

Graduate Catalog 2016-2017



Minot State
UNIVERSITY



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Graduate

Graduate Programs

Education Specialist in School Psychology

Master of Education

Master of Music Education

Master of Science in Communication Disorders

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.

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.

Minot State University is a tobacco free campus.

Graduate School Calendar Dates

DATES ARE SUBJECT TO CHANGE

Students are responsible for checking the Graduate School website for deadline changes.

Fall 2016 - 1710

Description	Full 16 Weeks	First 8 Weeks	Second 8 Weeks
Mandatory International F-1 Regulations Workshop from 8:30 a.m. to 12:30 p.m. For questions, contact International Programs at 701-858-4155	Mon., Aug. 22	Mon., Aug. 22	Mon., Aug. 22
Classes begin after 4 p.m.	Mon., Aug. 22	Mon., Aug. 22	
Classes begin	Tues., Aug. 23	Mon., Aug. 22	Mon., Oct. 17
Last day to add	Wed., Aug. 31	Thurs., Aug. 25	Thurs., Oct. 20
Last day to drop a class or withdraw from all classes and receive a 100% refund	Wed., Aug. 31	Thurs., Aug. 25	Thurs., Oct. 20
Labor Day, University closed	Mon., Sept. 5	Mon., Sept. 5	Mon., Sept. 5
Last day to withdraw from all classes and receive a 75% refund	Fri., Sept. 30	Thurs., Sept. 8	Thurs., Nov. 3
Midterm Grades	Mon., Oct. 17		
Spring registration for currently enrolled students	Oct. 25-27	Oct. 25-27	Oct. 25-27
Last day to withdraw from all classes and receive a 50% refund	Sun., Oct. 30	Wed., Sept. 21	Wed., Nov. 16
*Graduation application due to Program Director for December conferral	November 1 each year	November 1 each year	November 1 each year
Last day to drop	Fri., Nov. 10	Fri., Sept. 30	Fri., Nov. 25
Veterans Day, University closed	Fri., Nov. 11	Fri., Nov. 11	Fri., Nov. 11
Last day for Thesis/Project Defense for December conferral	Wed., Nov. 16	Wed., Nov. 16	Wed., Nov. 16
Last day to submit thesis to Graduate School for final review for December conferral	Wed., Nov. 16	Wed., Nov. 16	Wed., Nov. 16
Thanksgiving vacation (University closed Thursday)	Nov. 24-25	Nov. 24-25	Nov. 24-25
Final exams	Dec. 12-16	Oct. 12-13	Dec. 7-8
Last day to email a final PDF version of thesis to Graduate School - graduate@minotstateu.edu - for December conferral	Wed., Dec. 14	Wed., Dec. 14	Wed., Dec. 14
Course Completion Agreement due in the Graduate School no later than the Wednesday prior to the Monday grades are entered	Each term	Each term	Each term
Grades due from faculty to the Registrar's Office at NOON CST	Mon., Dec. 19	Tues., Oct. 18	Tues., Dec. 13
*Last day for Graduate School Program Directors to submit graduation application and recommendation for awarding degree forms to Graduate School for December conferral audits.	January 15 each year	January 15 each year	January 15 each year

* "EACH YEAR" date listings: if the date falls on a Saturday and/or holiday, due date will be the prior business day. If the date is a Sunday and/or holiday, due date will be the next business day.

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

Spring 2017 - 1730

Description	Full 16 Weeks	First 8 Weeks	Second 8 Weeks
Mandatory International F-1 Regulations Workshop from 8:30 a.m. to 12:30 p.m. For questions, contact International Programs at 701-858-4155	Mon., Jan. 9	Mon., Jan. 9	Mon., Jan. 9
Classes begin after 4 p.m.	Mon., Jan. 9	Mon., Jan. 9	
Classes begin	Tues., Jan. 10	Mon., Jan. 9	Mon., Mar. 6
*Graduate students may begin registration for May Hooding & Commencement Ceremonies. http://www.minotstateu.edu/commencement/pages/graduate-participation-form.shtml . If you do not plan to participate, submit a participation form by selecting "do not plan to participate." Submit regalia orders to Herff Jones.	January 15 each year	January 15 each year	January 15 each year
Martin Luther King Day, University Closed	Mon., Jan. 16	Mon., Jan. 16	Mon., Jan. 16
Last Day to Add	Thurs., Jan. 19	Thurs., Jan. 12	Fri., Mar. 10
Last day to drop a class or withdraw from all classes and receive a 100% refund	Thurs., Jan. 19	Thurs., Jan. 12	Fri., Mar. 10
President's Day, University Closed	Mon., Feb. 20	Mon., Feb. 20	Mon., Feb. 20
Last day to withdraw from all classes and receive a 75% refund	Mon., Feb. 20	Thurs., Jan. 26	Sat., Mar. 25
*Graduation application due to Program Director for May conferral	March 1 each year	March 1 each year	March 1 each year
Midterm	March 6		
Spring Break	March 13-17	March 13-17	March 13-17
*Last day to submit reservation for May hooding & commencement ceremonies. http://www.minotstateu.edu/commencement/pages/graduate-participation-form.shtml	March 15 each year	March 15 each year	March 15 each year
*Last day to submit order for graduation regalia for May hooding and commencement ceremonies. http://www.minotstateu.edu/commencement/purchase.shtml	March 15 each year	March 15 each year	March 15 each year
Summer and Fall registration for currently enrolled students	March 21-23	March 21-23	March 21-23
Last day to withdraw from all classes and receive a 50% refund	Thurs., Mar. 23	Wed., Feb. 8	Wed., Apr. 9
Easter Break (University closed Friday only)	April 14-17	April 14-17	April 14-17
Last day to drop	Fri., Apr. 7	Fri., Feb. 17	Fri., Apr. 21

Last day for Thesis/Project Defense for May conferral	Tues., April 11	Tues., April 11	Tues., April 11
Last day to submit thesis to Graduate School for final review for May Conferral	Tues., April 11	Tues., April 11	Tues., April 11
Final Exams	May 8-12	Mar. 1-2	May 3-4
Last day to email a final PDF version of thesis to Graduate School - graduate@minotstateu.edu - for May conferral	Wed., May 10	Wed., May 10	Wed., May 10
Graduate School Hooding Ceremony - Ann Nicole Nelson Hall 8:00 a.m. with a line up no later than 7:15 a.m.	Friday, May 12	Friday, May 12	Friday, May 12
Commencement MSU Dome at 10:00 a.m. with a line up after hooding no later than 9:15 a.m.	Fri, May 12	Fri, May 12	Fri, May 12
Course Completion Agreement due in the Graduate School no later than the Wednesday prior to the Monday grades are to be entered	Each term	Each term	Each term
Grades due from faculty to the Registrar's Office at NOON CST	Mon, May 15	Tues, Mar. 7	Tues, May 9
*Last day for Graduate School Program Directors to submit graduation application and recommendation for awarding degree forms to Graduate School for May conferral audits.	June 1 each year	June 1 each year	June 1 each year

* "EACH YEAR" date listings: if the date falls on a Saturday and/or holiday, due date will be the prior business day. If the date is a Sunday and/or holiday, due date will be the next business day.

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

Summer 2017 - 1740

Description	Date
Standard 8 Week Term Classes begin	Tues., May 30
*Graduation application due to Program Director for August conferral	June 1 of each year
Last day to drop a class or withdraw from all classes and receive a 100% refund	Sat., June 3
Last day to add	Sat., June 3
Last day for Thesis/Project Defense for August conferral	Friday, June 30
Last day to withdraw from all classes and receive a 75% refund	Sun., June 18
Last day to withdraw from all classes and receive a 50% refund	Mon., July 3
Federal holiday, University closed	Tues., July 4
Last day to drop	Tues., July 4
Last day to submit thesis to Graduate School for final review for August Conferral.	Friday, July 14
Last day of classes	Tues., July 25
Final exams	July 26-27
Last day to email a final PDF version of thesis to Graduate School - graduate@minotstateu.edu - for August Conferral.	Monday, July 31
Course Completion Agreement due in the Graduate School no later than the Wednesday prior to the Monday grades are to be entered	Each term
Grades due from faculty to the Registrar's Office at NOON CST	Mon., Aug. 7

*Last day for Graduate School Program Directors to submit graduation application and recommendation for awarding degree forms to Graduate School for August conferral audits. August 15 each year

- * "EACH YEAR" date listings: if the date falls on a Saturday and/or holiday, due date will be the prior business day. If the date is a Sunday and/or holiday, due date will be the next business day.
- ¶ Each program schedules its own Written and Oral Comprehensive Exams; students are reminded that permission to take Written Comprehensive Exams are due two weeks prior to the scheduled exam. Permission 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 office is located in Memorial Hall, Room 200. Mailing address: MSU Graduate School, 500 University Avenue West, Minot State University, Minot, ND 58707. Phone number is toll-free at 1-800-777-0750. For Graduate Admissions questions, you may call 701-858-3413. For other questions, you may call 701-858-3250. For more information, please visit our website at www.minotstateu.edu/graduate or email us at: graduate@minotstateu.edu. (graduate@minotstateu.edu)

Introduction

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.

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.

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.

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, new wellness center, a concert hall, two theaters, and an art gallery.

The University is located in Minot, North Dakota, a city of approximately 50,000 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 Delta Airlines, United Airlines, and Allegiant Air. 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 Bakken energy region and the great Garrison Dam on the Missouri River which offers world-class outdoor recreational opportunities in fishing, boating, sailing, hunting and camping.

Admission Requirements

Out of State Residents: MSU is not authorized to offer distance (online) education to residents of certain states. Visit www.minotstateu.edu/online to learn more about our online course offerings.

In order for a student to pursue a graduate degree at Minot State University, the student must complete the online admission application packet and receive an official letter from the Graduate School granting admission. Transcripts and test scores must be official (sent directly from the institution/agency). There is a specific upload section in the application for the statement of purpose and resume.

A complete admission application packet includes the following items:

- **Admission Application:** To access the online application, please visit: <https://app.applyyourself.com/?id=ndusmingr>. (https://app.applyyourself.com/AYApplicantLogin/fl_ApplicantConnectLogin.asp?id=ndusmingr) Please allow 5 to 10 business days for processing.
 - For re-admission, complete the Application for Readmission located at Graduate Forms (http://www.minotstateu.edu/graduate/current_students/index.shtml). This must be received in the graduate school two (2) weeks prior to the start of a term. Click on this link to email the form: <mailto:graduate@minotstateu.edu>. (%20graduate@minotstateu.edu.)
- **Application Fee:** This is a one-time \$35 fee. You have the opportunity to pay by credit card online prior to submitting your application or send a check or money order payable to Minot State University, Graduate School-Admissions, Minot State University, 500 University Avenue W., Minot ND 58707. Applications are not processed until the fee is received.
 - **International applicants only:** Make the check or money order payable to Minot State University and note the applicant's full legal name as it appears on driver's license/passport.
- **Statement of Purpose:** Submit a concise (minimum 500 words, may vary for each program) essay describing his/her primary interest of study and objective in pursuing this degree at Minot State University. In particular, your essay should be as specific as possible in describing your interests, relevant education, research, commercial, government, or teaching experience.
- **Resume:** Only required for the following programs: School Psychology, Information Systems, and Management.
- **Recommendations via the MSU Recommendation Form**
 - A recommendation provider is an individual who will complete and submit the MSU Recommendation Form on your behalf.
 - Recommendations must be submitted on the MSU Recommendation Form. The form is sent and submitted electronically through our online application system. Complete details are provided within the online admission application.
 - For providers who wish to submit a paper recommendation form the applicant must download the form located in the Downloaded Forms section of the application and either email or mail the form to the provider. The completed form may then be sent to the Graduate School via email: <mailto:graduate@minotstateu.edu> (%20graduate@minotstateu.edu.) or US mail.
- **Required Test Scores:**
 - **GRE/GMAT:** The following programs require the GRE or GMAT:
 - School Psychology
 - Communication Disorders
 - Management (MSM): If the cumulative GPA is 3.00 or higher OR if your most recent semesters contributing to at least 60 semester hours is at least 3.00, the scores for GRE/GMAT are not required
 - **English Proficiency-** International students whose native language is not English must prove English proficiency.
 - TOEFL (Test of English as a Foreign Language): taken within two years; minimum score of 79 is required
 - IELTS (International English Language Testing System): taken within two years; minimum overall band score of 6.0 is required
 - In some instances, international students who have earned a degree from an English speaking university, where the primary mode of instruction is English, in the past 10 years, may also be considered for English proficiency waiver. Student must provide a letter of proof from the institution.
- **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 the MSU Graduate School Admissions Office. Official transcripts are only accepted from the originating institution.
 - ****International (Non-Canadian) Students:** Submit a course-by-course academic credential evaluation in lieu of official transcripts. Details are found on the International Student/Non-immigrant Admission section of the catalog.
 - The Graduate School requires applicants to have earned, or be in the process of earning, a bachelor's degree from a regionally 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 who do not meet the minimum cumulative GPA for admission may be admitted provided the GPA for the most recent semesters in which the student completed at least 60 semester hours (90 quarter hours) is 3.00 or better. Calculation of the GPA must include all courses in the semester/quarters involved. 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 School Assistant Dean explaining the reason(s) for considering the applicant who does not meet the Graduate School minimum requirements. Departments/divisions may require more stringent grade point averages as part of the admission to their programs.

- **Health Record/Proof of Two Immunizations: (Not required for admission consideration)** for measles, mumps, and rubella (MMR). 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. The meningitis immunization must be received within 5 years of enrollment. 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 Graduate School-Admissions or you may also scan your completed waiver and upload the form in the Document Upload-Supplemental Forms section of the online application.
- **International Students:** Please refer to the International Student/Non-immigrant Admission section of the catalog for information on the additional supporting documents needed for admission.
- Minot State University Graduate School reserves the right to refuse admission to any applicant on the basis of scholastic or other reasons.
- **Supporting Documents can be sent to:** Graduate School-Admissions, Minot State University, 500 University Ave W, Minot ND 58707.
- Upon receipt of the application and \$35 application fee, please allow 5-10 business days for processing. After that time you are encouraged to visit My VIP Page to check the status of the application. As an applicant, you are given access to My VIP Page. This page provides the application status via a checklist of supporting documents needed to complete your application packet. Check this page often as updates are made when documents are received.

The chart below is a summary of our programs' admission requirements and application deadlines.

- **NOTE:** the entire application packet must be complete by the deadline before it is sent to the department for admission consideration. This includes the application for form I-20 and certification of finances for international students.

As an applicant you will have access to a VIP page. This page provides a checklist of supporting documents needed to complete your application packet. Be sure to check this page often as updates are made when documents are received. To log in click here (<https://ndusminotstateugrad.askadmissions.net/vip>) and use the same password information you created for the application.

International Students:

- **May only begin studies during a fall or spring semester**
- **Per federal regulations, international students in F-1 status are limited to face-to face classes and therefore are not eligible for our Information Systems or Special Education Degrees as they are offered only online.**

*Recommendations must be provided on the MSU Recommendation Form. See the overview of requirements for complete details.

	School Psychology (Ed Sp)	Education (MED)	Communication Disorders (MSCD:SLP)	Information Systems (MSIS)	Management (MSM)	Special Education (MSSPED)	Music Education (MME)
GRE/GMAT:	Yes	No	Yes, with a minimum of 3.5 on the writing portion	No	Yes. If GPA is below a 3.00 in recent semesters contributing to 60 semester hours	No	No
Minimum UG GPA:	3.00 cumulative	2.75 cumulative or 3.00 in the most recent semesters contributing to 60 credits	3.25 cumulative or 3.25 in the most recent semesters contributing to 60 credits	2.75 cumulative or 3.00 in the most recent semesters contributing to 60 credits	2.75 cumulative or 3.00 in the most recent semesters contributing to 60 credits	2.75 cumulative or 3.00 in the most recent semesters contributing to 60 credits	2.75 cumulative and 3.00 cumulative within the major
Statement of Purpose:	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Resume:	Yes	No	No	Yes	Yes	No	No
Recommendations ^{3*}		3*	3*	3*	3*	3*	3*

Application Deadline:	March 15	Fall: April 1, Spring-International: Oct 15; Domestic: Nov 1	February 15	Three weeks prior to start of term	Fall-International: April 30; Fall-Domestic: July 30; Spring-International-Aug 30, Spring-Domestic-Nov 30	Summer/Fall-April 15; Spring: Nov 15	Summer April 15; Fall-International-April 30; Fall-Domestic-June 15; Spring-International-Aug 30; Spring-Domestic-November 15
Undergraduate Requirements:	Bachelor's degree with strong background in education, psychology, or both	Bachelor's degree in education or related area and present position in educational institution or minimum of two years experience in education or a related area.	Bachelor's degree in Communication Disorders or a Post-baccalaureate degree	Bachelor's degree in CIS or MIS or course plus related experience	Bachelor's Degree	Bachelor's Degree in Education or related field	Bachelor's degree in Music or Music Education

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, ALL required supporting documentation listed below must also be sent to Admissions by the appropriate deadline.

