and the program of interest for specific requirements. You may submit your document by uploading your Word file in the Document Upload section of the Supplemental Forms found on the online application website.
- 3. Health Record/Proof of Two Immunizations** for measles, mumps, and rubella (MMR) and, effective fall 2012, newly admitted students ages 21 and younger residing in campus housing must provide documentation of immunity against meningococcal disease, as required by the State Board of Higher Education. Upon the student’s request, such records are sometimes available through the student’s high school (or college for transfer students) and can be sent to the University. Proof of immunization for measles, mumps, and rubella requires two doses of vaccine given no less than one month apart, or positive serologic tests. No student will be permitted to enroll in a subsequent term until immunization or documentation of a waiver is complete. An immunization record waiver will apply to those who were born prior to 1/1/1957, those enrolling in distance education courses (online, correspondence, or an off-campus site) and those who adhere to a belief (religious, philosophical, moral) that are opposed to immunizations. You may upload, fax, or mail proof of immunizations. If submitting a waiver, you may download the form from the Downloadable Forms link on the online application website, print, complete, and mail to the Graduate School or you may also scan your completed waiver and upload the form in the Document Upload section of the Supplemental Forms.
- 4. Transcripts.** Transcripts from ALL previous colleges or universities, both graduate and undergraduate, are preferred. An official transcript showing the earned baccalaureate degree is required for admission consideration. Please direct the institution(s) to submit transcripts directly to Graduate Student Applications. Official transcripts are only accepted from the originating institution.  
  
The Graduate School requires applicants to have earned, or be in the process of earning, a bachelor’s degree from an accredited institution of higher education and to have a minimum undergraduate grade point average of 2.75 (scale of A=4.00) to be eligible for admission. Applicants without these requirements must appeal to the program director to be considered for admission. The program director and department/division chair must provide a written recommendation to the graduate dean explaining the reason(s) for considering the applicant who does not meet the Graduate School minimum requirements. Departments/division may require more stringent grade point averages as part of the admission to their programs..
- 5. Application Fee.** Submit a one-time \$35 application fee to Graduate Student Applications, Minot State University, 500 University Avenue W., Minot ND 58707. Completed applications are processed when the application fee is received. You may submit payment by mailing a check or money order. You may also pay online through our Touchnet system. To pay by credit card, please contact the MSU Business Office at 1-800-777-0750 Ext. 3333.
- 6. Recommendations.** A recommendation provider is an individual who will complete and submit a recommendation form on your behalf. Recommendation Providers may send their recommendations to the Graduate School office electronically through our application system. For those people who wish to submit their recommendations on paper, please download and print a copy of our recommendation form and follow the directions for paper recommendations. Please input the names and contact information for each provider, whether he/she will be submitting electronically or on paper. For those providers who wish to submit their recommendations electronically, please mark “Yes” for the online submission question on the Provider Input Form. The Graduate School does not send reminders for your recommendation providers. It is your responsibility to notify and monitor the status of the recommendation submission to ensure their completion. When you get to the recommendations page in your online application, please click the button that says “Recommendation Provider List.” Insert the name and contact information of each recommendation provider. Once the recommendation provider information is saved,

an email will be sent to the online recommendation provider with an access code and instructions on how to proceed with the online recommendation. When the recommendation provider submits the form to our office, it will become part of your application. You can view the status of your online recommendations each time you log into your application account. Recommendations are a part of the online application; no additional electronic submission is required.

7. **Declaration of Finances** (International Students ONLY, excluding Canadian students). Click on the Downloadable Forms link to access the Declaration of Finance form, please print, complete, and mail or you may also scan the completed form and upload in the Document Upload section of the Supplemental Forms.

8. **Required Test Scores.** If you are required to take the GRE, GMAT, TOEFL, IELTS, or other similar test, test scores must be sent to Graduate School directly from the testing agency. The TOEFL score has an IBT minimum score of 79 and a paper-based minimum score of 550. The IELTS has a minimum score of 6. The MSU Graduate School will also accept Level 9 attainment and iTEP Level 5 from the Language Company located on the MSU campus.
9. Minot State University Graduate School reserves the right to refuse admission to any applicant on the basis of scholastic or other reasons.

**Application Mailing Address:**

Graduate Student Applications  
Minot State University  
500 University Avenue West  
Minot, ND 58707

## Summary of Admission Requirements

All applicants must complete the MSU Graduate School application, available at [www.minotstateu.edu/graduate/](http://www.minotstateu.edu/graduate/). The online application requires applicants provide the names and email addresses of three recommenders.

The following requirements and deadlines vary by program:

|                                    | School Psychology (Ed Sp)  | Mathematics Education (MAT:Math)   | Science Education (MAT: Sci)             | Education (MED)   | Music Education (MME)                         | Communication Disorders (MSCD: SLP)                      | Criminal Justice (MSCJ)   | Information Systems (MSIS)  | Management (MSM)  | Special Education (MSSPED)   |
|------------------------------------|--|--|--|---|---|--|---|---|---|--|
| <b>GRE/GMAT</b>                    | GRE  | GRE  | No                                       | No  | No  | GRE  | GRE   | No  | GRE or GMAT if last 60 hr GPA is below 3.00                         | No   |
| <b>Minimum Undergraduate GPA</b>   | 2.75 cumulative  | 2.75cumulative   | 3.00 cumulative                          | 2.75 cumulative or 3.00 in last 60 hours  | 2.75cumulative                                | 3.25 cumulative or 3.25 in last 60 hours                 | 2.75cumulative or 3.00 in last 60 hours                             | 2.75 cumulative or 3.00 in last 60 Hours                          | 2.75 cumulative or 3.00 in last 60 hours                            | 2.75 cumulative or 3.00 in last 60 hours   |
| <b>Statement of Purpose Length</b> | 500-1500 words   | 500 words  | 500 words                                | 500 words   | 500-1500 words                                | 500 words  | 500 words   | 500-1500 words  | 500 words   | 500-1500 words   |
| <b>Resume Requested</b>            | Yes  | No   | No                                       | No  | No  | No   | Yes   | Yes   | Yes   | No   |
| <b>Application Deadlines</b>       | March 15 (priority)  | March 15   | May 15                                   | April 1<br>June 15<br>Nov 1   | May 15<br>June 15<br>November 15              | February 15  | April 15 (priority)<br>June 15<br>November 15                       | 3 weeks before next term starts                                   | April 15 (priority)<br>June 1 campus program<br>Nov 1online program | April 15<br>June 15<br>November 15   |
| <b>Undergraduate Requirements</b>  | Bachelor's Degree with strong background in education, psychology, or both | Bachelor's Degree w/major or minor in math + at least 2 yrs teaching experience preferably at the 2 <sup>nd</sup> level. | Bachelor's Degree in one of the sciences | Bachelor's Degree in education or related area + 2 yrs teaching or related experience | Bachelor's Degree in music or music education | Bachelor's Degree in Communication Disorders or Post-bac | Bachelor's Degree in Criminal justice Or closely related Discipline | Bachelor's Degree in CIS Or MIS or course plus related experience | Bachelor's Degree   | Bachelor's Degree in Education or Related field *some concentrations Require Teacher Licensure |

**\*International students:** If applying for admission to a program delivered on the MSU campus, the deadline for application for fall is **June 15**; for spring or summer, **November 15**.

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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.

In order to allow sufficient time for processing, the Application for Admission to Graduate School must be submitted by the date listed in the table above.

## International Students/ Non-immigrant Admissions

Admission is determined by a selective process that includes consideration of English language proficiency, academic achievements, financial resources, and student visa eligibility.

In addition to the Graduate School admission requirements, the following supporting documentation must also be sent to the Office of International Programs by the appropriate deadline:

- Affidavit of Support
- Declaration of Finances
- Bank Statement proving funds
- Proof of English Language Proficiency
- Official Records Demonstrating Prior Academic Achievement
- International Transfer Student Form (if applicable)

### English-Language Proficiency

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) or the International English Language Testing Systems (IELTS). A passing score on the TOEFL is 550 on the paper-based test (PBT) and 79 on the Internet-based test (IBT). A passing score on the IELTS examination is 6.0 overall band score. The Graduate School will also consider for admission students who have attained a Level 9 and scored at or above the iTEP Level 5 from training and testing administered by the Language Company on the MSU campus. Individual programs may require specific skill levels above the minimum band score.

In lieu of the TOEFL, IELTS, or iTEP test scores, 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. Also, international students who have been employed or have attended formal education for three or more years in the U.S. may, at the discretion of the program, be considered for admission into the Graduate School with the recommendation of the program director who has been able to assess the students' English proficiency through voice conversation.

Request for TOEFL tests and procedures may be found on the Educational Testing Services (ETS) website at [www.toefl.org](http://www.toefl.org). Requests for IELTS tests and procedures may be found on the IELTS World website at [www.ielts.org](http://www.ielts.org). For information on The Language Company, visit [www.thelanguagecompany.com/](http://www.thelanguagecompany.com/).

### Academic Achievement

Applicants to the MSU Graduate School should have completed their secondary education and obtained their high school diploma or school-leaving certificate, as well as completed an undergraduate university level degree. Minot State University will review all secondary and university-level course work for academic rigor and trends in academic performance. Applicants are required to submit an original or certified copy

of official academic records from all colleges, universities and professional schools attended. The academic records 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 or marks earned on government or university examinations. All academic records and supporting documents must be official. Official academic records should be sent directly from the issuing institution to MSU Graduate Student Applications. If a record is not in English, a certified literal English translation must accompany the official transcript. If only one original record is available, the appropriate school authority that issues the 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 foreign transcripts issued by one institution but certified by another institution will not be accepted. Notarized, faxed, or scanned copies are not considered official, but may be submitted for preliminary review. Original copies are required in order to be fully admitted.

### Requirements for International Student Transcript Evaluation: Academic Credential Requirements

International applicants are required to have all international college, university, or professional school statements of marks (transcripts) evaluated by one of the following internationally recognized, comprehensive organizations approved by the North Dakota State Board of Higher Education:

- World Education Services (WES) [www.wes.org](http://www.wes.org)
- American Association of Collegiate Registrars and Admissions Officers (AACRO)
- Education Credentials Evaluators, Inc. (ECE)
- American Education Research Corporation (AERC)

Transcripts must be evaluated on the course-by-course basis. Applicants should request the organization to send credential evaluations directly to Graduate Student Applications, Minot State University.

An exception to this requirement is for those students whose international institution applied a U.S. Grading System (A=4.00, B=3.00, C=2.00, D=1.00, F=0) that is clearly documented on a course-by-course basis on the official transcript.

### Conditional Admission Status for International Students

Conditional Admission Status may be offered to international students who are unable to demonstrate sufficient English language proficiency with a TOEFL or IELTS score that meets the minimum admission requirement for the MSU Graduate School. The following minimum requirements must be met before consideration for Conditional Admission Status will be granted:

- Complete application for admission, along with application fee
- Statement of Purpose
- Official transcript(s)
- Three recommendations
- Undergraduate degree or work experience requirements of specific programs
- Approval for Conditional Admission Status by the degree program as well as the Graduate Dean

Conditionally admitted students will be entered into the competitive applicant pool for Admitted—Approved Status upon completion of any additional program-specific exams as well as proof of English language proficiency (see English-Language Proficiency) \*Students holding Conditional Admission Status are not eligible to apply for Graduate Assistantships or Graduate School scholarships and are not eligible to enroll in graduate courses.

### Credit Transfer

Graduate course work completed prior to attending MSU is subject to departmental approval in order to meet major requirements and to receive transfer credit. Evaluation of transfer credit normally will not be complete until the applicant has arrived on campus and enrolled for coursework. 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, and must be prepared to provide a full description of prior course work to their academic advisor to facilitate the evaluation of transfer credits. Specific guidelines for requesting to transfer credit are provided in the Graduate School Policies and Regulations section of this catalog.

### Financial Support

International students are not eligible for U.S. federal or state need-based financial assistance. Therefore, certification of adequate financial support to meet the needs during the period of enrollment at MSU is required of all international non-immigrant applicants. Admission will be granted when proof of funds has been submitted. Failure to submit supporting documents will delay admission and the issuance of the appropriate immigration forms. The student must be prepared to document on a yearly basis the ability to pay the following year's tuition and fees as well as the cost of living expenses. To prove sufficient financial resources, international applicants should complete the Affidavit of Support form and submit it with a recent bank statement revealing a current account balance.

Before departing for the United States, students should become thoroughly familiar with their home governments' regulations for exchanging and forwarding money abroad.

### International Student Tuition

All students, regardless of residency, pay North Dakota in-state tuition for all classes. More detailed information regarding tuition rates can be found on the MSU website at: [www.minotstateu.edu/graduate/](http://www.minotstateu.edu/graduate/).

Tuition and fees for all students are due at the beginning of each semester and must be paid in full at the Business Office **within the first 12 class days of the semester**; MSU does not issue paper statements; students are responsible for checking their account in Campus Connection. Students who do not pay their tuition and fees in full on or prior to the 12th day of classes are withdrawn from their classes and will incur a readmission fee.

Please note that tuition policies are subject to change or suspension without advance notice by action of either Minot State University or the North Dakota State Board of Higher Education.

### Mandatory Health Insurance

The North Dakota State Board of Higher Education requires all students who are not citizens or permanent residents of the United States or Canada to demonstrate health insurance coverage for themselves and their accompanying dependents. The state of North Dakota recommends a specific insurance policy that meets the minimum coverage and benefits specifications required. The fee for health insurance for one year must be paid upon arrival prior to course registration, and at the beginning of each subsequent year and will be added to the student's university account. Students who demonstrate proof of coverage under a comparable insurance policy with a different U.S. vendor or from a country with mandatory health insurance plans may request an exemption to this requirement. All exemptions will be handled through a waiver process through the Office of International Programs.

Canadian students are exempt from the mandatory insurance requirement. However, be advised that Canadian provincial insurance may be inadequate in the case of emergencies. Canadian students should consider buying supplemental insurance with a private provider.

### Immunization Requirements

The state of North Dakota requires proof of immunity to measles, mumps, and rubella prior to registration for courses. Additionally, effective in fall 2012, newly admitted students ages 21 and younger residing in campus housing must provide documentation of immunity against meningococcal disease in accordance with the SBHE policy S06.1. Students should send copies of their immunization records to the Office of International Programs prior to arrival. Tuberculosis (TB) screening is also required of all international students and must be completed after arrival on U.S. soil, but prior to the first day of class. Students who fail to meet these requirements will have a "hold" placed on their institutional profile and account, and will not be allowed to register for courses.

### Student Visa Information

Minot State University is authorized by the U.S. government to issue SEVIS Forms I-20 to assist non-immigrants to apply for F-1 visas. The Office of International Programs will issue I-20s to international students who meet all of the entrance requirements.

### Graduate Assistantships

Admitted international graduate students are eligible for graduate teaching, research, or service assistantships. International students wishing to be considered for assistantships should submit completed applications to the Graduate School no later than June 1 for the following fall, spring, and summer semesters. Conditionally and provisionally admitted students are ineligible for assistantship and tuition award consideration.

Information about international students in the U.S. is tracked using the Student and Exchange Visitor Information System (SEVIS). Students are assigned a SEVIS ID number which is located on the upper right hand corner. The ID number begins with an N and has 10 digits. Students are required by Congress to pay for this tracking system, and this SEVIS fee is an additional fee, not to be confused with the visa application

fee. All new students must pay the SEVIS fee after receiving the I-20 form from Minot State University, but prior to visiting the U.S. consulate for their F-1 visa interview. Students from Canada, who do not require a visa, must pay the SEVIS fee before their first entry to the U.S. and will be asked for a copy of the receipt at the port of entry. To pay the SEVIS fee, go to the following website: [www.fmjfee.com/index.jhtml](http://www.fmjfee.com/index.jhtml).

American government regulations allow students to enter the U.S. only within 30 days of the start date indicated on the I-20 form. MSU campus housing is not available until just before the start of school, so if you arrive early you are responsible for your own accommodations. New and transfer international students are required to attend a welcome orientation specifically for international students at the beginning of their first semester at Minot State University. This orientation is in addition to the general MSU “new student orientation” and is held a few days prior to the start of classes.

The I-20 form is first endorsed by a Minot State University’s Office of International Programs at the time it is issued and then must be re-endorsed at the end of each semester. These signatures confirm full-time student status and enable F-1 students and their dependents to enter and leave the country. *International students planning to travel outside of the U.S. during their entire length of study at Minot State University must bring their I-20 form to Office of International Programs for verification and signature renewal at least 24 hours prior to travel.*

Students must be making satisfactory academic progress toward their major field of study in order to have their I-20 form endorsed each semester. ‘Academic progress’ means that the student must be taking course work that satisfies the declared degree requirements and maintain a satisfactory grade point average. Students who fail to meet these requirements will not be eligible to have their I-20 form re-endorsed.

## Enrollment in Graduate Courses by Non-Degree Students

Any individual holding a baccalaureate degree who does not wish to pursue a graduate degree, or who may not have met all requirements for admission, may be permitted to enroll in selected graduate courses when approved by the program’s admission authority. The individual need not apply for formal admission into the Graduate School. All students seeking application as non-degree must complete the online application the first time, regardless of how many terms they have been previously registered as non-degree students. To apply online, visit: [www.minotstateu.edu/graduate/](http://www.minotstateu.edu/graduate/). This application should be submitted to the Graduate School at least two (2) weeks prior to registration. The first time Non-Degree Application must be accompanied by a non-refundable, one-time application fee of \$35, immunization records (see exemptions listed on Non-Degree Application), and an official transcript indicating the baccalaureate degree earned. Official transcripts for other graduate schools attended must also be submitted.

A student may apply up to twelve (12) semester hours of non-degree credit toward a graduate degree. Each department determines the number of non-degree hours and courses that are accepted toward the degree. Workshop courses (500) are not accepted into graduate degree programs.

An undergraduate senior who has a cumulative grade point average of not less than 3.0 and is recommended by the appropriate chairperson may also enroll as a non-degree student in a graduate course. An undergraduate senior may enroll in up to 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 student is admitted to graduate school. At the time of registration the student must indicate whether the course credits will be applied toward the fulfillment of requirements for an undergraduate degree or whether the credits may be later applied toward a graduate degree. Graduate credits earned may be applied to either the undergraduate or the graduate degree, but not to both degrees.

These requirements apply to all graduate courses regardless of delivery. Student status may only be changed at the beginning of a new term (i.e., non-degree to admitted). Students registered as non-degree are not eligible for Federal financial aid benefits.

### Enrollment in Graduate Courses by Post-Degree Students

#### Post-Degree Courses

Students who have already earned a graduate degree from Minot State University and wish to continue taking graduate courses should complete a request for readmission and submit to the graduate school for approval.

# Obtaining a Graduate Degree

## General Requirements for Obtaining a Graduate Degree

The student is responsible for becoming familiar with and completing the requirements for the degree being sought. The student may expect guidance from his/her advisor and committee and assistance from the Graduate School. Students are also encouraged to consult the *Graduate Student Toolkit* and refer to the Graduate School Website for the most current information.

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 forms referred to can be found on the Graduate School Website ([www.minotstateu.edu/graduate](http://www.minotstateu.edu/graduate)).

## Admission Status

### Admitted—Approved Status:

A student who has met all minimum requirements of the graduate school for admission and all program requirements for admission, has been recommended by the Program Director for admission, and has been approved by the graduate Dean for admission will be granted Admission—Approved Status.

### Admitted—Provisional Status:

A student who has not met one or more of the graduate school and/or program requirements (i.e., low GPA, low test scores, lack of test scores) may be granted Admission—Provisional Status with the recommendation of the Program Director and the approval of the Graduate Dean. Students who are Admitted—Provisional Status due to low GPA will be eligible for advancement to Approved Status after accumulating nine (9) semester hours if their cumulative GPA is 3.00. Students with low or missing test scores will be given a specific deadline in their admission letter for submitting the minimum required score. Students who are Admitted—Provisional Status who do not meet the condition(s) specified in the letter of admission by the deadline will be dismissed from the Graduate School at the end of the semester when the condition(s) should have been met. \*Students who have Admitted—Provisional Status may not be appointed as Graduate Assistants through the Graduate School and are ineligible for Graduate School scholarships.

### Graduate School Policy on Deferred Enrollment

Admitted students may request their initial enrollment be deferred for up to one year from the semester they originally intended to matriculate. After one year, the student will be required to reapply for admission.

## Program of Study

Admitted students are required to file an approved “Program of Study” in the Graduate School no later than the completion of their first **nine semester hours**. The Program of Study is a written plan for completing a degree. Completion of the Program of Study should involve consultation with the Program Director and/or student’s advisor. 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. A Program of Study form for each degree program is available on the Graduate School website.

## Graduate Committee

During the first year of graduate study, students should become acquainted with faculty in their department. From this faculty, the student will choose a committee chairperson to oversee his/her final thesis, project, or capstone course (if applicable). The student should consult with his/her committee chairperson in selecting additional committee members. This committee possesses both advisorial responsibilities and judgmental abilities regarding the thesis, options to a thesis, and the written and/or oral examinations.

For thesis, projects, and major papers, the graduate committee consists of the chairperson (usually the student’s advisor) and 2, 3, or 4 other members. The majority of the committee members must hold terminal degrees. No more than one professional graduate faculty member OR one associate graduate faculty member may serve on a student’s committee. All committees, regardless of size, must include one faculty member outside the student’s program. This member may be from the same department but should represent a different discipline or focus of study. Each program has specific committee membership requirements; students should review departmental information and/or consult with their program director for additional information. The program director, department chair, and the dean of the Graduate School must approve all persons on the Graduate Committee. The completed, signed Graduate Committee form should be filed in the Graduate School.

## Comprehensive Examinations

(only pertinent to those programs that require written or oral comprehensive exams)

### A. Written Comprehensive Examination

The written comprehensive examination represents one of the 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 no later than 12 noon, two weeks prior to the exam. Examination dates are determined by each program.

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. To take the test that is 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. To review a delineation of expectations, grading, and guidelines for passing found in the 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 School 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 no later than one (1) week prior to the exam.

## Thesis

Each student using 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 6 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 on the Graduate School website, 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.

When the student and the Committee Chairperson agree that the Thesis Proposal is ready for committee review, 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 proposal 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. If the committee approves the thesis proposal, members should sign the student-prepared “Thesis Major Paper/Project Proposal” form. The program director also will sign this form and then submit the form to the Graduate School.

## 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 at this time. This form includes the defense place, time, and date. Thesis defense meetings are open to the MSU community and the information about the defense will be posted to the University calendar and announced in Public Information.

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. One member of the committee may have a dissenting vote, and the thesis will be considered approved. The student is notified immediately by the committee chairperson of the committee’s decision. If the thesis is approved, members should also sign the student prepared “Thesis or Project Defense” form. A committee member who has a dissenting vote must indicate this on the “Thesis Project Defense” form. The program director will also sign the form and he/she should then submit it to the Graduate School.

*See “Archiving” for instructions for final printing and publication of the Thesis.*

## 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 committee 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 Registrar’s Office. A student receiving an in progress grade is expected to register for Continuing Enrollment each consecutive semester including summer until the thesis is complete.

## Options to a Thesis

Some degree programs offer students the option of completing a final project or major paper(s). Students completing projects or papers will follow procedures similar to those outlined for completing the thesis. Students completing projects or papers should consult the section in the catalog pertinent to their specific degree. Credit is awarded for these options. The amount of credit varies and shall be determined by the departments concerned, but usually is 1 to 4 semester credits.

## Capstone Course

The Master of Science in Management and the Master of Science in Information Systems require capstone courses that are taken at the end of each program. The instructor of the capstone course, following departmental guidelines, establishes the requirements of the course and the grading mechanisms. Capstone courses are typically designed to address significant program learning outcomes and usually involve some type of project or other deliverable.

## Archiving

Theses and master’s projects have value as records of scholarship at MSU. Therefore, the University preserves and makes available theses and project reports to scholars and the public by maintaining an archival collection and a circulating collection. Every approved thesis and project completed by an MSU student is permanently preserved in the University Archives, and a copy is available for public access and circulation as part of the Gordon B. Olson Library thesis/project collection.

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 or project to the committee for their signatures on the signature page of the original thesis or project. A clean copy of the thesis should be submitted to the Graduate School for review of format prior to printing. Projects or parts of projects that are interactive and not amenable to printing, such as software, must be submitted on a CD or DVD (or alternative format as approved by the Graduate School).

Upon successful format check and approval by the Graduate School, the student will be notified. The student should file the original and four (4) copies of the thesis or project in final typed form in the Graduate School. The Division of Science requires one additional copy. At the time the thesis or project copies are submitted, the Graduate School requires a receipt from the Business Office showing that the binding fees and mailing costs for the bound paper copies 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. For Science theses, an additional copy is sent to the Division of Science.

## Application for Graduation

The student must file the current Application for Graduation with his/her advisor by the date posted in the Graduate School Calendar (see pg. 4). Students planning to graduate summer semester must submit their application on the spring deadline.

## Posting and Conferring of Graduate Degrees

Official degree completion (“conferring” of the degree) occurs when all degree requirements are met, including the committee chairperson’s filing in the Graduate School the Recommendation for Awarding of the Degree, the committee chairperson’s changing of an “in progress (X)” grade to the earned grade, and the graduate student’s submission of at least five copies of the approved thesis/project with signed signature pages along with a receipt for payment for the binding fees. Students are reminded that the Graduate School requires all thesis/projects be approved by the Graduate School prior to submission of the final five copies.

Graduate Degrees are conferred at the end of each semester. The degree is conferred the semester in which all student and committee chairperson responsibilities are met, as indicated above.

Degrees are posted (entered by the MSU Registrar’s Office into the system) the last business day of each month. Students will receive a letter from the Registrar’s Office stating that their degree has been posted as of the day entered into the system and that the official date of the degree (when it is conferred) is the last day of the semester.

Continuing Enrollment will be required if the student’s degree is not posted by the first day of the new semester.

## 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 conferred at the end of each semester.

Students are eligible to participate in the commencement ceremonies after they have enrolled in their capstone course, presented their project or thesis proposal, or defended their thesis or project paper. The Graduate Hooding Ceremony and the MSU Commencement Ceremony are held each year in May. Eligible students who are completing their studies in summer or fall may elect to participate in either the prior or the following spring ceremony.

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 purchase is available through the MSU Bookstore.

## Graduate School Citation for Excellence

The Citation for Excellence is awarded by the Graduate School in recognition of outstanding achievements by students completing graduate programs at MSU. Students selected for this honor will exemplify excellence in areas consistent with the mission of the MSU Graduate School including critical inquiry, creativity, discovery, and leadership.

Graduate program directors may submit nominations for the Citation for Excellence in the form of a letter to the Dean of the Graduate School. Supporting documentation and other evidence describing achievements beyond typical expectations should accompany the letter of nomination. This information should be filed in the Graduate School Office by March 15.

Nominees will be reviewed by a committee\* of the Graduate Council who will award the Citations for Excellence based on the criteria specified below. The number of Citations awarded each year will be at the discretion of the committee and will reflect the qualifications of the pool of nominees.

The Graduate School will release the names of recipients of this award to the graduate programs by April 15.

### ENROLLMENT CRITERIA

Those students nominated for the award must meet ONE of the following enrollment criteria.

1. Currently enrolled in a graduate program
2. Applied for graduation, or
3. Completed the degree within two semesters of the semester in which they were nominated.

### NOMINATION CRITERIA

Nominees must have a continuous cumulative GPA of at least 3.75 for required courses in their major. Nominations should include documented evidence of superior accomplishments during the student’s program of study at MSU which “extend beyond the usual expectations” of the respective graduate programs.

Examples of superior accomplishments which exceed the usual expectations of the graduate program may include, but are not limited to:

- an exemplary thesis or original research project—nominator should be specific in defining why or how thesis work is exemplary;
- exemplary field applications (experiences) appropriate to the domain;
- professional presentations, publications or similar contributions which stem from work completed in the master’s degree at a state, regional or national level;
- exemplary leadership in the profession at a state, regional or national level;
- exemplary service demonstrating critical inquiry, creativity, discovery, or leadership at the university, state, regional or national level;
- other documented achievements which extend beyond the typical expectations of the student’s graduate program.

Examples of accomplishments within the usual expectations of a student's graduate program and therefore do not constitute reasons for nomination include:

- completion of a good thesis or research project;
- satisfactory completion of assigned GTA duties;
- GPA over 3.75 without other achievements, etc.

Students selected for this award will receive a plaque from the Graduate School and will be recognized during the Graduate School hooding ceremony which is held prior to commencement on each year.

\*The Citation for Excellence Committee will consist of five members selected from and approved by the Graduate Council. Membership will include the Dean of the Graduate School and when possible, a student representative to the Graduate Council. The remaining committee members will be selected from the Graduate Council at large.

# Graduate School Policies and Regulations

Graduate students are responsible for becoming 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 and to drop, add, or change the arrangement of courses, curricula, 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. See website addenda at [www.minotstateu.edu/graduate/](http://www.minotstateu.edu/graduate/). 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.

**The following policies constitute minimum requirements of the Graduate School. Additional department or program requirements may apply.**

## Credits

The University is on a semester system. The semester hour is the unit of credit used at MSU. For graduate enrollment, nine (9) semester hours is considered full-time load in fall and spring and six (6) semester hours is considered a full-time load for summer.

## Transcripts

### Unofficial Transcripts Available on the Web

Current students and students enrolled at MSU since fall 2003 can acquire unofficial transcripts online, at **no charge**, using CampusConnection.

\*MSU Graduates—The Graduate School will secure a copy of the most recent transcript on your behalf.

All Non-MSU Graduates—request institution send official transcript directly to the MSU Graduate School.

## Changes of Name/Address/ Phone Number

Students are required to advise the University in writing of any changes of name, address or phone number. Information should be updated using CampusConnection/Maintain Personal Data. Forms are also available from either the Registrar's Office or online at [www.minotstateu.edu/records](http://www.minotstateu.edu/records). Concerns about release of directory information may also be directed to the Registrar's Office.

