



Minot State UNIVERSITY

Graduate Catalog
2006–2008

GRADUATE PROGRAMS

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

Subject to Change Statement

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

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Minot, North Dakota 58707

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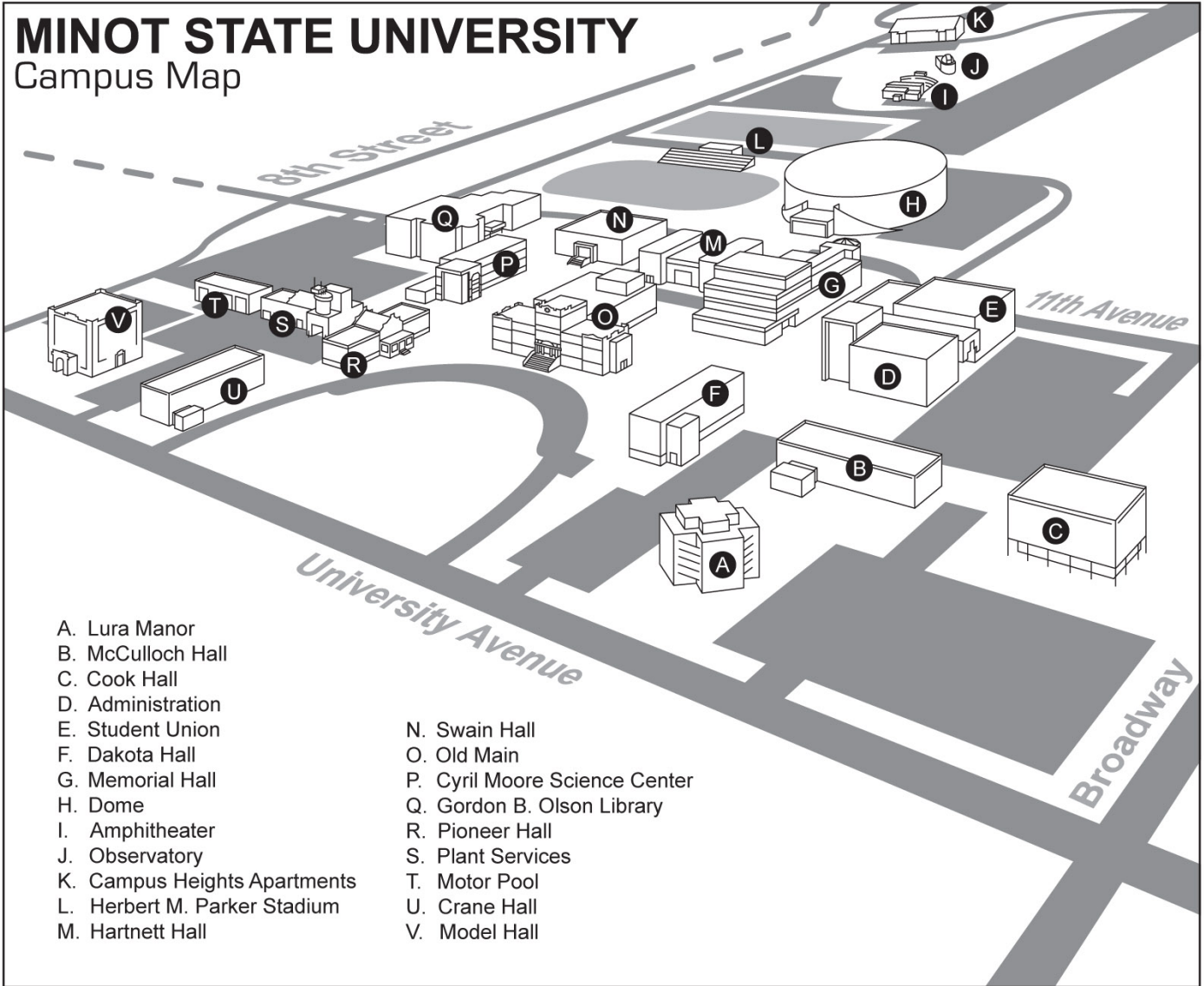
Regarding Discrimination

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.

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Campus Map



Graduate School Calendar Dates

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

Summer Semester, 2006

Wednesday, May 31, 2006.....	Summer Eight-Week Classes Begin
Wednesday, May 31, 2006.....	Mandatory Graduate Student Orientation
Sunday, June 04, 2006.....	Last day to drop a class or withdraw from all classes and receive a 100% refund
Monday, June 05, 2006.....	Last day for summer graduates to file Thesis Proposal; due 12 noon in the Graduate School
Tuesday, June 06, 2006.....	Last Day to Add an Eight-Week Class
Friday, June 16, 2006.....	Last day to file Permit to take Written Comprehensive Exams; due 12 noon in the Graduate School
Monday, June 19, 2006.....	Last day to withdraw from all classes and receive a 75% refund
Friday, June 30, 2006.....	Written Comprehensive Exams
Tuesday, July 04, 2006.....	Last day to withdraw from all classes and receive a 50% refund
Tuesday, July 04, 2006.....	Federal Holiday, University Closed
Thursday, July 06, 2006.....	Last Day to Drop an Eight-Week Class
Monday, July 17, 2006.....	If graduating summer semester, last day for Thesis Defense
Monday, July 24, 2006.....	If graduating summer semester, last day to submit 5 copies of Thesis to Graduate School
Wednesday, July 26, 2006.....	Last Day of Eight-Week Classes
July 27-28, 2006.....	Final Examinations in Eight-Week Classes
Monday, July 31, 2006.....	Grades Must Be Entered by 12:00 NOON