Required Supporting Application Documents

• English Proficiency

- **TOEFL** (Test of English as a Foreign Language) Scores: taken within 2 years: Internet Based Test with a minimum score of 79
- **IELTS** (International English Language Testing System:) taken within 2 years: with a minimum score of 6.0 overall band
- **Level 9 Completion Certificate** and scored at or above the iTEP Level 5 from training and testing administered by The Language Company: www.thelanguagecompany.com (<http://www.thelanguagecompany.com>).
- In some instances, international students who have earned a degree from an English speaking university (where the primary mode of instruction is English) in the past 10 years **may** also be considered for English proficiency waiver. Students should provide a letter of proof from the institution.
- In lieu of previously defined satisfactory performance on the TOEFL, IELTS, or iTEP, international students who 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.

• Academic Credential Requirements

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

- American Association of Collegiate Registrars and Admissions Officers (AACRAO) (<http://ies.aacrao.org>)
- American Education Research Corporation (AERC) (<http://www.aerc-eval.com>)
- Education Credentials Evaluators, Inc. (ECE) (<http://www.ece.org>)
- World Education Services (WES) (<http://www.wes.org>)

Click on the links above to review their application procedures. The agency you choose to utilize will send an official evaluation to Minot State University along with copies of your transcript.

Sponsored applicants working with a programming organization or agency may have all their statements of marks (transcripts) evaluated by the programming organization. In such cases, statements of marks and degrees submitted to the Graduate School should bear the original stamp/seal and signature of the school official responsible for issuing such records, such as the registrar or controller of exams for that institution. Only degrees received from colleges and universities recognized by the Ministry of Education of a foreign country or regional/global accreditation bodies are accepted. The programming organization shall authenticate the final documents to be submitted to the Graduate School.

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 sponsor or programming organization should make a photocopy of the record and certify that it is a true copy. Copies of foreign transcripts issued

by one institution but certified by another institution are not 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.

*Applicants who have attended Canadian colleges, universities, and/or professional schools, a credential evaluation is not required, official transcripts can be sent directly to the MSU Graduate School. Applicants from MSU's formalized partner institutions are not required to provide a credential evaluation.

- **F-1 Transfer Clearance Form** [pdf]

If you are transferring to MSU from a college or university within the United States you must submit the F-1 transfer form signed by you and the international coordinator at your current school in order to have your SEVIS record transferred to Minot State University.

- **Application for Form I-20 and Certification of Financial Responsibility**

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. **Note:** The certification of finances portion of the I-20 is needed before an admission decision can be made.

- Canadian Application for Form I-20 and Certification of Financial Responsibility (http://www.minotstateu.edu/international/documents/app_can_i20_and_cfr.pdf) [pdf]
- International Student Application for Form I-20 and Certification of Financial Responsibility (http://www.minotstateu.edu/international/documents/app_int_i20_and_cfr.pdf) [pdf]

- **Photocopy of the page containing your personal information from your Passport.**

This information will be used to create your form I-20.

Notification of Application Status

The application packet must be complete before you can be considered for admission. You will be notified via email of the admission decision. In the meantime, please check out Steps for Admitted Students (<http://www.minotstateu.edu/international/services.shtml>) on the International Students Services page.

Additional Information

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 credential evaluation and transcripts from all institutions previously attended
- 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 School Assistant 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.**

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. 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 Application for Form I-20 and Certification of Finances and include the appropriate supporting documents. Failure to submit supporting documents will delay admission review and the issuance of the appropriate immigration forms.

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/.

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

Per the North Dakota State Board of Higher Education (SBHE) policy section 505, international students at Minot State University in F-1 or J-1 status are required* to be covered by the health insurance policy that has been designated by the Chancellor of the North Dakota State University System.

* Students from Canada and Norway are exempt from this requirement, however, students from Canada and Norway may opt to enroll in the NDUS Designated health insurance policy if they so choose. Canadian students and parents should refer to the Current Students (<http://www.minotstateu.edu/international/services.shtml>) page for information regarding private and provincial health insurance considerations.

For further details found at: <http://www.minotstateu.edu/international/pages/international-current/health-insurance.shtml>.

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 Graduate School will issue I-20s to international students who meet all of the entrance requirements.

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.html (<http://www.fmjfee.com>).

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 international students are required to attend a welcome orientation specifically for international students at the beginning of their first semester at Minot State University.

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.

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.

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 http://www.minotstateu.edu/graduate/future_students/apply_now.shtml. ***The application and all supporting materials must be submitted to the Graduate School at least two (2) weeks prior to the start of any term.*** The 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, Graduate Teaching/Research Assistantships or Graduate School Tuition Awards.

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 non-degree application or apply to another graduate degree program.

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, committee, and assistance from the Graduate School. Students are also encouraged to consult the Graduate School Catalog (the year they were admitted) and 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 Graduate School Assistant Dean is satisfied that all requirements have been completed. Required forms can be found on the Graduate School Website: http://www.minotstateu.edu/graduate/current_students/index.shtml.

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 School Assistant 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 School Assistant 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

The Program of Study is a written plan for completing a degree. 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**. Completion of the Program of Study should involve consultation with the student's Program Director and/or Advisor. Because the Program of Study will be the basis of the graduation audit, any deviations that are made must have written approval from the student's Program Director and Department Chairperson with course substitutions submitted to the Registrar's Office. An amended Program of Study must be submitted to the Graduate School.

A Program of Study form for each degree program is available on the Graduate School website: http://www.minotstateu.edu/graduate/current_students/index.shtml.

Credit Transfer

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. Workshop courses are not accepted into graduate degree programs.

A student must complete a "Request to Transfer Credit to a Degree Program (http://www.minotstateu.edu/graduate/_documents/forms/transfer_credit.pdf)" form.

The transfer of credit must be recommended by the student's advisor/Program Director and chairperson, and approved by the Assistant Dean of the Graduate School. Transfer work is not used in the calculation of cumulative grade point average. Transfer credit should be submitted for approval at the beginning of each semester.

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 advisory 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 Graduate School Assistant Dean 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 listed on the Graduate School website. This link will take you to the following items: http://www.minotstateu.edu/graduate/current_students/theses-guide.shtml.

1. Guide and Preparation of Theses or Project
2. Thesis Checklist
3. Final Submission Cover Sheet
4. Thesis Process After Defense
5. CD Option

Please note: Editing services are not available in the Graduate School.

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.

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. Approved thesis or project (bound copy and/or electronic copy) completed by an MSU student is permanently preserved in the Library 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.

Please refer to the document "Thesis Final Review Process After Defense" on the Graduate School website which will assist in submitting a thesis for the final review in the Graduate School: http://www.minotstateu.edu/graduate/current_students/theses-guide.shtml

Upon successful format check and approval by the Graduate School, the student will be notified. The student is responsible for obtaining ALL committee members signatures. The Graduate School Assistant Dean signs the signature page only after the student has obtained his/her committee signatures. Once the Graduate School Assistant Dean's has signed the form, it will be ready for pickup in the Graduate School. The student is required to embed this page into their final PDF thesis. At this point, the student will email the final PDF version of the thesis with the embedded signature page to the Graduate School. The Graduate School will provide the Library the document to upload on a server. Please check the Graduate School website for deadlines.

Application for Graduation

Application for Graduation

A student must file the current Application for Graduation with his/her advisor in the semester they plan to complete their program by the dues dates listed on the Graduate School website. The application can be obtained on the following page: http://www.minotstateu.edu/graduate/current_students/index.shtml

Posting and Conferring of Graduate Degrees

The Program Director files the Recommendation for Awarding of the Degree with the Graduation Application to the Graduate School. The Graduate School will complete a graduation audit and forward on to the Registrar's Office for a final audit. Official degree completion ("conferring" of the degree) occurs when all degree requirements are met including a cumulative grade point average of at least 3.00; the committee chairperson's changing of any "in progress (X)" grade to the earned grade; and the graduate student's submission of the final electronic PDF version of the thesis to the Graduate School.

The Registrar's Office is responsible for posting degrees. Students will receive a congratulatory letter from the Registrar's Office 4 to 6 weeks from the start of the new semester stating that their degree has been posted.

Graduate Degrees are conferred in May, August, & December of each year.

Students must enroll in Continuing Enrollment (p. 25) if the student has not yet completed his/her Thesis.

Commencement

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 School 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 May ceremony.

All graduating students are encouraged to participate in hooding and commencement exercises. Those students participating in the ceremony are required to wear appropriate academic regalia. Cap, master's gown, tassel 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 Graduate School Assistant Dean. 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/. 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. The credit hour definition is available in the Undergraduate Catalog (<http://catalog.minotstateu.edu/undergraduate/academicinformation/generalinformation/#text>). 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.

Unofficial Transcript

Current students and students enrolled at MSU since fall 2005 can acquire unofficial transcripts online, at **no charge**, using Campus Connection.

Official Transcripts

Students can request an official transcript online, in writing by mail/fax, or in person. Transcripts cannot be released without the student's written signature unless requested online through Campus Connection. Transcripts cannot be requested by email or telephone. Transcripts cost \$5.00 per copy, unless special ordering options are chosen. For additional information, please visit www.minotstateu.edu/records/transcripts.shtml.

All transcripts contain a student's entire academic record including undergraduate, graduate, and continuing education coursework.

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 Campus Connection>Personal Information. 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 by completing the Student Rights to Privacy form found on the Registrar's Office website. Failure to notify the Registrar's Office as outlined 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;
- 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;
- 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. 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. 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. *Other disclosures allowable without written consent are:*
- a. to institutions in which the student seeks to enroll or is enrolled so long as the disclosure is for purposes relating to the student's enrollment or transfer;
 - b. to authorized representatives of federal, state, or local educational authorities;
 - c. to accrediting agencies;
 - d. in connection with a health or safety emergency;
 - e. to comply with a judicial order or lawfully issued subpoena;
 - f. concerning information considered "Directory Information."
5. The right to refuse to permit the designation of all of the aforementioned 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

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 Residence Life
Student Success Center V.P. of Student Affairs
Academic School Offices Student Government 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
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
A	Above Average	4
B	Average	3
C	Below Average	2
F	Failure (no credit)	0

Other Symbols

W	Withdrew
AU	Audit
X	In Progress
P	Pass
I	Incomplete
NC	No Credit
S	Satisfactory
NR	No Report
U	Unsatisfactory
#	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, Graduate School Assistant Dean, 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 School Assistant 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 positing 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

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 Graduate School Assistant Dean 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 Readmission 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 readmitted. Readmission must be approved by both the program director and Graduate School Assistant Dean.

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, library, and facilities as they complete their work.

Effective Fall 2016, a fee of **\$200** 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 School Assistant 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 re-validated 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 Graduate School Assistant Dean 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 no later than the completion of their first **nine semester hours**. A change in a student's program is made only with the approval of their 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 Graduate School Assistant Dean.

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. 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 Graduate School Assistant Dean. 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. Visit <http://www.minotstateu.edu/IRB/> for all Institutional Review Board guidelines, procedures, and forms.

Human Subjects Research in Minot Public

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 the Graduate School Assistant Dean 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 Graduate School Assistant Dean 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 Graduate School Assistant Dean 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 Graduate School Assistant Dean 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 Graduate School Assistant Dean 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 Graduate School Assistant Dean 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). 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 Graduate School Assistant Dean 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 49-52 of the Student Handbook) where appropriate. The Graduate School Assistant Dean 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 Graduate School Assistant Dean, 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 Graduate School Assistant Dean 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 Graduate School Assistant Dean 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 Graduate School Assistant Dean 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 Graduate School Assistant Dean, 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 the Graduate School Assistant Dean 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 Graduate School Assistant Dean, 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 School Assistant Dean.

Graduate School Degree Offerings

Education Specialist in School Psychology

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

Department of Addiction Studies, Psychology and Social Work Graduate Faculty

Department Chairperson: Dr. Vicki Michels

Graduate Program Director: Dr. Darren Dobrinski

Overview

The Education Specialist in School Psychology prepares students for certification as a School Psychologist. 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 emphasizes 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, 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 ongoing 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; NDASP Conferences).

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 to evaluate academic and behavioral interventions.
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. Ability to incorporate technology throughout school psychology practices.
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, and service learning opportunities.

Student Learning Outcomes

Minot State University adheres to NASP's model of comprehensive and integrated school psychological services. Therefore, students graduating from the School Psychology Program shall demonstrate an understanding of the following:

Practices That Permeate All Aspects of Service Delivery

- Interventions/problem-solving
- Assessment
- Alternative models for the delivery of school psychological services
- Emergent technologies

Direct and Indirect Services For Children, Families, and Schools

- Instructional Design
- Organization and operation of schools
- Direct intervention, both individual and group
- Indirect intervention

Foundations of School Psychologists' Service Delivery

- Biological bases of behavior
- Human learning
- Social and cultural bases of behavior
- Child and adolescent development
- Individual differences
- Research and evaluation methods
- Statistics
- Measurement
- History and foundations of school psychology
- Legal and ethical issues
- Professional issues and standards
- 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. Students with permanent residence in North Dakota will receive priority consideration.

5. 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 (70 SH Minimum)

ED 540	Reading: Advance Diag & Remed	2
ED 541	Clinical Practice Remedial Read	2
SPED 542	Methods & Materials in DD/ASD	3
SPED 561	Behavior Problems of Exceptional Children	3
SPED 572	Methods Of Teaching the Learning Disabled	3
PSY 503	Statistics I	3
PSY 511	Human Growth and Development	3
PSY 512	Research Design and Measurement	3
PSY 513	School Psychology Research Seminar	2
PSY 514	Individual Cognitive Assessment	4
PSY 515	Academic Assessment	4
PSY 518	Psychopathology Of Children	3
PSY 525	Role and Function Of School Psychologist	3
PSY 533	Social and Behavioral Interventions In School	3
PSY 584	School Psychology Practicum I	3
PSY 585	School Psychology Practicum II	3
PSY 586	Clinical Experience	3
PSY 590	Counseling Skills	3
PSY 592	Special Topics (Seminar in School Psychology)	3
PSY 592	Special Topics (Diversity in the Schools)	3
PSY 597	Thesis (optional)	3
PSY 598	Internship	6

PSY 599	Internship	6
Total Hours		71

Master of Education

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

Department of Teacher Education and Human Performance

Department Chairperson: Dr. Erik Kana

M. Ed. Graduate Program Director: Dr. Daniel Conn

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 in consultation with the coordinator of the concentration.

The program consists of a minimum of 30 semester hours of graduate credit with a common core of 18 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, 2012 InTASC 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 G.P.A in the last 60 hours of coursework,
- a completed bachelor's degree in education or a related area
- Present position in educational institution or minimum of two years experience in education or a related area.

Admission applications are recommended to the Graduate School by the Master of Education Program Director in consultation with M.Ed. Core faculty and, for those seeking approved concentrations or licensure endorsements, the departments/divisions in which those specializations reside.

- Applications received by April 1 are reviewed for admission into the program for fall semester.
- International applicants: October 15 application deadline are reviewed for admission into the program for spring.
- Domestic applicants: November 1 application deadline are reviewed for admission into the program for spring.

M.Ed. Core class enrollment size is capped to assure quality interaction with faculty and the best possible experience for our students.

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.

Overview

The Master of Education Degree consists of a Core of 18 credits in learning and teaching, which all candidates take, a specialization (full concentration or electives--minimum 10 credits) and a capstone Project and Report or Thesis (minimum 2 credits), for a minimum total of 30 credits. Some concentrations leading to additional licensure areas require more than the minimum 12 credits.

M.Ed. Core (18 credits)

ED 501	Designing and Interpreting Education Research/Quantitative	2
ED 502	Designing & Interpreting Ed Research/Qualitative	2
ED 519	Diversity in a Global Perspective	3
ED 521	Integrating Technology into Teaching and Learning	3
ED 522	Curriculum Design and Assessment	3
ED 535	Models Of Teaching & Learning	3
ED 550	Dynamics Of Managing Learning	2
598/599	Project and Report or Thesis	2

Concentrations or Electives (minimum 10 credits)

Information on full concentrations or specialization electives can be viewed under the Concentrations tab. All 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 12 SH in a specialization.