## Restricted Directory

The Family Educational Rights and Privacy Act (FERPA) designates certain information related to you as "Directory Information." Students may request to prevent the release of directory information to third party individuals by notifying the MSU Registrar's Office or completing the Student Rights to Privacy form at the Registrar's Office website. Failure to notify the Registrar's Office as outlined above indicates implied consent to release directory information. Minot State University has identified the following as directory information:

- Name, campus address, home address, telephone listing, and campus e-mail address;
- Photograph;
- 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 first-year student (freshman), sophomore, junior, senior, graduate student, or special student;
- Enrollment Status: half-time, part-time, or full-time;
- Participation in officially recognized activities and sports;
- Weight and height of athletic team members;
- Dates of attendance at Minot State University;
- 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.

## Student Directory Information

### Annual Notification of Rights under FERPA

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. These rights include the following:

1. The right to inspect and review the student's education records within 45 days of the day the University receives a request for access.

*Students should submit to the Registrar, Dean, head of the academic department, or other appropriate official, written requests that identify the record(s) they wish to inspect. The University official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the University official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.*

2. The right to request the amendment of the student's education records that the student believes are inaccurate or misleading.

*Students may ask the University to amend a record that they believe is inaccurate or misleading. They should write the University official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the University decides not to amend the record as requested by the student, the University will notify the student of the decision and advise the student of his/her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.*

3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.

*One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. School officials are those members of an institution who act in the student's educational interest within the limitations of their "need to know." These may include faculty, administration, clerical and professional employees and other persons who manage student education record information including student employees or agents. Examples of a school official may include a person—*

- a.) employed by the University in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff);
- b.) or company with whom the University has contracted, eg. attorney, auditor, collection agency;
- c.) serving on an institutional governing board;
- d.) or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his/her tasks.

4. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his/her professional responsibility. A school official is defined as those members of an institution who act in the student's educational interest within the limitations of their "need to know." These may include faculty, administration, clerical and professional employees and other persons who manage student education record information including student employees or agents. Upon request, the University discloses education records without consent to officials of another school in which a student seeks or intends to enroll.
5. The right to refuse to permit the designation of all of the following categories of personally identifiable information as "directory information,"
6. The right to file a complaint with the U.S. Department of Education concerning alleged failures by Minot State University to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue SW  
Washington DC 20202-4605

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. of Student Affairs    |
| Academic School Offices | Student Association        |
| Registrar's Office      | Student Development Center |

## Course Numbering System

Courses numbered 501 and greater are restricted to students who hold a baccalaureate degree or undergraduate seniors based on the non-degree policy.

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: 589 Continuing Enrollment; 590 Seminar; 592 Special Topics, 597 Independent Study; 598 Project; and 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.

| Grade | Significance        | Honor Points | Other Symbols   |
|-------|---------------------|--------------|---|
| A     | Above Average       | 4            | W-Withdrew<br>Au-Audit  |
| B     | Average             | 3            | X-In Progress<br>P-Pass   |
| C     | Below Average       | 2            | I-Incomplete<br>NC-No Credit  |
| F     | Failure (no credit) | 0            | S-Satisfactory<br>NR-No Report<br>U-Unsatisfactory<br>#-Course Repeated |

Grades are processed at the end of each term. Students may access their grades through the web approximately one week following the close of the term. Discrepancies on transcripts must be brought to the attention of the Registrar's Office within one year of the term in question.

## Grade Changes

Faculty may submit a grade change within one year of the original posting of a grade. After one year, any grade change will need to be approved by the chair, the dean of the Graduate School, and the Vice President of Academic Affairs. These requests must be accompanied by a written explanation.

## Incompletes

An incomplete may be requested by 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 Graduate School Course Completion Agreement detailing the work to be completed and expected completion date must be signed and dated by both the student and instructor. The original copy of the agreement must be submitted to the Graduate School before the grade submission deadline. The Graduate School will provide photocopies of the agreement to the student and the instructor, will maintain a copy for our records, and will submit the original to the Registrar's Office.

If a grade change is not received by the Registrar's Office prior to the 60th calendar day following the date the original grade was due, the "I" grade will automatically be changed to the official grade as assigned on the agreement. Extensions will only be considered due to extenuating circumstances. A full explanation in writing from the student AND faculty member involved, approved by the program director and department chairperson, must be approved by the Graduate Dean one week prior to the completion date deadline for consideration. A new course completion agreement must accompany the extension request.

- The grade of Incomplete (I) is an administrative grade that may only be entered by the Registrar's Office. Exceptions are practicum, internship, independent study, student teaching, field experience, or study abroad.
- The instructor will submit the grade earned at the time of grade posting if he/she chooses not to sign a Course Completion Agreement or the student does not request one.
- The instructor may complete the agreement on behalf of the student if the student is unable to do so; however, the Agreement must be accompanied by some support from the student (an email, voice mail transcript, etc.) indicating he/she has authorized the faculty member to sign on his/her behalf.

## Active Status

In order to maintain active status, graduate students must register in the Graduate School every consecutive semester (fall, spring, summer). Maintaining active status is critical and is required in order to participate in the university community as a graduate student.

**Leave of Absence:** Students who are completing course work (excluding thesis, project, and capstone courses) and plan to be inactive for a period of time not to exceed a full calendar year are encouraged to file a Leave of Absence in the Graduate School. Submission of this form provides a means for the Graduate School to track students' progress and term activate students after the period of absence so they may register for the upcoming semester. Students who have begun their final requirement and have an in-progress grade (X) may only apply for a Leave of Absence in the case of extenuating circumstances. In such cases, the Leave of Absence must be accompanied by a letter to the dean of the Graduate School explaining the circumstances; this type of Leave will be approved for one semester at a time.

**Request for Term Activation:** Students who are inactive in graduate course work for one or two consecutive semesters and have not filed a Leave of Absence are eligible to file a Request for Term Activation. This option is not available for students who have registered for their final requirement (thesis, project, capstone course).

**Application for Re-Admission:** Admitted students who wish to return to graduate study after having been inactive for three or more consecutive semesters (without filing a Leave of Absence) should submit an Application for Re-admission in the Graduate School. Accompanying the Application for Readmission should be official transcripts showing additional graduate courses taken from other institutions of higher education while inactive at MSU and an updated Statement of Purpose describing their plans for completing the degree if re-admitted. Re-admission must be approved by both the program and the dean of the Graduate School.

## Continuing Enrollment Policy

Students who have completed all necessary course work for their degree and who have registered for their thesis, project, or capstone course but have not completed this final requirement during the semester of registration must register for 589, Continuing Enrollment, each additional and consecutive semester, including summer, while they are completing their final requirement. Continuing Enrollment allows students to continue their active status and maintain access to university faculty and facilities as they complete their work. A fee of \$100 will be assessed each semester (including summer) for registration in 589, Continuing Enrollment. Students who fail to register for Continuing Enrollment as required will be considered non-retained in their graduate program. Non-retained students may appeal their status by following the Status Appeals Process.

## Cumulative Grade Point Average and Course Failures

In order to be retained in the Graduate School, an admitted graduate student must maintain a cumulative grade point average of 3.00 in all 500 level coursework that applies toward the degree. The academic standing of all graduate students will be reviewed at the end of each term.

A student who has attempted fewer than 12 credits and has a cumulative GPA below 3.00 will be placed on *academic probation* until **either** a) 12 graduate credits have been attempted or b) the GPA is raised to 3.00, whichever comes first. The student will be dismissed from the Graduate School if 12 credits have been attempted, and the GPA is not 3.00 or higher.

A student who has attempted 12 or more credits, and has a cumulative GPA below 3.00 will be placed on *academic probation* through the end of the next enrolled semester. If at the end of the next enrolled semester, the GPA is not 3.00 or above, the student will be dismissed from the Graduate School.

A student with a failing grade (F) in a graduate class within his/her program of study will be placed on *academic probation* until the failed class is repeated and/or a new grade is assigned as long as the student maintains the required 3.00 GPA. The course must be repeated the next semester it is offered. Exceptions to this schedule must be approved by the Program Director and the Graduate Dean. If a failed grade is not changed by the end of two calendar years from the date the grade is assigned, the student will be dismissed from the Graduate School.

A student with a failing grade (F) in a graduate class within his/her program of study and a GPA of less than 3.00 will be placed on *academic probation* through the end of the next enrolled semester. If the GPA is not 3.00 or higher by the end of the next enrolled semester, the student will be dismissed.

At no time will a graduate student be allowed to carry more than two failed courses on his/her transcript. A student with more than two failed courses on his/her transcript will be dismissed from the Graduate School immediately.

See specific academic programs for additional or more stringent retention requirements.

*Academic Probation* will be recorded on a student's unofficial transcript only.

## 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. 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 or transfer) exceed the time limit, the classes must be revalidated or repeated in order to be counted toward the degree.

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 study that has been approved by the advisor and submitted to the Graduate School. 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 and are consistent with the dates for adding and dropping undergraduate classes.

**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 Registrar’s Office. An auditor must meet admission requirements for the Graduate School. Application blanks for auditing may be obtained from the Registrar’s Office. The student must pay one-half of the normal tuition to audit the course.

**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 involving human subjects must have IRB approval prior to implementation. A student should seek IRB approval after gaining the committee’s approval of his/her research proposal. When approval is obtained and prior to the beginning of the research, the Chair of the IRB will sign the research proposal form and send the original approval letter to the researcher. IRB forms are accessible from the Graduate School website.

**HUMAN SUBJECTS RESEARCH IN MINOT PUBLIC SCHOOLS**—Researchers studying personnel or students in the Minot School District, must also complete an IRB 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 material, must be approved by Minot State University’s Institutional Review Board and signed by the IRB chair and the Superintendent of the Minot School District prior to implementation of the research.

**GRADUATE GRADE APPEAL PROCESS**—The evaluation of student performance is recorded on the student’s University transcript as part of the student’s permanent record. The grade is determined by the faculty member responsible for the course and is based upon factors related to achievement of the course objectives. The course grade is considered final unless an appropriate appeal is filed by the student. For the student who is dissatisfied with a grade and has a reason to believe the grade issued is incorrect, the following appeal procedure is provided by the Graduate School and the University.

**Level 1:** Within the following term, the student shall confer with the instructor who issued the grade and outline the reasons why he or she believes the grade is incorrect. (If the faculty member is unavailable, the student is expected to contact the Program Director, Department Chairperson, or Dean of the Graduate School within this same time period.) Following the student-faculty conference, the instructor shall advise the student of the outcome of the course grade review within 14 days in writing and shall process a grade change if appropriate.

**Level 2:** If the student still considers the grade to be incorrect, the student may formally appeal the grade within two weeks after receiving the faculty response letter from Level 1. The student may request in writing that the Program Director and Department Chairperson review all the data from Level 1 and any additional information deemed pertinent by the student and/or faculty member and make a decision regarding the appeal. The Program Director and Department Chairperson must respond in writing to the student involved, the faculty member, and the Dean of the Graduate School within two weeks regarding the chair’s decision on the appeal.

**Level 3:** The student may continue the appeals process by requesting in writing that the Dean of the Graduate School review all data from Levels 1 and 2 and any additional information received from the student, faculty member, Program Director, 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 chair’s written decision from Level 2. Within two weeks from the initiation of Level 3, the Dean of the Graduate School must inform the student, faculty member, Program Director, and Department Chairperson of the decision regarding the appeal by letter.

**Level 4:** If the student is still dissatisfied, he or she may continue the appeal process from Level 3 within 14 days of receiving the decision from the Dean of the Graduate School by requesting in writing that the Graduate Student Rights Committee hear the appeal. 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 member, Program Director, Department Chairperson, and the Dean of the Graduate School will be informed by letter within five school days of the decision of the Graduate Student Rights Committee. The decision of the Graduate Student Rights Committee shall be considered final.

\*The above policy applies to grade appeals only for students who have attended class and who have issues with the grades they earned, not for students who do not withdraw from Graduate School or who do not drop a course prior to the first day of finals. In each of those cases, the student must appeal to the Graduate Student Rights Committee for review. Appeals are granted for extenuating circumstances that are related to the term or terms being appealed. Requests to the Graduate Student Rights Committee must be in writing. The student must provide evidence supporting his or her request. The request and supporting materials should be provided to the Graduate

School and students should allow two weeks for a decision by the Graduate Student Rights Committee. The decision of the Graduate Student Rights Committee is considered final.

## Graduate Policy on Academic Honesty

Minot State University's overall policy on Academic Honesty is listed on page 28 of the Student Handbook (available online at [www.minotstateu.edu/student\\_handbook.pdf](http://www.minotstateu.edu/student_handbook.pdf)). Additionally, each academic department may have established policies on academic honesty more specific than those for the university. Students should refer to both the MSU policy and the department policy (if one exists) for initial information on academic honesty issues.

Should a student become involved in circumstances which allegedly breach a department's policy, that policy will be adhered to in resolving the honesty issue. The department chairperson, in consultation with the program director, 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 the specific honesty infraction. Student disciplinary action may result in accordance with the Student Conduct Policy (pages 42-44 of the Student Handbook) where appropriate. The Dean of the Graduate School will officially inform the student by letter of any changes in his/her graduate student 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 1:** 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.

**Level 2:** 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.

**Level 3:** 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.

**Level 4:** 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 or dismissed status in the Graduate School to the program director of his/her program of study. The appeal must be in writing accompanied by appropriate documentation to support the student's position. Appeals will be handled by the program director, 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.

## Readmission of Students Dismissed from the Graduate School

Dismissed students who seek readmission to the Graduate School must wait one calendar year following the semester of dismissal. During the final semester of the dismissal, the student may petition the department/program for readmission. The petition (a written request for consideration for readmission) will be reviewed by the academic department/program. If approved by the department/program, the recommendation for readmission, including the course of action to be taken by the student to remedy the reason for the dismissal, must be approved by the Graduate Dean.

# Graduate School Programs of Study

## Education Specialist in School Psychology

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

Website: <http://minotstateu.edu/schpsych/index.html>

Department of Addiction Studies, Psychology and Social Work Graduate Faculty

Department Chairperson: Dr. Paul Markel

Graduate Program Director: Dr. Casey Coleman

**Professors:** Dr. Donald Burke, Dr. Rita Curl-Langager, Dr. Shirley Cole-Harding, Dr. Paul Markel

**Associate Professors:** Dr. Darren Dobrinski, Dr. Deborah Olson

**Assistant Professor:** Dr. Casey Coleman

### 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 also emphasizes rural school psychology in the coursework.

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, clinic, and rural outreach opportunities. The program trains practitioners who are culturally competent service providers.

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

### Program Philosophy

The theme of Preparing Leaders who are Reflective Decision Makers is a guide to the mission of the School Psychology Program at Minot State University. This theme prepares students to become competent leaders in the field of school psychology with the knowledge, skills, and dispositions to make effective professional decisions via reflective decision-making.

The conceptual framework that supports the theme of “Reflective Decision Making + Leadership” includes the following thematic strands:

- Professional and Content Standards
- Diversity
- Technology Integration
- Partnerships
- Learning Environments

Underlying the conceptual framework is the belief that preparation for all professional educators must be aligned

with state content, national and professional standards. This includes the following: a strong emphasis on the development of the student’s knowledge, skills, and dispositions, inclusion of all learning environments, relevance to diversity and technology integration, and the development and enhancement of partnerships.

Decision-making is viewed as an on-going interactive process in which a myriad of factors must be understood and balanced in making sound professional decisions. Using the scientist-practitioner approach, students are trained to consider input from a variety of sources, synthesize the information after reflection, and make data based decisions, which result in positive changes for children and their learning environments. Also inherent in the theme are teamwork efforts and promoting collaboration with other individuals; this prepares students to become professional leaders who are “Reflective Decision-Makers” following the three major aspects of the Action Reflection Knowledge (ARK) model.

### Program Goals and Objectives

The goals of the School Psychology Program at Minot State University are to prepare competent school psychologists who possess the knowledge base, necessary clinical skills and dispositions to serve the educational and mental health needs of children of diverse backgrounds and to function as leaders within the educational context who promote problem solving through team work and collaboration. This is accomplished with particular focus on Response-to-Intervention (RTI) service delivery models.

Graduates of the school psychology program are prepared to provide direct and indirect school psychological services for children, parents, teachers, related personnel, administrators, and community agencies. Continuing professional development is also offered annually to area professionals in education and mental health fields (e.g. School Psychology Symposium).

Anchored in the mission, philosophy, and goals stated above, the program subscribes to the following objective for students enrolled in the Minot State University School Psychology Program:

1. To provide students with knowledge of school organization and operations, which promotes their understanding of educational settings as systems.
2. To familiarize students with the roles and functions of school psychologists as well as current professional standards and issues.
3. To acquire data-based reflective decision-making skills that facilitate outcome-based service delivery.
4. To acquire knowledge of human learning and development of cognitive, academic, social, behavioral, affective, and adaptive skills of children.
5. To develop clinical skills in the assessment of human learning and developmental processes pertinent to serving the educational and mental health needs of children, using various models and techniques.
6. To prepare professional who are familiar with techniques and strategies for remediation and intervention, including instructional and behavioral interventions, counseling, and consultation.
7. To develop communication, collaboration, and consultation skills and the ability to positively engage in teamwork efforts.
8. To acquire the ability to work effectively with families, educator, and others in the community and to promote partnerships in providing comprehensive service to children and their families.
9. To prepare students with awareness and sensitivity to human diversity and to acquire skills to work with children from diverse backgrounds.
10. To develop awareness of and adherence to laws, ethical standards, and professional dispositions.
11. To acquire knowledge of research, statistics, and evaluation methods and enable students to integrate theoretical knowledge, empirical research, and professional experience in practice.
12. To prepare professionals who are familiar with information sources and technology relevant to school psychology.
13. To prepare students for continuing professional growth through membership in professional organizations, participation in state and national conventions, and attendance at workshops and seminars.

### Student Learning Outcomes

Students graduating from the School Psychology Program shall demonstrate an understanding of the following:

#### Psychological Foundations

- Biological bases of behavior
- Human learning
- Social and cultural bases of behavior
- Child and adolescent development
- Individual differences

#### Educational Foundations

- Instructional design

- Organization and operation of schools
- Interventions/problem-solving
- Assessment
- Direct intervention, both individual and group
- Indirect intervention

#### Statistics and Research Methodologies

- Research and evaluation methods
- Statistics
- Measurement

#### Professional School Psychology

- History and foundations of school psychology
- Legal and ethical issues
- Professional issues and standards
- Alternative models for the delivery of school psychological services
- Emergent technologies
- Roles and functions of school psychologist

### 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
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.

### 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.

### Academic Honesty Appeal Policy

Dismissal for academic dishonesty can be appealed. A student who wishes to appeal his/her dismissal should follow the appeal process established by the Graduate School and listed in this catalog under Graduate School Policies and Regulations.

### Grading Policy

Students are advised that a grade of “C” in a required course for the Education Specialist in School Psychology degree is considered a failing grade.

### Grade Appeal Policy

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.

### Written Qualifying Comprehensive Exams

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

### Required Courses:

|          |   |            |
|----------|---|------------|
| 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 | Clinical 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 518  | Psychopathology of Children .....                           | 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 .....                        | 3 SH       |
| PSY 586  | Clinical Experience .....                                   | 3 SH       |
| PSY 590  | Counseling Skills .....                                     | 3 SH       |
| PSY 592  | Special Topics—Seminar in School.....                       | 3 SH       |
| PSY 592  | Special Topics—Diversity in the Schools .....               | 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..... 70 SH**

# Master of Arts in Teaching: Mathematics

701-858-3160/1-800-777-0750 ext.3160

Website: <http://www.minotstateu.edu/matmath>

Department of Mathematics and Computer Science Graduate Faculty

Department Chairperson: Dr. Laurie Geller

Graduate Program Director: Dr. Laurie Geller

**Professors:** Dr. Larry Chu

**Associate Professor:** Dr. Laurie Geller, Dr. Cheryl Nilsen

**Assistant Professors:** Dr. Kodwo Annan, Dr. Narayan Thapa, Mr. Kevin Vang

**Instructor:** Mr. Larry Goodman, Mr. Tim Morris

## 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.

## Mission of the MAT: Mathematics Program

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.

## Goals of the MAT: Mathematics Program

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.

## Student Learning Outcomes

Graduates of the MAT: Mathematics program will be able to do the following:

1. Solve problems that require application of their knowledge of algebra, geometry, probability and statistics, mathematical systems, history, and calculus.
2. Call upon a network of mathematics teachers for assistance and encouragement in teaching mathematics.
3. Incorporate the five NCTM Process Standards into the teaching of mathematics.
4. Be local, state, or national leaders in mathematics education.
5. Pursue further graduate study.
6. Use technology in the teaching of mathematics.
7. Manage, monitor, and assess student learning.
8. Collaborate with professionals to design a relevant thesis or culminating project in the field.
9. Teach mathematics to a diverse student population.

## Department Admission Standards

Admission to the Master of Arts in Teaching: Mathematics is a competitive process. To be considered for admission, each applicant must have:

- completed all admission requirements for MSU Graduate School
- an undergraduate major or strong minor in mathematics
- at least two years teaching experience, preferably at the secondary level
- a Graduate Record Exam (GRE) score
- a minimum score of 3.5 on the writing portion of the GRE.

Qualified applicants will be rank-ordered based on the criteria listed above. A maximum of two out-of-state students will be admitted per year unless there are not enough qualified North Dakota applicants. When two or more applicants receive the same ranking, preference will be given to North Dakota applicants. Application deadline: March 15.

## Program Completion Requirements

1. Complete required courses (31 SH)
2. Complete elective courses (1 SH)
3. Present and successfully defend the Capstone Project.

## 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.

## Required Courses

|  |   |        |
|--|---|--------|
| MATH 501                                       | Action Research in Math Education.....                | 2 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 for Sec Sch Teachers ..... | 3 SH   |
| MATH 540                                       | Geometry for Sec Sch Teachers.....                    | 3 SH   |
| MATH 550                                       | Technology for Teaching Math.....                     | 3 SH   |
| MATH 565                                       | Calculus for Sec Sch Teachers.....                    | 3 SH   |
| MATH 580                                       | Algebra for Sec Sch Teachers .....                    | 3 SH   |
| MATH 596                                       | Capstone Proposal .....                               | 2 SH   |
| MATH 598                                       | Capstone Project.....                                 | 3 SH   |
| <i>Elective Courses (choose at least 1 SH)</i> |   |        |
| MATH 531                                       | EI/MS Measurement .....                               | 3 SH   |
| MATH 532                                       | EI/MS Problem Solv./Algebraic Reasoning               | 3 SH   |
| MATH 533                                       | EI/MS Geometry.....                                   | 3 SH   |
| MATH 534                                       | EI/MS Probability and Statistics.....                 | 3 SH   |
| MATH 535                                       | Using Technology in EI/MS Math .....                  | 3 SH   |
| MATH 536                                       | Number/Operation in EI/MS Math.....                   | 3 SH   |
| MATH 590                                       | Seminar .....   | 1 SH   |
| MATH 592                                       | Special Topics .....                                  | 1-4 SH |

## Minimum Total Graduate Program

**Credits Required..... 32 SH**

# Master in Arts in Teaching: Science

701-858-3161/1-800-777-0750 ext.3161 Website: <http://minotstateu.edu/artsnsoci>

Division of Science and Division of Biology Graduate Faculty

Division of Science Chairperson: Dr. Ryan Winburn

Division of Biology Chairperson: Dr. Heidi Super

Graduate Program Director: Dr. Robert Crackel

**Professors:** Dr. Christopher Beachy, Dr. Christopher Keller, Dr. Ronald Royer

**Associate Professors:** Dr. Mikkail Bobylov, Dr. Robert Crackel, Dr. Alexandra Deufel, Dr. Heidi Super,

**Dr. John Webster, Dr. Ryan Winburn**

**Assistant Professor:** Dr. Paul Lepp

## Overview

The Master of Arts in Teaching: Science degree is designed for experienced secondary school science teachers or individuals 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, the relationships among the science disciplines, and the teaching and learning of science, which will enable them 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:

- Gain a firm foundation in research skills and complete one unique research project in a science content area leading to a thesis;
- Upgrade any content-deficiency in their undergraduate training as that training relates to their present teaching assignments;
- 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 substantially enriches undergraduate science teacher preparation, enables teachers to meet licensure or accreditation standards for highly qualified status, and leads to a fundamentally new level of competence in science.

## Basic Admission Standards

Basic Admission Standards

1. Completion of all admission requirements for graduate study at Minot State University.
2. Must have an undergraduate degree in one of the Science disciplines.
3. Hold teacher certification in science.
4. Must have an undergraduate GPA of 3.00 (on a 4 point scale) or higher. Students with a GPA 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 Appeal Policy

The following forms of academic dishonesty will automatically result in failure in all involved courses and suspension from the program.

- Cheating of any kind on examinations within course work;
- Resubmission or simultaneous submission of a previously or contemporaneously submitted paper or assignment without substantial revision and the full knowledge of all involved parties;
- Plagiarism in any form or degree;
- Falsification of data in any form or degree.
- The policy for appeal of a grade is given 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 work with the candidate to 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 (that 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 . (13-15 SH)
- |         |   |        |
|---------|---|--------|
| SCI 501 | Research Methods .....                  | 3 SH   |
|         | Elect one of the following.....         | 3 SH   |
|         | PSY 503 Statistics                      |        |
|         | MATH 523 Probability and Statistics     |        |
| SCI 505 | Biogeochemical Cycles.....              | 3 SH   |
| ED 519  | Diversity in a Global Perspective ..... | 3 SH   |
| SCI 579 | Research .....                          | 0-2 SH |
| SCI 599 | Thesis.....                             | 2 SH   |

- II. Science Area Concentration ..... (17 SH Minimum)

No more than 6 SH may be Independent Study (597, any prefix).

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.

|          |   |        |
|----------|---|--------|
| BIOL 520 | Advanced Developmental Biology .....    | 3 SH   |
| BIOL 530 | Advanced Anatomy & Physiology .....     | 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 |
| 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 |
| GEOL 510 | Advanced Physical Geology .....         | 3 SH   |
| GEOL 520 | Advanced Historical Geology .....       | 3 SH   |
| GEOL 550 | Advanced Mineralogy and Petrology ..... | 3 SH   |
| GEOL 570 | Global Plate Tectonics .....            | 3 SH   |
| GEOL 590 | Seminar .....                           | 1-6 SH |
| GEOL 592 | Special Topics .....                    | 1-6 SH |
| GEOL 597 | Independent Study.....                  | 1-6 SH |
| PHYS 590 | Seminar .....                           | 1-6 SH |
| PHYS 592 | Special Topics .....                    | 1-6 SH |
| PHYS 597 | Independent Study.....                  | 1-6 SH |
| SCI 590  | Seminar .....                           | 1-6 SH |
| SCI 592  | Special Topics .....                    | 1-6 SH |
| SCI 597  | Independent Study.....                  | 1-6 SH |

**Minimum Total Graduate Credits Required      30 SH**

# Master of Education

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

Website: <http://www.minotstateu.edu/> Email: [deb.jensen@minotstateu.edu](mailto:deb.jensen@minotstateu.edu)

Department of Teacher Education and Human Performance Graduate Faculty

Department Chairperson: Dr. Warren Gamas

Graduate Program Director: Dr. Deb Jensen

**Professor: Dr. Terry Eckmann**

**Associate Professors: Dr. Rebecca Anhorn, Dr. Lisa Borden-King, Dr. Warren Gamas, Dr. Kathy Hinz,  
Dr. Deb Jensen**

**Assistant Professors: Dr. Heather Golly, Dr. David Rochholz, Dr. Clarine Sandstrom**

**Instructor: Ms. Patricia Jorgenson**

## 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 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 coordinator of 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 or it may be a self-designed concentration which is 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.

## Mission and Goals of the M.Ed. Program

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 candidates who effectively enhance student learning and demonstrate the high level of knowledge, skills, abilities and commitments reflected in the following National Board of Professional Teaching Standards (NBPTS)/North Dakota Program Approval Standards Outcomes.

## Master of Education Program

The Master of Education degree is designed around the Teacher Education Unit's ARK Conceptual Framework,

including Action, Reflection and Knowledge and reflects the TEU's focus on current cognitive science research. The program outcomes for the M.Ed. are aligned with the National Board for Professional Teaching Standards and North Dakota Program Approval Standards for Advanced Programs for Teachers. Expectations of candidates in the program include:

- Outcome 1a: Candidates will demonstrate the ability to match instructional strategies to student needs
- Outcome 1b: Candidates will use multiple instructional strategies
- Outcome 2a: Candidates will demonstrate appropriate pedagogy for the discipline/s they teach
- Outcome 2b: Candidates will demonstrate mastery of disciplinary subjects
- Outcome 3a: Candidates develop appropriate informal and formal assessment techniques
- Outcome 3b: Candidates will describe a range of assessment approaches
- Outcome 3c: Candidates will compare and contrast a variety of management models
- Outcome 4a: Candidates will critique their professional practice
- Outcome 4b: Candidates will formulate plans for changes in professional practice, based on experience, professional literature and research, and then reflect on and evaluate those changes in relation to student learning
- Outcome 4c: Candidates will collaborate with professionals to design a relevant thesis or culminating project in the field
- Outcome 4d: Candidates will apply appropriate research methodologies to educational questions and issues
- Outcome 5a: Candidates collaborate with professionals in the field
- Outcome 5b: Candidates will analyze the relationships between schools and society
- Outcome 5c: Candidates will describe processes by which positive relationships may be developed with

- families and with the larger community
- Outcome 6a: Candidates will use current, appropriate technologies
- Outcome 6b: Candidates will analyze best practice in relation to technology use as related to student learning

### Admission Standards

Candidates 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 bachelor's 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 Director of the Masters of Education program.

### 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 (ED 599) 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 one faculty member from the chosen concentration, one faculty member from the education core faculty, and one faculty member from an outside department.

### Required Core Courses for all M.Ed. Candidates (16 SH)

|        |   |      |
|--------|---|------|
| ED 501 | Designing and Interpreting Educational Research/Quantitative..... | 2 SH |
| ED 502 | Designing and Interpreting Educational Research/Qualitative.....  | 2 SH |
| ED 519 | Diversity in a Global Perspective.....                            | 3 SH |
| ED 521 | Integrating Technology into Teaching and Learning.....            | 3 SH |
| ED 522 | Curriculum Design and Assessment.....                             | 3 SH |

|   |                                      |       |
|---|--------------------------------------|-------|
| ED 535                                  | Models of Teaching and Learning..... | 3 SH  |
| Education Degree Core Requirements..... |                                      | 16 SH |

All candidates are required to attend the M.Ed. seminars for orientation and project/thesis parameters. Two additional seminar meetings are required in conjunction with this course for advising and orientation to graduate study.