Fall Semester, 2006

Monday, August 21, 2006.....	16-Week Evening Classes Begin after 4:00pm
Monday, August 21, 2006.....	First eight-week classes begin
Tuesday, August 22, 2006.....	16-Week Classes Begin
Thursday, August 24, 2006.....	Last Day to Add a First Eight-Week Class
Thursday, August 24, 2006.....	First Eight-Week Classes: Last day to drop a class or withdraw from all classes and receive a 100% refund
Tuesday, August 29, 2006.....	Last day for Fall Graduates to file Admission to Candidacy and Graduation Applications with their Advisor
Tuesday, August 29, 2006.....	Last day for fall graduates to file Thesis Proposal; due 12 noon in Graduate School
Wednesday, August 30, 2006.....	Last Day to Add a 16-Week Class
Wednesday, August 30, 2006.....	16-Week Classes: Last day to drop a class or withdraw from all classes and receive a 100% refund
Monday, September 04, 2006.....	Labor Day, University Closed
Thursday, September 07, 2006.....	First Eight-Week Classes: Last day to withdraw from all classes and receive a 75% refund
Tuesday, September 12, 2006.....	Fall students Admission to Candidacy and Graduation Applications due in the Graduate School
Tuesday, September 19, 2006.....	Last Day to Drop a First Eight-Week Class
Wednesday, September 20, 2006.....	First Eight-Week Classes: Last day to withdraw from all classes and receive a 50% refund
Friday, September 22, 2006.....	Fall Semester Applications for Graduation Due in Registrar's Office
Friday, September 29, 2006.....	16-Week Classes: Last day to withdraw from all classes and receive a 75% refund
Tuesday, October 03, 2006.....	Incomplete grades of "I" from spring and/or summer semester roll to "F"
October 11 - 12, 2006.....	Final Exams in First Eight Week Classes
Thursday, October 19, 2006.....	Last Day to Drop a 16-Week Class
Monday, October 23, 2006.....	Second Eight-Week Classes Begin
Thursday, October 26, 2006.....	Last Day to Add a Second Eight-Week Class
Thursday, October 26, 2006.....	Second Eight-Week Classes: Last day to drop a class or withdraw from all classes & receive a 100% refund
Saturday, October 28, 2006.....	16-Week Classes: Last day to withdraw from all classes and receive a 50% refund
Friday, November 3, 2006.....	Last day to file Permit to Take Written Comprehensive Exams; due 12 noon in Graduate School
Thursday, November 09, 2006.....	Second Eight-Week Classes: Last day to withdraw from all classes and receive a 75% refund
Friday, November 10, 2006.....	Veteran's Day, University Closed
Friday, November 17, 2006.....	Written Comprehensive Exams
November 13 - 22, 2006.....	Registration for Spring Semester 2007
Tuesday, November 21, 2006.....	Last Day to Drop a Second Eight-Week Class
Wednesday, November 22, 2006.....	Second Eight-Week Classes: Last day to withdraw from all classes and receive a 50% refund
November 23 - 24, 2006.....	Thanksgiving Vacation (University Closed Thursday)
Monday, November 27, 2006.....	Classes Resume

Monday, December 04, 2006	If graduating fall semester, last day for Thesis Defense
Monday, December 11, 2006.....	If graduating fall semester, last day to submit 5 copies of Thesis to Graduate School
December 11 - 14, 2006	Final Exams in 16-Week Classes
December 13 - 14, 2006	Final Exams in Second Eight-Week Classes
December 15-Jan. 5, 2007	Winter Recess
Monday, December 18, 2006.....	Grades Must Be Entered by 12:00 NOON

Spring Semester, 2007

Monday, January 08, 2007	First Eight-Week Classes Begin after 4:00pm
Tuesday, January 09, 2007	16-Week Classes Begin
Thursday, January 11, 2007	Last Day to Add a First Eight-Week Class
Thursday, January 11, 2007	First Eight-Week Classes: Last day to drop a class or withdraw from all classes and receive a 100% refund
Monday, January 15, 2007	Martin Luther King Day, University Closed
Tuesday, January 16, 2007	Last day for Spring or Summer graduates to file Admission to Candidacy and Application for Graduation with their advisors
Tuesday, January 16, 2007	Last day for Spring or Summer graduates to file Thesis Proposal; due 12 noon in the Graduate School
Thursday, January 18, 2007	Last Day to Add a 16-Week Class
Thursday, January 18, 2007	16-Week Classes: Last day to drop a class or withdraw from all classes and receive a 100% refund
Thursday, January 25, 2007	First Eight-Week Classes: Last day to withdraw from all classes and receive a 75% refund
Tuesday, January 30, 2007	Spring or Summer Admission to Candidacy and Applications for Graduate due in Graduate School
Tuesday, February 06, 2007	Last Day to Drop a First Eight-Week Class
Friday, February 09, 2007	Spring & Summer Semester App for Graduation Due in Registrar's Office
Saturday, February 10, 2007	First Eight-Week Classes: Last day to withdraw from all classes and receive a 50% refund
Monday, February 19, 2007	President's Day, University Closed
Monday, February 19, 2007	16-Week Classes: Last day to withdraw from all classes and receive a 75% refund
Wednesday, February 21, 2007	Incomplete grades of "I" from fall semester roll to "F"
February 28 - March 1, 2007	Final Exams in First Eight-Week Classes
Friday, March 09, 2007	Last Day to Drop a 16-Week Class
March 12 - 16, 2007	Spring Break
Monday, March 19, 2007	Classes Resume
Monday, March 19, 2007	Second Eight-Week Classes Begin
Wednesday, March 21, 2007	16-Week Classes: Last day to withdraw from all classes and receive a 50% refund
Thursday, March 22, 2007	Second Eight-Week Classes: Last day to drop a class or withdraw from all classes and receive a 100% refund
Thursday, March 22, 2007	Last Day to Add a Second Eight-Week Class
Friday, March 30, 2007	Last day to file Permit to Take Written Comprehensive Exams; due 12 noon in the Graduate School
Thursday, April 05, 2007	Second Eight-Week Classes: Last day to withdraw from all classes and receive a 75% refund
April 6 - 9, 2007	Easter Vacation (University Closed Friday Only)
Tuesday, April 10, 2007	Classes Resume
April 10 - 20, 2007	Registration for Summer & Fall Semester 2007
Friday, April 13, 2007	Written Comprehensive Examinations
Wednesday, April 18, 2007	Last Day to Drop a Second Eight-Week Class
Wednesday, April 18, 2007	Second Eight-Week Classes: Last day to withdraw from all classes and receive a 50% refund
Monday, April 30, 2007	If graduating spring semester, last day for Thesis Defense
Monday, May 7, 2007	If graduating spring semester, last day to submit 5 copies of Thesis to Graduate School
May 7 - 10, 2007	Final Exams in 16-Week Classes
May 09 -10, 2007	Final Exams in Second Eight-Week Classes
Friday, May 11, 2007	Commencement MSU Dome
Monday, May 14, 2007	Grades Must Be Entered by 12:00 NOON