Capstone: Thesis and Project Research Options (minimum 2 credits)

The M. Ed. requires a minimum of 2 SH and maximum of 3 SH in either a ED 598 Project And Report or ED 599 Thesis, as the capstone assessment for the M.Ed. degree. The research sequence begins with ED 501 Designing and Interpreting Education Research/Quantitative and ED 502 Designing & Interpreting Ed Research/Qualitative taken in the first year, continues in the M.Ed. Seminars and work with the Graduate Committee, and finishes with 598/599. Graduate students in the M.Ed. program may elect to complete either a thesis or a project. Those choosing the thesis option (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 598 course within their concentration area. The graduate students will learn the techniques of action

research and will apply those skills in an action research project. A written report completes the requirement. Project reports have a seven-chapter format; available 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 M. Ed. Core faculty and one member outside of the Department of Teacher Education and Human Performance.

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 the research courses for advising and orientation to graduate study.

Continuing Enrollment

Students who have completed all required M. Ed. coursework, but still continue work on the Project/Thesis, must enroll in ED 589 Continuing Enrollment each subsequent semester, to maintain access to faculty advisors, library, email, and other student support services. Students must be enrolled in the semester in which they intend to graduate. **Effective fall 2016 (1710,) a fee of \$200 will be accessed for Continuing Enrollment.**

Specialized Electives

In addition to the Core requirements, all M.Ed. degree candidates must complete a minimum of 14 SH in specialized electives, for a total minimum of 30 SH in the overall M.Ed. degree. Electives may exceed the minimum 14 credits.* Elective course options are chosen by the student with their advisor; depending on whether they wish to study in early childhood, elementary, middle level, high school content areas, or specializations such as special education, reading or cognitive science. Elective courses are drawn from other letter-graded graduate course offerings either in Teacher Education and Human Performance, or in the departments/divisions offering those specializations.

* M.Ed. candidates seeking specific types of licensure endorsements along with graduate study may have substantially more electives to meet those licensure requirements. Electives comprising an approved concentration of at least 14 credits (including the capstone) may be listed along with the degree on the transcript.

Community Engagement and Diversity Experiences

All M.Ed. candidates are expected to complete a Community Engagement Experience, which may involve dissemination of the project/thesis results, or a separate experience approved by their advisor and the M.Ed. Program Director; and a Diversity Experience, which takes place in ED 519.

Concentration Options

A list of Concentration Coordinators and their contact information is available from the M.Ed. Program Director. Please verify the current availability of concentration courses with the Concentration Coordinators when preparing your Program of Study, as some courses are subject to adequate enrollment. Some concentrations are available within the Department of Teacher Education and Human Performance and some reside in other MSU departments/divisions. Information on coursework and schedules for courses outside of TEHP can be obtained from the respective Concentration Coordinator.

Art Concentration (Minimum 15 SH total)

Coordinator: Linda Olson

Select 6 to 10 credits from the following:

6-10

ART 510	Drawing
ART 511	Painting
ART 512	Ceramics
ART 513	Sculpture
ART 514	Graphic Design
ART 515	Metalsmithing: Jewelry and Small Sculpture
ART 516	Crafts
ART 517	Photography
ART 518	Printmaking
ART 519	Computer Graphics
ART 520	Mixed Media
ART 521	Multi-Media
ART 570	Workshop
ART 590	Individual Research

Select 4 to 7 credits from the following:

7-10

ART 525	Research In Art Education
ART 540	Art History: Contemporary Trends & Theory
ART 550	Issues In Art: Graduate Seminar

ART 598 or ART 599	Professional Exhibition Thesis	
Total Hours		15

Business Concentration (15 SH)

Coordinator: Dr. Lori Willoughby

BIT 510	Managerial Communication	3
BIT 562	Management Information Systems	3
BIT 581	Contemporary Methods Teaching Business	3
BIT 592	Special Topics	3
BIT 598 or ED 599	Project Thesis	3
Total Hours		15

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 & Learning in the M.Ed. Core which has been designated for mind/brain study, and the following Cognitive Science Concentration courses:

Required

PSY 510	Cognitive Science	3
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Electives

Select at least one course from the following foundations list: 3-6

SPED 531	Conducting the Academic Literature Review
SPED 572	Methods Of Teaching the Learning Disabled
SPED 509	Infant/Toddler Development
ED 544	Neurobiology Of Communication

Select at least one course from the following applications list: 2-6

ED 540	Reading: Advance Diag & Remed
ED 555	Middle School: Philosophy and Curriculum
ELED 524	Current Trends: Science
ELED 552	Theories of Early Childhood Curriculum
ELED 553	Symbolism: Reading & Child
MATH 532	EI/MS Problem Solving / Algebra Reasoning

Total Hours **10-12**

English Concentration (14-15 SH)

Coordinator: Dr. Ashley Bowen

Core

ENGL 516	Research In Teaching Writing	3
ENGL 536	Enrich Reading In Content Area	3
ENGL 599 or ED 598	Thesis Project And Report	2-3

Electives

Select from the following: 6

ENGL 525	Topics In Language Arts Pedagogy
ENGL 535	Topics In Teaching Literature
ENGL 540	Prof Issues & Methods In English

ENGL 543	Pract. Approach To Teach Writing	
ENGL 545	Topics In Teaching Writing	
ENGL 592	Special Topics	
ENGL 597	Independent Study	

Total Hours **14-15**

Gifted and Talented Concentration (17 SH)

Coordinator: Dr. Deb Jensen

15 SH of Coursework in Gifted Education

2 SH of Student Teaching in Gifted Education

ED 509	Historical Perspectives, Public Policy, & Programming Gifted Education	3
ED 510	Characteristics Of Gifted Children and Teaching Strategies	3
ED 511	Curriculum Models	3
ED 512	Student Teaching	2
SPED 531	Conducting the Academic Literature Review	3
ED 592	Special Topics	3

Total Hours **17**

Middle School Concentration (14 SH)

Coordinator: Dr. Deb Jensen

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

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. 3-4

ED 598	Project And Report	2
or ED 599	Thesis	

Total Hours **14**

Reading Concentration (14 SH)

Coordinator: Dr. Lisa Borden-King

ED 554	Teaching Reading in the Content Areas	2
ED 540	Reading: Advance Diag & Remed	2
ED 541	Clinical Practice Remedial Read	2

Additional 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 three of their elective credits. 6

ED 598	Project And Report	2
or ED 599	Thesis	

Total Hours **14**

Special Education Concentration (17 SH)

Coordinator: Dr. Holly Pedersen

Required

SPED 510	Intro To Disability Services	3
SPED 505	Consultation and Supervision in SPED	2
SPED 531	Conducting the Academic Literature Review	3

Select three of the following: 9

SPED 504	Introduction to Preschool Children with Disabilities	
SPED 542	Methods & Materials in DD/ASD	
SPED 572	Methods Of Teaching the Learning Disabled	

SPED 530

Physical and Medical Needs of Persons with Severe Disabilities

Total Hours

17

Master of Music Education

Required Courses		18
MUSC 501 or ED 501 & ED 502	Research in Music Education Designing and Interpreting Education Research/Quantitative and Designing & Interpreting Ed Research/Qualitative	
MUSC 510	Musical Style and Performance	
MUSC 515	Graduate Music Theory	
MUSC 520	Critical Issues in Music Educ.	
MUS 530	Curr Dev for the Music Clsm	
MUSC 590	Music Education Seminars	
Choose one (1) of the following courses		3
MUSC 591 or MUSC 532	Advanced Music Methods Training Graduate Conducting	
Choose one (1) of the following final projects		4
MUSC 599	Capstone Project	
Choose two (2) semester hours from the following Approved elective credits are repeatable		2
MUSC 597	Independent Study	
MUSC 523	Private Conducting	
MUSC 524	Private Lessons-Percussion	
MUSC 525	Private Lessons-Piano	
MUSC 526	Private Lessons-Voice	
MUSC 527	Private Lessons-Strings	
MUSC 528	Private Lessons-Brass	
MUSC 529	Private Lessons-Woodwinds	
Choose three (3) semester hours from the following Other electives can substitute with program director approval		3
MUSC 502	Graduate Music Seminar	
PSY 503	Statistics I	
Total Hours		30

Master of Science in Communication Disorders

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

Department of Communication Disorders Faculty

Department Chairperson and Communication Disorders Graduate Program Director: Mr. Thomas Froelich

Overview

The Department of Communication Disorders offers a Master of Science 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 State 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:
 - a. Comprehensive Examination Option. This is a non-thesis option which requires the student to pass a four-hour written and, if required based on a review of the student's responses on the written exam, a one- to two-hour oral comprehensive examination.

- b. 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. Students in the CD: SLP graduate program will be allowed only one semester of academic probation at any time throughout their program of study.

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 sciences/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 /undergraduate/collegeofeducationandhealthsciences/departmentofcommunicationdisorders/#bachelorstext (<http://catalog.minotstateu.edu/undergraduate/collegeofeducationandhealthsciences/departmentofcommunicationdisorders/#bachelorstext>)
- Apply to the Post-Baccalaureate in Communication Disorders program at MSU. This is a two- or three-semester leveling program which provides students with prerequisite 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./undergraduate/collegeofeducationandhealthsciences/departmentofcommunicationdisorders/#postbactext (<http://catalog.minotstateu.edu/undergraduate/collegeofeducationandhealthsciences/departmentofcommunicationdisorders/#postbactext>)
- 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 semester hours;
 - completed the Graduate Record Exam (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 the 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. In addition, students who have completed their undergraduate degree or post-baccalaureate program at Minot State will receive additional priority consideration.
4. Under rare 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 or a serious violation of privacy laws or the ASHA Code of Ethics, the student will receive a failing grade for the course or practicum 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.

Speech Language Pathology (60 SH Minimum)

Required Courses

CD 501	Introduction to Graduate Studies	3
CD 502	Early Inter-Interdisciplinary Study	2
CD 511	Clinical Practicum: Therapy	3
CD 511	Clinical Practicum: Therapy	3
CD 511	Clinical Practicum: Therapy	3
CD 513	Assessment Practicum	3
CD 520	Fluency Disorders	3
CD 522	Neurogenic Communication Disorders	3
CD 516	Public School Practicum: Speech-Language-Pathology	6-12
CD 530	Cleft Palate	1
CD 524	Neuro Based Speech Disorders	3
CD 526	Applied Phonology	3
CD 528	Assessment in SLP	3
CD 532	Voice Disorders	3
CD 534	Adolescent Communication	2
CD 535	Dysphagia	3
CD 536	AAC: Multiple Disabilities	3
CD 538	Language and Literacy	3
CD 539	Audiology for the SLP	2
CD 540	Professional Issues	2

Optional Courses

CD 503	Grad Seminar In Research	
CD 521	Speech-Language-Pathology Development and Disorders	
CD 545	Public School Methods in SLP	
CD 592	Special Topics	
CD 597	Independent Study	
CD 589	Continuing Enrollment	
CD 599	Thesis	

Total Hours

57-63

Master of Science in Information Systems

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

THIS DEGREE IS OFFERED VIA DISTANCE EDUCATION

Department of Business Information Technology Graduate Faculty:

Business Information Technology Department Chairperson: Dr. Lori Willoughby

MSIS Graduate Program Director: Dr. Lori Willoughby

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.

MSIS Program Intended Student Learning Outcomes (ISLO's)

ISLO 1: Demonstrate information system skills at a sophisticated level.

- Demonstrate an understanding of information systems core components.
- Demonstrate the selection and integration of hardware/software into business function.
- Demonstrate the need to forecast technology needs.

ISLO 2: Develop information systems infrastructures.

- Analyze a business problem.
- Plan a business project.
- Design and implement a business plan.
- Maintain the solution to the business problem after implementation.

ISLO 3: Communicate global information systems strategy.

- Coordinate a technology strategy among organizational level.
- Coordinate a technology strategy within the business functional area.
- Lead and collaborate globally with teams, onsite and virtually.

ISLO 4: Provide information systems consulting services.

- Consult with a business to develop a strategic information systems solution.

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 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 http://www.minotstateu.edu/graduate/future_students.

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
BIT 560	Manage/Integrate IS Function	3
BIT 561	IS Project Management	3
BIT 563	Database Systems & Application	3
BIT 564	Systems Analysis	3
BIT 565	Systems Design	3
BIT 566	Knowledge Management	3
BIT 570	E-Business Strategy	3
BIT 575	Business Network Systems Management	3
BIT 582	Professional Consulting In IS	3
Total Hours		30

Master of Science in Management

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

THIS DEGREE IS OFFERED ON CAMPUS OR VIA DISTANCE EDUCATION

Department of Business Administration Graduate Faculty

Business Administration Department Chair: Dr. Deanna Klein

MSM Graduate Program Director: Dr. Linda Cresap

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 Intended Student Learning Outcomes (ISLO's)

ISLO One: Make managerial decisions 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.

ISLO Two: Demonstrate how strategic management principles can be used to increase organizational effectiveness.

- 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.

ISLO Three: Communicate effectively in a professional setting.

- 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.

ISLO 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.

ISLO Five: Demonstrate professionalism in both behavior and attitude.

- 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.

ISLO Six: Students have the ability to synthesize business knowledge, practices, and theories.

- Integrate a culturally diverse focus.

Department Admission Standards

Application Deadlines

- Fall applications due **April 30** for international students and **July 30** for all other students.
- Spring applications due **August 30** for international students and **November 30** for all other students.

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 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 http://www.minotstateu.edu/graduate/future_students.
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: <http://www.gmac.com/gmat.aspx>. 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, may not be 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 MSM 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, and statistics, will be required to complete and submit Essential Prep Program certification of such for the Essential Prep Program Business Ready modules in Accounting and Finance prior to registering for FIN 545 and the Statistics module 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 Essential Prep Program certification is not required. These modules can be purchased as a package at a greatly reduced rate. Purchase information can be found at <http://www.essential-prep.com>.

Required Courses

BADM 535	Management Principles and practices.	3
BIT 510	Managerial Communication	3
BADM 550	Statistical and Quantitative Applications/A Managerial Approach	3
FIN 545	Financial Management and Accounting	3
BADM 525	Strategic Marketing	3
BADM 565	Strategic Management	3
BIT 562	Management Information Systems	3
BADM 537	Human Resource Management	3
BADM 555	International Management	3
BADM 598	Capstone Experience	3

or BADM 599	Thesis	
Total Hours		30

Master of Science in Special Education

(701) 858-3050 / (800) 777-0750 ext. 3050

Department of Special Education
Program Director: Dr. Holly Pedersen

Overview

The Master of Science in Special Education degree consists of a set of core classes, including a capstone Thesis, and a program emphasis area. These program emphasis areas listed below are also available as stand alone graduate certificates, with the exception of the Developmental Disabilities/Autism Spectrum Disorders area.

Program Emphasis Areas

- Deaf or Hard of Hearing
- Specific Learning Disabilities
- Early Childhood Special Education
- Special Education Strategist - serves students with high incidence disabilities in Learning Disabilities, Emotional Behavioral Disabilities, and high functioning Autism Spectrum Disorders.
- Developmental Disabilities/Autism Spectrum Disorder

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 included in educational settings with their peers as often as possible.
- Teachers help students work toward independence, self sufficiency, and realization of their goals and dreams.
- Special educators are agents of positive change, assisting individuals, families, organizations, and local and regional systems.
- Special educators' decision making results in programs that promote student success in academic learning and independent living.

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 curriculum, materials, and practices. Current research informs class content and focuses developmentally appropriate practica experiences.
- 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 through observation of student behavior and through validated implemented interventions .

MSU's graduate programs in Special Education 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) professional standards which are intended to foster: high-quality teaching and learning, equal educational opportunity, and improved student achievement in academics, behavior and independent living.

Student Learning Outcomes

MSU's graduate special education program 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 will find a flexible program. Coursework is offered via distance technology through a combination of synchronous and asynchronous classes. Our graduate program can accommodate graduate students with different undergraduate preservice training experiences from within and outside the state.

The Master of Science in Special Education program can also be tailored to accommodate state-specific license requirements. Students seeking licensure in states other than North Dakota are responsible for verifying the requirements of that state. The program director and the student's advisor will work with the graduate student to develop an individual program of study.

Admission Standards

Candidates seeking admission to the Master of Science in Special Education program must complete the admission requirements of the Graduate School and have:

- an overall GPA of 2.75 or 3.0 in the last 60 hours of coursework
- a completed bachelor's degree in education or a related area

Admission applications are recommended to the Graduate School by the Master of Science in Special Education Program Director in consultation with program core faculty. Application due dates are posted on the Graduate School webpage.

Retention Policy

Students must maintain a 3.0 grade point average to remain in the Master of Science in Special Education program.