In addition: All concentration options require completion of either a Project and Report or a Thesis, as the capstone assessment for the M.Ed. degree and a minimum of 14 SH in a concentration.

### Concentration Options\*

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

Coordinator: Linda Olson

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 |

#### Business Concentration (15 SH)

Coordinator: Dr. Lori Willoughby

|         |  |      |
|---------|--|------|
| BIT 510 | Managerial Communication.....                  | 3 SH |
| BIT 562 | Management Information Systems.....            | 3 SH |
| BIT 581 | Contemporary Methods of Teaching Business..... | 3 SH |
| BIT 592 | Special Topics in BIT.....                     | 3 SH |
| BIT 598 | Project.....                                   | 3 SH |
| Or      |  |      |
| ED 599  | Thesis.....                                    | 3 SH |

#### Cognitive Science Concentration (14-16 SH)

Coordinator: Dr. Deb Jensen

Since this multi-disciplinary concentration draws from many program areas, candidates are advised to frame their program of study as early as possible, as some courses may be offered on a three-year rotation rather than the typical M.Ed. rotation. Individuals who are interested in this concentration, but are not professional educators, may be admitted with the permission of the M.Ed. Program Director and Cognitive Science Concentration Coordinator.

*Required mind/brain/education anchor courses:*

Candidates for the Cognitive Science Concentration will take the section of ED 535 Models of Teaching and Learning in the M.Ed. Core which has been designated for mind/brain study, and the following Cognitive Science Concentration courses:

**REQUIRED**

|         |                                    |      |
|---------|------------------------------------|------|
| ED 550  | Dynamics of Managing Learning..... | 2 SH |
| PSY 510 | Cognitive Science .....            | 3 SH |

**ELECTIVES**

*Choose at least one course from the following foundations list (3-6 credits):*

|          |   |      |
|----------|---|------|
| PSY 511  | Human Growth and Development .....          | 3 SH |
| PSY 518  | Psychopathology of Children .....           | 3 SH |
| SPED 531 | Theoretical Aspects of Exceptional Children | 3 SH |
| SPED 572 | Methods of Teaching the Learning Disabled   | 3 SH |
| SPED 509 | Infant/Toddler Development .....            | 3 SH |
| CD 544   | Neurobiology of Communication .....         | 3 SH |
| HPER 501 | Exercise Science .....                      | 3 SH |

*Choose at least one course from the following applications list (2-6 credits):*

|          |   |      |
|----------|---|------|
| ED 540   | Reading: Advanced Diagnosis and Remediation .....                         | 2 SH |
| ED 555   | Middle School Philosophy/Curriculum .....                                 | 3 SH |
| ELED 524 | Current Trends in Teaching Science .....                                  | 2 SH |
| ELED 552 | Theories of Early Childhood Curriculum .....                              | 3 SH |
| ELED 553 | Symbolization: Reading and the Young Child                                | 3 SH |
| HPER 510 | Issues and Trends in Physical Education, Exercise Science and Sport ..... | 3 SH |
| HPER 540 | Psychology of Physical Education, Exercise Science and Sport .....        | 2 SH |
| MATH 536 | Number/Operations in EL/MS Math .....                                     | 3 SH |
| MATH 532 | EL/MS Problem Solving/Algebraic Reasoning .....                           | 3 SH |
| MUS 520  | Foundations and Psychology of Music Education .....                       | 3 SH |

*Capstone, choose either:*

|        |                         |      |
|--------|-------------------------|------|
| ED 598 | Project and Report..... | 2 SH |
| Or     |                         |      |
| ED 599 | Thesis .....            | 2 SH |

**Elementary Concentration (16 SH)**

**Coordinator: Dr. Lisa Borden-King**

|          |  |      |
|----------|--|------|
| ED 518   | Educational Philosophy.....                                | 2 SH |
| ED 520   | Supervision & Mentoring of Preservice & New Teachers ..... | 3 SH |
| ELED 524 | Current Trends in Science .....                            | 2 SH |
| ELED 526 | Current Trends in Social Science.....                      | 2 SH |
| ELED 528 | Current Trends in Language Arts & Reading                  | 3 SH |
| ELED 530 | Current Trends in Mathematics .....                        | 2 SH |
| ED 598   | Project and Report.....                                    | 2 SH |
| OR       |  |      |
| ED 599   | Thesis .....   | 2 SH |

**Elementary/Middle School Mathematics Concentration (17 SH)**

**Coordinator: Dr. Cheryl Nilsen**

**Admission Standards**

To be considered for admission to the Elementary/Middle School Mathematics Concentration as part of the M.Ed. program, applicants must have:

- completed all admission requirements for MSU Graduate School
- been accepted to the M.Ed. program
- at least two years elementary or middle school teaching experience

A maximum of two out-of-state students will be admitted per year unless there are not enough qualified North Dakota applicants. Application deadline: April 15.

*Choose 5 of the following courses:*

|          |   |      |
|----------|---|------|
| MATH 531 | EL/MS Measurement .....                 | 3 SH |
| MATH 532 | EL/MS Problem Solv./Alg. Reasoning..... | 3 SH |
| MATH 533 | EL/MS Geometry.....                     | 3 SH |
| MATH 534 | Probability and Stats.....              | 3 SH |
| MATH 535 | Using Technology in EI/MS Math.....     | 3 SH |
| MATH 536 | Numbers and Operations in EI/MS Math .. | 3 SH |

*Choose 1 of the following courses:*

|          |                       |      |
|----------|-----------------------|------|
| MATH 598 | Capstone Project..... | 2 SH |
| MATH 599 | Thesis .....          | 2 SH |

**English Concentration (14-15 SH)**

**Coordinator: Dr. Ron Fischer**

Core, 6 SH

|          |   |      |
|----------|---|------|
| ENGL 516 | Research in Teaching Writing .....          | 3 SH |
| ENGL 536 | Enriching Reading in the Content Areas..... | 3 SH |

*Select one of the following courses*

|          |                          |        |
|----------|--------------------------|--------|
| ENGL 599 | Thesis .....             | 1-3 SH |
| ED 598   | Project and Report ..... | 2 SH   |

*Electives, Select from the following course, 6 Credits*

|          |   |        |
|----------|---|--------|
| ENGL 515 | Professional Issues and Methods in English..... | 3 SH   |
| ENGL 525 | Topics in Language Arts Pedagogy .....          | 3 SH   |
| ENGL 526 | Practical Approaches to Teaching Writing .....  | 3 SH   |
| ENGL 535 | Topics in Teaching Literature .....             | 3 SH   |
| ENGL 540 | Professional Issues and Methods .....           | 3 SH   |
| ENGL 545 | Topics in Teaching Writing.....                 | 3 SH   |
| ENGL 592 | Special Topics .....                            | 1-4 SH |
| ENGL 597 | Independent Study .....                         | 1-2 SH |

**Gifted and Talented Concentration (17 SH)**

**Coordinator: Dr. Clarine Sandstrom**

*15 SH of Coursework in Gifted Education*

*2 SH of Student Teaching in Gifted Education*

|          |   |      |
|----------|---|------|
| ED 509   | Historical Perspectives in Gifted Education | 3 SH |
| ED 510   | Characteristics of Gifted Children .....    | 3 SH |
| ED 511   | Curriculum Models.....                      | 3 SH |
| ED 512   | Student Teaching in Gifted Education .....  | 2 SH |
| SPED 531 | Theoretical Aspects of Exceptional Children | 3 SH |
| ED 592   | Special Topics.....                         | 3 SH |

### Physical Education and Human Performance Concentration (16 SH) Coordinator: Dr. David Rochholz

|          |   |      |
|----------|---|------|
| HPER 501 | Exercise Science.....   | 3 SH |
| HPER 510 | Issues and Trends in Physical Education, Exercise Science, and Sport..... | 3 SH |
| HPER 520 | Advanced Methods of Teaching Group Fitness .....                          | 3 SH |
| HPER 530 | Advanced Methods of Teaching Resistance Training .....                    | 3 SH |
| HPER 540 | Psychology of Physical Education, Exercise Science, and Sport.....        | 2 SH |
| ED 598   | Project and Report.....   | 2 SH |
| Or       |   |      |
| ED 599   | Thesis .....  | 2 SH |

### Kindergarten Concentration (14 SH)

Coordinator: Dr. Clarine Sandstrom

|          |  |      |
|----------|--|------|
| ELED 550 | ECE Teaching Methods and Materials.....    | 3 SH |
| ELED 551 | Play Development in Young Children .....   | 3 SH |
| ELED 552 | Theories of Early Childhood Curriculum ... | 3 SH |
| ELED 553 | Symbolization: Reading & the Young Child.  | 3 SH |
| ED 592   | Special Topics .....                       | 3 SH |
| ED 598   | Project and Report.....                    | 2 SH |
| Or       |  |      |
| ED 599   | Thesis .....                               | 2 SH |

### Middle School Concentration (14 SH)

Coordinator: Dr. Clarine Sandstrom

|        |  |        |
|--------|--|--------|
| ED 554 | Teaching Reading in the Content Areas..... | 2 SH   |
| ED 555 | Middle School: Philosophy and Curriculum.  | 2 SH   |
| ED 556 | Middle School: Teaching Strategies.....    | 3 SH   |
| ED 590 | Seminar in Education.....                  | 1-2 SH |

Additional related graduate level electives to total 14 SH in the concentration. Electives may include either additional middle level pedagogy or coursework to help students work toward content area specializations aligned with middle level curriculum.

|        |                         |      |
|--------|-------------------------|------|
| ED 598 | Project and Report..... | 2 SH |
| Or     |                         |      |
| ED 599 | Thesis .....            | 2 SH |

### Reading Concentration (14 SH)

Coordinator: Dr. Lisa Borden-King

|        |   |      |
|--------|---|------|
| ED 554 | Teaching Reading in the Content Areas.....      | 2 SH |
| ED 540 | Reading: Advanced Diagnosis & Remediation ..... | 2 SH |
| ED 541 | Clinical Practicum in Remedial Reading ....     | 2 SH |

Additional 6 SH of related graduate level electives approved by the student's advisor. Students are advised to take ELED 528 (Current Trends in Language Arts and Reading) as 3 of their elective credits.

|        |                         |      |
|--------|-------------------------|------|
| ED 598 | Project and Report..... | 2 SH |
| Or     |                         |      |
| ED 599 | Thesis .....            | 2 SH |

### Science Concentration (16-17 SH)

Coordinator: Dr. Robert Crackel

The M.Ed. with a concentration in Science is designed primarily for secondary science teachers who want to strengthen their education and science backgrounds, and who want to complete a thesis or project based on a research project that focuses on

science education. Teachers wishing to focus their course work and thesis research on the sciences should consider the M.A.T.-Science degree program.

*Required:*

|         |                             |      |
|---------|-----------------------------|------|
| SCI 505 | Biogeochemical Cycles ..... | 3 SH |
| SCI 599 | Thesis .....                | 2 SH |

*Select one of the following:*

|         |                                  |      |
|---------|----------------------------------|------|
| SCI 510 | Survey of Science Curricula..... | 3 SH |
| ED 524  | Current Trends: Science .....    | 2 SH |

*Select 9 SH from the following:*

|          |                                       |        |
|----------|---------------------------------------|--------|
| BIOL 520 | Advanced Developmental Biology.....   | 3 SH   |
| BIOL 530 | Advanced Anatomy & Physiology .....   | 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 |
| 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 of Chemistry.....           | 1-6 SH |
| CHEM 590 | Seminar .....                         | 1-6 SH |
| CHEM 592 | Special Topics .....                  | 1-6 SH |
| CHEM 597 | Independent Study .....               | 1-6 SH |
| GEOL 510 | Advanced Physical Geology.....        | 3 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 592 | Special Topics .....                  | 1-6 SH |
| GEOL 597 | Independent Study .....               | 1-6 SH |
| PHYS 590 | Seminar .....                         | 1-6 SH |
| PHYS 592 | Special Topics .....                  | 1-6 SH |
| PHYS 597 | Independent Study .....               | 1-6 SH |
| SCI 590  | Seminar .....                         | 1-6 SH |
| SCI 592  | Special Topics .....                  | 1-6 SH |
| SCI 597  | Independent Study .....               | 1-6 SH |

### Special Education Concentration (17 SH)

Coordinator: Dr. Alan Ekblad

*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 |

\* 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.

# Master of Music Education

701-858-3185/1-800-777-0750 ext.3185 Website: <http://www.minotstateu.edu>

Division of Music Graduate Faculty

Department Chairperson and Graduate Program Director: Dr. Kenneth Bowles

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

**Associate Professors:** Dr. Erik Anderson, Dr. DeVera Bowles, Dr. Adam Estes

**Assistant Professor:** Ms. Rebecca Petrik

## 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, the study of the music history and literature, and world music, (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.

## Mission, Goals and Student Learning Outcomes

**Mission:** To provide a breadth of competence with a broad range of knowledge, skills, and perspectives which will advance the practicing music educator as a researcher, scholar, and master teacher.

**Goals:** The Master of Music Education student continues the development of

1. Individual talent, interests, and philosophies, used creatively both to preserve and extend cultural heritage.
2. Scholarly and professional competence in the organization, interpretation, and evaluation of knowledge.
3. Professional competence in verbal and written communication and dissemination of knowledge.
4. Individual potential to discover, formulate, and address contemporary issues in various aspects of music, and to define, explore, and address new questions and issues.

**Student Learning Outcomes:** The Master of Music Education student will

1. Develop advanced capacities to work independently.
2. Make effective artistic and intellectual judgments and professional decisions in music education.
3. Demonstrate professional competence before peers and faculty.
4. Complete a final project reviewed by more than one faculty member.

## 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, Music Education or a program with comparable certification.
3. Registration for private study requires a pre-program assessment.

\*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.

## Academic Honesty

Dismissal for academic dishonesty can be appealed. A student who wishes to appeal his/her dismissal should follow the appeal process established by the Graduate School and listed in this catalog under Graduate School Policies and Regulations.

## COURSE OF STUDY

### Required Courses

|         |  |      |
|---------|--|------|
| MUS 501 | Introduction to Graduate Study and Music Education Research..... | 3 SH |
| MUS 510 | Musical Style and Performance.....                               | 3 SH |
| MUS 515 | Techniques of Musical Analysis.....                              | 3 SH |
| MUS 520 | Critical Issues in Music Education.....                          | 3 SH |
| MUS 530 | Curriculum Development for the Music Classroom.....              | 3 SH |
| MUS 535 | Technology in the Music Classroom.....                           | 3 SH |
| MUS 540 | Perspectives in World Music.....                                 | 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 597 | Independent Study*.....       | 1-3 SH |
| MUS 525 | Private Piano*.....           | 1-3 SH |
| MUS 526 | Private Voice*.....           | 1-3 SH |
| MUS 527 | Private Strings*.....         | 1-3 SH |
| MUS 528 | Private Brass*.....           | 1-3 SH |
| MUS 529 | Private Woodwinds*.....       | 1-3 SH |
| PSY 503 | Statistics.....               | 3 SH   |

*\*Approved elective credits repeatable; departmental approval required.*

### Minimum Total Graduate Program

**Credits Required..... 30 SH**

# Master of Science in Communication Disorders

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

Website: <http://www.minotstateu.edu/cdse/cd>

Department of Communication Disorders Faculty

Department Chairperson and Communication Disorders Graduate Program Director: Ms. Leisa Harmon

**Professor: Dr. Cheryl Gerard**

**Associate Professor: Dr. Lesley Magnus**

**Assistant Professors: Dr. Ann Beste-Guldborg, Mr. Thomas Froelich, Ms. Leisa Harmon, Ms. Dianne Maupin, Ms. Orlene Schroeder,**

**Instructors: Ms. Melissa Herzig, Mr. Geraldo Lima, Ms. Lisa Roteliuk**

## Overview

The Department of Communication Disorders offers a master's degree in Communication Disorders: Speech-Language Pathology and is accredited in Speech-Language Pathology by the Council on Academic Accreditation (CAA) of the American Speech-Language-Hearing Association (ASHA). All faculty members hold the ASHA Certificate of Clinical Competence for their respective areas. Faculty are also licensed by the North Dakota Board of Examiners in Audiology and Speech-Language Pathology.

The Master of Science degree in Communication Disorders: Speech-Language Pathology provides theoretical knowledge as well as clinical, and research experiences to prepare graduates for the diverse field of speech-language pathology. 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.

## Mission of the Department of Communication Disorders

The mission of the Department of Communication Disorders is to provide state-of-the-art preservice training, engage students in clinical/research activities, and maximize the quality of life for people with communication problems.

## Goals of the Speech-Language Pathology Program

The goals of the master's program in speech-language pathology are as follows:

1. To provide course offerings and clinical experiences reflecting pertinent and current content necessary for personal growth and professional competence in the field of speech language pathology.
2. To provide information and experiences in multicultural, ethnic, and social issues that foster the students' abilities to serve a diverse clientele.
3. To facilitate student understanding of hearing, speech, and language development and disorders across the life span.
4. To create intellectual excitement, curiosity, and student involvement in research activities and encourage application of research evidence into everyday clinical practice.

## Student Learning Outcomes

Graduates completing the master's program in speech-language pathology will fulfill ASHA's KASA standards, specifically demonstrating the knowledge and skills needed to provide assessment, intervention, and prevention services in the areas of articulation, language, voice and resonance, fluency, communication modalities, social aspects of communication, cognitive aspects of communication, hearing and swallowing.

Additionally, graduates completing the program will demonstrate the following clinical skills:

- Effective provision of appropriate clinical services to all persons with communication disorders with minimal need for direct or prescriptive instruction;
- Professionalism including honesty, trustworthiness, reliability, sensitivity to cultural differences, and maintenance of all ethical standards;
- Application of previous course work and experience to all clinical assignments;
- Appropriate verbal language skills with clients, supervisors, family members, and other professionals;
- Effective written language skills in all professional writing; and
- Awareness of clinical practices appropriate for multicultural, diverse, and special needs populations.

## Graduation Requirements

Prior to being awarded the master's degree in speech-language pathology, students must meet all of the following university and program requirements:

- Complete the required coursework with a cumulative GPA of 3.00 or higher;
- Complete 400 practicum hours, including 25 observation hours;
- Complete a minimum of one semester of clinical externship in an off-campus setting after completion of all academic and campus clinic requirements (hours earned apply to the 400 practicum hours) earning a grade of B or better;
- Complete the national praxis examination in speech-language pathology; and

- Complete all requirements for the thesis OR comprehensive examination option:
  1. Comprehensive Examination Option. This is a non-thesis option which requires the student to pass a four-hour written and a one-hour oral comprehensive examination.
  2. Thesis Option. This option requires the student to complete and successfully defend a master's thesis. Students who plan to pursue advanced graduate training are strongly encouraged to choose the thesis option

### Retention Requirements and Clinical Practicum Policy

All graduate school policies regarding probation and retention apply. Graduate students must meet the academic retention requirements specified by the MSU Graduate School, maintaining a GPA of 3.00 or better at all times.

In addition, the department holds the following clinical practicum policies.

1. Students admitted with a C grade in an undergraduate practicum course will be placed on probation and must receive at least a B in their first clinical practicum course in the graduate program to be retained within the master's program.
2. Students must repeat, during the next enrolled term, any graduate level clinical practicum course in which a C was earned. The deficiency must be removed prior to enrolling in additional practica.
3. Only one clinical practicum in which a C was earned may be repeated, and it may be repeated only once. Students earning a grade of C in two clinical practica will be discontinued from the Graduate Program in Communication Disorders.
4. Students earning a grade of F in any clinical practicum may not repeat the practicum and will be discontinued from the Graduate Program in Communication Disorders.

### Department Application and Acceptance Policy

Acceptance as a candidate for the Master of Science degree in Communication Disorders: Speech-Language Pathology at Minot State University requires an earned bachelor's degree from an accredited college or university with an academic grade point average as specified in the criteria below.

Students who have an undergraduate degree in communication disorders and meet the course and competency requirements of Minot State University may be able to complete the master's program in five terms, including a one-semester off-campus final externship.

Since an undergraduate bachelor's degree in Communication Disorders is required for acceptance to the master's degree program, students who do not have such a degree must complete one of the following options before applying:

- Complete a second undergraduate degree in Communication Disorders
- Apply to the Post- Baccalaureate in Communication

Disorders program at MSU. This is a three-semester leveling program which provides students with pre-requisite information necessary for graduate study in the field of speech-language pathology. Additional information about the Post-Baccalaureate program can be found in the Minot State University Undergraduate Catalog.

- Complete a similar leveling program at another university.

Potential students are advised of the following:

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.
3. Admission to the Communication Disorders Graduate Program is a competitive process. To be considered for admission, applicants must have
  - a minimum 3.25 grade point average for the last four years or last 60 hours;
  - completed the GRE with a minimum of 3.5 on the writing portion; and
  - 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 success in a graduate program.

Qualified applicants will then be rank-ordered based on the last 60-hour grade point average, GRE scores, and letters of recommendation. When two or more students receive the same ranking, priority consideration will be given to students with North Dakota or Minnesota residency.
4. 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.

### Communication Disorders Program

#### Academic Honesty Policy

When 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 Speech-Language Pathology.

#### Academic Honesty Appeal Policy

Dismissal for academic dishonesty can be appealed. A student who wishes to appeal his/her dismissal should follow the appeal process established by the Graduate School and listed in this catalog under Graduate School Policies and Regulations.

#### Grade Appeal Policy

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.

**Required Courses:****Speech Language Pathology**

|        |  |         |
|--------|--|---------|
| CD 501 | Introduction to Graduate Studies .....                     | 3 SH    |
| CD 502 | Early Intervention & Interdisciplinary<br>Studies.....     | 2 SH    |
| CD 511 | Clinical Practicum: Therapy .....                          | 2-4 SH  |
| CD 511 | Clinical Practicum: Therapy .....                          | 2-4 SH  |
| CD 511 | Clinical Practicum: Therapy .....                          | 2-4 SH  |
| CD 513 | Assessment Practicum .....                                 | 2-4 SH  |
| CD 516 | Public School Practicum: Speech-Language<br>Pathology..... | 6-12 SH |

OR

|        |  |         |
|--------|--|---------|
| CD 517 | Advanced External Practicum: Speech-<br>Language Pathology ..... | 6-12 SH |
| CD 520 | Fluency Disorders.....   | 3 SH    |
| CD 522 | Neurogenic Communication Disorders.....                          | 3 SH    |
| CD 524 | Neurologically Based Speech Disorders.....                       | 3 SH    |
| CD 526 | Applied Phonology .....  | 3 SH    |
| CD 528 | Assessment in Speech-Language Pathology ...                      | 3 SH    |
| CD 532 | Voice Disorders.....   | 3 SH    |
| CD 534 | Adolescent Communication .....                                   | 2 SH    |
| CD 535 | Dysphagia .....  | 3 SH    |
| CD 536 | AAC: Multiple Disabilities .....                                 | 3 SH    |
| CD 538 | Language and Literacy .....                                      | 3 SH    |
| CD 539 | Audiology for the SLP .....                                      | 2 SH    |
| CD 540 | Supervision and Professional Issues in SLP....                   | 2 SH    |

**Optional Courses**

|        |  |        |
|--------|--|--------|
| CD 503 | Graduate Seminar in Research .....                 | 1-3 SH |
| CD 521 | Speech-Language Development<br>and Disorders ..... | 4 SH   |
| CD 545 | Public School Methods in SLP .....                 | 2 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 589 | Continuing Enrollment                              |        |
| CD 599 | Thesis .....                                       | 1-3 SH |

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

# Master of Science in Criminal Justice

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

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

Department of Criminal Justice Graduate Faculty

Department Chairperson and Graduate Program Director: Dr. William Archambeault

**Professors:** Dr. Gary Rabe, Dr. William Archambeault

**Associate Professors:** Dr. Wojciech Cebulak, Dr. Richard Seklecki

**Instructor:** Melissa Spelchen

## Overview

The Master of Science Degree in Criminal Justice (MCJ) prepares its graduates:

- For leadership positions and supervisory and management opportunities in criminal justice agencies, departments and institutions;
- For entry level college teaching and CJ agency/institutional training positions;
- For advanced graduate study in criminal justice/criminology;
- To become better informed consumers of criminal justice and policy analysis research.
- To cultivate individual student interests in the many substantive areas of criminal justice research and practice.

The program helps students to expand their knowledge about criminal justice organizational and policy issues. Coursework provides students with advanced knowledge and skill sets, expected of Master level CJ graduates, while providing students the flexibility of pursuing personal goals and interests. Graduate level internships afford students the chance of observing and participating in organizational management and administration. Research assistantships allow students to work closely with faculty and staff researchers, often in connection with the Rural Crime and Justice Center. Teaching and training opportunities are also sometimes available.

## Department Admission Standards

1. Applicants must complete all admission requirements of the Graduate School at Minot State University.
2. Applicants should have completed a bachelor's degree in criminal justice, criminology, or a closely related area from an accredited U.S. or Canadian university or college. The Department of Criminal Justice determines what academic programs constitute "closely related areas."
3. Applicants should have earned an undergraduate GPA of 2.75 on a 4.00 scale on semester (or quarter equivalency) coursework of 128 hours or more, or a GPA of 3.00 on the last 60 hours of college or university coursework taken. If an applicant majored or minored in criminal justice or

criminology, the GPA for CJ/CRM coursework may also be considered.

4. Applicants who meet the above criteria (1-3) will be exempted from the GRE requirement for admission consideration for during school year 2012-2013. Admitted students who receive this exemption are required to maintain a GPA of 3.5 or better on the first nine hours of graduate credit taken. Students who drop below the required 3.5 GPA will be given one semester to increase their GPA to 3.5, or they will be required to complete the GRE and earn an acceptable score (determined by the department faculty) and may be required to take additional coursework as directed.
5. Applicants who do not meet criteria 1-3 must take the GRE and earn a satisfactory score on the combined Verbal and Quantitative Sections of the GRE.
6. Applicants with degrees from non-US or non-Canadian institutions of higher education are required to take the GRE unless granted an exception by the department faculty; such exceptions will be determined on a case-by-case basis.
7. All applicants are required to submit a statement outlining the goals and objectives for graduate work in Criminal Justice and a vita.
8. It is recommended that all applicants for the MCJ Program have completed CJ 480 or an equivalent research methods course and a statistics course, prior to enrollment in the program.
9. Priority application deadlines: April 15 for summer term, June 15 for fall term, and November 15 for spring term.

**MCJ: Thesis and CJ Project Optional Tracks**

A student may earn an MCJ Degree by completing one of two options: CJ Thesis or CJ Project Tracks.

**Thesis Option (30 Hrs.):** A student completing this option must complete 24 credit hours of CJ coursework, pass a comprehensive exam, and complete a CJ Thesis of 6 Credits. After successfully passing the comprehensive exam, a student selects a committee chair and then enrolls in from 1 to 3 Thesis Credit hours in CJ 599. The student must form a committee and have a thesis topic approved before enrolling in any more thesis credit hours. Check the Graduate School web page for semester due dates and also check the handbook for complete details and procedures.

**Graduate Justice Project Option (33 Hrs.):** A student completing this option will complete 30 credit hours of graduate coursework, does not have to complete a comprehensive exam, does complete 3 credit hours of an approved CJ Project. After completed eighteen hours of graduate study, a student selects committee chair and committee, enrolls in CJ 598, and completes a project agreed upon by committee. See handbook for complete details.

**The Master of Science in Criminal Justice Course of Study: Thesis Option (30 SH)****REQUIRED (18 SH)**

|        |   |      |
|--------|---|------|
| CJ 501 | Research Methods 1 .....                    | 3 SH |
| CJ 503 | Research Methods 2 .....                    | 3 SH |
| CJ 505 | Criminology Theory.....                     | 3 SH |
| CJ 520 | Criminal Justice Administration OR          |      |
| CJ 560 | Management Issues in Criminal Justice ..... | 3 SH |
| CJ 550 | Law and Society OR                          |      |
| CJ 580 | Occupational/Organizational Crime .....     | 3 SH |
| CJ 540 | Criminal Justice Policy Evaluation.....     | 3 SH |

**ELECTIVES (6 SH)**

|        |  |                         |
|--------|--|-------------------------|
| CJ 520 | Criminal Justice Administration OR   |                         |
| CJ 560 | Management Issues in Criminal Justice .....  | 3 SH                    |
| CJ 530 | Women and Crime .....  | 3 SH                    |
| CJ 550 | Law and Society OR   |                         |
| CJ 580 | Occupational/Organizational Crime .....  | 3 SH                    |
| CJ 570 | Internship .....   | 3-6 SH                  |
| CJ 590 | Seminar .....  | 3 SH                    |
| CJ 592 | Independent Research .....   | 3 SH                    |
| CJ 597 | Independent Study .....  | 3 SH                    |
| CJ 600 | Level Classes OR Other Out of Department<br>Grad Class with Permission of Dept. Chair .... | 3-6 SH<br>OR Other Grad |

**CJ THESIS (6 SH)**

|        |             |        |
|--------|-------------|--------|
| CJ 599 | Thesis..... | 1-6 SH |
|--------|-------------|--------|

**Minimum Total Graduate Program**

**Credits Required..... 30 SH**

**The Master of Science in Criminal Justice Course of Study: Project Option (33 SH)****REQUIRED (15 SH)**

|        |   |      |
|--------|---|------|
| CJ 501 | Research Methods 1 .....                    | 3 SH |
| CJ 505 | Criminology Theory.....                     | 3 SH |
| CJ 520 | Criminal Justice Administration OR          |      |
| CJ 560 | Management Issues in Criminal Justice ..... | 3 SH |
| CJ 550 | Law and Society OR                          |      |
| CJ 580 | Occupational/Organizational Crime .....     | 3 SH |
| CJ 540 | Criminal Justice Policy Evaluation.....     | 3 SH |

**ELECTIVES (15 SH)**

|        |  |                         |
|--------|--|-------------------------|
| CJ 503 | Research Methods 2 .....   | 3 SH                    |
| CJ 520 | Criminal Justice Administration OR   |                         |
| CJ 560 | Management Issues in Criminal Justice .....  | 3 SH                    |
| CJ 530 | Women and Crime.....   | 3 SH                    |
| CJ 550 | Law and Society OR   |                         |
| CJ 580 | Occupational/Organizational Crime .....  | 3 SH                    |
| CJ 570 | Internship .....   | 3-6 SH                  |
| CJ 590 | Seminar .....  | 3 SH                    |
| CJ 592 | Independent Research .....   | 3 SH                    |
| CJ 597 | Independent Study.....   | 3 SH                    |
| CJ 600 | Level Classes OR Other Out of Department<br>Grad Class with Permission of Dept. Chair .... | 3-6 SH<br>OR Other Grad |

**CJ PROJECT (3 SH)**

|        |                 |      |
|--------|-----------------|------|
| CJ 598 | CJ Project..... | 3 SH |
|--------|-----------------|------|

**Minimum Total Graduate Program**

**Credits Required..... 30 SH**

**Doctoral Program**

The Departments of Criminal Justice at Minot State University and the University of North Dakota jointly offer a graduate program of study leading to the degree of Doctor of Philosophy in Criminal Justice. Drawing on a broad array of multi-disciplinary resources, the program is designed to prepare students for academic teaching and research, research in government and non-profit agencies, and higher-level administrative positions in criminal justice agencies. Students entering the program, with the exception of those admitted to the J.D./Ph.D. specialization, will be required to complete a minimum of 60 credit hours in the doctoral program.