Summer Semester, 2007

Tuesday, May 29, 2007	Summer Eight-Week Classes Begin
Friday, June 01, 2007	Last Day to Add an Eight-Week Class
Saturday, June 02, 2007	Last day to drop a class or withdraw from all classes and receive a 100% refund
Monday, June 04, 2007	Last day for summer graduates to file Thesis Proposal; due 12 noon in Graduate School
Friday, June 15, 2007	Last day to file Permit to Take Written Comprehensive Exams; due 12 noon in Graduate School
Sunday, June 17, 2007	Last day to withdraw from all classes and receive a 75% refund
Friday, June 29, 2007	Written Comprehensive Examinations

Monday, July 02, 2007	Last day to withdraw from all classes and receive a 50% refund
Wednesday, July 04, 2007	Federal Holiday, University Closed
Thursday, July 05, 2007.....	Last Day to Drop an Eight-Week Class
Monday, July 16, 2007.....	If graduating summer semester, last day for Thesis Defense
Monday, July 23, 2007	If graduating summer semester, last day to submit 5 copies of Thesis to graduate School
Wednesday, July 25, 2007.....	Last Day of Eight-Week Classes
July 26-27, 2007	Final Examinations in Eight-Week Classes
Tuesday, July 31, 2007	Grades Must Be Entered by 12:00 NOON

Fall Semester, 2007

Monday, August 20, 2007	16-Week Evening Classes Begin after 4:00pm
Monday, August 20, 2007	First Eight-Week Classes Begin
Tuesday, August 21, 2007	16-Week Classes Begin
Thursday, August 23, 2007	Last Day to Add a First Eight-Week Class
Thursday, August 23, 2007	First Eight-Week Classes: Last day to drop a class or withdraw from all classes and receive a 100% refund
Tuesday, August 28, 2007 ..	Last day for fall graduates to file Admission to Candidacy and Application for Graduation with their advisors
Tuesday, August 28, 2007.....	Last day for fall graduates to file Thesis Proposal; due 12 noon in Graduate School
Wednesday, August 29, 2007.....	Last Day to Add a 16-Week Class
Wednesday, August 29, 2007.....	16-Week Classes: Last day to drop a class or withdraw from all classes and receive a 100% refund
Monday, September 03, 2007	Labor Day, University Closed
Thursday, September 06, 2007	First Eight-Week Classes: Last day to withdraw from all classes and receive a 75% refund
Friday, September 07, 2007.....	Fall graduates Admission to Candidacy and Applications for Graduation due in Graduate School
Tuesday, September 18, 2007.....	Last Day to Drop a First Eight-Week Class
Wednesday, September 19, 2007.....	First Eight-Week Classes: Last day to withdraw from all classes and receive a 50% refund
Friday, September 21, 2007.....	Fall Semester Applications for Graduation Due in Registrar's Office
Friday, September 28, 2007	16-Week Classes: Last day to withdraw from all classes and receive a 75% refund
Tuesday, October 02, 2007	Incomplete grades of "I" from spring and/or summer semester roll to "F"
October 10 - 11, 2007.....	Final Exams in First Eight Week Classes
Thursday, October 18, 2007.....	Last Day to Drop a 16-Week Class
Monday, October 22, 2007	Second Eight-Week Classes Begin
Thursday, October 25, 2007	Last Day to Add a Second Eight-Week Class
Thursday, October 25, 2007.	Second Eight-Week Classes: Last day to drop a class or withdraw from all classes and receive a 100% refund
Saturday, October 27, 2007	16-Week Classes: Last day to withdraw from all classes and receive a 50% refund
Friday, November 02, 2007	Last day to file Permit to Take Written Comprehensive Exams; due 12 noon in the Graduate School
Thursday, November 08, 2007	Second Eight-Week Classes: Last day to withdraw from all classes and receive a 75% refund
Monday, November 12, 2007	Veteran's Day, University Closed
November 13 - 21, 2007	Registration for Spring Semester 2008
Friday, November 16, 2007	Written Comprehensive Examinations
Tuesday, November 20, 2007	Last Day to Drop a Second Eight-Week Class
Wednesday, November 21, 2007.....	Second Eight-Week Classes: Last day to withdraw from all classes and receive a 50% refund
November 22 - 23, 2007.....	Thanksgiving Vacation (University Closed Thursday)
Monday, November 26, 2007	Classes Resume
Monday, December 3, 2007	If graduating fall semester, last day for Thesis Defense
Monday, December 10, 2007.....	If graduating fall semester, last day to submit 5 copies of Thesis to Graduate School
December 10-13, 2007	Final Exams in 16-Week Classes
December 12-13, 2007	Final Exams in Second Eight-Week Classes
December 14-Jan. 4, 2008.....	Winter Recess
Monday, December 17, 2007	Grades Must Be Entered by 12:00 NOON

Spring Semester, 2008

Monday, January 07, 2008.....	16-Week Classes Begin after 4:00pm
Monday, January 07, 2008.....	First Eight-Week Classes Begin after 4:00pm
Tuesday, January 08, 2008.....	16-Week Classes Begin
Thursday, January 10, 2008.....	Last Day to Add a First Eight-Week Class
Thursday, January 10, 2008	First Eight-Week Classes: Last day to drop a class or withdraw from all classes and receive a 100% refund
Tuesday, January 15, 2008	Last day for spring or summer graduates to file Admission to Candidacy and Application for Graduation with their advisors