Academic Honesty

Academic honesty is at the core of any graduate program. Any behavior deemed as academically dishonest by the Special Education department will result in disciplinary action including, but not limited to, a failing grade for the assignment and/or course, and/or dismissal from the program. Academic dishonesty includes, 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 collected data but, in fact, is not.
7. Failure to respect the confidentiality of students/persons served or studied.
8. Failure to uphold the professional standards for ethical conduct as set forth by the Council for Exceptional Children.

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	Intro To Graduate Studies	3
SPED 503	Research Design and Methodology	3
SPED 505	Consultation and Supervision in SPED	2

SPED 510	Intro To Disability Services	3
SPED 531	Conducting the Academic Literature Review	3
SPED 533	Clinical Practice	1-4
SPED 550	Special Education Assessment	2
SPED 588	Thesis Writing Seminar	3
SPED 599	Thesis	1-3
Total Hours		21-26

Capstone Requirement

All students seeking the Master of Science Degree in Special Education at MSU must successfully complete an approved program of study and complete a thesis.

Exit Requirement

All masters degree candidates must take the Special Education Praxis 2 exam appropriate for their chosen emphasis area.

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 Part C and B Programs which include ECSE programs in public schools, or inclusive community programs.

ECSE programs of study 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 various types of applicable research.

MSU's ECSE courses emphasize a responsive family approach to early intervention. Candidates gain experience in a variety of service delivery settings including home based, center based, and combination service delivery programs.

Special Education Core Requirements		22-26
SPED 504	Introduction to Preschool Children with Disabilities	3
SPED 509	Infant/Toddler Development	3
SPED 530	Physical and Medical Needs of Persons with Severe Disabilities	3
SPED 543	Methods of Teaching ECSE	3
SPED 563	Family and Community Systems in Early Intervention	3
Field Experience		
SPED 515	Practicum	6
Total Hours		43-47

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.

Special Education Core Requirements		22-26
SPED 561	Behavior Problems of Exceptional Children	3
SPED 572	Methods Of Teaching the Learning Disabled	3
ED 540	Reading: Advance Diag & Remed	2
Field Experience		
SPED 515	Practicum	8
Elective Course		
ED 541	Clinical Practice Remedial Read	
Total Hours		38-42

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 individuals on 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 will gain practical hands-on experience using various service delivery methods in: public schools, community-based service agencies, home-based service settings, and residential service settings.

Special Education Core Requirements		22-26
DD/ASD Coursework		
SPED 502	Studies in Autism Spectrum Disorders	2
SPED 529	DD/ASD Comm. & Asst. Tech.	2
SPED 530	Physical and Medical Needs of Persons with Severe Disabilities	3
SPED 542	Methods & Materials in DD/ASD	3
SPED 544	Social Skills Strategies	2
SPED 546	Intensive Naturalistic Methods	2
SPED 561	Behavior Problems of Exceptional Children	3
Field Experience		
SPED 538	Final Practicum in DD	2
SPED 549	Practicum in ASD	2
Total Hours		43-47

Special Education Strategist (SES)

The Special Education Strategist (SES) emphasis area is designed to prepare teachers as special education generalists. Students who complete an SES program focus will be trained to work with students who have high incidence disabilities in intellectual/developmental disabilities, emotional/social/behavioral disturbance, and specific learning disabilities. SES classes provide a firm foundation in theory, characteristics of learners, assessment practices, and implementation of validated best practice for academic learning and programming in independent living skills. Since SES students are generalists, they typically complete more practica experiences than students in other emphasis areas.

Special Education Core Requirements		22-26
SPED 520	Intro To Behavior Disorders	3
SPED 524	Methods of Teaching Individuals with Behavior Disorders	3
SPED 572	Methods Of Teaching the Learning Disabled	3
SPED 561	Behavior Problems of Exceptional Children	3
Field Experience		
SPED 523	Field Seminar In LD/BD (Field Seminar in ED/BD)	4
SPED 515	Practicum	4
Elective Courses		
SPED 507	Introduction to Mild Disabilities (Introduction to High Incidence Disabilities)	
SPED 517	Methods for Mild Disabilities (Methods for High Incidence Disabilities)	
SPED 538	Final Practicum in DD (Final Practicum in IDDA)	
Total Hours		42-46

Deaf/Hard of Hearing Education

The Deaf/Hard of Hearing Education emphasis area prepares educators to effectively teach students who are deaf or hard of hearing in a variety of educational settings. The 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. Depending on their backgrounds, candidates may need to meet certain pre-requisite coursework such as sign language, introduction to deaf education, and audiology.

Special Education Core Requirements		22-26
SPED 513	Deaf Studies	3
SPED 565	Early Intervention: Deaf/HH	3
SPED 583	Strategies to Support Listening & Spoken Language	3
SPED 584	Teaching Language to Deaf/HH	3
SPED 585	Advanced Audiology for Educators of the Deaf/Hard of Hearing	3
SPED 586	Teaching Reading/Academics to DHH	4
Field Experience		
SPED 515	Practicum	8
Total Hours		49-53

Graduate Certificate Programs at Minot State University

The Graduate School offers Certificate Programs in Management and Special Education (see below.) These certificates are concentrated programs of study with required graduate credits. Once a student finishes the required slate of courses, a student is required to apply for graduation in order for the certificate to be posted on the transcript.

A Certificate of Completion Programs requires 7 or less graduate credits and will not be posted to a transcript.

In order for a prospective student to engage in a certificate program, they are required to submit an application to the certificate of choice. Their file will be sent to the department to be reviewed for acceptance into a MSU graduate certificate program.

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.

BADM 535	Management Principles and practices.	3
BIT 562	Management Information Systems ^(BIT 560 substitutes for BIT 562 if in the MSIS)	3
BIT 566	Knowledge Management	3
BIT 556	Virtual Business	3
Total Hours		12

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

Pre-requisites

SPED 510	Intro To Disability Services	3
SPED 513	Deaf Studies	3
SPED 565	Early Intervention: Deaf/HH	3
SPED 583	Strategies to Support Listening & Spoken Language	3
SPED 584	Teaching Language to Deaf/HH	3
SPED 585	Advanced Audiology for Educators of the Deaf/Hard of Hearing	3
SPED 586	Teaching Reading/Academics to DHH	4
SPED 515	Practicum	4
Total Hours		26

Curriculum for Early Childhood Special Education

SPED 504	Introduction to Preschool Children with Disabilities	3
SPED 509	Infant/Toddler Development	3
SPED 510	Intro To Disability Services	3
SPED 530	Physical and Medical Needs of Persons with Severe Disabilities	3
SPED 531	Theoretical Aspects of Exceptional Children	3
SPED 533	Clinical Practice	1
SPED 550	Special Education Assessment	2
SPED 543	Methods of Teaching ECSE	3
SPED 563	Family and Community Systems in Early Intervention	3

SPED 515	Practicum	6
Total Hours		30

Curriculum for Special Education Strategist

SPED 505	Consultation and Supervision in SPED	2
SPED 507	Introduction to Mild Disabilities	3
SPED 510	Intro To Disability Services	3
SPED 517	Methods for Mild Disabilities	3
SPED 520	Intro To Behavior Disorders	3
SPED 524	Methods of Teaching Individuals with Behavior Disorders	3
SPED 533	Clinical Practice	2
SPED 538	Final Practicum in DD	4
SPED 550	Special Education Assessment	2
SPED 561	Behavior Problems of Exceptional Children	3
SPED 572	Methods Of Teaching the Learning Disabled	3
SPED 515	Practicum	4
SPED 523	Field Seminar In LD/BD	4
Total Hours		39

Curriculum for Learning Disabilities

SPED 505	Consultation and Supervision in SPED	2
SPED 507	Introduction to Mild Disabilities	3
SPED 510	Intro To Disability Services	3
SPED 533	Clinical Practice	2
SPED 550	Special Education Assessment	2
SPED 572	Methods Of Teaching the Learning Disabled	3
ED 540	Reading: Advance Diag & Remed	2
ED 541	Clinical Practice Remedial Read	2
SPED 515	Practicum	4
Total Hours		23

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, face to face, and through 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 Campus Connection which is available through Minot State University's homepage at 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 students to receive undergraduate, graduate, or continuing education in the convenience of 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 www.minotstateu.edu/online/degrees.shtml.

Registration for CEL Credit Activities

Registration for CEL credit activities must be completed via Campus Connection which is available through Minot State University's homepage at www.minotstateu.edu. Campus Connection 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 701-858-3330 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 or 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. Current tuition and fees are available on the MSU Website under the Business Office, Student Information.

Other Fees

Application for admission fee (non-refundable)	\$35.00
Parking permit-unreserved	\$55.00 (Subject to change each July 1.)
Parking permit-reserved	\$65.00 (Subject to change each July 1.)
Continuing Enrollment fee	\$200.00 per semester (Effective fall 2016)
Commencement fee for regalia	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.

Services to Students

Residence Life

Housing

Residence Hall housing is available for students desiring to reside on-campus. Students must be enrolled full time in on-campus classes to be eligible for on campus housing.

University housing can provide both educational and social opportunities important to the success of students. Studies show that students who live on campus are more likely to complete their degrees, are more involved with university activities, and graduate at higher rates than students living off campus.

The residence hall program, just as all programs at Minot State University, is administered, without discrimination on the basis of race, color, religion, national origin, sex, marital status, disability, veteran status, age or sexual orientation.

Residence Halls

Each residence hall has lounge areas for recreation and entertaining, coin operated laundry facilities, a small kitchen area for personal cooking, and landline service that is offered for \$8.00 per month. Cable TV and internet access are available in each room. Unless otherwise noted, each room has two beds, a desk and shelving unit, a closet, and dresser drawers. As of Fall 2016 all residence halls are co-ed. Cook, McCulloch and Dakota are community style halls. Lura Manor and Crane Hall's rooms are arranged in suites (two double rooms and a private bath per suite).

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

Room Rates

Residence halls are contracted for the academic year or spring only. Room fees are subject to change by action of the State Board of Higher Education. Board and room rates do not include semester breaks.

Community Style Residence Halls

Hall Name	Average Rate
Cook, McCulloch and Dakota Halls	
Double Occupancy	\$1059
Singel room, if available	\$1890

Suite Style Residence Hall

Hall Name	Average Rate
Lura Manor and Crane Hall	
Double Occupancy	\$1288
Single room, if available	\$2233

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 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, credit card, or bank draft to Minot State University, and should be attached to the housing form, and sent to Residence Life and Housing. Students may apply apply online for housing using credit card or check through their Campus Connection. Students may also pay for the reservation fee over the phone with a credit card. Applications will be processed on a first come first serve basis.

Refund of Room Fees

Fees sent to the University for a room reservation will be refunded if a student submits a contract cancellation form by June 1 for full year contracts and December 15 for spring semester only contracts. Students who are re contracting will be refunded 50% of their reservation fee if they submit a contract cancellation form by June 1. After June 1 for the fall semester, reservation fees are non-refundable.

Occasionally, a student will have to leave the residence hall during the academic year. The unused portion of the room rental will be refunded on a weekly basis when the student leaves school during the semester because of illness, or due to an emergency in the immediate family of the student or complete withdraw from the university. For students who choose to move off campus during the contract term (full year or spring only), students will be responsible for 50% of the remaining room and board contract. 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 \$417.00 to \$640.00 per month. Students desiring apartment housing should contact the Residence 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 Campus Connection.

A good indication that an individual is in Campus Connection 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:

1. 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.
2. 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.
3. 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.
4. 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.
5. 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 \$20 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

Students' 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 students.

How to Obtain (<https://minot.sodexomyway.com/?>) Meals (<https://minot.sodexomyway.com/?>)

Dining Locations

- The Beaver Creek Café is located on the second floor of the Student Center. Our dining program has been designed with students in mind. Flexibility, varied hours and a choice of dining locations will enable students 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 students' 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 a 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 students coming back for more!
- Wake up and smell the fresh brewed coffee from the Java Lodge! Complement a 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 a favorite soda or snack or stock up for the weekend with milk and frozen meals.

Dietary Requirement and Sick Trays

Our Dining Services team can accommodate most special dietary requirements. If students are vegetarian, vegan or require gluten free products, they can simply visit the Dining Services office and let us know. Sick trays are also available for students with a meal plan. If a student is feeling under the weather and would like to order a sick tray, he/she can call Dining Services at (701) 858-4465.

Parking

All vehicles parked on the campus must have a parking permit. Permits are available in the Parking Office in the Facilities Management Building. The cost is \$55 for unreserved parking space and \$65 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 mail room/information center in the Administration Building at (701) 858-3318.

Student Services

Kevin Harmon, Vice President for Student Affairs & Dean of Students

Student affairs staff are involved in many areas of student services and student development. Areas of involvement pertaining to students are: admissions, housing (on-campus, off-campus, married student, apartment, and summer workshops), career planning and placement, university policy and procedures pertaining to students, Student Government Association, student health and development, veterans services, 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

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 goals 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 – career services, CONNECT (orientation/registration) early alert, and student workshops.

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.

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
- Women's healthcare
- STD education and testing
- Preparation and maintenance of medical records
- Blood pressure monitoring
- General health needs
- Health education/promotion programs
- General sick care
- Prescriptions as necessary
- Tuberculosis screening/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:

1. immunization is contraindicated by a medical condition;
2. 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:

1. evidence of at least one dose of meningococcal conjugate vaccine administered after age 16.
2. proof of date of birth prior to 1957.

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:

1. immunization is contraindicated by medical conditions; or
2. a student's beliefs preclude participation in an immunization program.

Documentation of immunity under Policy 506.1.2 means:

1. evidence of at least one dose of meningococcal conjugate vaccine in the five years prior to enrollment or
2. 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:

1. immunization is contraindicated by illness, pregnancy, allergies, or other medical condition certified by a licensed physician;
2. the student has had one immunization and agrees to have a second one no less than one month later; or
3. the student's beliefs preclude participation in an immunization program; in this case, the student must submit the immunization exemption found at 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.

Please contact the Student Health Center with questions at (701) 858-3371.

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

The mission of Minot State University Counseling Services is to empower and advocate for the student's personal and educational development through short-term counseling and educational outreach. We want student experiences here to be positive and growth promoting. Personal counseling services provide free, confidential consultation, short-term intervention and referral. Counseling sessions are kept in strict confidence within legal and ethical limits.

Other services include:

- Educational programming on campus
- In-class presentations on request
- Stress management training
- Residence hall outreach

For further information or to schedule an appointment, please contact the Student Development Center at (701) 858-3371.

Disability Services

Minot State University recognizes its responsibility for making reasonable accommodations and/or adjustments to ensure there is no discrimination on the basis of disability as established under Section 504 of the Rehabilitation Act and the Americans with Disabilities Act.

Disability Services (DS) assists students by arranging disability accommodations, collaborating with faculty on providing accommodations, and consulting with MSU personnel about making all MSU programs and services accessible.

Students planning to use accommodations register with DS and submit current documentation of a disability. DS will verify their eligibility and identify the accommodations they will be authorized to use on a semester by semester basis. For more information, contact DS at (701) 858-3371 or visit the website at www.minotstateu.edu/disability_services.

Testing Services (Paper-based)

The Student Development Center serves as a test center for ACT (American College Testing), LSAT (Law School Admissions Test), GRE Subject (Graduate Record Exam-Subject), MAT (Miller Analogies Test), SSAT (Secondary School Admissions Test), and other professional tests upon request. There are fees for these tests, and most have registration deadlines. The testing coordinator likewise serves as a proctor for some online courses/programs as time permits. For more information, please contact (701) 858-4233.

Veteran Educational Benefits

Veteran Educational Benefits

The Minot State University Veteran Center serves as a guide for active duty, transitioning active duty, National Guard, Reserves, veterans, dependents and spouses into the university education system. The Center's office strives to ensure VA educational benefited individuals who are able to put their earned benefits to use in a quality education here at Minot State University, while providing referrals to academic and financial assistance as well as to physical and mental health well being. They provide veterans and their families' answers to the questions about their educational benefits regarding VA policies and procedures while outlining opportunities to put those benefits to work. To learn more about the benefits related to active duty, veterans, dependents and spouses, go to <http://www.minotstateu.edu/veterans/> and click the appropriate link related to your service.

Students who wish to be certified to use VA educational benefits at Minot State University must complete a worksheet at the beginning of each term. The worksheet is available on line at <http://www.minotstateu.edu/veterans/va-certification-worksheets.shtml>

Student veterans and dependents using VA benefits should have submitted an application for benefits and have their Certificate of Eligibility and supporting documentation. Transfer students must complete a request for change of place of training (DD 22-1995) prior to the beginning of their first term at MSU.

Benefit recipients wishing to receive advance payment should contact the veterans center at least 45 days in advance of the term for which they plan to register, as a separate form is required for advance payment.