The program retains a traditional core of theory, research methods/statistics, and study of national and international issues in the administration of criminal justice. The program places special emphasis on the operation and administration of criminal justice agencies and systems in rural and/or American Indian tribal jurisdictions. The program also offers a specialized program of study for individuals holding a Juris Doctorate and wishing to meet educational requirements for teaching and research positions in criminal justice higher education programs.

Students should apply for admission to the Ph.D. Program through established procedures of the UND Graduate School. Students will be able to receive application forms and guidance in completing the application on either campus.

# Master of Science in Information Systems

**Phone: 701-858-4157 or 1-800-777-0750, ext. 4157**

**Website: [www.minotstateu.edu/business/grad\\_program.shtml](http://www.minotstateu.edu/business/grad_program.shtml)**

## THIS DEGREE IS OFFERED VIA DISTANCE EDUCATION

**Department of Business Information Technology Graduate Faculty:**

**Business Information Technology Department Chairperson: Dr. Lori Willoughby**

**MSIS and M.Ed. concentration Graduate Program Director: Dr. Lori Willoughby**

**Professors: Dr. Thomas Seymour, Dr. Lori Willoughby**

**Associate Professors: Dr. Linda Cresap, Dr. Deanna Klein**

**Assistant Professor: Dr. Kristi Berg**

## Mission of the College of Business

The MSU College of Business educates, challenges, inspires, and mentors students in their pursuit of a high-quality business education through interactive and engaged learning experiences for their professional and personal betterment.

## Mission and Goals of the Information Systems Program

The Master of Science in Information Systems graduate is a technologically sophisticated business executive who forecasts information systems needs, develops information systems infrastructures, maintains existing systems, and communicates interdepartmentally. This professional may be an independent contractor consulting in various information systems applications.

## Student Learning Outcomes

### Graduates of the MSIS program will be able to

1. Demonstrate technology skills at a sophisticated level.
2. Develop information systems infrastructures.
3. Communicate an information systems strategy.
4. Provide information systems consulting services.

## MSIS Admissions Standards

Admission requirements in addition to those of the Graduate School and College of Business:

- Undergraduate degree in CIS or MIS or
- Undergraduate degree in business, plus additional undergraduate MIS courses or
- Undergraduate degree, plus additional undergraduate business and MIS courses or
- Undergraduate degree, experience in MIS, plus additional undergraduate courses depending upon undergraduate degree

## MSIS Admission Requirements and Instructions

1. A completed MSU Graduate School application submitted online is required; paper applications are not accepted. Access the online application at [www.minotstateu.edu/graduate](http://www.minotstateu.edu/graduate) and select Apply Now. Detailed admissions requirements and instructions are also available on the Graduate School website. The exception to this application is for readmission (available on the Graduate School website under Forms).
2. Requirements and Instructions. Detailed admission requirements and instructions can be found at [www.minotstateu.edu/graduate/guidelines.shtml](http://www.minotstateu.edu/graduate/guidelines.shtml)
3. In order for a student to pursue a graduate degree at MSU, the student must complete the formal online application for admission to the Graduate School and receive an official letter granting admission. Students are required to have a minimum undergraduate grade point average (GPA) of at least 2.75 (on a 4.0 scale) for admission consideration. A GPA of 3.00 or above for the last 60 hours of coursework will be considered if a student does not meet the 2.75 requirements. Students who do not meet either GPA requirement may appeal to the department chairperson for consideration.
4. Statement of Purpose. An applicant must submit a concise (500-1500 words) essay describing his/her primary interest in the MSIS program, experiences related to the area of study, and objectives in pursuing the MSIS degree at MSU. In particular, the essay should be as specific as possible in describing the student's interests, and relevant educational, research, commercial, government, or teaching experiences. If applying for more than one program, submit a separate Statement of Purpose for each program.
5. Applicants must earn an admission score of at least 400 to be considered. This score is calculated as follows: Statement of Purpose score (total possible = 100 points) plus undergraduate GPA multiplied by 100 plus the number of years of professional level work experiences multiplied by 10 up to a maximum of 100 points). A

resume must be submitted with evidence to support the number of years of professional experience.

- 6. The applicant must receive a recommendation for acceptance from the College of Business Graduate Faculty.

**Required Courses**

|         |  |      |
|---------|--|------|
| BIT 556 | Virtual Business.....                      | 3 SH |
| BIT 560 | Manage/Integrate IS Function.....          | 3 SH |
| BIT 561 | IS Project Management .....                | 3 SH |
| BIT 563 | Database Management and Administration ... | 3 SH |
| BIT 564 | Systems Analysis .....                     | 3 SH |
| BIT 565 | Systems Design .....                       | 3 SH |
| BIT 566 | Knowledge Management .....                 | 3 SH |
| BIT 570 | E-Business Strategy.....                   | 3 SH |
| BIT 575 | Business Network Systems Management .....  | 3 SH |
| BIT 582 | Professional Consulting in IS.....         | 3 SH |

# Master of Science in Management

Phone: 701-858-4157 or 1-800-777-0750, ext. 4157

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

**THIS DEGREE IS OFFERED ON CAMPUS OR VIA DISTANCE EDUCATION**

Department of Business Administration Graduate Faculty

Business Administration Department Chairperson and MSM Graduate Program Director: Dr. Gary Ross

**Professors:** Dr. John Girard, Dr. James Ondracek, Dr. Gary Ross, Dr. M. Saeed, Dr. Tom Seymour

**Associate Professors:** Dr. Andy Bertsch, Dr. Linda Cresap, Dr. Frank Moseley

**Assistant Professor:** Dr. Jack Mrozik, Dr. Long Pham, Dr. Young Son

## Mission of the College of Business

The MSU College of Business educates, challenges, inspires, and mentors students in their pursuit of a high-quality business education through interactive and engaged learning experiences for their professional and personal betterment.

## Mission and Goals of the MS in Management Program

The goal of the graduate management program is to prepare 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.

## MSM Program Criteria and Student Learning Outcomes

**Criterion One: Make managerial decisions that add value to an organization within an environment of risk and uncertainty.**

- Employ rational and ethical decision making theories and models to solve simulated management problems.
- Interpret employment and business law concepts appropriately and indicate how they should be applied.
- Formulate, monitor, and adhere to budgets and financial/cash management plans, and illustrate how these financial tools add value to an organization.
- Analyze and interpret financial statements, and apply these skills to add value to an organization.
- Develop a plan for the acquisition and administration of capital (human, financial, informational, and physical), and illustrate how capital optimizes benefits to stakeholders.

**Criterion Two: Demonstrate strategic and operational leadership skills.**

- Demonstrate how strategic management principles can be used to increase organizational effectiveness.
- Evaluate organizational needs and explain how to work with diverse people/teams to establish, revise, integrate, and articulate the strategic direction for an organization.

- Develop an action plan to implement strategic and operational plans.
- Integrate organizational resources to achieve strategic and operational goals.
- Articulate leadership theories and demonstrate behaviors of a successful leader.

**Criterion Three: Communicate in a manner that enhances the overall effectiveness of an organization.**

- Plan and articulate messages applying a communication strategy that is clear, concise, coherent, and complete.
- Create messages that clarify an organization's direction and elicit support from various stakeholders.
- Communicate effectively and efficiently in a virtual environment.

**Criterion Four: Strategically apply technology in a managerial context.**

- Demonstrate an understanding of how technology can enhance and accelerate management decisions and outcomes that can create and add value at different levels of management.

**Criterion Five: Demonstrate professionalism in both behavior and attitude.**

- Articulate issues concerning integrity and their impact on stakeholder value.
- Articulate one's own view on integrity.
- Demonstrate professional behavior in diverse settings.

**Criterion Six: Strategically apply new venture creation options in a managerial context.**

- Articulate how to apply new venture creation theory, knowledge, tools, and techniques needed to start, build, and harvest a new venture and/or project successfully.

**Criterion Seven: Strategically apply cohort-particular international/global business concepts in a managerial context.**

- Integrate a culturally diverse focus.

**Criterion Eight: Apply knowledge management tools and techniques in a management environment.**

- Synthesize and apply knowledge management principles to compete in a knowledge-based economy.

## Department Admission Standards

### Application Deadlines:

- International Cohort has a fall (mid-August) start date. International students **MUST** apply no later than **April 15**.
- Priority deadline for fall semester is **April 15**; applications are accepted until June 1 if seats are available in the program.
- MSM Online cohort has a spring (January) start date with a **November 1** application deadline.

### MSM Admission Requirements and Instructions:

1. A completed MSU Graduate School application submitted online is required; paper applications are not accepted. Access the online application at [www.minotstateu.edu/graduate](http://www.minotstateu.edu/graduate) and select Apply Now. Detailed admissions requirements and instructions are also available on the Graduate School website. The exception to this application is for readmission (available on the Graduate School website under Forms).
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3. In order for a student to pursue a graduate degree at MSU, the student must complete the formal online application for admission to the Graduate School and receive an official letter granting admission. Students are required to have a minimum undergraduate grade point average (GPA) of at least 2.75 (on a 4.0 scale) for admission consideration. A GPA of 3.00 or above for the last 60 hours of coursework will be considered if a student does not meet the 2.75 requirements. Students who do not meet either GPA requirement may appeal to the department chairperson for consideration.
4. Required Test Scores. Applicants to the MSM program who have a last 60 hour GPA of at least 3.00 are not required to take the Graduate Record Examination (GRE) or Graduate Management Admissions Test (GMAT). The GRE/GMAT test will be required for those applicants who do not meet the above criteria.
  - a. GMAT information is available at: [www.gmac.com/gmac/thegmat](http://www.gmac.com/gmac/thegmat). Free test information can be found at the GMAC website.
  - b. GRE information is available at: [www.ets.org](http://www.ets.org). You may download free GRE test preparation materials at the following website: [www.ets.org/gre/stupubs](http://www.ets.org/gre/stupubs).
  - c. In addition, students from non-English speaking countries must give evidence of proficiency in English. Students who have earned a degree from an English speaking university, where the primary mode of instruction is English, within the past 10 years, are not required to prove their English language skills with a test score. Students whose degree has been earned from a primarily non-English speaking university are required to take either the Test of English as a Foreign Language (TOEFL - [www.toefl.org](http://www.toefl.org)) and earn a passing score of 79 on the internet-based exam or the International

English Language Testing System exam (IELTS - [www.ielts.org](http://www.ielts.org)) with a minimum score of 6.0 overall. Students also have the option of sitting for the ITEP exam which must be administered by The Language Company. The test will only be administered once students have reached Level 9 of an ESL program.

5. Applicants are required to submit a current resume or curriculum vita.
6. Statement of Purpose. An applicant must submit a concise (500 words) essay describing his/her primary interest in the MSIS program, experiences related to the area of study, and objectives in pursuing the MSM degree at MSU. In particular, the essay should be as specific as possible in describing the student's interests, and relevant educational, research, commercial, government, or teaching experiences. If applying for more than one program, submit a separate Statement of Purpose for each program.
7. International Applicants ONLY: Submit a declaration of finances. See Graduate School Admissions information (above) for more details.
8. Students who have not completed previous courses in accounting, finance, quantitative methods for business, and statistics, will be required to complete and submit GMAT certification of such for the GMAT Business Ready modules in Accounting and Finance prior to registering for FIN 545 and the Statistics and Quantitative Skills modules prior to registering for BADM 550. It is highly recommended that students who have had these courses but are not current in their knowledge in these topics also complete these modules as appropriate, although GMAT certification is not required. These modules can be purchased as a package at a greatly reduced rate. Purchase information can be found at [www.gmatbusinessready.com](http://www.gmatbusinessready.com).

### Required Courses

|          |  |      |
|----------|--|------|
| BADM 535 | Management Principles and Practices.....                                 | 3 SH |
| BIT 510  | Managerial Communication .....   | 3 SH |
| BADM 550 | Statistical and Quantitative Applications:<br>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 ..... | 3 SH |
| OR       |                           |      |
| BADM 599 | Thesis .....              | 3 SH |

### Minimum Total Graduate Program

**Credits Required..... 30 SH**

# Master of Science in Special Education

701-858-3050/1-800-777-0750 ext. 3050 Website: <http://www.minotstateu.edu>

Department of Special Education Graduate Faculty

Department Chairperson and SPED Graduate Program Director: Dr. Alan Ekblad

**Professors:** Dr. Brent Askvig, Dr. Alan Ekblad

**Associate Professor:** Dr. Lori Garnes

**Assistant Professor:** Dr. Johnna Westby

**Instructors:** Ms. Jodi Appelt, Ms. Jennifer Hefter, Ms. Holly Pedersen

## Mission of the MS in Special Education Program

MSU's graduate program in Special Education: 1) provides exemplary learning experiences to prospective and practicing educators; 2) provides technical assistance and service to schools, families, and other agencies; 3) disseminates current and relevant information to state and local agencies; and 4) conducts credible, practical research.

## Vision Statement of the MS in Special Education Program

Students who complete one of MSU's graduate special education programs will be reflective decision makers, who provide exemplary educational services to people with disabilities.

## MSU students and faculty value all students, respect their families, and hold these core beliefs:

- 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.
- Teachers help students work toward independence, self-sufficiency, and realization of their dreams.
- Special educators are agents of positive change assisting individuals, organizations, and systems.
- Special education teachers' educational decisions result in programs that promote student success and learning.

## Principles of the MS in Special Education Program

- Special education faculty members seek to prepare teachers who will promote student independence, celebrate diversity, and foster inclusion in a technological, literacy-intensive global community.
- MSU's program prepares graduate students to teach children with disabilities using validated materials and practices. Current research informs class content and focuses practical experience.
- Special education teachers develop and implement successful special education programs using careful and thoughtful application of professional knowledge, skills, and experience.

- Successful special education teachers evaluate the efficacy of their work in terms of observable student behavior. MSU's graduate programs teach techniques for systematic data collection, analysis and data-based decision-making.

MSU's college of education has adopted "Professional Educator as Reflective Decision Maker" as the conceptual framework for all its professional education programs. Reflective decision-making is characterized by proactive, not reactive practice. Reflective decision makers: contemplate possible long-term consequences of professional actions; evaluate the appropriateness of these actions and the effects of these actions on student performance; and maintain an informed perspective concerning all aspects of teaching, instruction and student learning. MSU's model is consistent with both historical educational thought and the special education faculty's research-based curricular principles. It is also consistent with Council for Exceptional Children (CEC) standards which are intended to foster: high-quality teaching and learning, equal educational opportunity, and improved student achievement.

## Student Learning Outcomes

MSU's graduate special education program seeks these student outcomes:

- Students will describe the philosophical, historical and legal foundations of special education.
- Students will describe the characteristics of learners with and without disabilities.
- Students will demonstrate appropriate assessment, diagnosis and evaluation procedures and strategies for individuals with disabilities.
- Students will use appropriate instructional content and practices for individuals with disabilities.
- Students will plan and manage the teaching and learning environment for individuals with disabilities.
- Students will engage in and facilitate appropriate communication and collaborative partnerships.
- Students will demonstrate professional and ethical practices.

## Planning Your Graduate Program of Study

Students considering a graduate degree in special education should understand that the structure of MSU's graduate programs differs from the structure of our undergraduate programs. In general, graduate programs are more flexible. Graduate students enter our program with different training and experience. For example, the undergraduate transcript of a student who completed the University of Mary's elementary/special education program differs significantly from that of a fellow student who completed a secondary/chemistry teaching major at NDSU. Our graduate program can accommodate students with different undergraduate preservice training experiences from within and outside the state.

MSU's Master of Science program can also be tailored to accommodate state-specific license requirements. The program of a student seeking a North Dakota teaching endorsement may not be the same as that of a fellow student seeking Iowa's version of the same endorsement.

To be eligible for a North Dakota special education endorsement, students may need to complete additional undergraduate courses.

When students apply to graduate school, they must submit an official undergraduate transcript. The advisor will examine the transcript(s) and develop a preliminary program of study. After a few classes are completed the student will select a graduate committee and a committee chairperson. Together, the committee chairperson and the student will finalize the student's program of study.

## Special Education Degree Core Requirements

Special Education faculty members believe that graduate study should provide a strong foundation in theory, research, writing skills, and measurement. Therefore, all students seeking MSU's Master of Science Degree in Special Education must include these core courses in their program of study:

|          |   |      |
|----------|---|------|
| 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 |

## Culminating Requirements

All students seeking the Master of Science Degree in Special Education at MSU must successfully complete an approved program of study and either complete a thesis (SPED 599) or a research project (SPED 598).

## Program Emphasis Areas

Most Master of Science in Special Education students in the MSU program seek a North Dakota special education teaching endorsement. These endorsements may focus on individual programs of study in one or more emphasis areas. Minot State

University has authority to offer a special education graduate degree that emphasizes these special education interest areas:

- Deaf or Hard of Hearing.
- Specific Learning Disabilities
- Early Childhood Special Education
- Special Education Strategist
- Developmental Disabilities/Autism Spectrum Disorder

Most graduate students' programs of study include classes that satisfy the requirement of some state endorsements. A brief discussion of each program emphasis area follows. Each discussion includes an example that shows classes that MIGHT be in an hypothetical student's program of study. Students should understand that their program of study may not be the same as the examples. A program of study may be modified at the discretion of the student's graduate committee, as long as those changes do not violate core department or graduate school requirements.

## Early Childhood Special Education (ECSE)

Students earning a Master of Science in Special Education with an Early Childhood Special Education (ECSE) emphasis learn to work with young children, and the families of children, with or at risk for developmental delays. Successful ECSE students learn to assess young children with suspected developmental delays, develop appropriate intervention programs, and coordinate a variety of service programs such as Parts C and B Programs, ECSE programs in public schools, or inclusive community programs.

ECSE programs of study typically include course work and supervised practicum experiences in assessment, program development and evaluation, family and community support systems, typical and atypical child development, management of the environment, and research. Trainees complete a thesis as the final program requirement.

MSU's ECSE courses emphasize a responsive family approach to early intervention. Trainees gain experience in a variety of service delivery settings including home based, center based, and combination service delivery programs. Practica sites may include: the Minot Infant Development Program, Early Head Start, community child care programs, area special education unit ECSE programs, and Head Start.

**ECSE admission recommendations.** Graduate students should be eligible for a North Dakota professional educator's license. The faculty recommends that potential students complete a four-year degree in a related field (nursing, early childhood, psychology, etc.) from an accredited college or university.

## Sample: ECSE program of study

|  |       |
|--|-------|
| Special Education Core Requirements .....                          | 12 SH |
| ECSE Coursework  |       |
| 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 543                | Methods and Materials in ECSE .....                               | 3 SH |
| SPED 563                | Family and Community Systems in Early Intervention.....           | 3 SH |
| Field Experience:       |   |      |
| SPED 515                | Practicum .....   | 6 SH |
| Culminating Experience: |   |      |
| SPED 599                | Thesis .....  | 3 SH |

**Total Graduate Program Credits ..... 36 SH**

### Specific Learning Disabilities (SLD)

Students earning a Master of Science in Special Education with an emphasis in Specific Learning Disabilities (SLD) learn to provide effective instructional services in public schools. Their coursework focuses on the theoretical and practical aspects of learning disabilities. Throughout the SLD graduate experience, students participate in intensive, competency-based hands-on experiences that translate current research into effective teaching. These experiences culminate in a supervised practicum where successful students must demonstrate competence in assessment, program planning and teaching of students who have specific learning disabilities.

Public schools employ various models to deliver appropriate educational services to students with SLD in the least restrictive environment. The team teaching model, consultation model, and itinerant teacher model require consultation and collaboration. Therefore SLD coursework and practica pay considerable attention to improving students' consultation and collaboration skills.

**SLD admission recommendations.** The faculty recommends that graduate students who choose to pursue an MSU Special Education Masters Degree that focuses on SLD should be eligible for a North Dakota professional educator's license.

#### Sample: SLD program of study.

|  |   |      |
|--|---|------|
| Special Education Core Requirements..... | 12 SH   |      |
| SLD Coursework                           |   |      |
| SPED 505                                 | Consultation and Supervision 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 |
| Field Experience:                        |   |      |
| SPED 515                                 | Practicum .....   | 8 SH |
| Culminating Experience:                  |   |      |
| SPED 599                                 | Thesis .....  | 3 SH |

**Total Graduate Program Credits ..... 31 SH**

### Developmental Disabilities/Autism Spectrum Disorders (DD/ASD)

Students earning a Masters of Science degree in Special Education in the area of Developmental Disabilities/Autism Spectrum Disorders (DD/ASD) may choose a program of study that prepares them to: coordinate school service programs for children with autism spectrum disorders and developmental disabilities including intellectual impairments, physical and/or multiple disabilities. They will be prepared to collaborate with non-educational social service agencies, or serve as an educational consultant working for medical and diagnostic agencies in clinical settings.

The DD/ASD graduate program prepares students to serve people with a variety of severe disabilities including: autism spectrum disorders, intellectual impairments, and physical disabilities. This program will also prepare students to work with individuals with high-functioning autism or Asperger Syndrome and other derivatives of the spectrum.

Subsequently, the DD/ASD program of study will typically include coursework in: assessment, behavior management, program development, program implementation, provision of physical care, habilitative techniques, assistive technology and alternative systems of communication, social skills training, parent training, and the use of various team planning models. After demonstrating mastery of core competencies, trainees may get practical hands-on experience using various service delivery methods in: public schools, community-based service agencies, home-based service settings, and residential service settings.

Finally, to supplement the core competencies delivered in online format, students will be given the opportunity to participate in two (2) on-campus residencies. Residencies will comprise of hands-on assessment practices and inter-agency collaboration for students with DD/ASD throughout the lifespan.

**DD/ASD admission recommendations.** The faculty recommends that graduate students who choose to pursue a MSU Special Education Masters Degree that focuses on DD/ASD should first earn bachelor's degree and a major in special education, intellectual/developmental disabilities/autism, or intellectual/developmental disabilities from an accredited college or university.

#### Sample: DD/ASD program of study.

|  |       |
|--|-------|
| Special Education Core Requirements..... | 12 SH |
|--|-------|

#### DD/ASD Coursework

|          |  |      |
|----------|--|------|
| SPED 502 | Studies in ASD .....   | 2 SH |
| SPED 505 | Supervision and Consultation in SPED .....                           | 2 SH |
| SPED 529 | DD/ASD Comm. & Asst. Tech .....                                      | 2 SH |
| SPED 530 | Physical and Medical Needs of Persons with Severe Disabilities ..... | 3 SH |
| SPED 542 | Methods/Materials In DD/ASD .....                                    | 3 SH |
| SPED 544 | Social Skills Strategies .....                                       | 2 SH |
| SPED 546 | Intensive Naturalistic Methods .....                                 | 2 SH |

|   |      |
|---|------|
| SPED 561 Behavior Problems of Exceptional Children ..3 SH |      |
| Field Experience:   |      |
| SPED 538 Final Practicum (in DD) .....                    | 2 SH |
| SPED 549 Practicum in ASD .....                           | 2 SH |
| Culminating Experience:                                   |      |
| SPED 599 Thesis .....                                     | 3 SH |

**Total Graduate Program Credits .....** 38 SH

**Special Education Strategist (SES)**

The Master of Science in Special Education for the Special Education Strategist (SES) emphasis area is designed to prepare teachers as rural special education generalists. Students who complete an SES degree will be trained to work with students who have intellectual/developmental disabilities, serious emotional disturbance, and specific learning disabilities. SES classes provide a firm foundation in theory, methods, assessment, and practical implementation of appropriate programming. Since SES students are generalists, they typically complete more practica experiences than students in other emphasis areas.

**SES admission recommendations.** The faculty recommends that graduate students who choose to pursue an MSU Special Education Masters Degree that focuses on SES should be eligible for a North Dakota professional educator’s license.

**Sample: SES program of study.**

|   |       |
|---|-------|
| Special Education Core Requirements .....                           | 12 SH |
| SES Coursework  |       |
| SPED 505 Supervision and Consultation in<br>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             |       |
| SPED 561 Behavior Problems of Exceptional<br>Children .....         | 3 SH  |
| <i>Field Experience:</i>  |       |
| SPED 523 Field Seminar in LD/BD .....                               | 4 SH  |
| SPED 515 Practicum .....  | 4 SH  |
| Culminating Experience:   |       |
| SPED 599 Thesis .....   | 3 SH  |

**Total Graduate Program Credits .....** 37 SH

**Deaf Education**

The Education of the Deaf Program at MSU prepares educators to effectively teach students who are deaf or hard of hearing in a variety of educational settings. The MSU program embraces a comprehensive approach to preparing teachers with a goal toward providing educators with the knowledge and skills to work with children and their families from a diversity of perspectives and backgrounds. The emphasis is on appropriately meeting the individual needs of children and youth, rather than promoting a specific philosophy. Students graduating from MSU will be prepared to work in a wide range of programs.

**EdDeaf admission recommendations.** The faculty recommends that graduate students who choose to pursue an MSU Special Education Masters Degree focusing on the Deaf and Hard of Hearing should be eligible for a North Dakota professional educator’s license.

Students accepted into the program may have to complete the following coursework:

- Introduction to Special Education
- Introduction to Deaf and Hard of Hearing Education
- Manually Coded English
- ASL I
- ASL II
- Language Development
- Audiology
- Aural Rehabilitation
- Clinical experience in a deaf and hard of hearing education program

**Sample: EdDeaf program of study.**

|  |       |
|--|-------|
| Special Education Core Requirements .....                | 12 SH |
| Ed Deaf Coursework                                       |       |
| SPED 505 Consultation & Supervision in SPED.....         | 2 SH  |
| SPED 513 Deaf Studies .....                              | 3 SH  |
| SPED 565 Early Intervention Deaf/HH .....                | 3 SH  |
| SPED 583 Teaching Speech to Deaf/HH Students.....        | 3 SH  |
| SPED 584 Teaching Language to Deaf/HH Student...4 SH     |       |
| SPED 585 Advanced Aural Rehabilitation.....              | 3 SH  |
| SPED 586 Teaching Reading/Academics to<br>Deaf/HHng..... | 4 SH  |
| <i>Clinical Practice:</i>                                |       |
| SPED 515 Practicum .....                                 | 8 SH  |
| SPED 516 Diagnostic Practicum .....                      | 2 SH  |
| SPED 533 Clinical Practice .....                         | 1 SH  |
| <i>Culminating Experience:</i>                           |       |
| SPED 599 Thesis .....                                    | 3 SH  |

**Total Graduate Program Credits .....** 48 SH

# 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 8 to 15 graduate credits of work. Certificate of Completion Programs require 7 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 Program: Knowledge Management

Designed for students who are eager to learn about creating and exchanging organizational knowledge as well as explore graduate education. All courses are offered online and the certificate may be completed in two semesters. Two courses may be applied toward either the Master of Science in Management or the Master of Science in Information Systems.

### Curriculum:

|          |  |      |
|----------|--|------|
| BADM 535 | Management Practices and Principles..... | 3 SH |
| BIT 562  | Management Information Systems .....     | 3 SH |
| BIT 566  | Knowledge Management .....               | 3 SH |
| BIT 556  | Virtual Business .....                   | 3 SH |

**Total Semester Hours .....** 12 SH

## Certificate Programs: The Deaf/Hard of Hearing Education (D/HH), Early Childhood Special Education (ECSE), Special Education Strategist (SES), and Learning Disabilities (LD)

These certificate programs have been developed to assist ND teachers to become qualified to work with children and students with disabilities from birth through age 21 by offering a set of coursework at the graduate level that meets the National Council for Exceptional Children's certification standards for each individual special education discipline. These certificate programs will be identified on the university transcript thus demonstrating completion of the approved certificate program.