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Tuesday, January 15, 2008 Last day for spring graduates to file Thesis Proposal form; due 12 noon in the Graduate School
Wednesday, January 16, 2008	..... Last Day to Add a 16-Week Class
Wednesday, January 16, 2008	..... 16-Week Classes: Last day to drop a class or withdraw from all classes and receive a 100% refund
Monday, January 21, 2008	..... Martin Luther King Day, University Closed
Thursday, January 24, 2008	..... First Eight-Week Classes: Last day to withdraw from all classes and receive a 75% refund
Tuesday, January 29, 2008	..... Spring or Summer Admission to Candidacy and Applications for Graduation due in Graduate School
Tuesday, February 05, 2008	..... Last Day to Drop a First Eight-Week Class
Wednesday, February 06, 2008	..... First Eight-Week Classes: Last day to withdraw from all classes and receive a 50% refund
Friday, February 08, 2008	..... Spring & Summer Semester App for Graduation Due in Registrar's Office
Sunday, February 17, 2008	..... 16-Week Classes: Last day to withdraw from all classes and receive a 75% refund
Monday, February 18, 2008	..... President's Day, University Closed
Wednesday, February 20, 2008	..... Incomplete grades of "I" from fall semester roll to "F"
February 27 - 28, 2008	..... Final Exams in First Eight-Week Classes
March 3 - 7, 2008	..... Spring Break
Monday, March 10, 2008	..... Classes Resume
Friday, March 14, 2008	..... Last Day to Drop a 16-Week Class
Monday, March 17, 2008	..... Second Eight-Week Classes Begin
Wednesday, March 19, 2008	..... 16-Week Classes: Last day to withdraw from all classes and receive a 50% refund
Thursday, March 20, 2008	..... Last Day to Add a Second Eight-Week Class
Thursday, March 20, 2008	..... Second Eight-Week Classes: Last day to drop a class or withdraw from all classes and receive a 100% refund
Thursday, March 20, 2008	..... Last day to file Permit to Take Written Comprehensive Exams; due 12 noon in the Graduate School
March 21 - 24, 2008	..... Easter Vacation (University Closed Friday Only)
Tuesday, March 25, 2008	..... Classes Resume
Thursday, April 03, 2008	..... Second Eight-Week Classes: Last day to withdraw from all classes and receive a 75% refund
Friday, April 04, 2008	..... Written Comprehensive Examinations
April 14 - 25, 2008	..... Registration for Summer & Fall Semester 2007
Wednesday, April 16, 2008	..... Last Day to Drop a Second Eight-Week Class
Wednesday, April 16, 2008	..... Second Eight-Week Classes: Last day to withdraw from all classes and receive a 50% refund
Monday, April 28, 2008	..... If graduating spring semester, last day for Thesis Defense
Monday, May 5, 2008	..... If graduating spring semester, last day to submit 5 copies of Thesis to Graduate School
May 5 - 8, 2008	..... Final Exams in 16-Week Classes
May 7 - 8, 2008	..... Final Exams in Second Eight-Week Classes
Friday, May 09, 2008	..... Commencement MSU Dome
Monday, May 12, 2008	..... Grades Must Be Entered by 12:00 NOON

Summer Semester, 2008 (Tentative)

Wednesday, May 28, 2008	..... Summer Eight-Week Classes Begin
Sunday, June 01, 2008	..... Last day to drop a class or withdraw from all classes and receive a 100% refund
Tuesday, June 03, 2008	..... Last day for summer graduates to file Thesis Proposal form; due 12 noon in the Graduate School
Tuesday, June 03, 2008	..... Last Day to Add an Eight-Week Class
Friday, June 13, 2008	..... Last day to file Permit to Take Written Comprehensive Exams; due 12 noon in the Graduate School
Monday, June 16, 2008	..... Last day to withdraw from all classes and receive a 75% refund
Friday, June 27, 2008	..... Written Comprehensive Examinations
Tuesday, July 01, 2008	..... Last day to withdraw from all classes and receive a 50% refund
Wednesday, July 02, 2008	..... Last Day to Drop an Eight-Week Class
Friday, July 04, 2008	..... Federal Holiday, University Closed
Monday, July 14, 2008	..... If gradating summer semester, last day for Thesis Defense
Monday, July 21, 2008	..... If graduating summer semester, last day to submit 5 copies of Thesis to Graduate School
Wednesday, July 23, 2008	..... Last Day of Eight-Week Classes
July 24-25, 2008	..... Final Examinations in Eight-Week Classes
Tuesday, July 29, 2008	..... Grades Must Be Entered by 12:00 NOON

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 most recent addition to the MSU Graduate School offerings is the Master of Science in Information Systems degree, added in 2004.

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. Specifically, the MSU Graduate Programs are designed to:

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

Approved by the Graduate Council, November 26, 2003

Graduate School Staff

Dean of the Graduate School and Research/Sponsored Programs:

Dr. Linda Cresap

Assistant to the Dean of the Graduate School:

Dr. Margaret Coxwell

Graduate School Administrative Assistant:

Brenda Anderson

Contact Information

The Graduate School is located in Memorial Hall, Room 200. Staff may be contacted by calling toll-free 1-800-777-0750 or locally at 858-3250. The fax number is 701-858-4286. The mailing address for the Graduate School is 500 University Avenue West, Minot State University, Minot, ND 58707. See our website at www.minotstateu.edu/graduate for more information.

Introduction to Minot State University

History

Minot State University is a comprehensive public university whose purpose is to foster the intellectual, personal, and social development of its students, and to promote the public good through excellence in teaching, research, scholarly activity, and public service. Minot State is an integral part of the state and region it serves, and its mission and purposes are linked inextricably to the needs, aspirations, and 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 nine 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 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, information systems, management, mathematics, music, science, and special education. The University offers one specialist degree in school psychology.

Mission

The mission of Minot State University is to advance knowledge, critical and creative thinking, and the vitality of community and cultures.

Beliefs

Minot State University uses the following beliefs to guide day-to-day decision-making.

About **Learning**, we believe that

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

About **Teaching**, we believe that

- Teachers model intellectual curiosity.
- Teachers facilitate learning for all students.
- Teaching requires passion and compassion.
- Teaching is reflective, responsive, and purposeful.

About **Campus Life**, we believe that a dynamic university community

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

About **Research**, we believe that

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

About **Service**, we believe that

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

Core Values

Minot State University uses its core values as a foundation for the day-to-day conduct of business.

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

Vision

The following statements describe the vision that Minot State University holds for itself, expects to accomplish, and works toward everyday.

The Minot State University **Learning Vision**

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

The Minot State University **Teaching Vision**

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

The Minot State University **Campus Life Vision**

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

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

The Minot State University **Research Vision**

MSU has created a collegial culture where:

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

The Minot State University **Service Vision**

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

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 union, library, domed athletic facility, a concert hall, two theaters, and an art gallery.