Graduate students are also required to submit a degree plan to the school certifying official before their enrollment can be certified to the VA.

Students should contact the VA certifying official with questions about full-time status. Training time is determined from the start of the term, to its end. Generally speaking, in order to be considered full-time, benefit recipients must be enrolled in at least 12 credits (fall or spring), 6 credits per 8 week term (summer). Exceptions to this guideline occur when a student is enrolled in courses during a non-standard term that meet for less than the regular 16 or 8 week semester. Your instructor will be contacted if you receive a failing grade.

It is important to remember that the VA pays you for class attendance and you will be charged back for any and all course work not completed or dropped after the last day to drop for that term. The VA will not pay for audited courses. The VA will only pay for repeated courses if you are repeating a class that requires a higher grade for your program. Chapter 30, 1606 and 1607 recipients must verify their enrollment monthly (online Via W.A.V.E.) or by phone. 888-442-4551.

All student veterans and dependents receiving subsistence allowances under the Montgomery GI Bill or Survivors' and Dependents' Education Assistance program are required by law to report promptly to the Minot State University Veteran Center any changes in their enrollment which may affect

the amount of money they receive. Failure to notify the Veteran Center of changes to your schedule may result in an over-payment of benefits which the recipient will be responsible to pay back to the VA.

More detailed information on the VA educational benefits is located on the Veteran Center website, <http://www.minotstateu.edu/veterans>, or the GI Bill website www.gibill.va.gov (<http://www.gibill.va.gov>) or by calling 888-442-4551.

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, Red and Green (student newspaper), Public Information, Human Resources, Dakota College at Bottineau, and Enrollment Services/Admissions are housed here. Also included are 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 SchmidtCassegrain 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.

Facilities Management

This building houses the offices for physical plant, motor pool operations, central heating plant, carpenter and welding shop, and the offices for campus security.

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 non print 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 underwent a \$8.6 million remodel between 2001-2003. It provides classroom and office space for the College of Business, the Job Corps Executive Management Program, the Division of Social Science, and the Division of Music. It also houses the office of Information Technology, the Center for Engaged Teaching and learning (CETL), and the Severson Entrepreneurship Academy. Ann Nicole Nelson Hall provides facilities for the performing arts with seating capacity for 950.

Residence Halls

Cook Hall

A five-story co-ed 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 co-ed 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 upper-class men and women. It also houses the Residence Life/Housing Office and the Veterans Office on the lower level.

Lura Manor

A five-story co-ed residence hall. It houses 143 students in four-person suites, and the Student Health and Development Center.

McCulloch Hall

This is a co-ed residence for 145 students completed in 1960.

Student Center (SC)

The Student Center is located at the heart of the Minot State University campus. An information center/post office/central receiving/parking office was established at the east end of the Student Center to greet visitors to campus.

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.

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 on the second floor, along with the Student Success Center and the POWER Center.

Offices of the Student Center director, student activities coordinator, and career counseling are also adjacent to the Beaver Dam.

Buckshot's, a snack bar open to the public, is located on the lower level.

The Student Center also houses the Multicultural Center, Native American Cultural Center, and the offices of International Programs, Advancement, Alumni and Sodexo, 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 houses the Department of Teacher Education and Human Performance.

Wellness Center

The Wellness Center houses activity courts for basketball, volleyball, floor hockey and other activities. It also contains space for fitness classes, weight lifting, cardio equipment, spinning classes, intramural sports, personal training, student dances, and other student activities.

Services to Region

Centers of Excellence

The University has three established Centers of Excellence—the North Dakota Center for Persons with Disabilities, 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 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 North Dakota IVN (<http://alt.ndus.edu/ALTWEBSITE/QuickLinks/DailySchedule/Forms/ByRoomSchedule.aspx?&id=1>) site.

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 NCAA Division II. The men's competition includes football, basketball, track and field, golf, baseball, cross-country and wrestling. The women's competition includes basketball, cross-country, track and field, volleyball, softball, soccer and golf. MSU also has club hockey programs for men and women.

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 and the Wellness Center. 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 first 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 Vice President for Student Affairs Office, located in the Administration Building, 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.

Campus Security	858-4357	24 Hours a Day
Minot Police Department	911 or 852-0111	24 Hours a Day
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 Residence Life 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.

Procedure	Key Points
A. Obtain medical care and help as soon as possible after the sexual assault whether or not you choose to report to the police.	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.	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. North Dakota Crime Victims Reparation Act	C. For information call (701) 328-6195.
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.	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. Seek professional counseling either on campus or through an off-campus agency.	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).

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. 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 five (5) semester hours per term of attendance.(for financial aid purposes 5 semester hours is considered half time and 9 semester hours is full time).
4. Maintain Satisfactory Academic Progress towards completion of a course of study.
5. Not be in default on any Federal Student Loan Program.
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). When completing the FAFSA, applicants must list Minot State University as a university they plan to attend. The Minot State University school code is 002994.

All students are encouraged to complete the FAFSA online at www.fafsa.gov (<http://www.fafsa.gov>). Students applying for financial aid for the summer term will also be required to complete an institutional financial aid application. The summer financial aid application is available online at www.minotstateu.edu/finaid. The application becomes available when summer registration begins.

When to Apply

Students may apply for financial aid any time throughout the academic year, but students are encouraged to apply by April 15 for the upcoming academic year. Allow four to five weeks processing time. **CAUTION:** Students completing the FAFSA incorrectly or omitting necessary information may be required to correct their FAFSA before aid will be awarded. Corrections may cause a delay in determining a students eligibility.

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 defined as the difference between the estimated cost of education as determined by the University, and the expected family contribution (EFC) 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/cost.shtml.

How Financial Aid is Disbursed

Students must meet admissions, attendance and satisfactory academic progress requirements prior to receiving financial aid. All loans, grants, scholarships and work study awards are subject to change, depending on enrollment status, other resources, participation criteria and availability of funds. If attending the academic year, grants, scholarships and loans will be disbursed in two allotments during the period of time for which the student is enrolled. Aid is disbursed each semester during the fee payment date and thereafter. Fee payment date information can be obtained at the Financial Aid Office or Business Office. The students' accounts will be credited and any excess aid will be disbursed by the Business Office during fee payment.

Students whose charges are less than the financial aid received are encouraged to have the excess financial aid direct deposited into his or her bank account. If a student does not complete a direct deposit request, an excess aid check will be issued by the Business Office where the student may pick it up or request to have it mailed.

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/withdrawal.html. Students who withdraw from all courses after the start of a semester will be subject to the Return of Title IV Funds Policy and the University's refund policy.

Financial Aid Satisfactory Progress Policy

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 all of the institution requirements, be admitted to a degree granting program and minimum standards:

1. **Grade Point Average (GPA).** Graduate students must maintain a 3.00 or higher cumulative grade point average.
2. **Attempted/Completed Credits.** Students must successfully complete two-thirds or more of the cumulative hours attempted.
3. **Maximum Time Limit.** Graduate students must complete their program within 150% of the published number of credits required for graduation. This total includes all attempted credit coursework at MSU and all transfer work from other schools, regardless of any change in program, and whether or not the student received federal financial aid during part or all of his/her coursework.

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 of a fall or spring semester.

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. The full Return of Title IV Funds Policy is available online at www.minotstateu.edu/finaid/pdf/R2T4Policy14.pdf.

Unofficial Withdrawal

Students who stop participating in all classes in the midst of a semester without formally withdrawing are considered to have unofficially withdrawn.

If a student earns a passing grade in one or more classes in a semester (fall, spring or summer term), MSU will presume the student completed the course and thus completed the period of enrollment. If a student who began attendance and has not officially withdrawn fails to earn a passing grade in at least one course offered over an entire semester, MSU will assume the student has unofficially withdrawn and will seek documentation of the student's last date of academic participation in his or her courses. The determination of unofficial withdrawals will occur after grades are posted at the end of each semester by creating a list of all students who received all F's, I's, or U's for the payment period (semester). For unofficial withdrawals, the withdrawal date used for calculating Return of Title IV funds is the later date of either the midpoint of the period of enrollment or the last date of academic participation in any course as reported by the student's faculty members.

Based on the determined unofficial withdrawal date, a Return of Title IV funds calculation will be completed to determine the amounts and types of federal financial aid to be returned and MSU will return the unearned Title IV funds to the Federal Aid programs. All unearned financial aid funds to be returned will be the responsibility of the student to repay to MSU. A letter will be mailed to the student at the time of calculation notifying the student of their obligation to repay MSU for the unearned portion of the federal financial aid they received for the semester and a point of contact from the MSU Business Office will be identified in the letter. Students who unofficially withdraw will be placed on Financial Aid Disqualification following the term in which they received all F's, I's, or U's.

Appeal Process

A student with special circumstances may appeal his or 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.

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, GRE, etc.) or achieve and maintain at least a 3.25 cumulative GPA for each semester 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 Federal Stafford Loan with interest accruing from the date of disbursement.

Federal Unsubsidized Direct Loans

The Federal Unsubsidized Direct Loan is a low interest rate loan that must be repaid. Students may apply for a Federal Direct Unsubsidized Loan by completing the FAFSA. Students 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 interest payments while still enrolled in classes. Principal repayment begins 6 months after the student graduates, drops below half-time status, or withdraws from school.

Scholarships and Tuition Awards

Graduate students may apply for Graduate Awards and scholarships by submitting the Graduate Scholarship Application or the Graduate Diversity Award application by the priority deadline of February 15.

Graduate Awards

A limited number of Graduate Awards are awarded to graduate students as a reduction in tuition. To be eligible for consideration, applicants must:

- Enroll in six or more on campus course credits
- Be fully admitted to a Minot State University graduate program
- Submit the Graduate Scholarship application and be recommended by their department
- Applications will be accepted through June 1 with priority given to applications received by February 15

Cultural Diversity Awards

Cultural Diversity Awards may be granted to North Dakota resident students from underrepresented ethnic backgrounds. The award may be renewed from year to year. Applicants must:

- Enroll in six or more on campus course credits
- Be fully admitted to a Minot State University graduate program

- Submit the Graduate School Cultural Diversity Award Application to the Financial Aid Office and ensure that the student's ethnic background matches the applicant's admission application information
- Applications will be accepted through June 1 with priority given to applications received by February 15

Graduate Assistantships

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

Graduate Assistantships:

1. Give faculty more time for research and faculty development, thus strengthening the graduate program;
2. Are used as a recruiting tool to attract talented students to Minot State University;
3. Benefit all areas and programs on campus as a graduate may pursue a graduate degree in one program while conducting research or teaching in another area;
4. Improve the academic quality of Minot State University.

An assistantship is based on a portion of a student's full-time status for the specific job assigned. This could be teaching one class or conducting research for 5 hours per week during the academic year or 10 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 1/8 time assistant would relieve faculty time for that job for 1/8 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.

To be recommended by their department, a graduate student will need to submit the Graduate School Assistantship Application to their Program Director. The form is located on the Graduate School website at www.minotstateu.edu/graduate. Priority given to applications received by June 1 for the next academic year. Awards are based upon actual enrollment, and the student must be enrolled in a minimum of 6 credits. This award may be renewed each semester providing the student maintains eligibility within the graduate program.

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- Applications will be accepted through June 1 with priority given to applications received by February 15

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.

Information Systems

MSIS Scholarship

Scholarship available to students fully admitted to the MSIS program with a 3.0 or higher grade point average. Requires enrollment in a minimum of 6 or more credits per semester.

Special Education Scholarships

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.

University Policies

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

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 by completing the Student Rights to Privacy form found on the Registrar's Office website. Failure to notify the Registrar's Office as outlined 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;
- 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;
- 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. 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. 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. *Other disclosures allowable without written consent are:*
- a. to institutions in which the student seeks to enroll or is enrolled so long as the disclosure is for purposes relating to the student's enrollment or transfer;
 - b. to authorized representatives of federal, state, or local educational authorities;
 - c. to accrediting agencies;
 - d. in connection with a health or safety emergency;
 - e. to comply with a judicial order or lawfully issued subpoena;
 - f. concerning information considered "Directory Information."
5. The right to refuse to permit the designation of all of the aforementioned 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

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 Residence Life
Student Success Center V.P. of Student Affairs
Academic School Offices Student Government Association
Registrar's 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 Assistant 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 Assistant 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 Assistant Dean of the Graduate School serve for three-year terms. Student members are nominated by the program directors, selected by the Assistant 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 Assistant Dean of the Graduate School. A member of the Registrars Office is a non-voting, ex-officio member of the committee.

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 Assistant 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 Assistant 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 Assistant Graduate Dean, serve for three-year terms. Student members are nominated by the program directors, selected by the Assistant 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 Assistant 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 Assistant Dean votes only in the case of a tie. In the absence of the Assistant Dean, the Vice President for Academic Affairs presides over the meeting. (The Vice President does not vote on Graduate Council matters)

Section 2. The Assistant 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 Assistant 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. Graduate Faculty status at Minot State University is based on academic qualifications and/or professional expertise.

Student Conduct Policy

*Information on this section taken from the current Student Handbook. The complete handbook is available online at 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.

1. 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:

- a. To assist the student/student organization in understanding why his/her/their behavior was inappropriate.
- b. To assist the student/student organization in confronting the value questions involved in the behavior.
- c. 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.

2. 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

1. 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.

2. 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:

- a. 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.
- b. Possesses or uses firearms or fireworks on university property without written permission from the Physical Plant Director.
- c. Conducts himself/herself in a manner that significantly interferes with the operation of the university.
- d. 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.
- e. Damages, defaces or destroys university property.
- f. 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.

- g. 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.
- h. Misuses, alters or forges a student identification card.
- i. 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.
- j. Possesses unauthorized keys to university buildings. The duplication of a key issued to a student is prohibited.
- k. 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.
- l. Engages in disruptive activity such as disorderly conduct which is defined by North Dakota Century Code 12.1-31-01.
 - i 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:
 - 1. a. Engages in fighting, or in violent, tumultuous, or threatening behavior;
 - 2. b. Makes unreasonable noise;
 - 3. c. In a public place, uses abusive or obscene language, or makes an obscene gesture.
 - 4. d. Obstructs vehicular or pedestrian traffic, or the use of a public facility;
 - 5. e. Persistently follows a person in or about a public place or places;
 - 6. f. While loitering in a public place for the purpose of soliciting sexual contact, the individual solicits the contact;
 - 7. g. Creates a hazardous physically offensive, or seriously alarming condition by any act that serves no legitimate purpose; or
 - 8. 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.
 - 9. i. Uses a fixed optical device that enhances or records a visual occurrence to view through any window of another person's property; or uses a surveillance camera to capture an image from the dwelling or accessory structure of another person; however, an individual using a surveillance camera has seven days from notice by a law enforcement officer to direct or shield the camera so as to not capture an image from another person's dwelling or accessory structure before there is an offense.
 - ii 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.
- m. Maliciously and/or negligently tampers with fire equipment on the MSU campus.
- n. Violates the campus tobacco policy.
- o. 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

- 1. 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.
- 2. Students Rights Committee: The committee consists of six faculty or staff members appointed by the Faculty Senate and three student members, appointed by the Student Senate.
- 3. 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

- 1. 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, the Student Affairs Office, or online at http://www.minotstateu.edu/pdf/incident_report_form.pdf.
- 2. Allegations of violations of disciplinary rules or regulations shall be referred to the Vice President for Student Affairs or his/her designate.
- 3. 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.
- 4. After the initial investigation is complete, the Vice President for Student Affairs or his/her designate may:
 - a. Take no action.
 - b. Take administrative action to counsel, advise or admonish the student.
 - c. Initiate hearing procedures.

5. 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.
6. When hearing procedures are initiated the Vice President for Student Affairs or his/her designate may:
 - a. Hear and make a decision concerning the case (Administrative Hearing).
 - b. 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.
7. 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.
8. The notice of hearing shall include the following:
 - a. A statement of the time, place, and nature of the hearing;
 - b. A reference to the particular sections of the rules or regulations involved;
 - c. A short and plain statement of the matters asserted;
 - d. A statement of the student's rights under these regulations.
9. Hearing Procedures:
 - a. Hearings on allegations of violations of disciplinary rules or regulations shall be conducted informally.
 - b. Opportunity shall be afforded all parties to respond to the allegations and to present evidence and argument on all issues involved.
 - c. The burden of proof will rest upon the party attempting to prove the violation of a University regulation.
 - d. Unless precluded by law, informal disposition may be made of any individual proceedings by mutual agreement of all concerned parties.
 - e. 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.
 - f. 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.
10. The Appeals Procedure:
 - a. 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.
 - b. 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.
 - c. 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.
 - d. 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.
11. Disciplinary Sanctions:
 - a. 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.
 - b. PARENTAL NOTIFICATION will occur after second offense involving alcohol and a student who is under age 21. (See Parental Notification Policy.)
 - c. A WARNING is a discussion of misconduct which becomes a matter of at least temporary record (in the Student Affairs Office only).
 - d. 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.
 - e. EVICTION is the formal removal of a student from University housing.
 - f. 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.
 - g. 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.