### Curriculum for Deaf/Hard of Hearing Education:

|          |   |      |
|----------|---|------|
| SPED 510 | Introduction to Disability Services .....             | 3 SH |
| SPED 513 | Deaf Studies.....                                     | 3 SH |
| SPED 565 | Early Intervention for D/HH Children.....             | 3 SH |
| SPED 583 | Methods of Teaching Speech<br>to D/HH Students.....   | 3 SH |
| SPED 584 | Methods of Teaching Language<br>to D/HH Students..... | 3 SH |

|          |  |      |
|----------|--|------|
| SPED 586 | Methods of Teaching Reading & Academics<br>to D/HH Students..... | 4 SH |
|----------|--|------|

**Total Semester Hours.....** 19 SH

### Curriculum for Early Childhood Special Education:

|          |  |      |
|----------|--|------|
| SPED 504 | Introduction to Preschool Children<br>with Disabilities .....      | 3 SH |
| SPED 509 | Infant/Toddler Development .....                                   | 3 SH |
| SPED 530 | Physical/Medical Needs of Persons with<br>Severe Disabilities..... | 3 SH |
| SPED 531 | Theoretical Aspects of Exceptional<br>Children .....               | 3 SH |
| SPED 533 | Clinical Practice .....  | 1 SH |
| SPED 550 | Special Education Assessment .....                                 | 2 SH |
| SPED 543 | Methods and Materials in ECSE.....                                 | 3 SH |
| SPED 563 | Family and Community Systems in<br>Early Intervention .....        | 3 SH |
| SPED 515 | Final Practicum.....   | 6 SH |

**Total Semester Hours.....** 27 SH

### Curriculum for Special Education Strategist:

|          |   |      |
|----------|---|------|
| SPED 505 | Consultation and Supervision in<br>Special Education..... | 2 SH |
| SPED 510 | Introduction to Disability Services .....                 | 3 SH |
| SPED 520 | Introduction to Behavior Disorders.....                   | 3 SH |
| SPED 524 | Methods of Teaching Individuals with BD ..                | 3 SH |
| SPED 533 | Clinical Practice .....                                   | 2 SH |
| SPED 550 | Special Education Assessment .....                        | 2 SH |
| SPED 561 | Behavioral Problems of<br>Exceptional Children .....      | 3 SH |
| SPED 572 | Methods of Teaching the<br>Learning Disabled .....        | 3 SH |
| ED 540   | Reading: Advanced Diagnosis<br>and Remediation.....       | 2 SH |
| SPED 515 | Final Practicum.....                                      | 4 SH |
| SPED 523 | Field Seminar in LD/BD.....                               | 4 SH |

**Total Semester Hours.....** 31 SH

### Curriculum for Learning Disabilities:

|          |   |      |
|----------|---|------|
| SPED 505 | Consultation and Supervision in<br>Special Education..... | 2 SH |
| SPED 510 | Introduction to Disability Services .....                 | 3 SH |
| SPED 533 | Clinical Practice .....                                   | 2 SH |
| SPED 550 | Special Education Assessment .....                        | 2 SH |
| SPED 561 | Behavioral Problems of<br>Exceptional Children .....      | 3 SH |
| SPED 572 | Methods of Teaching the<br>Learning Disabled .....        | 3 SH |
| ED 540   | Reading: Advanced Diagnosis<br>and Remediation.....       | 2 SH |
| SPED 515 | Final Practicum.....                                      | 8 SH |

**Total Semester Hours.....** 25 SH

# Course Descriptions

## Art

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### **ART 510 Drawing (1-4 SH)**

Prerequisite: Permission of instructor. Experimentation and elaboration of drawing skills and techniques, both innovative and traditional. Emphasis on individual exploration. Repeatable to 10 credits.

### **ART 511 Painting (1-4 SH)**

Prerequisite: Permission of instructor. Individual research and experimentation in painting. Repeatable to 10 credits.

### **ART 512 Ceramics (1-4 SH)**

Prerequisite: Permission of instructor. Individual instruction and experimentation in ceramics. Repeatable to 10 credits.

### **ART 513 Sculpture (1-4 SH)**

Prerequisite: Permission of instructor. Extensive work and study in three dimensional form, media, and methods. Repeatable to 10 credits.

### **ART 514 Graphic Design (1-4 SH)**

Prerequisite: Permission of instructor. Extensive work and study in Graphic Design media and methods. Repeatable to 10 credits.

### **ART 515 Metalsmithing: Jewelry and Small Sculpture (1-4 SH)**

Prerequisite: Permission of instructor. Exploration of historical, traditional, and innovative jewelry and small sculpture techniques using non-ferrous metals, gems, and other materials. Repeatable to 10 credits.

### **ART 516 Crafts (1-4 SH)**

Prerequisite: Permission of instructor. Extensive work and study in craft media and methods. Repeatable to 10 credits.

### **ART 517 Photography (1-4 SH)**

Prerequisite: Permission of instructor. Individual research and experimentation in photography. Repeatable to 10 credits.

### **ART 518 Printmaking (1-4 SH)**

Prerequisite: Permission of instructor. Individual research and experimentation in printmaking. Repeatable to 10 credits.

### **ART 519 Computer Graphics (1-4 SH)**

Prerequisite: Permission of instructor. Individual research and experimentation in computer graphics. Repeatable to 10 credits.

### **ART 520 Mixed Media (1-4 SH)**

Prerequisite: Permission of instructor. Individual research and experimentation in mixed media. Repeatable to 10 credits.

### **ART 521 Multi-Media (1-4 SH)**

Prerequisite: Permission of instructor. Individual research and experimentation in multi-media. Repeatable to 10 credits.

### **ART 525 Research in Art Education (1-4 SH)**

Readings in the research, theory, and practice of teaching art. Focused study and practice in the implementation of research findings. Repeatable to 10 credits.

### **ART 540 Art History: Contemporary Trends and Theory (2 SH)**

Presentation of contemporary trends in the visual arts from the 1960's forward and discussion of contemporary theory and criticism.

### **ART 550 Issues in Art: Graduate Seminar (1 SH)**

Independent exploration of the theoretical basis for integrated concepts and methods of critical analysis in the visual arts. The course is intended to help students become aware of the major critical perspectives of the discipline and practical issues related to careers in the fine arts. Students in this course will complete methodological, critical, and professional projects. Repeatable to 10 credits.

### **ART 570 Workshop (1-4 SH)**

Prerequisite: Permission of instructor. Special emphasis and encouragement in the use of new materials. Primary course objectives are to be accomplished by bypassing traditional techniques and establishing new approaches to problem solving. Repeatable to 8 credits.

### **ART 589, Continuing Enrollment (0 SH)**

Required enrollment for students previously enrolled in thesis or project credits who have not completed the credits by the end of the semester enrolled.

### **ART 590 Individual Research (1-3 SH)**

Prerequisite: Permission of instructor. Research and creative experiences within a specific area of interest in the Visual Arts and emphasis on the refinements of aesthetic applications of techniques and media. Repeatable to 22 credits.

### **ART 598 Professional Exhibition (2 SH)**

Artist statement preparation, design, installation, and catalog of solo show or special research in art education. Permission of student's Graduate Committee. Repeatable to 4 credits.

### **ART 599 Thesis (1 SH)**

Provides for individual research culminating in a thesis. Permission of student's Graduate Committee. Repeatable to 2 credits.

## Business Administration

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### **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 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 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 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 589 Continuing Enrollment (0 SH)**

Required enrollment for students who have previously enrolled in BADM 598 or BADM 599 but have not completed the requirements for the course by the end of semester. Fee required.

### **BADM 592 Special Topics (3 SH)**

Presents study of selected areas in management.

### **BADM 598 Capstone Experience (3 SH) (Taken the last semester)**

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.  
Prerequisites BADM 525, BADM 535, FIN 545, BADM 550

### **BADM 599 Thesis (3 SH)**

Provides for individual research culminating in a thesis.

## Business Information Technology

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### **BIT 510 Managerial Communication (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 556 Virtual Business (3 SH)**

Exploration of the many nuances (employee, management, hardware/software, etc.) involved in the management and operation of a virtual business.

### **BIT 560 Manage/Integrate IS Function (3 SH)**

An integrative managerial perspective for aligning competitive strategy, core competencies, and information system functions along with technology. Development and implementation of policies and strategies to achieve organizational goals. Defining the systems that support the operational, administrative, and strategic needs of the organization, its business units, individual employees, and external business relationships. Includes global and international issues such as privacy, security, workforce restrictions, and collaboration.

### **BIT 561 MIS Project Management (3 SH)**

IS Project Management will introduce students to the concepts of managing projects within an organizational context, including the processes related to initiating, planning, executing, controlling, reporting, and closing a project; project integration, scope, time, cost, quality control, and risk management; software size and cost estimation; assigning work to programmer and other teams; monitoring progress; version

control; and identifying project champions, working with user teams, training, and documentation.

**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)**

Promotes an 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. It expands from the relational model to the multidimensional model, object-relational techniques, and web accessed data. Prerequisite: BIT 564

**BIT 564 Systems Analysis (3 SH)**

This course provides an 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 SH)**

This course provides an understanding 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 SH)**

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 SH)**

This course covers the fundamental technologies associated with consumer-to-business and business-to-business interaction and delivery of content via the Internet.

**BIT 575 Business Network Systems Management (3 SH)**

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 581 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 in an online environment, working with diverse learners, assessment of student learning, and professional opportunities.

**BIT 582 Professional Consulting in IS (3 SH)**

While consulting with a business, students will integrate the concepts and techniques learned in the MSIS program. Prerequisite: Taken during final semester

**BIT 589 Continuing Enrollment (0 SH)**

Required enrollment for students who have previously enrolled in BIT 582 but have not completed the requirements for the course by the end of summer session. Fee required.

**BIT 598 Project**

An extended individual research project culminating in a formal paper. Restricted to graduates.

## Biology

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**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 Research(2-4 SH)**

Recent advances in biotechnology, genetic engineering, environmental issues, and the like.

**BIOL 579 Research (1-2 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 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 (1-6 SH)**

Individual study on topics as approved by the division chair.

**BIOL 599 Thesis (2 SH)**

Individual research culminating in a thesis.

**Communication Disorders** \_\_\_\_\_**CD 500 Workshops (1-3 SH)****CD 501 Introduction to Graduate Studies (3 SH)**

Examines research design and methods most commonly used in communication disorders with emphasis on understanding and applying research to inform everyday clinical decisions.

**CD 502 Early Interv.-Interdisciplinary Study (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 511 Clinical Practicum: Therapy (2-4 SH)**

Supervised practicum in various stages as assigned by the Clinic Coordinator. Based on the student's clinical track, assignments are made to MSU Pediatric Clinic, MSU Adult Clinic, or other community sites, such as schools, acute care and long-term care facilities.

**CD 513 Assessment Practicum (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 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 520 Fluency Disorders (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 Neurogenic Communication Disorders (3 SH)**

This course will investigate what happens when an individual's acquired communication abilities are impaired. It will provide a general review of neurology of speech and language. Further it will study nervous system pathology, symptoms, diagnosis and management of a variety of adult neurologic communication disorders including those associated with aphasia, right hemisphere syndrome, traumatic brain injury and dementia.

**CD 524 Neuro-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 Applied Phonology (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. Application techniques for additional speech sound disorders will be presented.

**CD 528 Assessment 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 532 Voice and Resonance Disorders (3 SH)**

This course investigates common etiologies and pathologies associated with laryngeal voice disorders and orofacial clefts. Included are techniques for perceptual and instrumental analysis of voice and resonance including acoustic measures and the evaluation of vocal fold or velopharyngeal movement patterns through videostroboscopy. Participation in assessments within the voice clinic and the Minot Cleft Palate Team will lead to an understanding of the diagnostic and treatment

procedures. In addition, this course will familiarize the student with the postoperative anatomy, physiology, and treatment of the orofacial clefts and the laryngectomized patient. A review of pertinent clinical literature will be included as a course requirement.

**CD 534 Adolescent Communication (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 AAC: 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 Language & Literacy (3 SH)**

Capstone course in language emphasizing how language relates to literacy from birth through the academic years. Topics will include the neurobiology of language and literacy, societal contributions, typical and atypical development, as well as intervention and service delivery models.

**CD 539 Audiology for the SLP (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 Supervision and Professional Issues (2 SH)**

This capstone course is designed to explore critical contemporary professional issues in speech language pathology linking coursework and theory to practice. Various professional, legal, ethical, counseling, employment, societal, and supervisory issues will be covered.

**CD 545 Public School Methods in SLP (2 SH)**

Examines issues critical to the practice of speech-language pathology in school settings including legislative foundations, legal and ethical considerations, strategic learning models for school-aged students, and other contemporary issues relative to public school practice.

**CD 589 Continuing Enrollment 0 SH**

Required enrollment for students previously enrolled in thesis or project credits who have not completed the credits by the end of the semester enrolled. Fee required.

**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.

## Chemistry

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**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 579 Research (1-2 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 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 599 Thesis (2 SH)**

Individual research culminating in a thesis.

## Criminal Justice

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### **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 589, Continuing Enrollment (0 SH)**

Required enrollment for students previously enrolled in thesis or project credits who have not completed the credits by the end of the semester enrolled. Fee required.

### **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 598 Graduate Justice Project (3 SH)**

Justice related project or concept paper developed and written under the supervision of a major professor and approved by the students graduate committee. Topics may include, but are not limited to criminal justice agency focused problem or issue; examination of operational policies and procedures; staff study; or theoretical or social justice advocacy issues with implications for criminal justice.

### **CJ 599 Thesis (1-6 SH)**

Individual research culminating in a thesis.

### **CJ 630 Seminar Tribal Justice System (3 SH)**

Critical examination of the impact of western culture on tribal judicial systems. Specific issues include questions of sovereignty, jurisdiction, tribal authority over territories and membership, retention of political identities and inherent rights of self-governance.

### **CJ 635 Juvenile Justice (3 SH)**

Examines the policies and practices of the agencies involved in the processing of youth through the JJS. Specific attention is directed to jurisdictional issues, police practice, detention, intake, diversion, adjudication, and disposition of juveniles. Includes an examination of the historical development of the JJS and an assessment of current trends and reform proposals.

**CJ 640 Criminal Justice Policy (3 SH)**

An examination of criminal justice policy in the US since 1950, with specific emphasis on the theoretical positions shaping policy. In addition, the course focuses on policy planning, program development, and program evaluation. Students develop a comprehensive policy planning proposal to deal with a well-defined problem in CJ.

**CJ 645 Rural Justice Issues (3 SH)**

Analyzes the impact of socioeconomic, demographic, and cultural variations among and between rural communities in the rural criminal justice system. Specific trends, including the changing structure of families, mobility, poverty, school closing/consolidation, declining tax-base, etc., are examined in the context of crime prevention and control.

**CJ 690 Data Analysis (3 SH)**

Examines the logic of quantitative data analysis and its applications to the study of crime and criminal justice.

## Education

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**ED 500 Workshops (1-3 SH)****ED 501 Designing and Interpreting Educational Research/Quantitative (2 SH)**

An examination of basic quantitative research techniques most commonly used in educational research, an evaluation of the strengths and weaknesses of these techniques, and analysis of appropriate applications to concrete examples.

**ED 502 Designing and Interpreting Educational Research/Qualitative (2 SH)**

An examination of basic qualitative research methods most commonly used in educational research, an evaluation of the strengths and weaknesses of these approaches, and analysis of appropriate applications.

**ED 509 Historical Perspectives, Public Policy & Programming Gifted Education (3 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 collaboration efforts between educational agencies, local learning communities, parents, and the larger community.

**ED 510 Characteristics of Gifted Children and Teaching Strategies (3 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, materials, and assessment strategies. Survey basic teaching strategies for teaching the gifted.

**ED 511 Curriculum Models of Gifted Education and Identification Procedures (3 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 (2 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 (2 SH)**

Traditional and contemporary philosophical thoughts and their educational implications.

**ED 519 Diversity in a Global Perspective (3 SH)**

Provides students with a study of diverse cultures including Native American. Examines 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 exceptionalty, 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 (3 SH)**

Current trends in curriculum design theory and assessment strategies and their application in teaching and learning.

**ED 535 Models of Teaching and Learning (3 SH)**

Study of student learning with emphasis on cognitive development processes. Emphasis will be placed on current mind/brain research and examining why particular teaching methods may better facilitate particular learning goals.

**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 550 Dynamics of Managing Learning (2 SH)**

Organizational and mind/brain based approaches for creating positive learning environments; understanding and managing disruptive and counterproductive behaviors, strategies for building interactive involvement among learning partners. The course draws upon multi-disciplinary research bases in cognitive sciences and group dynamics.

**ED 554 Teaching Reading in the Content Areas (2 SH)**

Designed for middle and secondary level teachers. Stresses the development and utilization of reading and study skills through the content subjects.

**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 589, Continuing Enrollment (0 SH)**

Required enrollment for students previously enrolled in thesis or project credits who have not completed the credits by the end of the semester enrolled. Fee required.

**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 (3 SH)**

Opportunity is provided to read literature on current brain research and exceptional children 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. Credits may be split 1 + 1, over 2 semesters.

**ED 599 Thesis (2 SH)**

Individual research culminating in a thesis. Credits may be split 1 + 1, over 2 semesters.

**Elementary Education \_\_\_\_\_****ELED 524 Current Trends: Science (2 SH)**

Current research, learning principles, and teaching techniques in science theory and classroom instruction.

**ELED 526 Current Trends: Social Science (2 SH)**

Current research, learning principles, and teaching techniques in social science theory and classroom instruction.

**ELED 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.

**ELED 530 Current Trend: Mathematics (2 SH)**

Current research, learning principles, and teaching techniques in math theory and classroom instruction.

**ELED 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.

**ELED 550 ECE Teaching Methods and Materials (3 SH)**

The study of a variety of teaching methods and materials for teaching and assessing children and youth in the general education classroom.

**ELED 551 Play Development in Young Children (3 SH)**

Students will learn about the various stages of play in the socialization of young children and the teacher's role in facilitating social development through play. Students will learn to use a variety of observational techniques such as running, anecdotal, and developmental records, among others, and learn assessment strategies. Students will develop, plan, and teach lessons and units appropriate to gross and fine motor development in young children.

**ELED 552 Theories of Early Childhood Curriculum (3 SH)**

Students will learn theories of early childhood education as propounded by Piaget, Vygotski, Erikson, and others. They will learn the history of early childhood education, from the philosophies of Comenius and Froebel, and on to Montessori and Reggio Emilia. Students will explore their roles as early childhood educators and discuss and engage in a variety of developmentally appropriate methodologies. They will learn about effective uses of technology in early childhood classrooms. A variety of observational and assessment strategies will be included in discussion of methodologies.

**ELED 553 Symbolization: Reading and the Young Child (3 SH)**

Students will learn theories of language acquisition and study emergent literacy in young children. They will develop a project in which they analyze children's books as to appropriateness of genre, language, illustrations, and format. They will learn a variety of methods for observing and assessing the speech of young children.

**ELED 592 Special Topics**

## English

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### **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 readings.

### **ENGL 525 Topics in Language Arts Pedagogy (3 SH)**

Focused study in recent theoretical developments in language arts pedagogy for the English classroom. Emphasis on weaving language study into student-centered classroom approaches. Topics vary for each offering. Repeatable up to 9 credits, but only 3 credits count toward the degree.

### **ENGL 526 Practical Approaches to Teaching Writing (3 SH)**

Practice in process-oriented approaches to writing. Emphasis on students' own personal and reflective writing in a workshop environment.

### **ENGL 535 Topics in Teaching Literature (3 SH)**

Focused study in teaching and using literature in the classroom. Topics vary for each offering. Repeatable up to 9 credits, but only 3 credits count toward the degree.

### **ENGL 536 Enriching Reading in the Content Areas (3 SH)**

Reading 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.

### **ENGL 540 Professional Issues and Methods in English (3 SH)**

Introduction to graduate study in English pedagogy, including an overview of current professional issues and of methods for engaging in research and thesis processes.

### **ENGL 545 Topics in Teaching Writing (3 SH)**

Focused study in teaching and using writing in the classroom. Topics vary for each offering. Repeatable up to 9 credits, but only 3 credits count toward the degree.

### **ENGL 589 Continuing Enrollment (0 SH)**

Required for students previously enrolled in thesis credits who have not completed the credits by the end of the semester enrolled. Fee required.

### **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 (1-3 SH)**

Individual research culminating in a thesis.

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

Courses numbered ENGL 500 may not be used to meet any degree requirements.

## Finance

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### **FIN 545 Financial Management and Accounting (3 SH)**

Provides advanced 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.

## Health, Physical Education and Recreation

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### **HPER 500 Workshops (1-4 SH)**

Graduate credit workshops in HPER

### **HPER 501 Exercise Science (3 SH)**

The study of the physiology of the skeletal, muscular, respiratory, nervous, and circulatory systems. Special references made to physiological adjustments made during acute and chronic exercise.

### **HPER 510 Issues and Trends in Physical Education, Exercise Science, and Sport (3 SH)**

The study of the latest research and issues in the curriculum, teaching, and teacher education in physical education, exercise science, and sport.

### **HPER 520 Advanced Methods of Teaching Group Fitness (3 SH)**

The course is designed to provide physical educators, coaches, and fitness professionals with instruction, practice, and teaching experience in group fitness. Instruction will focus on skills to advance knowledge and practice in yoga, pilates, resistance tubing, stability balls, free weights, low-mid-high impact aerobics, step aerobics, circuit training, interval training, and kickboxing. Special emphasis will be on developing training routines tailored to fit individual ability, fitness level, and desired outcomes for students and clients.

### **HPER 530 Advanced Methods of Teaching Resistance Training (3 SH)**

The course is designed to provide physical educators, fitness specialists, and coaches with instruction, practice, and teaching experiences in resistance training. Instruction will focus on skills to advance knowledge and practice in resistance training use free weights, weight machines, and plyometrics. Special emphasis will be placed on Olympic lifts, structural lifts, core

training, and developing training routines to fit the individual needs, ability, fitness level, and desired outcomes for students, clients, and athletes.

#### **HPER 540 Psychology of Physical Education, Exercise Science, and Sport (2 SH)**

This course is designed to provide physical educators, fitness specialists, and athletic coaches insights and skills in the psychology communication, perception, learning, personality, motivation, and emotion. Emphasis will be placed on understanding participants, environments, group process, and enhancing performance, health, and well-being as they relate to physical activity and sport.

#### **HPER 589, Continuing Enrollment (0 SH)**

Required enrollment for students previously enrolled in thesis or project credits who have not completed the credits by the end of the semester enrolled. Fee required.

#### **HPER 592 Special Topics (1-3SH)**

Provides for study in specific areas of interest in physical education or human performance.

## **Mathematics**

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#### **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 master's degree. The Math 592 versions (when offered) of the same workshops are letter graded and can be counted toward a master's degree.

#### **MATH 501 Action Research in Math Education (2 SH)**

Prepares practicing mathematics teachers to study issues or problems relating to mathematics education within their classrooms, schools or districts with supervision by a MSU faculty member. Course topics include how to interpret educational research and literature; design and implement reliable and valid action research; identify worthwhile problems; and formulate questions that can be addressed through action 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 that typify each historical period. While taking this course, students will (a.) become familiar with the history of mathematics, (b.) be introduced to historical figures who contributed to the development of mathematics, (c.) outline major trends, themes, and problems that impacted the development of mathematics, (d.) research the actual mathematics of different historical periods, and (e.) consider how the history of mathematics can be incorporated

into the teaching of mathematics. In addition to discussions, problems, and exams, students will create projects that incorporate the history of mathematics into the high school math courses they teach.

#### **MATH 511 Trends in Mathematics Education (3 SH)**

Exploration of topics and curriculum trends in secondary school mathematics.

#### **MATH 523 Probability and Statistics for Secondary School Teachers (3 SH)**

Discrete and continuous probability models. Data analysis. Statistical inference.

#### **MATH 531 EL/MS 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 EL/MS Problem Solving/Algebraic Reasoning (3 SH)**

The first part of this course will focus on Polyá'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 EL/MS Geometry (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 EL/MS Probability and Statistics (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 in EL/MS Math (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 536 Number/Operation in EL/MS Math (3 SH)**

The focus of this course will be on building conceptual understanding of mathematical operations with whole numbers, integers, and rational numbers in the form of fractions and decimals. Emphasis will be placed on the operations of addition, subtraction, multiplication, division, and powers.

**MATH 540 Geometry for Secondary School Teachers (3 SH)**

Content, rationale, and methods for secondary geometry instruction, focusing on an axiomatic system. Includes many applications and activities using technology.

**MATH 550 Technology for Teaching Math (3 SH)**

Current and relevant technologies for K-16 mathematics education (e.g., software, curricular materials, calculators, interactive whiteboards) will be examined and explored. Issues related to the implementation of such technologies and their impact on teaching and learning of mathematics will be addressed.

**MATH 565 Calculus for Secondary School Teachers (3 SH)**

Participants in this course will review and strengthen their understanding of calculus and its applications. Differential and integral calculus will be taught with a geometric, numeric, analytic, and verbal approach, not just a series of procedures and rules. The course will include appropriate technology and many applications. Students will discuss how the methods and content of this course are relevant to teaching and learning secondary mathematics and to the state and national mathematics standards.

**MATH 580 Algebra for Secondary School Teachers (3 SH)**

Introduction to algebraic methods, proofs, content, and the utilization of appropriate technology. There is an emphasis on functions involving topics from advanced algebra, number theory, and abstract algebra. Proofs will involve Peano's postulate, real number field properties, and many algebraic theorems related to functions.

**MATH 589 Continuing Enrollment (0 SH)**

Required enrollment for students previously enrolled in thesis or project credits who have not completed the credits by the end of the semester enrolled. Fee required.

**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 596 Capstone Proposal (2 SH)**

With guidance from faculty, students pursue problems in the context of their classrooms, schools, or districts which impinge on student achievement in mathematics. Students work with their faculty advisors to characterize the problems, complete reviews of relevant literature, and create action research

proposals to address the problems and evaluate outcomes of the proposed interventions.

**MATH 597 Independent Study (1-4 SH)**

Student initiated study under the direction of a faculty advisor.

**MATH 598 Capstone Project (1-3 SH)**

With guidance from faculty, students conduct action research addressing problems in the context of their classrooms, schools, or districts which impinge on student achievement in mathematics. Students work with their faculty advisors to implement interventions, collect, and analyze data resulting from the interventions, and summarize results. Findings are written up for publication and presented orally to peers at a capstone symposium. Following the presentations, students defend their projects before their graduate committees.

## Music

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**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 Musical Style and Performance (3 SH)**

Study of music history through its distinctive literature, musical style and commonly associated performance practices.

**MUS 515 Techniques of Musical Analysis (3 SH)**

An examination of various analytical systems as studied in representative literature from selected periods.

**MUS 520 Critical Issues in Music Education (3 SH)**

A study of music education's development, prominent philosophies and contemporary theory and practice.

**MUS 525 Private Piano (1-3 SH)**

Individual study encompassing technical development, musical refinement and solo performance ability. All private study must be approved through a pre-program assessment. Repeatable with departmental approval.

**MUS 526 Private Voice (1-3 SH)**

Individual study encompassing technical development, musical refinement and solo performance ability. All private study must be approved through a pre-program assessment. Repeatable with departmental approval.

**MUS 527 Private Strings (1-3 SH)**

Individual study encompassing technical development, musical refinement and solo performance ability. All private study must

be approved through a pre-program assessment. Repeatable with departmental approval.

### **MUS 528 Private Brass (1-3 SH)**

Individual study encompassing technical development, musical refinement and solo performance ability. All private study must be approved through a pre-program assessment. Repeatable with departmental approval.

### **MUS 529 Private Woodwinds (1-3 SH)**

Individual study encompassing technical development, musical refinement and solo performance ability. All private study must be approved through a pre-program assessment. Repeatable with departmental approval.

### **MUS 530 Curriculum Development for the Music Classroom (3 SH)**

Application of learning theory and advanced studies of musical methods for the K-12 music classroom curriculum.

### **MUS 535 Technology in the Music Classroom (3 SH)**

Arranging recording and teaching in the music curriculum through the use of current technology.

### **MUS 540 Perspectives in World Music (3 SH)**

An examination of the music of non-Western and non-Anglo ethnic groups of the world and ethnic sub-cultures of North America.

### **MUS 589 Continuing Enrollment (0 SH)**

Required enrollment for students previously enrolled in thesis or project credits who have not completed the credits (MUS 598 or 599) by the end of the semester enrolled. Fee required.

### **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. Repeatable with departmental approval.

### **MUS 597 Independent Study (1-3 SH)**

Student initiated study under the direction of a faculty advisor. Repeatable with departmental approval.

### **MUS 598 Lecture/Demonstration Recital (2 SH)**

Individual project designed to fulfill the requirements of a final project. (Prerequisites: MUS 501, 520, and 535)

### **MUS 599 Research Paper/Individual Project (2 SH)**

Individual research designed to fulfill the requirement of a final project. (Prerequisites: MUS 501, 520, and 535)

## **Physics** \_\_\_\_\_

### **PHYS 500 Workshops (1-3)**

Courses numbered as PHYS 500 may not be used to meet any requirements for the MAT: Science Degree.

### **PHYS 579 Research (1-2 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 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 599 Thesis (2 SH)**

Individual research culminating in a thesis.

## **School Psychology** \_\_\_\_\_

### **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 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)**

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 586 Clinical Experience (3 SH)**

This course provides the didactic experience in counseling which accompanies participation in the Minot State School Psychology Clinic.

**PSY 589, Continuing Enrollment (0 SH)**

Required enrollment for students previously enrolled in thesis or project credits who have not completed the credits by the end of the semester enrolled. Fee required.

**PSY 590 Counseling Skills (3 SH)**

Students will learn and practice their counseling skills including active listening and reality therapy.

**PSY 592 Special Topics Seminar in School Psychology (3 SH)**

This course is intended to provide a seminar format for discussion and instruction of topic areas in School Psychology.

**PSY 592 Special Topics Diversity in Schools (3 SH)**

This course raises awareness on sensitivity to differences among learners.

**PSY 597 Thesis (3 SH)**

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.

**Science** 

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**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 501 Research Methods (3 SH)**

Introduction to skills needed to carry out scientific research, including library, computer, communication, data management, and analysis skills. Students will propose a scientific research project.

**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 579 Research (1-2 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 589 Continuing Enrollment (0 SH)**

Required enrollment for students previously enrolled in thesis or project credits who have not completed the credits by the end of the semester enrolled. Fee required.

**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 599 Thesis (2 SH)**

Individual research culminating in a thesis.

**Special Education** 

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**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 502 Studies in ASD (2 SH)**

This course will provide an overview of autism spectrum disorders including history, diagnostic criteria, characteristics, and services.

#### **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 (2 SH)**

Students in this course study the various organizational models for special education services. It includes examination of consultant models throughout the processes of referral, appraisal, placement, implementation and evaluation.