The University is located in Minot, North Dakota, a city of over 35,000 that serves as the cultural, educational, and commercial center of a region which includes western North Dakota, eastern Montana, and southern Saskatchewan and Manitoba. Minot is known for its beautiful residential areas, spacious parks, and busy commercial districts. Here students find many of the cultural advantages usually associated with larger cities, including a symphony orchestra, an opera company, two theatre companies, three art galleries, a fine arts center, numerous choral groups, and a city band. Minot International Airport is served by Northwest Airlines. The city is also served by Amtrak. Minot is situated in one of the finest agricultural, industrial, and commercial areas in the state. The city is near the great Garrison Dam on the Missouri River which offers world-class outdoor recreational opportunities in fishing, boating, sailing, hunting and camping.

Admission

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

1. **Completed “MSU Graduate School Application”** (available on the Graduate School website, www.minotstateu.edu/graduate).
2. **Statement of Purpose.** Submit a concise (limited to 300 words) essay that describes your primary interest of study, your experiences related to that area of study, and your objective in pursuing this degree at Minot State University. In particular, your essay should be as specific as possible in describing your interests and should describe any relevant education, research, commercial, government, or teaching experience. If you are applying for more than one program, you should submit a separate Statement of Purpose for each program. *Students applying for the Master of Science in Management or in Information Systems should follow more specific instructions located within the information for these degree programs. *Education Specialist in School Psychology applicants are required to submit an academic vita (resume) also. You may submit the appropriate document(s) via email attachment, fax, or regular mail.
3. **Immunization Records.** The North Dakota State Board of Higher Education requires proof of MMR vaccinations. You may submit this documentation via email attachment, fax, or regular mail.
Exemptions:
 - Enrollment in an online only program.
 - Documentation of having received 2 doses of MMR after the age of 12 months.
 - Born before 1957.
 - Religious reasons (must have statement signed by pastor).
 - Documentation from physician stating immune or non-susceptible status.
 - Pregnant or planning pregnancy within the last six months.*
 - Blood transfusion within the last six months.*
 - Prior allergic reaction to vaccine.*
 - Allergy to eggs or neomycin.*

*Requires you visit with the University nurse prior to receiving exempt status
4. **Transcripts.** Transcripts from ALL previous colleges or university, both undergraduate and graduate, are preferred. At a minimum, please submit the official transcript showing the earned baccalaureate degree. Some colleges and universities will provide you with a sealed envelope with your official transcript; please do not open the envelope prior to forwarding it to MSU. If you or the institution

prefers to have the transcript sent directly to MSU, please use the Graduate School mailing address. Transcripts must be submitted by mail; only original, official transcripts will be accepted.

- The Graduate School requires students to have a minimum undergraduate grade point average of at least 2.75 (scale of A=4.0) before they can be admitted. Students without this requirement must appeal to the Departmental/Divisional Chairperson and receive special written permission to be considered for admission. Additionally, departments/divisions may require more stringent grade point averages as part of the admission to their programs.
5. **Application Fee.** A one-time, non-refundable fee of \$35.00 must be mailed in when you submit your application. If you are electronically submitting your application, send your check to the Graduate School mailing address. Students who have completed only Continuing Education courses/workshops must submit the application fee.
 6. **Recommendations.** Three (3) recommendations must be submitted as part of your application. Please use the recommendation forms provided on the Graduate School forms link. Recommendations should be completed by persons familiar with your academic and/or related professional achievements. The Master of Science in Management or in Information Systems programs have separate recommendation forms and guidelines. The Education Specialist in School Psychology requires one non-academic recommendation. Please ask each reference person to secure a hard copy of his/her recommendation in a sealed envelope if you are going to forward them to the Graduate School along with your other materials. Alternatively, the reference person(s) may mail or fax recommendations directly to the Graduate School or complete and submit via email attachment the electronic recommendation form.
 7. **Required test scores.** If you are required to take the GRE, TOEFL, or other similar test to be considered for admission, please direct the agency to send the official scores to the Graduate School. Copies will not be accepted.
 8. **Additional requirements for your intended degree program.** Please carefully review admission requirements for your intended degree program and complete any additional items that are required.

These admission requirements are minimum standards, and departments may have established additional criteria.

Graduate School Mailing Address:

Graduate School
Minot State University
Minot, ND 58707
Fax: 701-858-4286

Summary of Admission Requirements

	Education Specialist in School Psych.	MAT: Math	MAT: Science	MED	MME: (Music)	MS: CD	MS: CJ	MS: IS	MS: Mgt	MS: Sped
GRE	Yes	No	No	No	No	Yes 800 and 4.0 on writing	Yes	No	No	No
Minimum Undergraduate GPA	2.75	2.75	3.00	2.75	2.75	3.00	3.00	2.75	3.00	2.75
Three letters of reference	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Statement of Purpose	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Vita	Yes	No	No	No	No	No	No	No	No	No
Application Deadline	March 15	April 15	April 15	April 15	Open	February 15	April 15 and Nov. 15	June 1 and Nov. 1	April 15	Open
Undergraduate requirements	Bach. Degree	Major or minor in math	Bach. Degree in one of the sciences	Bach. Degree in Education	Bach. Degree in Music Ed. or Educ.	Bach. Degree	Bach. Degree in CJ	Bach. Degree in CIS or MIS	Bach. Degree	Bach. Degree in Educ. or related field/Some concentrations require Teacher Licensure

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

In order to allow sufficient time for processing, the Application for Admission to Graduate School must be filed in the Graduate School by the date listed in the table above. For programs with open admission, a candidate should apply no later than four (4) weeks prior to the term of registration.

Admission of International Students

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

Language

Students whose first language is not English must give evidence of proficiency in English. Such students should arrange to take the Test of English as a Foreign Language (TOEFL). A passing score on the examination is 550 for the written exam and 213 for the computer based exam or 79 on the internet based exam. In lieu of the TOEFL, the Graduate School may

accept an earned degree from an English speaking university, where the primary mode of instruction is English, obtained in the past 10 years. Requests for the TOEFL tests and procedures should be directed to: Educational Testing Service, Rosedale Road, Princeton Road, Princeton, NJ 08541 or their web site at <http://www.toefl.org>

Academic Achievement

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

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

14 Enrollment in Non-Degree Courses

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

Financial Resources

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

Maintaining Status

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

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

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

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

Enrollment in Graduate Courses by Non-Degree Students

Any individual 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 appropriate department/division faculty and chairperson. The individual need not apply for formal admission into the Graduate School. Rather, he/she should file a "Non-Degree Application" with the Graduate School at least four (4) weeks prior to registration. The Non-Degree Application must be accompanied by a non-refundable, one-time application fee of \$35, immunization records (see exemptions listed on Non-Degree Application), and an official transcript indicating the baccalaureate degree earned. Official transcripts for other graduate schools attended must also be submitted.