- h. 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.

12. 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:

- a. To be given written notice of the charges in sufficient time to ensure an adequate opportunity to prepare for the hearing.
- b. To present information on their own behalf, including written and oral statements and physical exhibits when appropriate.
- c. To hear all information presented and to question all who present it.
- d. To be advised by an advisor or attorney for consultation during questioning.
- e. To receive a timely written decision.
- f. 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 benefited 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 vitae 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 vitae 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 vitae 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 Graduate School Assistant Dean. The Graduate School Assistant Dean, in turn, will recommend approval of qualifying applications to the Graduate Council. At his/her discretion, the Graduate School Assistant Dean may request additional information or support, or a consultation with the College Dean regarding an applicant. In the event the Graduate School Assistant Dean 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 School Assistant Dean is authorized to provide a faculty member temporary status for up to one semester.

Administration and Faculty

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. Steven W. Shirley, President
Dr. Laurie Geller, Vice President for Academic Affairs
Mr. Rick Hedberg, Vice President for Advancement
Mr. Brent Winiger, Vice President for Administration & Finance
Mr. Kevin Harmon, Vice President for Student Affairs
Ms. Jonelle Watson, Assistant Vice President, Business Services/Controller

Members of the Board

Kathleen Neset, '17, Tioga, Chair
Don Morton, '16, Fargo, Vice Chair
Nick Hacker, '18, Bismarck
Brett Johnson, '16, Grand Forks, Student Member
Kevin Melicher, '18, Fargo
Mike Ness, '18, Hazen
Kari Reichert, '17, Bismarck
Greg Stemen, '18, LaMoure
Emma Tufte, '16, Valley City, Staff Adviser
Eric Murphy, '16, Grand Forks, Faculty Adviser

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

Leslie Coughlin, Executive Chair
Dan Langemo, Executive Chair Elect
Randy Burckhard, Member at Large
Brent Winiger, Treasurer
TBD, Secretary
Valerie Bruels, Past Chair
Dr. Steven W. Shirley, MSU President

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 four standing committees of the foundation are:

1. Investment Advisory Committee
2. Special Gifts Committee
3. Development Strategies Committee
4. Nominating Committee

Foundation Executive Committee

Maynard Sandberg '55, President
Tom Probst '67, Vice President
Brent, Winiger, Treasurer

TBD, Executive Director
 Dr. Steven W. Shirley, MSU President
 Tom Probst '67, Investment Advisory Committee
 Karen Krebsbach '62, Development Strategies Committee
 Robert Sando, Special Gifts Committee
 Doris Slaaten '49, Nominating Committee

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.

Alumni Officers

Kelsey Holt '97, President
 Kristi Berg '01/95 President Elect
 Kristi Berg '01/95, Vice President of Outreach
 Jaimie Jundt Brunner '00, Vice President for Promotions
 Chelsea Kirkhammer '06, Vice President for Events
 Ryan Hertz '00 Past President

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, Donor Relations Officer, Director of Marketing, Major Gifts Officer, and Office of Publications and Design. 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

10. Commission on Accreditation of Athletic Training Education
2201 Double Creek Drive Suite 5006
Round Rock, TX 78664

Administrative Staff

Note: Figure in parenthesis represents first year of service at MSU.

Askvig, Brent

Director, North Dakota Center for Persons with Disabilities
B.S., M.S., Minot State University; Ph.D., University of Idaho (1990)

Banister, Stephen

Director, Gordon B. Olson Library
B.A., Nicholls State University; M.L.I.S., Louisiana State University (2010)

Bertsch, Lynda

Director of Student Success Center
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 Wellness and Development
B.S.S.W., M.A., University of North Dakota (1991)

Fettig, Melissa

Director of Student Health
RN, BSN, Minot State University (2015)

Geller, Laurie

Vice President of Academic Affairs
B.A., Minot State University;
M.S., University of North Dakota;
Ed.D., Montana State University. (2002)

Harmon, Kevin

Vice President for Student Affairs
B.S., Minot State University; M.S., University of North Dakota (2008)

Hedberg, Rick

Vice President of Advancement
B.S.E., Minot State University; M.E., University of North Dakota (2001)

Heitkamp, Andy

Director, Veterans Center
B.S., Mayville State University (1995)

Huck, Alysia

Director of Public Information
B.S., Valley City State University (2013)

Kinzell, Deborah

Associate Registrar
B.A., Minot State University (2007)

Klimpel, Evelyn

Disabled Student Services Counselor
B.S., M.S., Minot State University (1989)

Loftesnes, Teresa

Director of Marketing
B.S., M.S.M., Minot State University (1979)

Major, Holly

Director, POWER Center (TRiO)
B.S., Minot State University; M.S., Central Michigan University (2010)

McCall, Devin

Director, Residence Life
B.B.A., M.B.A., University of North Dakota (2012)

Mennem, Annette

Director, Native American Center
A. A., Turtle Mountain Community College; B.S.E., M.S.M., Minot State University (2011)

Mikula, Brigitte

MAFB Program Coordinator and Student Services Officer
B.S.E., University of Moncton (2009)

Mrozik, Jacek

Dean, College of Business; Assistant Professor of Business;
B.S. University of Manchester United Kingdom; M.S., University of Warsaw; M.B.A.; Clemson University; Ph.D., University of Warsaw (2011)

Nilsen, Cheryl

Dean, College of Education and Health Sciences
B.A., Concordia College, Moorhead; M.A.T., Minot State University; Ed. D., Montana State University (1992)

Odahlen, Elizabeth

Director of the Center for Engaged Teaching and Learning
B.S., University of North Dakota; M.S. University of Utah (2009)

Olson, Cari

Director, Institutional Research
B.S., M.S., Minot State University (2001)

Orluck, Gary

Director of Campus Security
B.S., Minot State University (2014)

Paige, Linde Lori

Graduate School Coordinator
B.A., Minot State University; M.S.A., Central Michigan University (2014)

Perzinski, Leon

Student Center Director
B.A., Minot State University (1990)

Ringham, Rebecca

Registrar
B.A, M.S., Minot State University (2005)

Shirley, Steven

President
B.S., M.B.A., and Ph.D., University of North Dakota (2014)

Tyler, Katie

Director of Enrollment Services
B.S., M.S., University of North Dakota (2015)

Wald, Doreen

Director, Publications and Design Services (1987)

Warmoth, Kristen

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

Assistant Vice President for Business Services/ Controller

B.S., M.S., Minot State University; C.P.A., North Dakota (1992)

Weber, Laurie

Director of Student Financial Aid

B.S., M.S., Minot State University (1997)

Willoughby, Lorraine J.

Assistant Dean, Graduate School; Chairperson, Professor, Department of Business Information Technology

B.S., M.S., University of North Dakota; Ph.D., Utah State University. (1988)

Winiger, Brent

Vice President for Administration & Finance

B.B.A., M.B.A., Boise State University (2016)

Withus, George

Director, Information Technology Center (2000)

Graduate Faculty

Note: Figure in parenthesis represents first year of service at MSU; *Indicates eligibility to chair student graduate committees

***Amaya, Efrain**

Assistant Professor of Music

B.M.E., Indiana University; M.M. Shepherd School of Music. (2015)

***Anderson, Dianna**

Assistant Professor of Music

M.M.E., D.M.A., University of Cincinnati College. (2003)

***Anderson, Erik**

Professor of Music

B.M., M.M., University of Idaho; D.M.A., (2003)

***Andreasen, Bethany**

Professor of History

B.A., University of Wisconsin-Eau Claire; M.A., Ph.D., Cornell University. (1991)

***Askvig, Brent**

Director of NDCPD

Professor of Special Education B.S., M.S., Minot State University; Ph.D., University of Idaho. (1984)

***Berg, Kristi-Ann**

Associate Professor of Business Information Technology

B.S.E., M.S.M., Minot State University; Ph.D., Capella University. (2001)

***Bertsch, Andrew**

Professor of Business Administration

B.S., M.S., Minot State University; Ph.D. Henley Business School, United Kingdom. (2002)

***Bloom, Micah**

Assistant Professor of Art

B.S., Southwest Minnesota State University; M.A., M.F.A., University of Iowa. (2011)

***Bobylov, 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 Teacher Advisement & Field Placement
B.A., M.S., University of North Dakota; Ph.D., Indiana University. (1997)

Borisinkoff, Evan Dean

Assistant Professor, Department of Special Education
A.A. Minot State University; B.S. Minot State University; M.S. Minot State University; Ph.D. University of New Mexico. (2014)

Bowen, Ashley; Assistant Professor of English;

B.A., University of Arkansas;
M.A., University of Louisiana;
M.F.A., University of Arkansas;
Ph.D., University of North Texas. (2014)

***Bowles, DeVera**

Professor of Music
B.A., Pfeiffer College; M.M., East Carolina University; Ph.D., Texas Tech University. (1994)

***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**

Professor of Criminal Justice
Master's in Law, Copernicus University; Ph.D., Rutgers. (1999)

***Choi, Laee**

Assistant Professor of Business Administration
B.S., Chung-Nam National University; M.S. Michigan State University; Ph.D. University of Arizona. (2015)

***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 Addiction Studies
B.A., University of Colorado-Denver; M.A., University of Northern Colorado; M.A., Ph.D., University of Colorado-Boulder. (1992)

***Conn, Daniel**

Assistant Professor of Teacher Education & Human Performance
B.A. University of Northern Colorado; M.A. Adams State College; Ed.D. University of Northern Colorado (2014)

***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)

***Dobrinski, Darren**

Associate Professor of School Psychology
B.A., Concordia College-Moorhead; M.A., Ph.D., University of South Dakota. (2006)

***Donovan, Andrea**

Assistant Professor of Art/Humanities
B.S., M.A., Ph.D., Western Michigan University; (2007)

***Eckmann, Terry**

Professor of Teacher Education & Human Performance - Education

B.S., B.S.E., M.S., Minot State University; M.S., University of Montana; Ph.D., University of North Dakota. (1999)

Engler, Joseph

Assistant Professor of School Psychology

B.A., Minot State University; Ph.D. University of South Dakota. (2014)

***Fischer, Ronald**

Associate Professor of English

A.A., Montana College of Science & Technology; B.S.E., Western Montana College; M.F.A., University of Montana; D.A.E., Idaho State University. (2000)

Froelich, Thomas

Chair, Assistant Professor of Communication Disorders

B.S., M.S., Minot State University. (1983)

***Fusik, James**

Assistant Professor of Music

B.M.E., Central Michigan University; M.M., D.M.A., Bowling Green State University. (2015)

***Furuseth, Eric**

Associate Professor of Humanities

B.S., B.A., M.A., University of North Dakota; Ph.D., Washington State University. (1993)

***Gamas, Warren**

Associate Professor of Teacher Education & Human Performance

B.S., Montana State University; M.Ed., Eastern Montana College; Ph.D., Arizona State University(1994)

***Garnes, Lori**

Assistant Professor of NDCPD

B.S.E., Bowling Green State University; M.S., Minot State University; Ph.D., Utah State University. (1996)

***Gilson, Cheryl**

Professor of Communication Disorders

B.A., University of Montana; M.A., University of Kansas; Ph.D., University of Oregon. (1992)

***Golly, Heather**

Associate Professor, Program Director, Athletic Training Education Program

B.S.E., Minot State University; M.A., Ohio State University; Ph.D., North Dakota State University. (2002)

***Harbort, William**

Professor of Graphic Arts

B.F.A., M.F.A., Syracuse University. (1996)

***Hanley, Guy**

Assistant Professor of Science

B.A. Minot State University; M.A., University of Nebraska. (1999)

Harmon, Leisa

Assistant Professor of Communication Disorders

B.S., M.S., Minot State University. (1997)

***Hintz, Kathy**

Associate Professor of Teacher Education & Human Performance

B.A., Carleton College; M.A.T., Brown University; Ph.D., University of North Dakota. (2006)

***Hoffman, Harry**

Associate Professor of Sociology

B.A., M.S., North Dakota State University; Ph.D., Southern Illinois University-Carbondale. (1986)

Holt, Erin

Instructor of Communication Disorders

***Jastrzemski, Joseph**

Professor of History

B.A., University of Texas at El Paso; M.A., Ph.D., The University of Chicago. (1997)

***Jensen, Debra**

Associate Professor of Teacher Education

B.S.Ed., Minot State University; M.Ed., Ph.D., University of North Dakota. (2005)

***Kana, Erik**

Chairperson and Assistant Professor of Teacher Education & Human Performance

B.S. Minnesota State University-Moorhead; M.Ed. Minot State University; Ph.D. University of North Dakota (2014)

***Kibler, Robert**

Co-Chairperson, Division of Humanities, Associate Professor of English

B.A., M.A., University of Maryland; Ph.D., University of Minnesota. (2000)

***Klein, Deanna**

Associate Professor of Business Information Technology

B.S.B.E., M.S., Minot State University; Ph.D., Capella University. (1992)

***Kurtz, Patti**

Associate Professor of English

B.A., Waynesburg College; M.A., Slippery Rock University; D.A., Idaho State University. (2003)

***Larshus, Jynette**

Assistant Professor of Social Science

B.A., University of St. Thomas, St. Paul, MN; Ph.D., University at Albany-State University of New York. (2009)

***McQuade, Mark**

Associate Professor of Music

B.M., Oberlin Collete Conservatory; M.A., University of Oklahoma; D.A. University of Mississippi. (2015)

***Magnus, Lesley**

Associate Professor of Communication Disorders

B.S., M.S., Minot State University; Ph.D., Wichita State University. (2005)

***Markel, Paul**

Professor of Psychology

B.A., University of Mary; M.A., Ph.D., University of Colorado. (1996)

***Michels, Vicki**

Chairperson and Professor of Addiction Studies, Psychology, & Social Work

B.A., Minot State University; M.S., Ph.D., University of Wyoming. (1994)

Morris, Timothy

Instructor of Mathematics and Computer Science

A.S., North Dakota State University - Bottineau; B.S., M.A.T. Minot State University. (1991)

***Olson, Deborah**

Associate Professor of Psychology

B.S., North Dakota State University; M.S., University of Massachusetts (Amherst); Ph.D., University of Massachusetts (Amherst). (1996)

***Olson, Linda**

Professor of Art

B.S., Minot State University; M.A., University of Montana; M.F.A., University of North Dakota. (1990)

***Ondracek, James**

Professor of Business Administration

B.S., Montana State University; M.B.A., California State University; Ph.D., University of South Carolina. (1994)

Pedersen, Holly

Assistant Professor of Special Education

B.S., M.S., Minot State University; Ed.D., Walden University. (2006)

***Pijning, Ernst**

Professor of History

M.A., Lieden University, the Netherlands; M.A., Ph.D., Johns Hopkins University. (1999)

***Rabe, Gary**

Professor of Criminal Justice

A.S., Dawson Community College; B.S., Minot State University; M.A., Sam Houston State University; Ph.D., University of Delaware. (1993)

Repnow, Jan

Assistant Professor of Business Information Technology

B.S., Minot State University; M.S., University of North Dakota. (2007)

***Ringrose, Daniel**

Chairperson, Division of Social Science; Professor of History

B.A., Carleton College; A.M., Ph.D., The University of Michigan, Ann Arbor. (1995)

***Rochholz, David**

Associate Professor of Teacher Education & Human Performance

B.S., M.S., Fort Hays State University; Ed.D., University of North Dakota. (1987)

***Rolandson, David**

Assistant Professor of Music

B.M., University of Minnesota; M.M. Central Washington University; Ph.D., The University of Minnesota. (2015)

***Ross, Gary**

Professor of Management

B.A., Minot State University; M.B.A., Ph.D., University of North Dakota. (1980)

Roteliuk, Lisa

Clinic Coordinator, Assistant Professor of Communication Disorders

B.S.; M.S., Minot State University. (2006)

***Rumney, Jon**

Professor of Music

B.M., M.M., D.M.A., Eastman School of Music. (1994)

***Saeed, Mohammad**

Professor of Marketing

M.C., Ph.D., Agra University. (2001)

***Schroeder, Orlene**

Assistant Professor of Communication Disorders

B.A., Chapman University; M.S., Minot State University; Ph.D, Walden University (1997)

***Schwab, Patrick**

Assistant Professor of Teacher Education & Human Performance

B.S., M.S., Ph.D. Arizona State University (2014)

***Sherve, Margaret**

Associate Professor of English

B.A., Luther College; M.A., Iowa State University; Ph.D., Washington State University. (2001)

***Smith, Aili**

Co-Chairperson, Division of Humanities, Assistant Professor of Humanities

B.A., Minot State University; M.A. University of North Dakota; Ph.D. Wayne State University, Michigan. (2008)

Spelchen, Melissa

Assistant Professor of Criminal Justice

B.S., M.S., Minot State University. (2005)

***Tangney, ShaunAnne**

Professor of English

B.A., University of California (Santa Cruz); M.A., Northeastern University; Ph.D., University of Nevada (Reno). (1997)

***Webster, John**

Associate Professor of Geosciences

B.A., Hope College; M.S.; Ph.D., Indiana University. (1996)

***Westby, Johnna**

Assistant Professor of Special Education

B.S., M.S., Minot State University; Ph.D., NOVA Southeastern University. (2004)

***Willoughby, Lorraine J.**

Assistant Dean, Graduate School; Chairperson, Department of Business Information Technology; Professor of Business Information Technology

B.S.Ed., M.S.; University of North Dakota; Ph.D.; Utah State University. (1988)

Course Descriptions

ART Courses

ART 510. Drawing. 1-4 Hour.