#### **SPED 507 Intro to Mild Disabilities (3 SH)**

A survey course in the education of persons with Developmental Disabilities including conditions, legal aspects, history, parental perspectives, educational programming, service delivery systems, and current research. This course provides a comprehensive reference of developmental, clinical, educational, family and intervention issues relating to the education of children with Developmental Disabilities.

#### **SPED 509 Infant/Toddler Development (3 SH)**

Infant Development is designed to provide the learner with a thorough analysis of typical and atypical infant/toddler development. The course includes the observation and study of typical and atypical development in children from birth through thirty-six months. Criterion for monitoring development across domains is discussed. An overview of basic service delivery definitions and concepts in early intervention is also provided.

#### **SPED 510 Introduction to Disability Services (3 SH)**

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 513 Deaf Studies (3 SH)**

This course presents a comprehensive study of the Deaf community. Topics include history, culture, language, literature, art, society and social networks, customs, traditions, and identity.

#### **SPED 515 Practicum (1-8 SH)**

Designed to provide specific field experiences by program, this experience is typically 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)**

This course provides 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 517 Methods for Mild Disabilities (3 SH)**

This course is a methods and materials course for educational programming necessary when working with students with mild disabilities. It focuses on academics, social functioning, vocational training and life skills instruction for individuals with Developmental Disabilities, Learning Disabilities and Emotional Disabilities.

#### **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)**

This course provides an 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)**

This course provides a 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)**

This course is a 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 courses.

**SPED 526 Effective Teaching: Observation of Student Learning (1 SH)**

This course is designed to teach students 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 DD/ASD Communication & Assistive Technology (2 SH)**

This course provides an introduction to the use of assistive technology and augmentative communication for students who have autism spectrum disorder/developmental delays. 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. Prerequisite: SPED 502 or instructor’s approval.

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

This course is 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 is provided.

**SPED 531 Theoretical Aspects of Exceptional Children (3 SH)**

Theoretical principles of child growth and development: physiological, psychological, behavioral and cognitive growth are addressed as related to special conditions of exceptional children for structuring improvement in their performance.

**SPED 533 Clinical Practice (1-4 SH)**

This course provides a practicum in the assessment of children or adults with disabilities.

**SPED 534 Effective Teaching: Managing Behavior (1 SH)**

This course is designed to teach management of 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 538 Final Practicum in Developmental Disabilities (1-4 SH)**

This is a mentored, individualized field practicum in setting and serving youth with developmental disabilities. Prerequisite: Completion of all graduate course requirements in DD/ASD with a minimum GPA of 3.0 or permission of the department chairperson.

**SPED 542 Methods/Materials in DD/ASD (3 SH)**

This is a methods course in instruction of persons with developmental disabilities and autism spectrum disorders across the lifespan. The course emphasizes current best educational practices in curriculum development, delivery and monitoring including individualized programming planning and adaptations, specific instructional strategies, and organizing for the delivery of instruction. Prerequisite: SPED 502 or instructor’s approval.

**SPED 543 Methods of Teaching ECSE (2 SH)**

This course is a methods course in instruction of children from birth through age five that emphasizes best practices instruction; curriculum development and implementation with ongoing assessment of children’s progress.

**SPED 544 Social Skills Strategies (2 SH)**

This course is designed for anyone interested in delving into the unique communication and social needs of people living with autism spectrum disorders. Participants should have some general knowledge and/or experience about autism spectrum disorders.

**SPED 546 Intensive Naturalistic Methods (2 SH)**

This course is designed to address the unique needs of individuals with high functioning autism and Asperger syndrome. Effective methods for addressing these needs in natural ways throughout the lifespan will be addressed. Prerequisite: SPED 502 or instructor’s approval.

**SPED 549 Practicum in ASD (1-2 SH)**

This is a course designed to provide specific field experience in the area of autism spectrum disorders. 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 by the department chair.

**SPED 550 Assessment in Special Education (2 SH)**

This course provides a 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)**

This course discusses how 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)**

This course identifies and validates 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 565 Early Intervention: Deaf/HH (3 SH)**

The focus of this course is on a family-centered approach to providing support and services to deaf and hard of hearing children and their families. Additional emphasis is placed on the effectiveness of early intervention on the language, social, and academic development of young children. Students are exposed to assessment strategies, effective program development, and language intervention approaches which help young children acquire fluent language and communication skills.

**SPED 572 Methods of Teaching the Learning Disabled (3 SH)**

This course discusses techniques and methods of educational intervention for children with learning disorders that 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)**

This course addresses 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 Teaching Speech to Deaf/HH (3 SH)**

This course presents the effective evaluation and development of speech skills of students who are deaf or hard of hearing.

Students are exposed to formal and informal methods of assessment, the developmental sequence of phoneme acquisition and specific strategies for facilitating speech development.

**SPED 584 Teaching Language to Deaf/HH (3 SH)**

This empirically based course explores the effects of hearing loss on language acquisition and development, assessment techniques, instructional strategies, communication methods and philosophies. The emphasis is on best practices.

**SPED 585 Advanced Aural Rehabilitation (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 586 Teaching Read/Academics to Deaf/HH (4 SH)**

This course presents assessment and methods of teaching reading, math, social studies and science to students who are deaf or hard of hearing. The emphasis is on effective and empirically proven instructional approaches and stresses the development of language across all content areas.

**SPED 587 Students w/Cochlear Implants (2 SH)**

This course examines the science and technology of cochlear implants along with an emphasis on effective programming and rehabilitation for implanted school age children.

**SPED 589 Continuing Enrollment (0 SH)**

This course is required for students previously enrolled in thesis or project credits who have not completed the credits by the end of the semester enrolled. Fee required.

**SPED 590 Seminar in Special Education (1-3 SH)**

This course provides 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)**

Through this course, 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)**

This course provides student-initiated study under the direction of a faculty advisor.

**SPED 598 Research Project (1-3 SH)**

This course provides individual research culminating in a research project.

**SPED 599 Thesis (1-3 SH)**

This course provides individual research culminating in a thesis.

# Center for Extended Learning (CEL)

The mission of the Center for Extended Learning (CEL) is to provide flexible, accessible, and quality lifelong learning opportunities. To serve this mission, CEL offers courses in a variety of locations and in a range of formats that meet the needs of today's learners.

Courses for university credit can be taken online, by correspondence or video conferencing/IVN, at Minot Air Force Base, in Bismarck on the Bismarck State College campus, or in Fargo. In addition, CEL provides College for Kids camps, community and professional seminars, and education workshops for teachers throughout North Dakota and surrounding states. Non-credit activities may also be offered in a wide variety of interest areas to meet the needs of the local community.

## Programs and Courses for the Military

CEL classes and degree programs are available to military personnel, their dependents, and civilians, both at the Minot Air Force Base (MAFB) in the Francis X. Deignan Building and on the Minot State University campus. The University provides a coordinator at MAFB to assist Air Force personnel with advising, selecting courses, tuition assistance, and registration. Students may register for MAFB classes via CampusConnection which is available through Minot State University's homepage at [www.minotstateu.edu](http://www.minotstateu.edu). Military members using tuition assistance must complete the required forms through the base education office and submit them to the MSU Business Office.

## Computer Literacy

According to the Department of Defense directive 1322.8, all students completing a degree on the Minot Air Force Base must do one of the following: 1) successfully complete an introduction to computer science course as one of their program electives, or 2) present evidence (credential, transcript etc.) that computer literacy has been obtained.

## Withdrawals—Military

All military members using tuition assistance who wish to withdraw from courses or the university must complete the required form through the base education office and complete MSU's withdrawal procedures. Failure to follow the withdrawal procedures will result in a failing grade for each course for which the student has enrolled.

## MSU Online

Minot State University is dedicated to the development of anytime, quality, flexible, web-based education. Our internet courses allow you to receive undergraduate, graduate, or continuing education in the convenience of your home, office, or school. These courses reflect the same rigorous academic

and faculty standards that apply to the University's traditional programs and fulfill certain degree requirements. A current listing of certificate and degree programs is available at <http://online.minotstateu.edu>

## Registration for CEL Credit Activities

Registration for CEL credit activities must be completed via CampusConnection which is available through Minot State University's homepage at [www.minotstateu.edu](http://www.minotstateu.edu). CampusConnection allows you to choose courses offered by several delivery methods. When registering for a course, review the Mode of Instruction list of delivery options. Courses not listed as Traditional Campus are distance education courses offered by CEL and include a distance education access fee. Tuition and fees are separate from, and in addition to, any coursework taken in the Traditional Campus mode. Any student interested in enrolling in a distance education course must be fully admitted to Minot State University.

MSU correspondence, IVN, and online courses apply toward degrees or certificates at Minot State University. Non-credit courses may offer the option of Continuing Education Units (CEUs) or select professional association continuing education units.

## Tuition and Fees

Current tuition and fees are available on the MSU Website under the Business Office, Student Information.

## Financial Aid

Financial aid is available for qualifying students who enroll in courses for university credit. Students must make application to Minot State University, meet all admission standards listed in this catalog, and be eligible for financial aid.

## Immunization Waiver

A student who enrolls in an online, correspondence, or independent study course, may be exempt from submitting proof of Measles, Mumps, and Rubella (MMR) immunization for admission to Minot State University. A student immunization waiver request must be completed to grant exemption. Students who choose to attend the campus at a later time will be required to submit proof of MMR immunization.

## Refunds—All Students

If a student must withdraw/drop a CEL credit course, refunds will be determined according to university policies and refund procedures. Contact the Business Office at 858-3330 or toll free 1-800-777-0750 for specific information.

# Financial Information

## Tuition and Fees

The academic year is divided into two semesters (fall and spring semesters) of sixteen weeks each. Some programs offer two 8-week terms within the fall and spring semester. 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.)

Tuition and fees for all students are due at the beginning of each semester and must be paid in full at the Business Office within the first 12 class days of the semester; MSU does not issue paper statements; students are responsible for checking their account in Campus Connection. Students who do not pay their tuition and fees in full on or prior to the 12th day of classes are withdrawn from their classes and will incur a readmission fee. Please note that tuition policies are subject to change or suspension without advance notice by action of either Minot State University of the North Dakota State Board of Higher Education.

## Graduate Tuition and Fees

All admitted graduate students and non-degree students taking graduate course(s) pay graduate fees for graduate course work. The current tuition and fee amounts are available on the MSU Website under the Business Office, Student Information.

Part-time enrollments are pro-rated. Tuition and fees are due in full by the payment deadline at the beginning of each semester.

Distant education courses may charge additional tuition called an access fee. This tuition is \$43.33 per credit.

### Other Fees

Application for admission fee (non-refundable)..... \$35.00  
 Parking permit-unreserved..... \$20.00  
     reserved..... \$30.00  
 Continuing Enrollment fee ..... \$100.00 per semester  
 Thesis binding fees.....\$150.00 for 5,  
     \$30.00 for each additional copy  
 Commencement fee (cap, gown, and hood rental) - contact  
 MSU Bookstore

## Cancellation Policy

Registrations will be cancelled for those students who have not paid tuition and fees or requested a deferment by the payment deadline. A fee of \$150 will be assessed to be reinstated in classes. If you need to request a payment deferment, please contact the Business Office.

## Veterans Certification

A graduate student who wishes to receive educational benefits from the Veterans Administration must have his/her enrollment certified by the Minot State University Veterans Center to receive appropriate benefits.

## Auditing Course Fee (on-campus courses)

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

## Refunds of Tuition and Fees

### Refunds on Class Changes

Any student who drops a class during the first 8.999% of the class days of a term will receive a 100% refund of tuition and fees for the credit hours attributable to the class or classes dropped. After the first 8.999% of the class 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 8.999% deadline for the dropped class at no additional tuition and fee charge. If added classes result 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 special course fee.

### Refunds for Officially Withdrawing Students

Any student who withdraws from MSU will receive a refund of tuition and fees according to the schedule below. Tuition and fees will be refunded based on the percentage which coincides with the exact day of the term in which the student formally withdraws.

| Percentage of Completed Class Days | Refund Percentage |
|------------------------------------|-------------------|
| 0–8.999%                           | 100%              |
| 9.0–34.999%                        | 75%               |
| 35.0–59.999%                       | 50%               |
| 60.0–100.0%                        | 0%                |

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.

## Fees

The tuition and fees listed on the previous page include the student activity fee, technology fee and the ConnectND fee. The tuition and fees listed exclude additional fees such as distance education access fee, special course fees to cover added and unique costs of the course, program fees for nursing and clinical lab science, parking permits, etc.

## 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. All awards are subject to the availability of funds and selection criteria, and awards are subject to change without notice.

## 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 half 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 Student Loan Programs,
- (6) not owe repayment of any grant funds previously received.

## 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). When completing the FAFSA, applicants must list Minot State University's School Code (002994).

Students applying for financial aid for the summer term are required to complete an Institutional Financial Aid Application in addition to the FAFSA, which is available at [www.minotstateu.edu/finaid](http://www.minotstateu.edu/finaid).

## 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

Students may receive Federal financial aid based on either their undergraduate or their graduate enrollment but not both. 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

Students who find it necessary to withdraw from all courses must complete a Withdrawal Form either at the Financial Aid Office or online at [www.minotstateu.edu/finaid](http://www.minotstateu.edu/finaid). Students who are unable to physically come to the campus may also request a withdrawal by sending a letter to the Financial Aid Office.

## Types of Financial Aid

Minot State University offers four types of financial aid for graduate students:

1. Traineeships
2. Federal TEACH Grant
3. Loans
4. Scholarships
5. Graduate Assistantships

Students are also encouraged to seek other aid through special programs such as Vocational Rehabilitation, Veteran's Benefits, Military Assistance, and Bureau of Indian Affairs Grants.

### Federal Traineeships

Traineeships are gifts of money that do not have to be repaid. 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 TEACH Grant

The Federal Teacher Education Assistance for College and Higher Education (TEACH) Grant Program provides up to \$4000 a year in grant assistance to undergraduate and graduate students who are completing course work needed to begin working in a high-need teaching field. Students must score above the 75th percentile on one part of an admissions test (such as the SAT, ACT, etc.) or have and maintain at least a 3.25 cumulative GPA for each pay period in order to be eligible to receive a TEACH grant. Students receiving a TEACH Grant must sign an Agreement to Serve (ATS) each year that explains that each recipient must teach for four years within eight years of completing or ceasing enrollment in a TEACH Grant eligible program as a full-time highly-qualified teacher in a low-income elementary or secondary school in a high-need field such as Math, Science, Foreign Language, Special Education, Reading Specialists or other high-need fields listed on the US Department of Education's Nationwide Listing of Teacher Shortage Areas. A TEACH Grant recipient who fails to complete the required teaching service requirement must repay the grant as an Unsubsidized Direct Stafford Loan with interest accruing from the date of disbursement.

### Federal Unsubsidized Direct Loans

The Federal Unsubsidized Direct Loan is a long-term, 6.8% interest rate loan that must be repaid. Students may apply for a Federal Direct Unsubsidized Loan by completing the FAFSA. Student may be eligible to borrow up to the estimated cost of attendance or \$20,500 per academic year, whichever is less. Interest begins accruing on this loan at the time of disbursement and students may begin paying the interested payments while still enrolled in classes. Principal repayment begins 6 months after the student drops below half-time status.

### 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.
- c. Maximum timeframe: Graduate students must complete their program within 152% of their required number of credits required for graduation.

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.

### Unofficial Withdrawal

Students who fail to withdraw from school and receive all failing grades for a semester will be considered to have unofficially withdrawn. These students will be placed on financial aid disqualification in accordance with the Satisfactory Program Policy and they will be required to repay a portion of the Title IV financial aid funds they received for that semester, in accordance with the Return of Title IV Funds Policy.

### 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.

Each year, MSU awards approximately \$55,000 in assistantships to graduate students in various programs.

An assistantship is based on a portion of a student's 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. The student receiving a graduate assistantship must enroll in a minimum of 6 semester hours of course work during the fall or spring semester or 3 semester hours during summer session or be completing thesis or project credits. Students enrolled in thesis or project credits or who have an in-progress grade and are enrolled in Continuing Enrollment are eligible to receive 2 years of graduate assistantship funding. Students enrolled in the Education Specialist program and have thesis or project credits in-progress are eligible to receive 3 years of graduate assistantship funding. Students enrolled in a doctoral program and have dissertation credits in progress are eligible to receive 4 years of graduate assistantship funding.

Assistantship applications are located on the Graduate School website, [www.minotstateu.edu/graduate](http://www.minotstateu.edu/graduate). The completed application must be received in the Graduate Office by June 1. Domestic graduate students with diversity are eligible for tuition awards of up to 25%. Awards are based upon actual enrollment, and the student must be enrolled in a minimum of 6 credits. This award is renewable each semester providing the student maintains eligibility within the graduate program. Applications should be submitted to the MSU Graduate School.

A limited number of Tuition Awards are available through the Graduate School. All graduate students enrolled in

campus-based courses are eligible for these awards. Awards may cover up to 50% of tuition. Awards are based on actual enrollment and cannot be applied to courses delivered at a distance. Students must be enrolled in at least 6 semester hours. Applications submitted by June 1 receive priority consideration. Program faculty select award recipients and amounts of each award.

### 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. Contact specific program directors for more information. In addition, students should contact the MSU Financial Aid Office (701-858-3375) for additional information on other support resources.

## COMMUNICATION DISORDERS SCHOLARSHIPS

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

### 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.

**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 speech pathology, both on the basis of scholarship and need. 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.

**Dr. Audrey Lunday Scholarship:** Scholarship awarded to single-parent graduate students who desire employment in a medical setting.

**Other Scholarships:** Please contact Ms. Leisa Harmon at (701)858-3057 for more information about other possible scholarships available through the Department of Communication Disorders.

## 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.

**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. Alan Ekblad at (701) 858-3045 for information about other possible scholarships available through the Department of Special Education.

# Services to Students

## RESIDENCE LIFE

### Housing

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

### Residence Halls

Each residence hall has lounge areas for recreation and entertaining, coin operated laundry facilities, a small kitchen area for personal cooking, and free voice mail in each room. Cable TV and computer access are available in each room. Unless otherwise noted, each room has two beds, a desk and shelving unit, a closet, and dresser drawers. Cook Hall is primarily for freshmen women. Dakota Hall is for sophomore—graduate women. McCulloch Hall is a freshman men's residence. Lura Manor is the newest residence building, and its rooms are arranged in suites (two double rooms and a private bath per suite). Lura Manor is a co-ed residence. Crane Hall, newly remodeled, coed residence houses sophomore—graduate students.

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, and rooms are rented for the entire semester. Rental fees are subject to change by action of the State Board of Higher Education. State and room rates do not include semester breaks.

Please see current rental information on the MSU Website ([www.minotstateu.edu/life/](http://www.minotstateu.edu/life/))

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 male and female students is also available during summer sessions. Housing may not be available during semester breaks.

### Reservation Fees

A reservation fee of \$100.00 is required to confirm a room assignment. This fee is payable in the form of a check, money order, or bank draft to Minot State University, should be attached to the housing form, and 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 waiting list or the fee will be returned upon request by the student.

### Refund of Room Rentals

Fees sent to the University for a room reservation will be refunded providing a written request is received by July 15 for fall semester and December 15 for spring 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 leaves during the semester because of illness, or due to an emergency in the immediate family of the student. No refunds are available for students who choose to move out of the residence hall. 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 persons with disabilities. Two-bedroom, one-bedroom, and efficiency units are available.

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

Rents range from \$346.00 to \$509.00 per month. Students desiring apartment housing should contact the Student Life Office.

### Photo ID

#### Eligibility and Procedures

Following are the eligibility requirements and the procedural steps necessary to obtain a Student or Faculty/Staff ID Card. Please refer to this information as your guide to helping individuals better understand who is eligible to receive an ID card and how, when and where it can be obtained. ID Cards can be obtained in the Photo ID office located on the second floor of the Student Center.

An individual must meet one of the following criteria prior to obtaining an ID card:

- Students (undergraduate, graduate and professional) must be admitted or registered with the University. Note: University entitlements are based on current status, not future status.
- Faculty, academic staff, staff, and graduate students must be entered into PeopleSoft.

A good indication that an individual is in PeopleSoft and is ready to receive a card is when they have received an official University e-mail address.

#### Terms and Conditions

Your ID card is the official identification card of Minot State University and, as such, may be required for admission to University functions and certain contracted services. Your card is valuable and should be treated like cash or a credit card. Violations of the following terms and conditions may result in confiscation of the card. The card must be returned upon request. ID card information and photos may be used for various official campus uses. A government issued photo ID must be presented at the time of card issuance. Minot State University issues an ID card to all registered students, and employed faculty and staff subject to the following:

- A. The ID card is the property of the Minot State University. The University reserves the right to revoke use of the card or any of its accounts at any time. The card is non-transferable and may be used only by the individual to whom it is registered.
- B. The ID card, transactions related to the use of the card, and any account balances are the sole responsibility of the individual Cardholder until the University is notified in writing that the card is lost or stolen. For all on-line accounts, the Cardholder will not be held liable for any unauthorized transaction which occurs after the University has been notified of a loss, theft, or possible unauthorized use of the card.
- C. Money deposited into the debit account (Beaver Bucks Account) is subject to the terms and conditions of the debit account. Any money left in your individual Beaver Bucks Account will revert to the ID card Office two (2) years after becoming inactive. An application for deposit and a complete copy of these terms and conditions can be obtained at the ID Card Office.
- D. The Cardholder will not damage or alter the card in any manner. This includes, but is not limited to, punching holes in or affixing stickers to the card.
- E. The Cardholder is solely responsible for all fees associated with the card including the cost of replacing a physically damaged, lost or stolen card. A non-refundable fee of \$15 is charged to replace a lost or stolen card.

## Student Center

### Dining Services

#### Student Center Director's Office

2nd Floor Student Center - across from the Beaver Dam  
701-858-3364 [www.minotstateu.edu/sc/dining.shtml](http://www.minotstateu.edu/sc/dining.shtml)  
OR [www.misudining.com](http://www.misudining.com)

Your dining experience is more than great food. It is community experience centered on culinary expertise, fresh ingredients, healthy options and a shared sense of environmental and social responsibility. Our team is committed to creating the best possible dining experience. Join us to experience the comfort, convenience, outstanding food and inviting atmosphere designed especially for you.

### How To Obtain Meals

On campus students have three choices that offer 19, 15 or 10 meals per week. Each of these meal plans include \$100 of Dining Dollars that can be used at any dining location. We also have numerous meal plan options for commuter students. Beaver Bucks can be purchased through the Student Union Director's office or through the self serve Card Value Center located outside the Beaver Creek Cafe, both located in the Student Center. Buying Beaver Bucks allows you to use your MSU ID to purchase meals and food items in any of the Dining Services locations. MSU Staff and Faculty can also purchase Beaver Bucks and can use them in any of the Dining Services locations.

### Having trouble selecting a meal plan?

Try considering your daily routine. Do you eat three meals a day? Will your class schedule, studying, extracurricular activities and social events interfere with dining? Will you miss dinner due to employment or evening classes? Anticipating the answers to these and similar questions will help you.

### Meal Cards

As a member of the MSU Community you are provided with a MSU identification card. When you purchase a student meal plan or Beaver Bucks you will be able to access those meals and/or Beaver Bucks by using your MSU ID card. Lost, stolen, or broken MSU ID cards can be replaced at the Student Union Director's office. A replacement fee may be charged.

### Off-campus resident meal plans

Block plans allow off-campus students to purchase a block of meals ranging from 36 to 100 meals per semester. Meals do not carry forward to the next semester and once issued are non-refundable. These meals are available at any of the MSU dining locations.

### Dining Locations

- The Beaver Creek Café is located on the second floor of the Student Center. Our dining program has been designed with you in mind. Flexibility, varied hours and a choice of dining locations will enable you to find the perfect place at the perfect time. Features a wide variety of fresh food to satisfy everyone's appetite with food choices to rival your favorite restaurants. These choices include fresh salads, authentic pizza, a traditional grill platform and a variety of home-style comfort foods. The icing on the cake is our indulgence station featuring a variety of fresh baked desserts.
- Not your typical food court! Buckshot's features the popular Grill 155, Pasta and Salads and delicious home cooked meals. We offer all the great tasting and popular grill menu items! Cheeseburgers, chicken tenders, and grilled chicken breast sandwiches are the base for our popular combo meals that will keep you coming back for more!
- The Beaver Dam features deli items and an assortment of "fun" foods made to order!
- Wake up and smell the fresh brewed coffee from the Java Lodge! Complement your coffee with a fresh bakery item or grab and go sandwich or salad.
- The Convenience store is located on the second floor of the Student Center. Grab your favorite soda or snack or stock up for the weekend with milk and frozen meals.

### Seconds Anyone?

The Beaver Creek Café offers guests an "all you care to eat" option, so please feel free to come back for seconds. If you aren't sure you will like a particular selection, never be shy to ask for a sample! We do request, however, that you help us reduce our waste by only taking what you need. Please join us in using resources wisely and striving to be good stewards of our environment.

**Dietary Requirement and Sick Trays**

Do you have particular dietary needs? No problem! Our Dining Services team can accommodate most special dietary requirements. If you are vegetarian, vegan or require gluten free products, simply visit the Dining Services office and let us know. Sick trays are also available for students with a meal plan. If you are feeling under the weather and would like to order a sick tray please call Dining Services at 701-858-4465.

**Dining Service Meal Plans, 2010-2012**

7 day/10 meals

Sun.–Sat.: any 10 meals; breakfast, lunch or dinner

7 day/15 meals

Sun.–Sat.: 15 meals; breakfast, lunch or dinner

7 day/19 meals

Mon.–Fri.: breakfast, lunch and dinner each day

Sat. & Sun.: brunch and dinner each day

All meal plans include \$100 of DINING DOLLARS per semester.

\* Dining services are not provided during Thanksgiving break, Christmas vacation, Easter break or Spring break.

All residence hall students MUST be on one of the meal plans described above.

All meals are served in the Beaver Creek Café, located on the 2nd floor of the Student Center.

Breakfast: 7 a.m. – 9:45 a.m.

Lunch: 10 a.m. – 1:30 p.m.

Dinner: 4 p.m. – 7:30 p.m.

**Transfer Meal Options**

Our transfer meal option allows student to transfer their meal availability to the other locations on campus. Currently transfer meal options are available at Buckshots and Beaver Dam.

**Dining Dollars**

Dining Dollars (\$100) are included with every meal plan. This is a declining balance program that allows you to make purchases at ALL food service locations across campus. Dining Dollars are not re-loadable. Dining Dollars accounts are activated at the Student Center Director's Office. All Dining Dollars accounts balances expire at the end of each semester.

**Beaver Bucks**

Beaver Bucks is a debit service, which is linked to the MSU ID card, available to students, faculty and staff. Beaver Bucks can be used at Buckshots, The Beaver Creek Café, C-Store, Copies for U, Beaver Dam and Barnes & Noble Bookstore at MSU. A statement of all transactions can be provided for all cardholders upon request. Beaver Bucks are activated in the Student Center Directors office. Your account will remain active until you graduate or terminate employment with the University. Beaver Bucks deposits to all accounts can be made through the Student Center Directors Office, Monday through Friday

during regular business hours. Beaver Bucks transfer from semester to semester.

**Parking**

All vehicles parked on the campus must have a parking permit. Permits are available in the Parking Office in the Physical Plant Building. The cost is \$20 for unreserved parking space and \$30 for reserved parking space for the academic year. Refunds are available by the semester, if one no longer wishes to park on campus. Campus parking is supervised; tickets will be issued and cars improperly parked will be towed at the owner's expense.

Further information may be obtained by contacting the Parking Office in the Physical Plant Building at 701-858-3210.

**Student Services****Richard Jenkins, Vice President for Student Affairs & Dean of Students**

Student affairs staff are involved in student counseling and development. Areas of involvement pertaining to students are: housing (on-campus, off-campus, married student, apartment, and summer workshops), career planning and placement, academic advising, university policy and procedures pertaining to students, Student Government Association, student health, part-time and full-time employment, and general student policies. The staff serve 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 Student Affairs & Dean of Students on the lower level of the Administration Building or to the specific office providing the service.

**Bookstore**

The University Bookstore, located on the lower level of the Student Center, is operated by Barnes and Noble. 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.

**Student Success Center**

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

The Student Success Center (SSC) provides programs and services to student to aid in the development and implementation of their educational plans and goals. Through the Center's programs and services, our goal is to assist students from the beginning to the end – beginning with new student orientation and ending with the final stages of the job search process. We provide new and current students with the support they need to be successful.

The Student Success Center is responsible for the following areas – advising, career services, CONNECT (orientation/registration) early alert, enhanced success program, and student workshops.

**Advising**

The focus of advising is to assist students in developing meaningful education plans which are compatible with their academic, career, and personal goals. The SSC staff serve as academic advisors for first-year students and those students who are undecided on a major. The advisors are responsible for helping students make connections to appropriate university resources, facilitating the course selection process, assisting with setting both short and long term goals, and guiding students in making career and academic decisions.

**Career Services**

Services and programs are provided to help students explore career options, clarify their career goals and link those goals to appropriate academic paths. A variety of career assessment and decision-making resources are available with detailed descriptions of different occupations, labor market information and the certification and education requirements necessary to enter the world-of-work for specific careers.

SSC staff provides assistance to students and alumni in defining career and employment goals and assist in their search for employment opportunities. In addition, the SSC staff offers guidance on job search strategies including resume preparation, cover letter writing, and interviewing techniques. The office also coordinates activities such as on campus interviews, specialized career workshops, annual job fair and etiquette dinner.

**CONNECT (Orientation and Registration)**

The Student Success Center hosts orientation and registration programs for new freshman and transfer students each semester. The emphasis is on acquainting students with faculty, staff, current and new students, programs and resources at MSU.

**Early Alert**

The Early Alert Program provides assistance to students experiencing academic difficulties. The program is designed to aid in the early detection of students who are doing poorly in class, chronically absent from class, or having other kinds of problems that affect academic performance. An additional goal of the programs is to improve communication among faculty, students and advisors.