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

An undergraduate senior who has a cumulative grade point average of not less than 3.0 and is recommended by the appropriate chairperson may also enroll as a non-degree student in a graduate course. An undergraduate senior may enroll in up to nine (9) semester hours of graduate course work, pending approval of the departmental/divisional chairperson. Being allowed to take these courses does not mean that the student is admitted to graduate school. At the time of registration the student must indicate whether the course credits will be applied toward the fulfillment of requirements for an undergraduate degree or whether the credits may be later applied toward a graduate degree. Graduate credits earned may be applied to either the undergraduate or the graduate degree, but not to both degrees.

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

Obtaining a Graduate Degree

General Requirements for Obtaining a Graduate Degree

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

The responsibility for the following requirements rests fully with the student. The graduate degree will not be awarded until the Dean of the Graduate School is satisfied that all requirements have been completed. All forms referred to can be found on the Graduate School Website (www.minotstateu.edu/graduate)

Program of Study

By the last day, at the end of the first semester in which the student is enrolled in graduate course work in his/her field of study at Minot State University, the student must file an approved "Program of Study" in the Graduate School. The Program of Study is a written plan for completing a degree. Completion of the Program of Study should involve consultation with the Program Director and/or student's advisor. Because the Program of Study will be the basis of the graduation check, any deviations that are made must have written approval from the student's advisor, department/division chairperson, and the Dean of the Graduate School. A Program of Study form for each degree program is available on the Graduate School website.

Graduate Committee

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

Generally, the committee consists of a chairperson (usually the student's advisor) and at least two other faculty members within the discipline or related areas. A faculty member from outside of the student's area of study is added to the Graduate Committee for the thesis, options to a thesis, and the oral comprehensive examination. This faculty member may be from the

same department, but should represent a different discipline or focus of study. Some programs have different requirements for committee membership; students should review departmental information and/or consult with their program director for additional information. The program director and department chairperson must approve all persons on the Graduate Committee.

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 those milestones in a graduate program. The student is challenged to focus all his/her knowledge, ability, skill, analytic, and interpretive techniques on problems, difficulties, and questions of academic and practical concern. The student should be prepared to demonstrate in writing that he/she understands specific knowledge and its application within the discipline.

No later than four (4) weeks before the student intends to take the written comprehensive examination, the student must inform the appropriate divisional/departmental chairperson in writing of his/her intent to write the comprehensive examinations. The chairperson then notifies the student's Graduate Committee which, in coordination with the chairperson, is responsible for writing and evaluating the examinations. The student must file a "Permit to take the Written Comprehensive Examination" in the Graduate School no later than 12 noon, two weeks prior to the exam. The examination dates are published in the calendar section of this catalog.

- In preparation for the examination the student should expect
1. To be tested on all required course work, all related areas, all prerequisite materials and communication skills,
 2. 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 4 semester credits.

When writing a thesis it is the student's responsibility to consult frequently with the Graduate Committee Chairperson during all phases of the thesis process including planning and preliminary activities, meet with the Graduate Committee members and solicit input from them, prepare the thesis in a scholarly manner as shown in the *Guidelines for the Preparation of Thesis and Major Papers* available in the University Bookstore, and meet the thesis deadlines as printed in the calendar section of this catalog.

Thesis Proposal

One of the first steps when writing a thesis is devising the thesis proposal. The thesis proposal is a detailed outline of the proposed research and includes an introduction, review of the literature, problem description, statement of objectives or hypotheses, listing of possible tests or measures to be used in the study, descriptions of the proposed sample, research design, chronological description of the procedures to be used in carrying out the project, and plans for analyzing the data.

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. One member of the committee may have a dissenting vote, and the proposal will be considered approved. 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.

Although questions from the committee members will vary, the defense shall not be concerned with mechanical problems. Typographical problems and grammar shall be dealt with prior to the defense. Appropriate questions are typically directed at the following: major discoveries or interpretations, potential for future research, strengths and weaknesses of the study,

implementations of research tools and methodology used, publication potential, and contributions to the field of knowledge.

At the conclusion of the thesis defense, the Graduate Committee members evaluate the defense in the absence of the student. The committee may approve or reject the thesis. The student is notified immediately by the committee chairperson of the committee's decision. If the thesis is approved, members should also sign the student prepared "Thesis or Project Defense" form. The program director will also sign this form and 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 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.

Options to a Thesis

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

Capstone Course

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

Archiving

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

After the individual passes the defense, the student shall proceed to make any minor corrections required by the committee and shall then submit the corrected thesis or project to

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

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

After binding, the original and one copy are placed in the University library, one (1) copy placed in the Graduate School, one (1) copy is sent to the chairperson of the Graduate Committee, and one (1) copy will be sent to the student. For Science theses, an additional copy is sent to the Division of Science.

For MSIS and MEd-Business projects, students may submit their approved project report on CDs or DVDs. CD/DVDs for projects should be labeled with the project title, student's name, date of completion, and "MSU." CD/DVDs should be submitted in cases; case spines should be labeled with the project title, student's name, date of completion, and "MSU." At least six copies should be produced. Three copies should be submitted to the Graduate School, two of which will be placed in the University Library; one copy will go to the graduate program director; one copy will go to the committee chairperson; and one copy will remain with the student.

Admission to Candidacy for a Graduate Degree

The status of Candidacy for a Graduate Degree indicates that a graduate student has completed or is near completion of all requirements for award of the appropriate degree. Advancement to candidacy is granted by the Graduate Council after the following requirements are met:

- Successful completion of at least 12 semester hours in the graduate degree
- A GPA of at least 3.00 in all work attempted
- An approved Program of Study on file in the Graduate Office
- An approved Graduate Committee on file in the Graduate Office (where applicable)
- An approved Thesis or Project proposal on file in the Graduate Office (where applicable)
- Application for "Admission to Candidacy" submitted to Graduate School

The deadline for filing for Admission to Candidacy is the student's final semester of graduate study. The Graduate School calendar indicates the deadline for each semester.