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

ART 511. Painting. 1-4 Hour.

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

ART 512. Ceramics. 1-4 Hour.

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

ART 513. Sculpture. 1-4 Hour.

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

ART 514. Graphic Design. 1-4 Hour.

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

ART 515. Metalsmithing: Jewelry and Small Sculpture. 1-4 Hour.

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

ART 516. Crafts. 1-4 Hour.

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

ART 517. Photography. 1-4 Hour.

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

ART 518. Printmaking. 1-4 Hour.

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

ART 519. Computer Graphics. 1-4 Hour.

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

ART 520. Mixed Media. 1-4 Hour.

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

ART 521. Multi-Media. 1-4 Hour.

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

ART 525. Research In Art Education. 1-4 Hour.

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 & Theory. 2 Hours.

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

ART 550. Issues In Art: Graduate Seminar. 1 Hour.

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 Hour.

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. Prerequisite: Permission of instructor.

ART 589. Continuing Enrollment. 0 Hours.

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 Hour.

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. Prerequisite: Permission of instructor.

ART 598. Professional Exhibition. 2 Hours.

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

ART 599. Thesis. 1 Hour.

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

BIOL Courses

BIOL 520. Advanced Developmental Biology. 3 Hours.

Advanced study of morphogenesis including genetic mechanisms and four-dimensional visualization.

BIOL 530. Advanced Anatomy & Physiology. 3 Hours.

Recent advances in the study of anatomy and physiology.

BIOL 550. Ecology Of The Great Plains. 3 Hours.

Ecology of the Northern Great Plains, especially focusing on grasslands. Course involves collection, identification and classification of flora and fauna of North Dakota and adjoining US states and Canadian Provinces.

BIOL 570. Frontiers In Biology. 3 Hours.

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

BIOL 579. Research. 2-4 Hour.

BIOL 590. Seminar. 1-3 Hour.

Seminars on topics as approved by the division chair.

BIOL 592. Special Topics. 1-3 Hour.

Special Topics in Biology.

BIOL 597. Independent Study. 1-3 Hour.

Individual study on topics as approved by the division chair.

BIOL 598. Project and Report. 2 Hours.

An extended research project on science education; could include action research conducted in the classroom. Many 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.

BIOL 599. Thesis. 2 Hours.

Individual research culminating in a thesis.

CHEM Courses

CHEM 510. Organic Chemistry For Teachers. 3 Hours.

An in-depth examination of the chemical and physical properties of organic functional groups.

CHEM 520. Physical Chemistry For Teachers. 3 Hours.

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 Hours.

Among topics considered are periodic law, ionic bonding, crystalline structure of ionic compounds.

CHEM 570. Frontiers In Chemistry. 3 Hours.

Developments in chemistry, including such subjects as environmental chemistry, use of computer models, and study of chemical reaction mechanisms.

CHEM 579. Research. 2-4 Hour.

CHEM 590. Seminar. 1-3 Hour.

Seminars on topics as approved by the division chair.

CHEM 592. Special Topics. 1-3 Hour.

Special Topics in chemistry.

CHEM 597. Independent Study. 1-3 Hour.

Individual study on topics as approved by the division chair.

CHEM 598. Project and Report. 2 Hours.

An extended research project on science education; could include action research conducted in the classroom. Many 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.

CHEM 599. Thesis. 2 Hours.

Individual research culminating in a thesis.

ED Courses

ED 501. Designing and Interpreting Education Research/Quantitative. 2 Hours.

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 & Interpreting Ed Research/Qualitative. 2 Hours.

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 Hours.

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 Hours.

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. 3 Hours.

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. 2 Hours.

Supervised practicum with gifted and talented children at various grade levels.

ED 515. Individualizing Strategies. 2 Hours.

Determining programs and appropriate instructional approaches for elementary students.

ED 518. Educational Philosophy. 2 Hours.

Traditional and contemporary philosophical thoughts and their educational implications.

ED 519. Diversity in a Global Perspective. 3 Hours.

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 exceptionality, should be ensured educational equity in school. Provides models for appropriate modification of curriculum and instruction.

ED 520. Supervision and Mentoring of Preservice and New Teachers. 3 Hours.

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 Hours.

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 Hours.

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

ED 523. Linguistics for ELL/Bilingual Educators. 3 Hours.

This course will provide participants with basic understanding of analytic methods of several core subfields of linguistics, including phonetics, phonology, morphology, syntax, semantics, and pragmatics, as well as an introduction to the history of English, socio-linguistics, and bilingualism. Throughout the course there will be opportunities to analyze language data and discuss various language-related issues. No previous training in linguistics is required or assumed. This course will help participants to see language as both social and cognitive phenomenon.

ED 524. Intro to Bilingual and Multilingual Education. 3 Hours.

This course is an introduction to the social and educational aspects of both bilingualism and multilingualism. It offers an overview of the broad range of sociolinguistic and political issues surrounding both bilingualism and multilingualism. The course will also examine the language mixing behavior of both bilingual and multilingual speakers, and explore the use of two or more languages in popular music, advertising, and online social spaces. It will also cover such key topics as language maintenance and shift attitudes toward bilingualism, multilingualism, bilingual identity, multilingual educational models and policies, and bilingual parenting.

ED 525. Methodology of Teaching English Language Learners and Materials. 3 Hours.

This course investigates traditional and modern approaches and techniques for teaching English Language Learners theories of second-language acquisition/learning; curriculum and materials design of ELL for academic, social/survival, and professional purposes.

ED 526. ELL Testing and Evaluation. 3 Hours.

This course will provide participants with the theory and methodology appropriate for ELL testing. Course content includes an investigation of literature containing theoretical foundations of and research for second-language testing. Course participants will be expected to use research findings in the practical application of test construction, administration, and evaluation.

ED 535. Models Of Teaching & Learning. 3 Hours.

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

ED 540. Reading: Advance Diag & Remed. 2 Hours.

Study, diagnosis and treatment of reading problems.

ED 541. Clinical Practice Remedial Read. 2 Hours.

Supervised practice in working with reading disability cases in a clinical setting.

ED 544. Neurobiology Of Communication. 3 Hours.

CD 544 is an advanced class covering the neurological processes of the brain and their relationship to speech, language and hearing. Objectives of the class include (1) understanding the anatomy and physiology of the brain, (2) understanding the neurobiological factors required for communication, and (3) understanding the complexities of sensory, motor and cognitive functions involved in communication. CD 544 will also cover the disorders of communication resulting from brain dysfunction.

ED 550. Dynamics Of Managing Learning. 2 Hours.

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 551. Second Language Acquisition. 3 Hours.

This course investigates traditional and modern approaches and techniques for teaching English Language Learners theories of second-language acquisition/learning; curriculum and materials design of ELL for academic, social/survival, and professional purposes.

ED 554. Teaching Reading in the Content Areas. 2 Hours.

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 Hours.

The integration of adolescent development theory within the framework of middle school philosophy and curriculum.

ED 556. Middle School: Teaching Strategies. 3 Hours.

Organization of curriculum and instruction for middle school education including teaming, scheduling, integrating, and involving parents and the community.

ED 557. Readings in Cognitive Science. 1-3 Hour.

Contemporary neuroscience findings and their appropriate application to learning, behavior, and teaching are constantly evolving; currency of information requires study of first-source research in a specific area. Readings in Cognitive Science is an elective which meets that need for M.Ed candidates taking Cognitive Science as their concentration, and is also open to those in other M.Ed concentrations if requested by their Graduate Committee Chair. Up to 3 credits of targeted Readings in Cognitive Science may be used with a given concentration.

ED 558. Trauma Informed Practice for Teachers. 3 Hours.

This course is designed to increase awareness of the effects of trauma on students in classrooms. The course will introduce the participants to the Neurosequential Model in Education (NME), a systematic approach to healing and educating students who have suffered childhood trauma. Through discussion, research and application, participants will seek ways to accommodate students who need the well-ordered interventions and strategies that the trauma-informed classrooms should provide.

ED 570. Curriculum Theory. 3 Hours.

This course offers an overview regarding the historical influences of curriculum and how those influences affect curricular understandings today. Students will take a critical look at variety of arguments and theories about curriculum, including: Jane Addams, John Dewey, John Franklin Bobbitt, Maria Montessori, Ralph Tyler, James Popham, Elliot Eisner, E.D. Hirsch, Maxine Greene, and Nel Noddings. Students will also compare and contrast curricular ideals with educational realities in an effort to balance their beliefs with present curricular circumstances. This course will include practical application in the development of curricular materials.

ED 571. Assessment Theory. 3 Hours.

This course would offer an overview of the historical influences of assessment and how those influences affect our understandings. From common school public exhibitions, to the emergence of paper-pencil tests in the New England states, to the A Nation at Risk report and the standardized assessment movement, students will learn about how assessment has been used to measure learning and provide accountability. This course would also focus on modern assessment types as well as what is revealed and concealed in interpreting assessment results. This course would include practical application in the development of both formative and summative assessments.

ED 573. Educational Leadership. 3 Hours.

This course would provide context and support for students as they prepare to take on leadership roles within their educational settings. This course would juxtapose competing interests from outside agencies with local voices within particular school systems, provoking students to consider how to balance the array of interests educational leaders regularly face. This course would have a practical application aspect in providing leadership opportunities and prompting reflection.

ED 580. ELL Practicum in Schools. 3 Hours.

This course is a student teaching internship for those seeking K-12 ELL certification. The primary purpose of this practicum is to provide those planning to teach ELL in public schools with an opportunity to observe and interact with ELL teachers and students in the classroom and gain an understanding of the real world of school; of the challenges confronting teachers, administrators and students; and of the resources available to deal with these.

ED 581. Applied Methods and Practicum. 1-3 Hour.

This course gives M.Ed candidates opportunity to work with their specialty-area advisor to develop current pedagogical skills specific to that area. Practicum will include 30 hours of guided experience in a P-12 school at the appropriate level. Placements in school settings are approved by the Teacher Advisement and Field Placement Office and arranged in collaboration with the candidate's specialty-area advisor. M.Ed candidates who are already licensed to teach may take this course as an elective. For candidates seeking initial teaching licensure at the graduate level, this course may be taken as a prerequisite to, or co-requisite with ED 497 Mentored Clinical Practice; or as a prerequisite to ED 495 Student Teaching.

ED 589. Continuing Enrollment. 0 Hours.

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 Hour.

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 Hours.

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. 1-3 Hour.

Student initiated study under the direction of faculty advisor.

ED 598. Project And Report. 1-2 Hour.

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. 1-2 Hour.

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

ENGL Courses

ENGL 516. Research In Teaching Writing. 3-6 Hour.

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. 3-9 Hour.

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 degree.

ENGL 535. Topics In Teaching Literature. 3-9 Hour.

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 degree.

ENGL 536. Enrich Reading In Content Area. 3-9 Hour.

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. Prof Issues & Methods In English. 3-6 Hour.

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 543. Pract. Approach To Teach Writing. 3-9 Hour.

Practice in process-oriented approaches to writing. Emphasis on students' own personal and reflective writing in a workshop environment. This course is a component of the Northern Plains Writing Project Summer Institute.

ENGL 545. Topics In Teaching Writing. 3-9 Hour.

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 degree.

ENGL 589. Continuing Enrollment. 0 Hours.

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.

ENGL 592. Special Topics. 1-4 Hour.

Occasional and topical subjects.

ENGL 597. Independent Study. 1-3 Hour.

Independent study under the direction of a faculty advisor.

ENGL 599. Thesis. 1-3 Hour.

Individual research culminating in a thesis.

GEOL Courses

GEOL 510. Advanced Physical Geology. 3 Hours.**GEOL 520. Advanced Historical Geology. 3 Hours.****GEOL 550. Advanced Mineralogy & Petrograph. 3 Hours.****GEOL 570. Global Plate Tectonics. 3 Hours.**

GEOL 579. Research. 2-4 Hour.

GEOL 590. Seminar. 1-3 Hour.

GEOL 592. Special Topics. 1-3 Hour.

GEOL 597. Independent Study. 1-3 Hour.

GEOL 598. Project and Report. 2 Hours.

An extended research project on science education; could include action research conducted in the classroom. Many 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.

GEOL 599. Thesis. 2 Hours.

MATH Courses

MATH 501. Action Research in Math Ed. 2 Hours.

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. Fund Concepts Advanced Math. 3 Hours.

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 Hours.

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 Math Education. 3 Hours.

Exploration of topics and curriculum trends in secondary school mathematics.

MATH 523. Probability and Statistics for Secondary School Teachers. 3 Hours.

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

MATH 531. EL/MS Measurement. 3 Hours.

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. EI/MS Problem Solving / Algebra Reasoning. 3 Hours.

The first part of this course will focus on Polya's problem solving process. Students will be guided through the process and learn how to use assessment and evaluation tools. The second part of this course will focus on algebraic thinking. Students will learn about representing patterns mathematically, demonstrating properties of numbers both through manipulatives and symbolically, and apply their problem solving skills to algebraic problems.

MATH 533. EL/MS Geometry. 3 Hours.

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 Hours.

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 Hours.

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 EI/MS Math. 3 Hours.

The focus of this courses 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 operation of addition, subtraction, multiplication, division, and powers.

MATH 540. Geometry for Secondary School Teachers. 3 Hours.

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 Hours.

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 Hours.

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. Student 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 Hours.

Introduction to algebraic methods, proof, 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 postulates, real number field properties, and many algebraic theories related to functions.

MATH 589. Continuing Enrollment. 0 Hours.

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 Hour.

Opportunity is provided to read literature in mathematics on an individual basis to meet student needs and interests.

MATH 592. Special Topics. 1-4 Hour.

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 Hours.

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 Hour.

Student initiated study under the direction of a faculty advisor.

MATH 598. Capstone Project. 1-3 Hour.

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. Prerequisites: MATH 501 and 596.

MATH 599. Thesis. 1-2 Hour.

Individual research culminating in a thesis.

MUSC Courses

MUSC 501. Research in Music Education. 4 Hours.

The methodology and procedures of music education research. Topics may include: methods and interpretation of quantitative and qualitative research in music education, library aids to research, publications in music and music education, and an overview of previous music education research.

MUSC 502. Graduate Music Seminar. 3 Hours.

A special course of study related to a specific problem or unique area of concentration relative to music.

MUSC 510. Graduate Music History. 3 Hours.

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

MUSC 515. Graduate Music Theory. 3 Hours.**MUSC 520. Critical Issues in Music Educ.. 3 Hours.**

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

MUSC 523. Private Conducting. 1-3 Hour.

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

MUSC 524. Private Lessons-Percussion. 1-3 Hour.

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.

MUSC 525. Private Lessons-Piano. 1-3 Hour.

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

MUSC 526. Private Lessons-Voice. 1-3 Hour.

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

MUSC 527. Private Lessons-Strings. 1-3 Hour.

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

MUSC 528. Private Lessons-Brass. 1-3 Hour.

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

MUSC 529. Private Lessons-Woodwinds. 1-3 Hour.

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

MUSC 530. Curr Dev for the Music Clsm. 3 Hours.

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

MUSC 532. Graduate Conducting. 3 Hours.

Group study encompassing technical development, musical refinement and rehearsal skills.

MUSC 535. Technology In The Music Clsroom. 3 Hours.

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

MUSC 589. Continuing Enrollment. 0 Hours.

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.

MUSC 590. Music Education Seminars. 1-3 Hour.