**Enhanced Success Program (ESP)**

The average college student faces many challenging adjustments when they transition from high school to the university. The Enhanced Success Program is a collaborative program with services provided by the Student Success Center, the POWER Center and the Center for Engaged Teaching and Learning (CETL). The key foundational components of the ESP program include: individualized academic advising, enrolling in a First Year Learning Community, and participation in student success programs/workshops. First year students are also required to consult with advisors on resources and support services necessary for academic success.

**Programming /Workshops**

The Student Success Center along with the POWER Center provide a variety of programs designed to enhance student success from entrance to the university and throughout the university experience. Topics include: time management, career exploration, study skills, money management, writing for college coursework and stress techniques

**Office of International Programs  
International Student Services**

The Office of International Programs provides immigration documentation and advising to international students, scholars and their families. International Student services include pre-arrival information, on-campus orientation, cross-cultural adjustment and advising information. The Office of International Programs also serves as a liaison to academic departments, other campus offices, and embassies.

For additional information regarding international student services, admission requirements or immigration regulations, please refer to the International Student Admissions section on page 12, or visit our website at: <http://www.minotstateu.edu/international>.

**Student Health and  
Development Center**

The Student Health & Development Center (SHDC) is located on the lower level of Lura Manor. Elevator access is available at the northwest door.

**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 health promotion, risk reduction through surveillance and control of health hazards, health education, and referral to other campus or community services as needs are identified.

The Student Health Center is staffed by a nurse practitioner, registered nurse, and a licensed practical nurse, with a referral service to Minot Center for Family Medicine as needed. These providers diagnose and treat a variety of acute health problems in an ambulatory clinic setting and make referrals as indicated by the health care needs of students. Student health care is intended to supplement private health care. It is **not** intended to provide comprehensive medical care.

At the discretion of the Student Health Center staff, assistance provided may include, but is not limited to:

- Immunizations
- Allergy injections
- Women's healthcare
- STD education and testing
- Preparation and maintenance of medical records
- Blood pressure monitoring
- Routine urinalysis

- General health needs
- Health education/promotion programs
- General sick care
- Prescriptions as necessary
- Tuberculosis testing
- Reporting required illness to public safety agencies
- Reporting required injuries/crimes to public safety agencies
- Sports and employment physicals

It is the responsibility of each student to maintain his/her own 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.

**According to North Dakota System policy, students enrolled in a course offered for credit at any institution must provide documentation of immunity against measles, mumps and rubella in accordance with this policy.** The chancellor shall adopt procedures implementing this policy. The procedures shall establish exemptions for students enrolled only in distance learning courses and other students who have limited contact with resident student populations. The procedures shall also provide for additional exemptions upon application under established campus procedures if: (a) immunization is contraindicated by a medical condition; (b) a student has had one immunization and agrees to have a second one no less than one month later; or (3) a student's beliefs preclude participation in an immunization program.

Documentation of immunity under SBHE Policy 506.1 means: (a) evidence of two doses of measles, mumps, and rubella vaccine no less than one month apart from a licensed physician or authorized representative of a state or local health department; (b) proof of a positive serologic test for measles, mumps, and rubella; or (c) proof of date of birth prior to 1957.

**Effective fall 2012, newly admitted students ages 21 and younger residing in campus housing must provide documentation of immunity against meningococcal disease in accordance with this policy.** The Chancellor shall adopt procedures implementing this requirement. Exemptions may be provided upon application under established campus procedures if: (a) immunization is contraindicated by medical conditions; or (b) a student's beliefs preclude participation in an immunization program.

Documentation of immunity under Policy 506.1.2 means: (a) evidence of at least one dose of meningococcal conjugate vaccine in the five years prior to enrollment or (b) evidence of two doses of meningococcal conjugate vaccine administered at age 10 or older and at least eight weeks apart.

**According to the NDUS policy, students enrolled only in distance learning courses, courses taught off campus, continuing education or noncredit courses, and students in attendance at camps, workshops or programs and classes delivered under contract to a third party are exempt from**

**this policy.** Campuses shall grant additional exemptions upon application to and approval by the authorized institution official, under established campus procedures, when: (a) immunization is contraindicated by illness, pregnancy, allergies, or other medical condition certified by a licensed physician; (b) the student has had one immunization and agrees to have a second one no less than one month later; or (c) the student's beliefs preclude participation in an immunization program; in this case, the student must submit the immunization exemption found at <http://www.minotstateu.edu/health/immunization.shtml>.

Each institution shall establish procedures for TB skin testing of foreign students. Testing is required of new students from all countries except those classified by U.S. health officials as "low risk for tuberculosis."

Minot State University Student Health recommends that all students review their immunization records for completion and compliance to the above policy. If you do not have 2 MMR vaccines or the necessary meningococcal vaccine, please obtain them prior to arriving on campus. These vaccines can be obtained at the Student Health Center and the cost charged to your student account at the business office.

Prices for vaccines:  
MMR vaccine \$60.00 per dose; Meningococcal vaccine \$115.00 per dose

Please contact the Student Health Center with question at 701-858-3371 or [caren.barnett@minotstateu.edu](mailto:caren.barnett@minotstateu.edu)

## Student Development Center

The Student Development Center offers a variety of services including: individual counseling, disability services, tutoring services, learning services, and testing services (for entrance into college and graduate school, and professional exams).

## Individual Counseling

Individualized, short term confidential counseling is offered to students with personal, social, and academic needs. Referrals to university and community resources will be made as appropriate. Educational prevention programming and activities are provided throughout the year for the general student body. For more information, please contact the Student Development Center at 701-858-3371. While walk-ins are welcome, appointments are preferred.

## Disability Services

In accordance with the Americans with Disabilities Act (ADA), any MSU student with a disability is eligible for services. Written documentation of the disability, usually in the form of a diagnostic report, should be provided by the student to the Disability Services (DS) coordinator prior to receiving any accommodations. Also, students who suspect they have a disability should meet with the DS coordinator to discuss his/her concerns. If appropriate, a referral for formal

evaluation will be made. Referrals are made to professionals or agencies in the community who do diagnostic work in the specific area of disability. For more information on DS, please call 701-858-3371 or go to [www.minotstateu.edu/disability\\_services](http://www.minotstateu.edu/disability_services).

### Tutoring Services

Peer to peer tutoring services may be requested for one or two class areas per semester, with a maximum of 32 hours for the semester (16 hours maximum summer semester). For more information on tutoring services, please call 701-858-3371 or go to [www.minotstateu.edu/tutoring](http://www.minotstateu.edu/tutoring).

### Learning Services

Study skills development (e.g., time management, note taking, and test taking) is provided through a class offered by the name of INT 190: Study Skills. This class can be found under the “Interdisciplinary” section in the schedule of classes.

### Testing Services (Paper-based)

The Student Development Center serves as a test center for ACT (American College Testing), Praxis testing for teachers, LSAT (Law School Admissions Test), GRE Subject (Graduate Record Exam-Subject), MAT (Miller Analogies Test), NLN-ACE (National League of Nursing Accelerated Challenge Exams), PCAT (Pharmacy College Admission Test), and other professional tests upon request. There are fees for these tests, and most have registration deadlines.

## Veteran Educational Benefits

The Veterans Center certifies eligible student veterans and dependents for Veterans Affairs (VA) educational benefits and acts as a liaison between the student and the VA. Services also include providing eligible students with information regarding VA policies and procedures.

Student veterans and dependents attending Minot State University and receiving assistance from the Department of Veterans Affairs are required to maintain the academic standards of progress as outlined in the “Academic Requirements” section of this catalog. Benefit recipients who fail to maintain the required cumulative grade point average and make progress toward the completion of their educational objectives will be reported to the VA for unsatisfactory progress. Students who receive all failing grades for a semester will be reported to the VA. Drop dates for those classes will be determined by contacting the instructor for each of the failed classes, and students will owe an overpayment to the VA. In order to avoid this consequence, students should formally drop a class or withdraw from the semester if they stop attending classes. Contact the VA Certifying Officer for questions about withdrawing from all classes.

Benefit recipients must request certification from the Veterans Center for each term of enrollment. Returning students who have previously been certified by Minot State University must complete a VA worksheet at the beginning of each term. The VA

worksheet is available online at [www.minotstateu.edu/veterans](http://www.minotstateu.edu/veterans). Student veterans and dependents using VA benefits for the first time must submit an application for benefits or a certificate of eligibility and supporting documentation including a copy of their discharge papers or a notice of basic eligibility. Transfer students must complete a request for change of place of training at the beginning of their first term at MSU. Benefit recipients wishing to receive advance payment should contact the Veterans Center approximately 45 days in advance of the term for which they plan to register. A separate form is required for advance payment.

Students who elect to repeat a course for which a passing grade (A, B, C, D, P) has been earned will not be permitted to include the repeated course in their VA certification for the term, unless a better grade is required for graduation. Students who repeat a course for which a failing (F) grade has been assigned may be able to include the course for certification if the course is required for graduation. All course work undertaken must be applicable to the student’s chosen degree program. Courses may include elective courses and prerequisite courses as well as required courses.

Transfer veterans will not be certified until official transcripts from all attended colleges and universities are recorded in the Registrar’s Office. It is the veteran student’s responsibility to ensure that transcripts have been evaluated to determine the number of transfer credits accepted by Minot State University for VA purposes.

All student veterans and dependents receiving subsistence allowances under the Montgomery GI Bill or the Survivors’ and Dependents’ Education Assistance program are required by law to report promptly to the VA any changes in their enrollment which may affect the amount of money they receive. If a student drops below full time attendance or withdraws from the University, they must inform the VA certifying official in the Veterans Center. In order to be considered full-time, benefit recipients generally must be enrolled in at least 12 credits per semester. Exceptions to this guideline occur when a student is certified for condensed courses that meet for less than the regular 16 week semester. Students may contact the VA certifying official with questions about full-time status.

Questions concerning VA policies may be addressed directly to the VA Regional Office, PO Box 66830, St. Louis, MO 63166-6830 (toll-free regional number 1-888-GIBILL-1) or to the GI Bill website [www.gibill.va.gov](http://www.gibill.va.gov).

## Vocational Rehabilitation

The student must obtain approval from Vocational Rehabilitation which specifies in detail the funds that will be provided for tuition, fees, and other expenses. This approval should be obtained well in advance of the beginning of classes. Vocational Rehabilitation will provide written authorization to the Veterans Center.

## Campus Buildings

### Administration

Offices for the President, Vice President for Academic Affairs, Vice President for Administration and Finance, Vice President for Student Affairs, Center for Extended Learning, Business Office, Registrar's Office, Academic and Institutional Projects, Institutional Planning, Financial Aid, Veteran's Center and social science are housed here. Also included are classrooms, the computer center, and three Interactive Video Network (IVN) studios.

### Amphitheatre

This outdoor facility was built by students, alumni, and other university supporters. Located in the hills in the northern part of the campus, it provides a beautiful setting for summer theatre, musicals, and other productions.

### Astronomical Observatory

Established in 1967 and relocated to north of the Amphitheatre in 1988, the observatory houses a 16 inch diameter Schmidt-Cassegrain telescope used primarily by astronomy students. It is viewed on specified evenings.

### Campus Apartments

#### Campus Heights Apartments

Completed in 1984, it houses 18 efficiency and 12 two-bedroom apartments. Open to all students. Families have preference for the two-bedroom units.

#### Pioneer Hall

This is a family student housing facility. It contains 40 one-bedroom apartments.

### Cyril Moore Science Center

This building houses administrative offices for the life and physical sciences. A lecture-demonstration auditorium seating 233, and classrooms, laboratories, and research facilities for biology, chemistry, geoscience, physics, and science education are located here.

### Dome

The administrative office of the Department of Athletics is housed in this building. This structure also provides facilities for a wide variety of activities such as handball, racquetball, basketball, volleyball, tennis, wrestling, and indoor track with seating for over 10,000 people. The building also has lockers, showers, classrooms, and offices, plus other use areas.

### Hartnett Hall

The administrative offices of the Colleges of Arts and Sciences and the Division of Humanities are located in this building. There are classrooms and studios for art, broadcasting, communication arts, English, and foreign languages. A 200-seat theatre for lectures, recitals, and theatre productions and an art gallery displaying works of nationally recognized, contemporary American artists are also housed there. A computer lab is in this building.

### Library

The Gordon B. Olson Library houses basic library facilities and two computer lab centers. Containing over 420,000 volumes in books, bound periodicals, and government documents, it also houses special collections of North Dakota materials, a children's collection, media materials (over 14,000 video recordings, filmstrips, slides, and other nonprint material) and microfilms. The library currently subscribes to over 600 periodicals and is a depository for United States Government and State of North Dakota publications. The library building provides study accommodations for 800 students.

### Memorial Hall

In 1996, Memorial Hall was remodeled and expanded. It houses the Rural Crime and Justice Center, four academic departments, the Graduate School, and the North Dakota Center for Persons with Disabilities. The four departments located in Memorial Hall are Communication Disorders and Special Education; Criminal Justice; Nursing; and Addiction Studies, Psychology and Social Work. A computer lab is in this building.

### Model Hall

Completely renovated in 1990, this building houses administrative offices for mathematics and computer science. There are two instructional computer labs, four tiered multimedia classrooms, and numerous classrooms for lecture.

### Old Main

This first building on campus just underwent a \$8.6 million remodel. It provides classroom and office space for the College of Business, the Department of Teacher Education and Human Performance, and the Division of Music. The building has four computer labs and a student lounge with computer access. Ann Nicole Nelson Hall provides facilities for the performing arts with seating capacity for 950.

### Physical Plant

This building houses the offices for physical plant, motor pool operations, central receiving, and parking.

### Residence Halls

#### Cook Hall

A five-story residence for 188 women, it was completed in 1965.

#### Crane Hall

A \$4.4 million remodel of Crane Hall was completed in 2006. It is now an ultramodern residence hall with two-room suites for four students with private bathrooms. The hall accommodates 88 students.

#### Dakota Hall

This is a conveniently located residence for upperclass women, and it also houses the ESL program and the Student Life/Housing Office.

#### Lura Manor

A five-story building completed in 1986. It houses 143 students

in four-person suites, and the Student Health and Development Center.

### **McCulloch Hall**

This is a men's residence for 145 students completed in 1960.

### **Student Center (SC)**

The Student Center is located at the heart of the Minot State University campus. A new information center and post office was established at the east end of the Student Center to greet visitors to campus beginning spring 2008.

In 2007, a \$1.1 million facelift of an antiquated ballroom in the Student Center created the new student activity center called the Beaver Dam. The sumptuous lounge contains pool tables, electronic shuffleboard, a digital jukebox, a 20-foot big-screen TV, plasma TVs, soft furniture and a fireplace. Sandella's eatery is housed inside the Beaver Dam.

New offices for the Student Government Association were also located near the Beaver Dam during the reconstruction.

Other amenities in the Student Center include laptop computer stations, a convenience store, a swimming pool and the MSU Bookstore, which is affiliated with Barnes & Noble. The residence dining center, Beaver Creek Cafe, is located nearby.

Offices of the Student Center director, student activities coordinator, career counseling and mentoring program are also adjacent to the Beaver Dam.

The lower level of the Student Center contains Buckshot's, a snack bar open to the public, and Java Lodge featuring Starbucks products.

The Student Center also houses the Multicultural Center, Native American Cultural Center, and the offices of International Programs, Red & Green (student newspaper), Advancement, Alumni and Chartwells, the contracted food service provider.

While the Student Center has been designed to serve students, it also houses a functional conference center on the third floor that is used for numerous campus and community events.

### **Swain Hall**

Swain Hall underwent a complete overhaul in the past two years. The new Swain Hall now houses the Department of Teacher Education and Human Performance. By taking advantage of previously unusable space, a third floor was created in the space that used to be the gymnasium bleachers, and four new classrooms were added to the building. The basement was opened up and now features high-tech athletic training equipment that will be used by students as they take health, physical education and recreation courses. The former gymnasium has been converted to a pedagogy lab, and it will be the primary location for physical education classes as well as fitness courses.

## **Services to Region**

### **Centers of Excellence**

The University has three established Centers of Excellence—the North Dakota Center for Persons with Disabilities, the Center for Extended Learning, the Rural Crime and Justice Center, and the Center for the Applied Study of Cognition and Learning Sciences. The centers have developed from University areas of expertise and complement its research and service components.

### **North Dakota Center for Persons with Disabilities**

The North Dakota Center for Persons with Disabilities (NDCPD) is a University Center of Excellence on Developmental Disabilities, Education, Research and Services. We are part of a national network of 67 similar programs at universities throughout the United States called University Centers for Excellence on Developmental Disabilities (UCEDDS). NDCPD's mission is to provide service, education and research which empower communities to welcome, value and support the well-being and quality of life for people of all ages and abilities.

NDCPD serves a diverse population of people with disabilities and their families, service providers and educators, and people in the public and private sector through the following activities:

- providing interdisciplinary training to students in multiple disciplines
- providing evidence-based in-service training for practicing professionals and others serving people with disabilities and their families
- providing education to individuals with disabilities, families, and support providers that will allow them to practice greater self-determination and exert greater choice and control
- disseminating information and research findings through publications, presentations, and the internet
- providing direct services and supports to people with disabilities to minimize disparities in health care, enhance educational opportunities, develop work skills, and other services that will ensure that communities are accessible and responsive to the needs of individuals with developmental disabilities and their families
- providing technical assistance to public policy makers and entities serving the disability community, and
- conducting research, evaluation, and analysis in areas of importance to the field of disabilities.

NDCPD provides many opportunities for students to participate in its projects and activities. NDCPD offers an interdisciplinary training experience for MSU students. Working with traditional academic departments such as Communication Disorders, Psychology, Social Work, and Special Education, NDCPD faculty provide students with leadership experiences that supplement their discipline-specific coursework. NDCPD also provides training and educational programs for professionals and paraprofessionals in the disability community. Working with academic departments, NDCPD makes a variety of workshops, courses, and professional development programs available in communities throughout North Dakota. Students from all disciplines are

invited to become involved in the NDCPD's varied research, service, training, and dissemination activities. For more information, call JoLynn Webster, NDCPD's Pre-Service Interdisciplinary Coordinator at 800-233-1737 or 701-858-3009; or, stop at the NDCPD offices located in Memorial Hall 203.

### **Center for Extended Learning**

The mission of the Center for Extended Learning (CEL) is to provide flexible, accessible and quality lifelong learning opportunities. To serve this mission, the center offers courses online, in the evenings at Minot Air Force Base, and in a range of formats that meet the needs of busy students. Formats include correspondence, "MSU Online," Interactive Video Network (IVN), camps, College for Kids, and business and professional seminars.

Because of its commitment to flexible scheduling to meet students' needs, the CEL is able to offer classes and workshops at locations anywhere in North Dakota.

The CEL also offers a variety of designed non-credit activities to meet community needs and interests. Non-credit activities can cover a variety of interest areas and can also be offered in formats to meet student needs.

### **Rural Crime and Justice Center**

The Rural Crime and Justice Center (RCJC) is a self-contained research organization located at Minot State University in Minot, ND. The center was initially established in 1999 to explore the unique characteristics of rural crime and deviance. Over the years, RCJC's role has expanded to include research and evaluation of various aspects related to criminal justice and substance abuse prevention of. In February 2002, RCJC became a Center of Excellence on the campus of Minot State University. The North Dakota State Board of Higher Education (SBHE) defines "Centers of Excellence" as "...public/private partnership research / economic development efforts that will have a positive, long-term, measurable impact on the state's economy and gross state product and may include the following components: creates private sector jobs; includes public/private sector partnerships; leverages other funding; stimulates new wealth; fosters and practices entrepreneurship; links to the New Economy Initiative clusters; grows North Dakota's economy; addresses depopulation; supports bold aggressive initiatives; and represents major efforts intended to fund projects in the range of \$1 million dollars each."

The RCJC consists of three divisions including research, training, and business administration. Each division has a unique role and provides an organizational framework that allows RCJC to successfully manage and complete multiple projects, staff, and financial transactions.

### **Rural Methamphetamine Education Project (RMEP)**

The main goal of the project is to develop and deliver a public awareness and education campaign to children, schools, teachers, parents, and communities. The public awareness campaign is a multi-faceted approach involving the printing and dissemination of materials regarding methamphetamine to the direct delivery of schools, victims, former users, and treatment counselors.

Presentations are also available for community stakeholders (i.e. public officials, teachers, business leaders, and parents) and the general public to learn about how methamphetamine is affecting the state, their community, and how they can respond to it.

### **Domestic Violence Projects**

The RCJC has formed a partnership with the North Dakota Council on Abused Women's Services (NDCAWS) with the purpose of charting the nature of intimate partner violence in the state of North Dakota. The goal of this partnership is to assist in the development of a statewide data collection and analysis system.

### **Victim Assistance Academy for North Dakota (VAAND)**

The Victim Assistance Academy for North Dakota (VAAND) offers a rare opportunity to live, work, study, and interact with allied professionals who routinely work with victims of crime. This course provides fundamental, academic, and skills based training. The VAAND fulfills the need of a centralized training center for professionals in the field of victim services and addresses the obstacles facing professionals pertaining to training. As modeled from other state victim academies, the VAAND has a partnership with MSU as the central training location in North Dakota.

### **Grants to Encourage Arrest (GTEA)**

Recently, the Rural Crime and Justice Center (RCJC), along with the North Dakota Department of Health (NDDoH) have received federal funding from the Office of Violence Against Women under the Grants to Encourage Arrest Policies and Enforcement of Protection Orders Program (GTEA).

The two-year contract partners RCJC and NDDoH with the North Dakota Council on Abused Women's Services (NDCAWS) and the University of North Dakota's Tribal Judicial Institute (TJI) to establish best practices for responding to domestic violence, provide statewide training and technical assistance on sexual assault investigative policy implementation and response, improve policies and procedures for sexual assault investigation, and improve the standards for domestic violence and sexual assault data collection.

During the two-year project, much of the focus will be on the Northwest portion of North Dakota. This funding will enable project staff to develop community teams in the Northwest region, including law enforcement, domestic violence advocacy programs, and state's attorneys, to develop strategies for improving the collaborative response to domestic violence incidents. At a statewide level, the project will look to build on past efforts regarding sexual assault investigative policies for law enforcement by providing training and technical assistance on the adoption of the state's model policy.

### **Center for the Applied Study of Cognition and Learning Sciences (CASCLS)**

All learning occurs through the process of building, changing or reinforcing of neural networks in the mind/brain. From the moment we are born until the moment we die, people are naturally designed to take in new information through our senses

as we experience situations in our environment. We process that information back and forth with what we already hold in our mind/brain, in order to make sense of those new inputs as we grow in our understanding of the world around us—and how we might be successful in that world.

The Center for the Applied Study of Cognition and Learning Sciences (CASCLS) at MSU is designed to help educators at all levels connect information on how the mind/brain functions in learning, to appropriate applications in P-12, undergraduate, graduate, and community education. Seminars and conferences, as well as the Cognitive Science Concentration within the Master of Education degree provide varied access to this information.

Participants in the CASCLS initiative have opportunity to learn, apply and test research regarding what we know about:

- biophysical structures, functions and mechanisms (brain),
- observed individual and social behaviors, mental representations and thinking processes (mind), and
- how human beings change over time as they develop in all quadrants: cognitive, social, emotional and physical growth (education).

The Center has all new facilities with the 2010 remodel of Minot State University's Swain Hall. The new facilities enhance the Center's capacity to continue existing lines of research (such as the dyslexia project) and expand its range of applied mind/brain research.

The completely retooled building houses teacher education, elementary and preschool education programs with lab classrooms, human performance programs with physical education, exercise science and athletic training labs, a technology lab, and four science labs. In addition, CASCLS has five dedicated clinical rooms adjoining its offices for individual and small group research, enhanced audio/video recording capacity, a dedicated research workroom for analysis of audio/video data, and a conference room for meetings with school and community partners.

Over 80% of those in the education profession in the U.S. are prepared in colleges of education, many with 100-200 year roots in the study of learning sciences, working interactively with P-12 teachers in schools. As the CASCLS initiative at MSU continues to grow, it represents a new mind-set in how we approach the learning sciences and prepare professional educators. This mind-set is a necessary response by the profession to the increasing complexity of teaching and learning.

**Contacts:** Dr. Deb Jensen, deb.jensen@minotstateu.edu; 1-800-777-0750, CASCLS Director  
Dr. Lisa Borden-King, lisa.borden-king@minotstateu.edu, CASCLS Field Director

### **Institute for Rural Human Services**

The Institute for Rural Human Services (IRHS) is a unique project in which various human service entities collaborate. The Institute draws together various professional disciplines and service providers to address human problems of rural

families and to seek solutions through a team approach. Its three-fold mission is to provide direct clinical and outreach services, technical assistance, and conduct educational activities that assist rural families in understanding and meeting their human service needs.

### **Interactive Video Network**

The Interactive Video Network (IVN) offers statewide videoconferencing providing distance education opportunities throughout North Dakota.

IVN utilizes Internet-based videoconferencing technology (H. 323) over the state network (STAGeNet) to significantly enhance communication and learning opportunities. Videoconferencing services extend beyond higher education and tribal colleges to include K-12 schools, NDSU Extension and Research Centers, and state government agencies. Of all distance education technologies IVN most closely replicates traditional classroom instruction. Two or more sites can be connected for each IVN event. There are over 400 sites in the state with over 65 sites in the higher education environment.

Minot State University has several video classrooms. Three large classrooms are located in the Administration Building. Criminal Justice has two dedicated rooms located in their department. NDCPD has a room in Memorial Hall.

Minot State University has the capability of both sending and receiving courses, workshops and meetings. Students from this area can enroll in a wide range of degree programs offered by a number of North Dakota University System institutions. A variety of programs are available in either two year, four year, masters or doctoral degrees.

For a complete list of classes and degree programs being offered, or for general information about IVN videoconferencing contact the Center for Extended Learning office at 1-800-777-0750 or the Minot State University IVN office at 701-858-3984. Information about classes and meetings can be found on the IVN website at [www.ndivn.nodak.edu](http://www.ndivn.nodak.edu).

Learn more about classes and meetings at Minot State University by accessing <http://www.misu.nodak.edu/cel/ivn.shtml>

### **Minot Symphony Orchestra**

The Minot Symphony Orchestra is a joint University/community orchestra which presents five Minot concerts and a children's educational concert each season. Membership is dependent upon needed instrumentation and is open to university students and community members through audition.

### **North Dakota Geographic Alliance**

The North Dakota Geographic Alliance is a statewide organization of teachers, professional geographers, and other persons interested in promoting geography education within the state of North Dakota. The Alliance administrative office is located in the Midcontinent Institute Building, 1015 8th St NW, Minot. The Alliance publishes a quarterly newsletter, holds an annual meeting, summer institute, and offers other types of

geography-related programs. Students are invited to join the Alliance, to submit articles for publication in the Alliance newsletter, and to participate in Alliance-sponsored programs.

### **Communication Disorders Clinic**

Each year children and adults with disabilities come to the clinic for diagnostic services and to take advantage of sophisticated equipment and expert faculty. A unique team of professionals provides assessment and designs individual habilitative programs which are carried out at home, in the public schools through cooperative planning with teachers and parents, or in the clinic itself. Undergraduate and graduate students, under the close supervision of faculty members, work with clients. Services are free of charge to full-time MSU students and their immediate family and are reduced for part-time students. Call 701-858-3030 for additional information.

### **Western Plains Opera Company**

The Western Plains Opera Company is a joint University/community opera which presents a major production each year. The Opera Company performs a variety of representative works. It is open to university students and community members through audition.

## **Student Life and Activities**

### **Student Government**

All registered university students automatically belong to the Student Government Association. Governmental matters which pertain to student affairs are regularly handled by the Student Senate, which elects its officers and senators in the spring. An election is held in the fall to elect two first-year student (freshman) senators. Participating students have the opportunity to view democracy in action. Student Government Association meetings are open to the public.

### **Student Activities**

The purpose of the committee is to provide a well-rounded entertainment and educational program. It offers an excellent opportunity for university students to educate and entertain their peers. Student Activities are free with your MSU ID unless otherwise specified. Student Activity programs are under the direction of the Student Activities Committee (SAC) which consists of the Director of Entertainment, Student Senate officers and senators and any student interested in helping with SAC. Interviews are held for the Director of Entertainment in the spring.

### **Athletics**

Minot State University men's and women's athletic programs are members of the National Association of Intercollegiate Athletics and the Dakota Athletic Conference (DAC). The men's competition includes football, basketball, track and field, golf, baseball, and cross-country. The women's competition includes basketball, cross-country, track and field, volleyball, softball, and golf.

### **Intramural Programs**

A variety of sport activities are offered for both men and women throughout the school year. This program is sponsored by the Student Government Association. Interviews are held for the Intramural Directors in the spring.

### **Homecoming**

The annual homecoming has become a tradition in Minot. Each year, in the fall, the University sets aside a week for the entertainment of graduates, current, and former students. The celebration includes a parade, a football game, and many other features conducive to the renewal of old acquaintances.

### **Music**

The University's Division of Music is an accredited member of the National Association of Schools of Music and provides exciting opportunities for the study and performance of all disciplines within music. Concert and lecture offerings are listed on the Music Division website. Performance opportunities available to all university students include choir, women's chorus, band, orchestra, and jazz ensemble.

### **Publications**

There are two student publications on campus. The Red & Green, the student newspaper, is published weekly during the regular school year. The Coup, the student literary magazine, is published annually. Student editors receive salaries paid from student activity fees. Students may earn one hour of journalism credit for working on the Red & Green. The publications are advised by faculty members and governed by policy developed by the Board of Student Media.

### **Radio Station (KMSU)**

KMSU, the campus radio station, operates over the local access television channel. Students who live in the dorms may listen by tuning their television to channel 19. The signal is also broadcast over the local cable access channel (KMSU TV) to over 15,000 homes in the local area.

Students who wish may work with KMSU as a disc jockey doing on air shows or working in one or more of the behind the scenes jobs connected with the radio station by registering for radio activities. This one-credit class is available to all MSU students.

The Media Ink Club is open to all students interested in the media, be it electronic print, advertising, or public relations.

### **Native American Cultural Center**

The Native American Cultural Center provides counseling, advising, and academic student transitional assistance to Native American/American Indian students at Minot State University. Student personal, social, financial, and career concerns are also addressed at this "home away from home" rest and relaxation student center.