Application for Graduation

The student must file the current Application for Graduation with his/her advisor no later than the beginning of the second week of semester of graduation. Students planning to graduate summer semester must submit their application on the spring deadline.

Commencement

Upon successful completion of all Graduate School and program requirements with a cumulative grade point average of at least 3.00, the student is awarded the graduate degree. Degrees are awarded at the end of each semester.

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

All graduating students are encouraged to participate in commencement exercises. Those students participating in the ceremony are required to wear appropriate academic regalia. Cap, gown, and hood rentals are available through the MSU Bookstore.

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. They may govern both current and new students. In addition, fees, expenses, and other items may change dependent upon departmental, university, or system regulations or policy. Contact the MSU Graduate School for the most current updates.

Credits

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

Transcripts

Unofficial Transcripts Available on the Web

Current students and students enrolled at MSU since fall 2003 can acquire unofficial transcripts online, at **no charge**, using the following navigation:

1. Go to www.minotstateu.edu
2. Click on "CampusConnection"
3. Click "Click Here to Begin Using the CampusConnection"
4. Enter your UserID and Password
 - a. Click "What is my UserID" if you do not know your UserID.
 - b. Click "Forgot my Password" if you do not know your Password.

5. Click on "Student Self Service"
6. Click on "Learner Services"
7. Click on "Academics"
8. Click on "Request an Unofficial Transcript"
9. Select "Minot State University" from the drop down menu
10. Select "Unofficial Transcript" from the drop down menu
11. Click "Go"
12. Print a hard copy if desired

Official Transcript Request

Students can request an official transcript in writing by mail, in person, and by fax. Transcripts can not be released without a written signature. Therefore transcripts cannot be requested by telephone or email.

- Official transcripts cost \$5.00 per copy*. Requests can be paid in check, money order, cash or credit card.
- Transcript requests are processed in the order in which they are received. Allow two business days for processing once the request is received in the Registrar's Office.
- Transcripts can be sent overnight through the U.S. Postal Service, once processing is complete, for an additional cost of \$5.00 per address.
- Requests will be returned to the sender for anyone with university holds or past due financial obligations to the University.
- Transcripts are not mailed on days that the University is closed.

Send your written request to the address below. Include \$5.00 for each transcript requested in the form of a check or money order. Payment must accompany request or the request will be returned to the sender.

Minot State University or Fax to:
 Registrar’s Office (701) 858-3386
 500 University Ave West
 Minot, ND 58707

A printable transcript request form can be located at

1. www.minotstateu.edu
2. Click on “Student Services”
3. Click on “Transcript Request”

If you do not use the “Transcript Request Form” via the web, please indicate the following information in written requests:

- Current full name
- Any and all formers names
- Current address, city, state, zip
- Student ID and/or Social Security Number
- Daytime telephone number
- Date of Birth
- Approximate dates of attendance
- Complete address where transcripts are to be mailed
- Your signature (required) releasing the transcripts

* Transcript processing fee effective July 1, 2006

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 Continuous Enrollment; 590 Seminar; 592 Special Topics, 597 Independent Study; 598 Project; and 599 Thesis. These course numbers permit courses which may better fit the needs and desires of students without having to offer them on a yearly basis.

Grading

Grades are reported in letter symbols, each of which carries a value in honor points per credit hour attempted. The honor points are used to evaluate a student’s scholarship record. MSU graduate programs do not allow for the awarding of the letter “D” as a grade.

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

Incompletes

A notation of incomplete may be given in lieu of a grade to the student who has been in attendance, has done satisfactory work (C or better) during the term, and whose work is incomplete for reasons found to be satisfactory to the instructor. The incomplete work must be remedied and a grade assigned by the instructor before the thirtieth (30) instructional day of the semester following the term in which the incomplete was given. Incomplete grades not removed by that time will be recorded as failures.

If there is a legitimate reason for giving an extension for completing the “I”, the graduate faculty should notify the Registrar’s Office, the department chairperson, and the Dean of the Graduate School in writing. The extension may not continue beyond the end of the semester following the term in which the “I” was first given. Any extension beyond one semester would require a full explanation in writing from the student and faculty involved. This extension must be approved by the department chairperson and the Dean of the Graduate School. The course instructor is responsible to see that an appropriate grade is posted for the incomplete within the specified time.

A grade of “X” should be given for theses, projects, and two-paper options that are in progress. The “X” grade will be changed to a “W” if the requirement is not completed by the end of the seventh year of the student’s graduate program.

Active Status

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

Students who plan to be inactive for any academic term must complete and submit a “Leave of Absence form” (available on the Graduate School web site). Students may apply for a Leave of Absence for up to three consecutive semesters. Students who do not register for a class and do not request a Leave of Absence must request readmission to the Graduate School to reactivate their status. Students who have not registered in the Graduate School for more than three semesters and who have not completed a “Leave of Absence” form must reapply for admission into their graduate program. Once a student registers for Thesis, Project, or Capstone course credits, a Leave of Absence request is only available after consultation with the Dean of the Graduate School.

Continuing Enrollment Policy

Students who have completed all necessary coursework for their degree and who have registered for thesis or project, but who have not completed their thesis or project, must register for one credit of 589, Continuing Enrollment, each additional semester, including summer session, while they are completing their thesis or project. This continuing enrollment allows students continued access to faculty and university facilities in order to complete their work. After three consecutive semesters, students wishing to register for additional semesters of 589, Continuing Enrollment, are required to seek the approval of the Dean of the Graduate School. A fee of \$100 will be assessed each semester/summer session for registration in 589, Continuing Enrollment.

Continuing Enrollment credits will not count toward the requirement for the degree and are not considered professional workshop or seminar credits. Enrollment in 589 Continuing Enrollment does not contribute to financial aid eligibility or loan deferment.

Grandfather clause: Students who are enrolled in thesis or project prior to Fall 2006 will have through summer 2007 to complete these thesis or project credits without being required to enroll in 589, Continuing Enrollment.

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 course work that applies toward the degree. The academic standing of all graduate students whose GPA falls below 3.00 or who receive a grade of “F” in any graduate course will be reviewed at the end of each academic term by the Graduate School Dean. Such students having accumulated 12 or more credit hours will be placed on academic probation for one semester to allow them time to raise the GPA or repeat the failed course; students having accumulated fewer than 12 credit hours will be placed on academic probation until either (a) the GPA is raised to at least 3.00 or (b) 12 graduate credit hours are accumulated, whichever occurs first. If, at the end of the probationary period, the GPA is still less than 3.00, the student will be dismissed.