A special course of study related to a specific problem or unique area of concentration relative to music. Repeatable for credit. Departmental approval required.

MUSC 591. Advanced Music Methods Training. 3 Hours.

In depth study of various theories of music instruction including Kodaly, Orff, and Dalcroze methods offered on a rotating basis.

MUSC 597. Independent Study. 1-3 Hour.

Student initiated study under the direction of a faculty advisor. Repeatable for credit. Departmental approval required.

MUSC 599. Capstone Project. 4 Hours.

Individual research project guided by a graduate faculty member designed to serve as the culminating experience of the master of music education degree.

MUS Courses

MUS 503S. Romantic & Post-Romantic Eras. 2 Hours.

Course Dropped Effective Summer 1993.

MUS 505S. 20Th Century Music. 2 Hours.

Course Dropped Effective Summer 1993.

MUS 513S. Advanced Analytical Techniques. 2 Hours.

Course Dropped Effective Summer 1993.

MUS 521S. Survey Of Research Music Ed. 2 Hours.

Course Dropped Effective Summer 1993.

MUS 522Q. Pedagogy Of Mus Theory. 3 Hours.

Master'S Degree In Music Approved April 1989.

MUS 522R. Melodic Structure. 5 Hours.

Course Added For The Elementary Masters Degree Program.

MUS 536S. Independ Arrang & Orchestra Proj. 1-2 Hour.

Course Dropped Effective Summer 1993.

MUS 540. Perspectives in World Music. 3 Hours.

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

MUS 589. Continuing Enrollment. 0 Hours.

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

MUS 592. Special Topics In Music Educatn. 1-3 Hour.

MUS 598. Lecture/Demonstration Recital. 2 Hours.

PHYS Courses

PHYS 579. Research. 2-4 Hour.

PHYS 590. Seminar. 1-3 Hour.

Seminars on topics as approved by the division chair.

PHYS 592. Special Topics. 1-3 Hour.

Special Topics in Physics.

PHYS 597. Independent Study. 1-3 Hour.

Individual study on topics as approved by the division chair.

PHYS 598. Project and Report. 2 Hours.

An extended research project on science education; could include action research conducted in the classroom. Many 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.

SCI Courses

SCI 501. Research Methods. 3 Hours.

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 Hours.

Interdisciplinary study of global biogeochemical cycles and their impact on the environment.

SCI 510. Survey Science Curricula. 3 Hours.

Historical survey of science curricula with an emphasis on recent issues and trends and their application to current teaching practice.

SCI 579. Research. 2-4 Hour.

SCI 589. Continuing Enrollment. 0 Hours.

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 Hour.

Seminars on topics as approved by the division chair.

SCI 592. Special Topics. 1-3 Hour.

Special topics in Science.

SCI 597. Independent Study. 1-3 Hour.

Individual study on topics as approved by the division chair.

SCI 598. Project and Report. 2 Hours.

An extended research project on science education; could include action research conducted in the classroom. Many 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.

SCI 599. Thesis. 2 Hours.

Individual research culminating in a thesis.

ACCT Courses

ACCT 521. Managerial Accounting. 3 Hours.

BADM Courses

BADM 525. Strategic Marketing. 3 Hours.

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 Hours.

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 Hours.

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. Prerequisite: BADM 535.

BADM 550. Statistical and Quantitative Applications/A Managerial Approach. 3 Hours.

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 Hours.

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. Prerequisite: BADM 535.

BADM 565. Strategic Management. 3 Hours.

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. Prerequisite: BADM 535. Corequisite: FIN 545.

BADM 589. Continuing Enrollment. 0 Hours.

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. 1-3 Hour.

Presents study of selected areas in management.

BADM 598. Capstone Experience. 3 Hours.

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 paper must be prepared for a third-party client. For students in specialized cohorts, the content will vary according to the research project involved or the nature of the cohort's specialty. Taken the last semester. Prerequisites: BADM 525, 535, FIN 545. Corequisite: BADM 550.

BADM 599. Thesis. 1-3 Hour.

Provides for individual research culminating in a thesis.

BIT Courses

BIT 510. Managerial Communication. 3 Hours.

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 Hours.

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 Hours.

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. IS Project Management. 3 Hours.

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 Hours.

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 Systems & Application. 3 Hours.

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 Hours.

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 Hours.

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 Hours.

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 Hours.

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 Hours.

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 Teaching Business. 3 Hours.

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

BIT 582. Professional Consulting In IS. 3 Hours.

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

BIT 589. Continuing Enrollment. 0 Hours.

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

BIT 592. Special Topics. 1-3 Hour.**BIT 598. Project. 3 Hours.**

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

FIN Courses

FIN 545. Financial Management and Accounting. 3 Hours.

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.

CD Courses

CD 501. Introduction to Graduate Studies. 3 Hours.

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 Inter-Interdisciplinary Study. 2 Hours.

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 Hour.

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. 3 Hours.

Supervised Practicum in various setting 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. 3 Hours.

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. 4-12 Hour.

Supervised external practicum in a school setting. Graduates who seek employment in a North Dakota public school will need to have completed at least 100 hours of practicum in a school setting.

CD 517. Adv External Practicum: Speech-Language-Pathology. 4-12 Hour.

Supervised external practicum at a medical, long term care, private practice, or other non-MSU clinical site.

CD 520. Fluency Disorders. 3 Hours.

A study of the historical and current theories for stuttering with attention to a review of published research.

CD 521. Speech-Language-Pathology Development and Disorders. 4 Hours.

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 Hours.

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 Hours.

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 Hours.

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 SLP. 3 Hours.

A review and critical analysis of tools and techniques used in diagnosis of speech and language disorders. The student must observe diagnostic procedures and be competent in the execution of diagnostic tools.

CD 530. Cleft Palate. 1 Hour.

This course will review the types of oral-facial clefts and resulting speech and resonance disorders experienced by those with oral-facial clefts or other velopharyngeal incompetencies (VPI). Assessment and treatment of speech and resonance disorders secondary to clefting or other VPI will be addressed.

CD 532. Voice Disorders. 3 Hours.

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

CD 534. Adolescent Communication. 2 Hours.

Study of the history, nature, evaluation and treatment of language disorders in adolescents.

CD 535. Dysphagia. 3 Hours.

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 Hours.

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 and Literacy. 3 Hours.

Capstone course in language with 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 Hours.

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. Professional Issues. 2 Hours.

This course is designed to explore critical contemporary professional issues in speech language pathology linking course work 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 Hours.

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 Hours.

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 Hour.

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 Hour.

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 Hour.

Student initiated study under the direction of a faculty member.

CD 599. Thesis. 1-3 Hour.

Individual research culminating in a thesis.

ELED Courses

ELED 524. Current Trends: Science. 2 Hours.

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

ELED 526. Current Trends: Social Science. 2 Hours.

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

ELED 528. Current Trends: Reading/Lang Art. 3 Hours.

Current research, learning principles, and teaching techniques in language arts and reading theory and classroom instruction.

ELED 530. Current Trends: Math. 2 Hours.

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

ELED 545. Literature For Children. 2 Hours.

An examination of the range and quality of current children's literature including its potential for integration throughout the curriculum.

ELED 550. ECETeaching Methods and Materials. 3 Hours.

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 Children. 3 Hours.

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 Hours.

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. Symbolism: Reading & Child. 3 Hours.

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. 1-3 Hour.

HPER Courses

HPER 501. Exercise Science. 3 Hours.

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. Sports Leadership and Administration. 3 Hours.

Students will discuss the process of leadership and leadership development in sports organizations. Leadership styles, qualities, philosophies and the ability to adapt to different situations are addressed. Information on recruiting, training, supervising and evaluating personnel are examined as are current sporting issues and their impact on sport leadership. The philosophy of athletics and sport programs, communication and leadership skills, facilities and equipment management, budgeting, personnel management, risk management, public relations and current issues will be explored.

HPER 520. Advanced Methods of Teaching Group Fitness. 3 Hours.

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, freights, low-mid-high impact aerobics, step aerobics, circuit training, interval training and kickbox. 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 Hours.

The course is designed to provide physical educators, fitness specialists, and coaches with instruction, practice, and teaching experience in resistance training. Instruction will focus on skills to advance knowledge and practice in resistance training using 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. Foundations of Sports and Exercise Psychology. 3 Hours.

The course is designed to provide athletic coaches, athletic administrators, physical education teachers, and fitness specialists insight and skills in the psychology of 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 sport and physical activity.

HPER 555. Sports Law. 3 Hours.

The course will introduce core substantive areas of law that affect the sporting industry at all levels: amateur, professional, and recreational. Topics include: constitutional law, torts, contracts, labor and employment law, Title IX, federal discrimination laws, antitrust, intellectual property, and law of private associations. Students will learn how state and federal law impacts the sporting industry, in addition to regulations from state high school athletic associations, the NCAA, and professional sports.

HPER 560. Sports Media and Event Planning. 3 Hours.

This course provides an analysis of sport media's changing landscape and the role it plays in political, social and technological climates. Emphasis on intercollegiate sports and the implications of simultaneous production and consumption. Course will examine new information technologies, commercial pressures in sport media and global sport media expansion. Course also provides student exposure to comprehensive event planning and management for sport and special events. Students will understand and create the operational plan for a sport event, which includes developing marketing and sponsorship strategies, media strategies; developing timelines, schedules and responsibilities for activities leading up to and through the event transportation and traffic flow, hospitality, personnel, registration, finances, restroom and waste facilities.

HPER 589. Continuing Enrollment. 0 Hours.

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. 0 Hours.

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

PSY Courses

PSY 503. Statistics I. 3 Hours.

The tool necessary for understanding contemporary educational research, including probability, measures of central tendency, and sampling theory.

PSY 510. Cognitive Science. 3 Hours.

A survey of topics in biopsychology, sensation and perception, and cognitive science designed to expand educators' understanding of mind/brain function and how learning occurs.

PSY 511. Human Growth and Development. 3 Hours.

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 Hours.

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 Hours.

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 Hours.

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 capstone report where some child has been administered at least three tests.

PSY 515. Academic Assessment. 4 Hours.

This course will prepare students with the skills necessary to properly administer and interpret the most commonly used measures of academic achievement in schools settings. Particular emphasis will be placed on the Woodcock-Johnson IV ACH, Wechsler Individual Achievement Test - Third Edition, and other diagnostic reading, writing, and mathematic assessments. Students will also learn how to translate assessment results into meaningful evidenced-based interventions.

PSY 518. Psychopathology Of Children. 3 Hours.

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 School Psychologist. 3 Hours.

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 Hours.

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 550. Issues in School Psychology. 3 Hours.

This course provides an integrated seminar setting for instruction and discussion of developments in School Psychology. Prerequisite(s): CD 521, 539 and PSY 516.

PSY 584. School Psychology Practicum I. 3 Hours.

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. 3-6 Hour.

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 Hours.

This course provides instruction and supervision to accompany clinical practice in the Minot State University School Psychology Clinic. Prerequisite(s): PSY 525 and 590.

PSY 589. Continuing Enrollment. 0 Hours.

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 Hours.

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

PSY 592. Special Topics. 1-3 Hour.

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

PSY 597. Thesis. 1-6 Hour.

Individual research culminating in a thesis.

PSY 598. Internship. 6 Hours.

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. 1-6 Hour.

The internship will involve spending 600 hours in schools or a similar setting. It will also involve an integrative experience where the individual will demonstrate competencies in assessment, programming, consultation, and counseling.

SPED Courses

SPED 501. Intro To Graduate Studies. 3 Hours.

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 Autism Spectrum Disorders. 2 Hours.

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

SPED 503. Research Design and Methodology. 3 Hours.

This course is part of the special education research core and provides students with a comprehensive foundation in quantitative and qualitative methods for conducting meaningful inquiry and research. The purpose of this course is to help students write a clear description of the methodology section of their Master's thesis. They will gain a deeper understanding of research intent and design, methodology and technique, format and presentation, and data management and analysis informed by commonly used statistical methods.

SPED 504. Introduction to Preschool Children with Disabilities. 3 Hours.

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 Hours.

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. Introduction to Mild Disabilities. 3 Hours.

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 Hours.

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. Intro To Disability Services. 3 Hours.

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 Hours.

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. 1-10 Hour.

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. 4-8 Hour.

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 Hours.

Methods and materials for educational programming necessary when teaching student with mild disabilities. This course focuses on academics, social functioning, vocational training and life skills instruction for individuals with Developmental Disabilities, Learning Disabilities and Emotional Disabilities.

SPED 520. Intro To Behavior Disorders. 3 Hours.

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. Comm Support For Individuals with Behavior Disorders. 2 Hours.

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 Hours.

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 Hour.

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 Hours.

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. Intro To Severe Disabilities. 1 Hour.

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. Observation Of Student Learning. 1 Hour.

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. Basic Skills For Teaching. 1 Hour.

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 Hour.

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 Comm. & Asst. Tech.. 2 Hours.

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 and Medical Needs of Persons with Severe Disabilities. 3 Hours.

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. Conducting the Academic Literature Review. 3 Hours.

This course is designed to develop an understanding of the critical role of the literature review within the research process. The purpose of this course is to help students write a well-structured and relevant literature review in preparation for their Master's thesis proposal. The course covers the required components of the literature review such as how to thoroughly search for professional literature, effective organization by summary and synthesis, mastering the authorial tone, avoiding plagiarism and applying correct use of APA and source citations.

SPED 533. Clinical Practice. 1-4 Hour.

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

SPED 534. Managing Behaviors. 1 Hour.

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. Inclusion Strategies. 1 Hour.

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 536. Managing Physical Movement. 1 Hour.**SPED 537. Facilitating Team Collaboration. 1 Hour.****SPED 538. Final Practicum in DD. 1-4 Hour.**

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 540. Appraisal Development Disability. 3 Hours.

A methods course in educational appraisal of learners with severe or multiple handicaps, birth through 21 years. Competencies in screening, formal assessment, informal diagnostic techniques, interdisciplinary team evaluation and evaluating program variables emphasized. The focus is on connecting appraisal strategies to educational program planning.

SPED 542. Methods & Materials in DD/ASD. 3 Hours.

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. 3 Hours.

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

SPED 544. Social Skills Strategies. 2 Hours.

This course examines the critical relationship of communication and social skills across the lifespan, including understanding the characteristics of development, and strategies for assessing and improving communication and social skills in all settings.

SPED 546. Intensive Naturalistic Methods. 2 Hours.

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 Hour.

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. Special Education Assessment. 2 Hours.

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 Hours.

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 Hours.

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, inter-agency collaboration, and program design. Family structure and dynamics are emphasized.

SPED 565. Early Intervention: Deaf/HH. 3 Hours.

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 Hours.

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 Hours.

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 co-requisite is required. Prerequisite: Consent of the instructor and SPED 533.

SPED 583. Strategies to Support Listening & Spoken Language. 3 Hours.

This course focuses on the development of the audition and speech for children who are deaf/hard of hearing. The speech perception-production cycle is discussed with emphasis on specific teaching strategies for facilitating learning to listen and talk in children who are deaf/hard of hearing.

SPED 584. Teaching Language to Deaf/HH. 3 Hours.

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

SPED 585. Advanced Audiology for Educators of the Deaf/Hard of Hearing. 3 Hours.

This course is an advanced look into the audiology centered knowledge necessary to working with children who have hearing loss. The course will cover several concepts that are important to the understanding of hearing and hearing disorders, such as basic acoustics, anatomy and physiology of the auditory system and audiometry specifically designed for the pediatric patient. Different types and degrees of hearing loss in addition to the different amplification devices recommended for those with hearing loss will be addressed. A collaborative approach to service provision for children who are deaf/hard of hearing is stressed.

SPED 586. Teaching Reading/Academics to DHH. 4 Hours.

This course presents assessment and methods of teaching reading, math, social studies and science to student who are deaf or heard 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 Hours.

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

SPED 588. Thesis Writing Seminar. 3 Hours.

This course is designed to synthesize the knowledge and skills developed in previous research courses and apply them to the master's thesis process. Students will expand their knowledge about all aspects of the thesis process toward successful proposal, implementation, and defense of their thesis. Throughout the course, students are required to work closely with their major advisor/thesis chair and committee, as appropriate. Student performance in the course will be assessed by satisfactory progress toward their semester plan. To make substantial progress, it is essential that students set and meet aggressive goals and meet regularly with their major advisor/thesis chair to ensure the thesis is progressing in a focused and high equality manner.

SPED 589. Continuing Enrollment. 0 Hours.

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

SPED 590. Seminar In Special Education. 1-6 Hour.

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 Hour.

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 Hour.

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

SPED 599. Thesis. 1-3 Hour.

This course provides individual research culminating in a thesis.

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