Coordination and correspondence with area tribal councils, offices and colleges is also maintained to benefit and support our students.

Campus and community events are developed and presented to promote public awareness, understanding and appreciation of Native American people and their culture. A portion of the MSU Native American Collection of cultural artifacts is also on display for public viewing. The Native American Cultural Center is open Mon.–Fri., 8 a.m. to 4:30 p.m.

### Multicultural Center

The Multicultural Center is designed to provide a safe and comfortable location for supportive services to all diverse student populations and international students. The Multicultural Center also exists to provide a campus location for the appreciation of diverse populations and cultures. Throughout the year, the center hosts a number of events that celebrate ethnic and cultural diversity. Events include ethnic food sampling, speakers, films, and other cultural presentations. The Multicultural Center is located on the 1st floor of the Student Center. Hours are 8 a.m. to 4:30 p.m. Mon.–Fri.

### Theatre Arts

The Campus Players is the student organization open to all university students. It sponsors several major productions each year. Theatre facilities include the Harold G. Aleshire Theatre, the Black Box for less formal and locally-written shows, and the Amphitheatre located on the north side of the campus. The Theatre Arts Program also hosts workshops, guest lectures, and touring professional companies.

## Student Safety

### 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 Resource Officer in the Administration Building, the Student Life Office located in the Student Union, or the Student Development Center located in the lower level of Lura Manor.

### Sexual Assault

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 victims power to appraise or control his/her conduct by administering the use of intoxicants.
3. The victim is unaware that a sexual act/contact is being committed upon him or her. For example: a state of intoxication due to alcohol or drug use; loss of consciousness; lack of knowledge that 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/her conduct.

#### Reporting:

Sexual assault victims may contact various individuals, departments and agencies for assistance. Information will be confidential unless consent is given.

|  |                    |
|--|--------------------|
| *Resident Assistant.....                                     | See Hall Directory |
| 24 hours a day   |                    |
| North Central Human Service Center.....                      | 857-8500           |
| 24 hours a day   |                    |
| Domestic Violence Crisis Center .....                        | 852-2258           |
| Crisis Line.....   | 857-2000           |
| 24 hours a day   |                    |
| Rape Crisis.....   | 857-8500           |
| 24 hours a day   |                    |
| Legal Assistance of ND.....                                  | 852-3870           |
| Trinity Health.....  | 857-5000           |
| 24 hours a day   |                    |
| United Campus Ministry.....                                  | 833-5357           |
| 8 a.m.-4:30 p.m. M-F   |                    |
| Lutheran Campus Ministry .....                               | 839-3949           |
| *Residence Hall Staff report to the Director of Student Life |                    |

#### Procedure

- A. Obtain medical care and help as soon as possible after the sexual assault whether or not you choose to report to the police.

#### Key Points

- A. Take a change of clothing to the hospital if possible.
  1. Do not bathe, douche, brush teeth, use mouthwash or change clothes before getting medical attention in order to avoid elimination of evidence.
  2. Medical treatment will assist in dealing with any concerns about pregnancy and sexually transmitted diseases.

- 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, 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.
- B. It is the victim's decision as to whether he/she wants to talk to 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.
  3. Victims may file a Blind Report —no names.
- C. For information call 701-328-6195.
1. To be eligible you must report the crime within 72 hours, cooperate with the investigation, and fill out an application within one 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.
- University Response:**  
The Vice President for Student Affairs or his/her 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. Disciplinary proceedings will afford the accuser and the accused equal rights as stated in the Student Conduct Policy, section IV, 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. Request increase in security coverage.
  9. Promote educational programs and information in the residence halls for the campus community.
  10. Request ongoing reviews and updating of campus lighting and security enhancements. (Assistant VP for Facilities Management).

# 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 |

## 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 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 Dean of the Graduate School serve for three-year terms. Student members are nominated by the program directors, selected by the Dean of the Graduate School, and serve one-year terms.

#### Graduate Student Rights Committee

The Graduate Student Rights Committee examines issues of academic honesty, grade appeals, and other student rights matters as deemed appropriate. The Graduate Student Rights Committee members include the Vice President for Academic Affairs as chairperson (a non-voting member of the committee), the three student members of the Graduate Council, three Graduate Council members elected by the Council, and the Dean of the Graduate School. A member of the Registrars Office is a non-voting, ex-officio 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.

### 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 nominated by the program directors, selected by the Dean of the Graduate School, and serve one-year terms. The Vice-President for Academic Affairs is 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 Graduate Faculty. Graduate Faculty members are elected to serve staggered, 3-year terms with one-third (1/3) of 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 to the Curriculum Committee and then 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.

## ARTICLE 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 meetings monthly during the academic year. Additional meetings may be called if needed, including during the summer. Meetings of the Graduate Council are called by the chair of the Graduate Council. The chair of the Graduate Council shall call a meeting if he/she receives a petition requesting a meeting. The petition must bear the signatures of a least one-fifth (1/5) 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. Program Directors, representing their respective programs may bring forward to the Graduate Council proposals for new curricula and programs. These proposals are considered by the Graduate Council. If approved by the Council, the proposals will proceed through the MiSU curriculum approval process.

## ARTICLE VII

### Committees

**Section 1.** The Graduate Student Rights Committee is formed each year no later than October 1. Members include the three (3) student representatives on the Graduate Council, 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 Registrars 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 VIII

### 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 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 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 Graduate Faculty members and by the President of the University.

Graduate Faculty status at Minot State University is based on academic qualifications and/or professional expertise. Three categories of graduate faculty status are available.

# Student Conduct Policy

**\*Information on this section taken from the 2012-2013 Student Handbook. The complete handbook is available online at [http://www.minotstateu.edu/student\\_handbook.pdf](http://www.minotstateu.edu/student_handbook.pdf).**

## I. SCOPE OF REGULATIONS

### General Note:

When a student fails to maintain a reasonable standard of conduct whether on or off campus, he or she becomes subject to disciplinary action. All penalties provided for misconduct on the campus may be applied for similar misconduct off the campus.

### 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 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 in 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 individual students and upholding the values to which Minot State University is committed.

In all disciplinary proceedings it shall be recognized that Minot State University is an educational institution and not a court of law. The concept of fair treatment shall be the norm for all settings and the guiding disciplinary philosophy shall be educational in nature. Every attempt will be made to resolve disciplinary incidents in an informal setting with the following goals in mind:

1. To assist the student/student organization in

understanding why his/her/their behavior was inappropriate.

2. To assist the student/student organization in confronting the value questions involved in the behavior.
3. To encourage the student/student organization to understand the importance of considering in advance the consequences of his/her/their behavior so he/she/they might make better decisions in the future.

- 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 concert with others 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.
2. Possesses or uses firearms or fireworks on university property without written permission from the Physical Plant Director.
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 mental or physical 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 a third person, or which subjects that other person or a third 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 any food, liquor, beverage, drug, or other substance. The 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 or financial aid 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 or 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 no 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 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 MSU campus.
14. Violates the campus tobacco policy.
15. Engages in any form of academic dishonesty including but not limited to the misrepresentation of another's work as one's own.

### III. ESTABLISHMENT OF JUDICIAL BODIES

- A. Student Welfare and University Affairs Committee: The committee consists of 4 faculty and/or staff members, appointed by the President, and 4 student members appointed by the Student Senate.
- B. Students Rights Committee: The committee consists of 6 faculty or staff members appointed by the Faculty Senate and 3 student members, appointed by the Student Senate.
- C. Inter-residence Hall Council: This committee consists of one staff member and one student from each hall plus a chairman. Committee membership is rotated among the housing staff.  
(Applies to residence hall violations only; see Residence Hall Handbook for Specific Process.)

#### 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 for 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 may not be altered, or the right to be present on the campus to attend classes suspended, except when necessary for the student's physical or emotional safety and well-being, or for reasons relating to safety and well-being of other students, faculty or university 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 designate.
- G. The Vice President for Student Affairs or his/her designate shall schedule hearings on allegations or violations 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 issuance of the notice of hearing.
- H. The notice of 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. Hearings 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 upon 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 act 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, suspensions, 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 adversely affected by a decision of the Vice President for Student Affairs or his/her designate or a committee relating to a violation of disciplinary regulations may appeal such 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, 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 the university officials concerned with the hearing.
  4. Stay of Sanctions Pending Appeal: The filing of a notice of appeal shall stay the imposition of any sanction imposed as 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 the safety of other members of the University community or to prevent damage to University property.

#### K. Disciplinary Sanctions

1. 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 a student's misconduct.
2. PARENTAL NOTIFICATION will occur after second offense involving alcohol and a student who is under age 21. (See Parental Notification Policy.)
3. A WARNING is a discussion of misconduct which becomes a matter of at least temporary record (in the Student Affairs Office only).
4. 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.
5. EVICTION is the formal removal of a student from University housing.
6. SUSPENSION is a temporary withdrawal of the privilege of enrolling in the University for a specific period. Suspension may be deferred to allow completion of an academic term, after which it is automatically invoked unless a provision for review was made at the time of the original decision. During a period of deferment, the suspension will be enacted immediately by administrative staff decision if additional misconduct occurs.
7. 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 Registrar that the 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.
8. 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.

#### 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 imposition of specified restrictions, probation, suspension, or expulsion.

June 1998

## Tobacco Free Campus Policy

Effective January 1, 2009.

### RATIONALE FOR POLICY

To become a "CEO Cancer Gold Standard institution," Minot State University must help fight cancer, by meeting three goals: risk reduction through lifestyle change, early detection and

quality care. Part of reaching these goals includes establishing and enforcing a tobacco-free worksite policy and providing health benefit plan coverage for tobacco treatments (counseling and medications). The health hazards of tobacco use have been well established. Cigarette smoking kills nearly 500,000 Americans annually. Secondhand smoke is a Class A carcinogen (cancer-causing agent); according to the 2006 US Surgeon General's Report, there is no safe level of exposure to secondhand smoke. Smokeless tobacco contains 28 carcinogens, and according to the Centers for Disease Control and Prevention, is known to increase the risk of developing cancer of the oral cavity. This policy is established to protect the health and promote the wellness and safety of all students, employees and the general public.

### Definitions

For purpose of this policy, tobacco use includes the possession of any lighted tobacco product or the use of any oral tobacco product.

### Policy

The use of tobacco on university property, indoors or outdoors or in university vehicles, is prohibited at all times. This prohibition includes smoking in personal vehicles parked on university grounds. The policy applies to all employees, students and visitors. This policy also applies to external individuals or companies renting or using space with MSU and should be reflected in all agreements/contracts with such individuals or companies. Minot State University is a tobacco-free campus.

To support those who are interested in quitting tobacco use, all benefitted employees have available to them, through the North Dakota Public Employees Retirement System Health Care Plan, a North Dakota Tobacco Cessation Program. For more information, call 1-800-223-1704. For others, assistance in quitting tobacco use is available locally through the First District Health Unit at 852-1376. The North Dakota Tobacco Quitline is also available at 1-866-388-7848 for those interested in quitting tobacco use.

**Responsibility/Enforcement**

The responsibility lies with the employees, students and visitors of Minot State University to abide by this policy. A student in violation should be reported to the vice president for student affairs. An employee in violation should be reported to his or her supervisor. Repeated violation by a student will result in disciplinary action as outlined in the Student Conduct Policy Handbook. Repeated violation by employees will result in disciplinary action as outlined in applicable State Board of Higher Education policies. Visitors who persist in noncompliance must be directed off university grounds.

**Communication**

Current smoke-free signs on campus will be replaced with similar, tobacco-free/smoke-free signs. This policy and explanation will be printed in university-approved publications, including the undergraduate and graduate catalogs, the Student Handbook, the Faculty Handbook, the Staff Handbook and other publications, as deemed necessary.

Information regarding the Tobacco-free Campus Policy will be included in formal and informal orientations for new students and employees. This policy will be sent out as a reminder, through campus announcements, at the beginning of each semester/term. Organizers of events are responsible for communicating this policy to attendees.

**Ceremonial Use Exception**

The tobacco-free policy may not apply to specific activities used in connection with the practice of cultural activities by American Indians that are in accordance with the American Indian Religious Freedom Act, 42 U.S.C. 1996 and 1996a. All ceremonial use exceptions must be approved in advance by the President of Minot State University or designee.

**Additional Policy Statements**

In compliance with state and federal regulations Minot State makes the following statements:

Minot State University does not discriminate on the basis of disability, race, color, gender, age, religion, national or ethnic origin, or marital status in the administration of its educational admission, student aid, athletic, employment or other university policies and programs.

Any inquiries concerning the application of Title IX, section 504 of the rehabilitation act of 1973 federal regulations in relations to employment practices, may be made to the Minot State University Affirmative Action Officer in the Personnel Office in the Administration building.

Catalogs and bulletins of educational institutions are usually prepared by faculty committees or administrative officers for the purpose of furnishing prospective students and other interested persons with information about the institutions that issue the same. Announcements contained in such printed materials are subject to change without notice; they may not be regarded in the nature of binding obligations on the institutions and the state. In times of changing conditions it is especially necessary to have this definitely understood. Therefore, the Board of Higher Education makes this announcement in all catalogs and bulletins of information being issued by the State Educational Institutions of North Dakota—Board of Higher Education.

Minot State University is an Equal Opportunity/Affirmative Action Employer.

# Graduate Faculty Status

Graduate Faculty status at Minot State University is based on academic qualifications and/or professional expertise. Three categories of graduate faculty status are available.

## Graduate Faculty

MSU Graduate Faculty may teach graduate courses and serve on graduate students' committees. Only Graduate Faculty with earned doctorate or terminal degrees may chair graduate students' committees. Graduate Faculty are full-time faculty who are academically qualified\* and designated as Graduate Faculty prior to and during the time the course is delivered and/or the committee is advising the student's research. Graduate Faculty are listed in the Graduate Catalog as well as on the Graduate School website.

## Professional Graduate Faculty

Professional Graduate Faculty may only serve on graduate students' committees. Professional Graduate Faculty are MSU faculty or others who have extensive professional experience and expertise in an area specific to a student's research interests. A new appointment is required for each committee assignment. Professional Graduate Faculty are listed on the Graduate School website.

## Visiting Graduate Faculty

Visiting Graduate Faculty may teach graduate courses and serve on graduate students' committees. Only Visiting Graduate Faculty with earned doctorate or terminal degrees may chair graduate students' committees. Visiting Graduate Faculty are part-time or one-year special contract faculty who are academically qualified\* and designated as Visiting Graduate Faculty prior to and during the time the course is delivered and/or the committee advising the student's research. Visiting Graduate Faculty are listed on the Graduate School website.

### \*DEFINITION OF ACADEMICALLY QUALIFIED

Faculty members are considered academically qualified for graduate teaching positions and serve on students' committees by meeting either of the following requirements:

1. Have an earned doctorate or terminal degree from a regionally accredited institution.
2. Have a master's degree from a regionally accredited institution and extraordinary teaching and/or scholarly skills that qualify the faculty member to teach and advise in a specific area of expertise. The faculty may also serve on graduate committees and will receive the status *Associate Graduate Faculty*.

Additionally, faculty must provide support to illustrate currency in teaching and scholarship.

Currency is defined by each College Dean for his/her respective college, and these definitions are reviewed and endorsed by the Graduate Council.

### APPLICATION PROCESS

#### Graduate Faculty and Visiting Graduate Faculty

Faculty holding a doctorate or terminal degree should submit a completed new or renewal application along with a current

vita to the Graduate School. Graduate Faculty must renew their application every three years; Visiting Graduate Faculty holding a terminal or doctoral degree must renew their status annually. Signatures of the Program Director, Department Chairperson, and College Dean on the application indicate support of the faculty for Graduate Faculty Status.

Faculty holding a master's degree and having extraordinary teaching or research skills in a specific area of expertise should submit a completed new or renewal application and a current vita to the Graduate School. Graduate Faculty must renew their application every three years; Visiting Graduate Faculty must renew their status annually. Accompanying the application should be a letter of support signed by the Program Director, Department Chairperson, and College Dean. The support letter will indicate the graduate teaching assignment(s) for which the candidate is qualified and specific details regarding the candidate's extraordinary teaching or research skills which support this candidate's appointment to Graduate Faculty.

#### Professional Graduate Faculty

Faculty or community members' applications for Professional Graduate Faculty are invited and initiated by a student's committee chair following consultation between the student and the chair. Appointments are limited to a specific student's committee and are renewed with each new committee assignment. Signatures on the application of the Committee Chair, Program Director, Department Chairperson, and College Dean will indicate support of the faculty or community member for Professional Graduate Faculty status for the specific committee assignment. A current vita must also be submitted with the application.

### APPLICATION DEADLINES

#### Graduate Faculty

April 1 (following annual evaluations) three-year, renewable appointment.

#### Professional Graduate Faculty

Two weeks prior to the first meeting of the student's committee meeting. New application is required for each committee appointment.

#### Visiting Graduate Faculty

Two weeks prior to the beginning of first day of the graduate course or first meeting of the student's graduate committee; one-year, renewable appointment.

### APPOINTMENT PROCESS

Completed applications are reviewed by the Dean of the Graduate School. The Dean, in turn, will recommend approval of qualifying applications to the Graduate Council. At his/her discretion, the Dean of the Graduate School may request additional information or support, or a consultation with the College Dean regarding an applicant. In the event the Dean of the Graduate School and the College Dean are unable to reach agreement, exceptions to the policy or process will be determined by the Graduate Council. Should the need arise for approval of a faculty member between terms in the absence of Graduate Council availability, the graduate dean is authorized to provide a faculty member temporary status for up to one semester.

# Administration and Faculty

## North Dakota 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.

### Officers of The University

Dr. David Fuller, President  
 Dr. Richard R. Jenkins, Vice President for Student Affairs  
 Dr. Lenore Koczon, Vice President for Academic Affairs  
 Mr. Marv Semrau, Vice President for Advancement  
 Mr. Brian Foisy, Vice President for Administration & Finance  
 Mr. Rick Hedberg, Athletic Director

### Members of the Board

Claus Lembke, '13, Bismarck  
 Michael Haugen, '12 Fargo  
 Kirsten Diederich, '14 Fargo  
 Terry Hjelmstad, '15 Minot  
 Duaine Espegard, '14 Grand Forks  
 Grant Shaft, '15 Grand Forks  
 Robert Vallie, '12 Fargo, Student Member  
 Richie Smith, '13, Wahpeton  
 John Girard, '12 Minot, Faculty Advisor  
 Janic Hoffarth, '12 Grand Forks, Staff Advisor

### Minot State University Board of Regents

The Board of Regents is an advisory board which is designed to facilitate the positive growth and development of Minot State University. This select group of influential individuals provides valuable input and guidance by participation in the University's ongoing strategic planning process. The Board of Regents also works with university administrators to accomplish specifically identified projects and activities.

### Executive Committee

David Reiten, Executive Chair  
 Kathy Aas, Past Executive Chair  
 Valerie Bruels, Executive Chair Elect  
 Dr. David Fuller, MSU President  
 Brian Foisy, Treasurer  
 Marv Semrau, Secretary  
 Leslie Coughlin, Member at Large

### Minot State University Development Foundation

The MSU Development Foundation is an independent, nonprofit, 501 (c)(3) I.R.C., organization which has been established for the purpose of soliciting, receiving and managing resources for the benefit of Minot State University. The foundation seeks funding from all appropriate external sources to supplement state appropriations, strengthen endowments, enhance scholarship opportunities, and insure the highest level of educational programming for Minot State University. The three standing committees of the foundation are:

1. Investment Advisory Committee;
2. Special Gifts Committee;
3. Development Strategies Committee.

### Executive Committee

Maynard Sandberg, President  
 Tom Probst, Vice President  
 Dr. David Fuller, MSU President  
 Brian Foisy, Treasurer  
 Marv Semrau, Executive Director  
 Tom Probst, Investment Advisory Committee  
 Bob Sando, Vice President Special Gifts Committee  
 Doris Slaaten, Nominating Committee

### Minot State University Alumni Association

The MSU Alumni Association is a nonprofit, 501(c)(3) I.R.C. organization whose mission is to "promote positive relationships that encourage alumni, students, community, and friends to be actively and emotionally identified with Minot State University." The Alumni Association Board of Directors works closely with the MSU Director of Alumni Relations to accomplish this by sponsoring various special programs and events, such as regional gatherings, reunions, the annual MSU GALA Dinner and Auction, Golden Awards Banquet, travel programs, and the publication of the magazine "Connections." There are no membership dues. Each graduating class is entered in the Alumni database and current addresses are maintained. The Alumni Office is part of the University Advancement team.

### Executive Committee

Linda Christianson '72/Deb Schultz '73/'89, Co-Presidents  
 Ryan Hertz '00, President Elect  
 Brenda Foster '92, Past President  
 Angela Zerr '00, Vice President of Outreach  
 Kelsy Holt '97, Vice President for Promotions  
 Larry Eidsness '76, Vice President for Events

## Minot State University Office of University Advancement

The Office of University Advancement has been established on the campus of Minot State University to oversee and coordinate all alumni, development efforts. The Vice President for Advancement serves as the chief advancement officer, reports directly to the President of the University, and supervises the activities of the Director of Alumni Relations and Annual Giving and Donor Relations Officer. The advancement office is responsible for creating and maintaining a positive public image for the University, cultivating meaningful relationships with the institution's various constituencies, and developing external resources from all available sources.

### Accreditation

Minot State University is accredited by:

1. The Higher Learning Commission A Commission of the North Central Association of Colleges and Schools  
30 North LaSalle St, Suite 2400  
Chicago, IL 60602-2504
2. National Council for Accreditation of Teacher Education  
2010 Massachusetts Ave. NW, Suite 500  
Washington, DC 20036-1023
3. National Association of Schools of Music  
11250 Roger Bacon Dr, Suite 21  
Reston, VA 20190
4. Council for Education of the Deaf  
Kent State University  
Kent, OH 44242-001
5. Council on Academic Accreditation of the American Speech-Language Hearing Association  
10801 Rockville Pike  
Rockville, MD 20852-3279
6. Council on Social Work Education  
Baccalaureate level  
1600 Duke St.  
Alexandria, VA 22314-3421
7. National League for Nursing Accrediting Commission  
350 Hudson Street, New York, NY 10014;  
1-800-669-1656
8. National Association of School Psychologists  
PO Box 791089  
Baltimore, MD 21279-1089
9. International Assembly for Collegiate Business Education  
11403 Strang Line Road  
Lenexa, KS 66215

## Administrative Staff

Note: Figure in parenthesis represents first year of service at MSU.

- Barnett, Caren ..... Director, Student Health  
B.S.N., Southern Illinois University; M.A., Central Michigan University. (2001)
- Bertsch, Lynda ..... Director of Career Services  
B.A., B.S., Minot State University. (1983)
- Claerbout, Libby ..... Director of International Programs  
B.A., University of Northern Colorado; M.A., American University School of International Service. (2006)
- Davidson, Conrad ..... Dean, College of Arts and Sciences;  
Professor of Communications Arts  
B.A., Dickinson State University; M.A., North Dakota State University; Ph.D., University of North Dakota. (1986)
- Eriksmoen, Lisa ..... Director of Student Life  
B.S.S.W., M.A., University of North Dakota. (1991)
- Foisy, Brian ..... Vice President for Administration & Finance  
B.S., MAcc., Southern Utah University; C.P.A. (2010)
- Gehring, Dale ..... Director of Student Financial Aid  
B.A., Minot State University. (1984)
- Harmon, Kevin ..... Assistant Vice President for  
Enrollment Services  
B.S., Minot State University; M.S., University of North Dakota. (2008)
- Hedberg, Rick ..... Athletic Director  
B.S.E., Minot State University; M.E., University of North Dakota. (2001)
- Horvath, Cathy ..... Director of Information Technology  
B.S., M.S., Minot State University. (1988)
- Jenkins, Richard R. .... Vice President for Student Affairs  
and Dean of Students  
B.A., M.S., North Dakota State University; Ed.D., Mississippi State University. (1983)
- Kinzell, Deborah ..... Associate Registrar  
B.A., Minot State University. (2007)
- Klimpel, Evelyn ..... Disabled Student Services Counselor  
B.S., M.S., Minot State University. (1989)
- Koczon, Lenore ..... Vice President of Academic Affairs  
B.S., University of Notre Dame; Ph.D., University of Nebraska-Lincoln. (2011)
- Krebsbach, Sue ..... MAFB Program Coordinator  
and Student Services Officer  
B.S., Minot State University. (1985)

- Linrud, JoAnn ..... Dean, College of Business  
B.A., Concordia College; B.S., University of Minnesota;  
M.B.A, Ph.D., University of Arkansas. (2006)
- Loftesnes, Teresa ..... Director of Marketing  
B.G.S., Minot State University (1979)
- Matthews, Wesley ..... Director of Human Resources  
B.S., University of Nebraska; M.H.R., University of  
Oklahoma. (2000)
- Ness, Susan ..... Director of Public Information  
B.A., University of North Dakota; M.B.A., Capella  
University. (2011)
- Nordquist, Neil ..... Dean, College of Education and  
Health Sciences  
B.A., University of Lethbridge; M.Ed., University of  
Calgary; Ed.D., Brigham Young University. (1997)
- Odahlen, Elizabeth ..... Director of the Center for  
Engaged Teaching and Learning  
B.S., University of North Dakota; M.S. University of  
Utah (2009)
- Perzinski, Leon ..... Student Center Director  
B.A., Minot State University. (1990)
- Porter, Rebecca ..... Registrar  
B.A, M.S., Minot State University. (2005)
- Wald, Doreen ..... Director, Publications and  
Design Services (1987)
- Warmoth, Kris ..... Dean, Center for Extended Learning  
A.A., Palomar College; B.A., M.A., San Diego State  
University; Ed.D., University of San Diego. ( 1999)
- Watson, Jonelle ..... Controller  
B.S., Minot State University (1992); C.P.A., North  
Dakota (1999)
- \*Annan, Kodwo ..... Assistant Professor of Mathematics  
B.Sc., Kwame Nkrumah University of Science and  
Technology; M.Sc., University of Bergen; M.Ed., Ph.D.,  
University of Vermont. (2009)
- Appelt, Jodi ..... Instructor of Special Education  
A.A., East Grand Forks Technical College; B.S.E., M.S.,  
Minot State University.
- \*Archambeault, William ..... Chairperson, Department of  
Criminal Justice; Professor of Criminal Justice  
B.S., M.A., Indiana State University; Ph.D., Florida State  
University. (2007)
- \*Askvig, Brent ..... Associate Director of NDCPD;  
Professor of Special Education  
B.S., M.S., Minot State University; Ph.D., University of  
Idaho. (1984)
- \*Beachy, Christopher ..... Professor of Biology  
B.A., The College of Wooster; M.S., Western Carolina  
University; Ph.D., The University of Louisiana, Lafayette.  
(1998)
- \*Berg, Kristi-Ann ..... Assistant Professor of Business  
Information Technology  
B.S.E., M.S.M., Minot State University; Ph.D., Capella  
University. (2001)
- \*Bertsch, Andrew ..... Assistant Professor of Management  
B.S., M.S., Minot State University; Ph.D. Henley Business  
School, United Kingdom. (2002)
- \*Beste-Guldborg, Ann ..... Assistant Professor of  
Communication Disorders  
B.S., M.A., Ph.D., University of Minnesota-Duluth. (2011)
- \*Bloom, Micah ..... Assistant Professor of Art;  
B.S., Southwest Minnesota State University, M.A., M.F.A.,  
University of Iowa. (2011)
- \*Bobylev, Mikhail ..... Assistant Professor of Science  
M.S., Moscow State University, Russia; Ph.D., Institute of  
Plant Protection Chemicals, Russia. (2002)
- \*Borden-King, Lisa ..... Associate Professor of Education  
B.A., M.S., University of North Dakota; Ph.D., Indiana  
University. (1997)
- \*Bowles, DeVera ..... Assistant Professor of Music  
B.A., Pfeiffer College; M.M., East Carolina University;  
Ph.D., Texas Tech University. (1994)
- \*Bowles, Kenneth ..... Professor of Music  
B.M.E., Texas Christian University; M.M.E., Ph.D.,  
University of Oklahoma. (1993)

## Graduate Faculty

Note: Figure in parenthesis represents first year of service at MSU; \*Indicates eligibility to chair student graduate committees

- \*Anderson, Erik ..... Associate Professor of Music  
B.M., M.M., University of Idaho; D.M.A., (2003)
- \*Andreasen, Bethany ..... Associate Professor of History  
B.A., University of Wisconsin-Eau Claire; M.A., Ph.D.,  
Cornell University. (1991)
- \*Anhorn, Rebecca ..... Associate Professor of Education  
B.S., M.S., Minot State University; Ph.D., University of  
North Dakota. (1993)

- \*Burke, Donald.....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)
- \*Cole-Harding, Shirley.....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 School Psychology  
B.S., University of Wisconsin; M.S., Moorhead State  
University; Ed.D. University of South Dakota. (2002)
- \*Crackel, Robert.....Associate Professor of Chemistry  
B.S., South Dakota State University; Ph.D., Iowa State  
University. (1986)
- \*Cresap, Linda .....Associate Professor of Business  
Information Technology  
B.A., University of Montana; M.S., Ph.D., University of  
North Dakota. (1986)
- \*Curl-Langager, Rita .....Professor of Psychology  
B.A., Illinois Wesleyan University; M.S., University of  
Illinois; Ph.D., University of Kansas. (1991)
- \*Davidson, Conrad .....Professor of Communication Arts  
B.A., Dickinson State University; M.A., North Dakota State  
University; Ph.D., University of North Dakota. (1986)
- \*Dobrinski, Darren .....Associate Professor of Psychology  
B.A., Concordia College-Moorhead; M.A., Ph.D.,  
University of South Dakota. (2006)
- \*Donovan, Andrea ..... Assistant Professor of Humanities  
B.S., M.A., Ph.D., Western Michigan University; (2007)
- \*Eckmann, Terry ..... Professor of Education  
B.S., B.S.E., M.S., Minot State University; M.S., University  
of Montana; Ph.D., University of North Dakota. (1999)
- \*Ekblad, Alan.. Chairperson, Department of Special Education;  
Professor of Special Education  
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