Repeating Courses

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

Time Requirement

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

Extensions beyond the seven-year limit may be granted in extreme instances. The reason for the extension must be presented in writing to the Graduate School. The student’s Graduate Committee, Department Chairperson, and the Dean of the Graduate School must approve the extension.

Change in Registration

PROGRAM CHANGE—Each student is responsible for the program of courses listed by him/her at the time of registration. A change in a student’s program is made only with the approval of the advisor, department chair, and on proper forms filed with the Graduate School.

ADDING AND DROPPING A GRADUATE CLASS—The dates for adding and dropping graduate classes are printed in the calendar portion of this catalog and are consistent with the dates for adding and dropping undergraduate classes.

HARDSHIP WITHDRAWAL FROM A CLASS—After the drop period, special consideration may be given to hardship cases if recommended as such by the instructor, department/division chairperson, college dean, and the Dean of the Graduate School.

WITHDRAWAL FROM THE UNIVERSITY—A student who finds it necessary to withdraw from the University before the end of the term must complete a withdrawal form with the Financial Aid Office. A letter must also be addressed to the Graduate School and the advisor stating the reason for withdrawal. Failure to follow the regular procedure will result in the student receiving an “F” in the courses for which he/she was registered. A student is not permitted to withdraw from the University during the last three weeks of a semester or the last two weeks of a summer session except in the case of an extreme emergency.

AUDITOR—An auditor is one who attends class as a listener without the privilege of participating in the regular class work. An auditor may participate in class activities at the discretion of the instructor. No credit is awarded for an audited class and an auditor may not later establish credit in the class by taking a special examination. A student may change his/her status in a course from “credit” to “audit” up through the final drop date of the term. This must be done on the proper form available at the Registrar’s Office. An auditor must meet admission requirements for the Graduate School. Application blanks for auditing may be obtained from the Registrar’s Office. The student must pay one-half of the normal tuition to audit the course.

READMISSION—Students who seek to be readmitted to a graduate program after withdrawing must contact the Graduate School and the appropriate graduate program director for permission.

TRANSFER OF CREDIT—A student may request to transfer a maximum of nine (9) semester hours of graduate credit into a program of study, provided that an “A” or “B” was recorded for each course. The hours must have been earned at a regionally accredited institution. Transfer credits will not be accepted if the work was earned more than seven years prior to the date the student expects to complete the graduate degree.

A student must complete a “Request to Transfer Credit to a Degree Program” form. The transfer of credit must be recommended by the student’s advisor and chairperson, and approved by the Dean of the Graduate School. Transfer work is not used in the calculation of cumulative grade point average.

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

HUMAN SUBJECTS RESEARCH IN MINOT PUBLIC SCHOOLS—Researchers studying personnel or students in the Minot School District, must also complete an IRB research protocol contained in the document entitled, “Agreement Between Minot State University and the Minot Public School District Jointly Conducted Research.” The research protocol, which is part of the IRB material, must be approved by Minot State University’s Institutional Review Board and signed by the IRB chair and the Superintendent of the Minot School District prior to implementation of the research.

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

First Level

The first level of appeal is between the student and the faculty member. Within the first 14 days of the term following the issuance of the grade, the student should address the faculty member with a written appeal that includes any information the student feels is important in clarifying the issue in question. The faculty member must respond within two weeks in writing to the student, the Department Chair, and the Dean of the Graduate School, regarding her/his decision on the appeal.

Second Level

Within two weeks after receiving the faculty response letter from level one, the student may continue the appeal process by requesting in writing that the department chairperson 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 in writing to the student involved, faculty, and the Dean of the Graduate School within two weeks regarding the chair’s decision on the appeal.

Third Level

The student may continue the appeals process by requesting in writing that the Dean of the Graduate School review all data from level one and two and any additional information received from the student, faculty, and department chairperson and make a decision on the appeal. This level of appeal must be initiated by the student in writing within two weeks from receiving the chairperson’s written decision from level two. Within two weeks from the initiation of level three, the Dean of the Graduate School must inform the student, faculty member, and department chairperson of the decision regarding the appeal by letter.

Fourth Level

Within 14 days from receiving the decision from the Dean of the Graduate School, the student may continue the appeal process from level three to level four by requesting in writing that the Graduate Student Rights Committee hear the approval.

The Graduate Student Rights Committee must call a hearing of issues within 30 days of receiving the written request from the student. The student, faculty, department chairperson, and Dean of the Graduate School will be informed by letter within five school days of the decision of the Graduate Student Rights Committee. This decision is the final decision made within the academic appeal process.

Graduate Policy on Academic Honesty

Each department has established policies on academic honesty. Should a student become involved in circumstances which breach a program’s policy, that policy will be adhered to in resolving the honesty issue. The department chairperson will inform the Dean of the Graduate School and the student in writing of any changes in the student’s standing in the department as a result of the academic honesty policy and of specific honesty infraction. The Dean of the Graduate School will officially inform the student by letter of any changes in graduate status.

Appeal Policy for Academic Honesty

Graduate student academic honesty appeal process will follow the same steps and the same time frame as stated in the grade appeal process. The department policy will dictate the student's standing. Appeals on honesty will be related to the honesty issue, and not the grade or other restrictions placed on the student by the policy.

First Level

The first level of appeal is to the involved faculty member. This appeal must be in writing and should include any information the student feels is important in clarifying the issue in question. The appeal must be initiated 14 days from the time of the student's official notification by the graduate office of the department's action. A copy of the department's policy should be included to clarify procedures and decisions made by the departments. The faculty member must respond within two weeks in writing to the student, the Department Chair, and the Dean of the Graduate School, regarding her/his decision on the appeal.

Second Level

Within two weeks after receiving the faculty response letter from level one, the student may continue the appeal process by requesting in writing that the department review all the data from level one and any additional information deemed pertinent by the student and/or faculty member and make a decision regarding the appeal. The department chairperson must respond by letter to the student involved, faculty, and the Dean of the Graduate School within two weeks regarding the chair's decision on the appeal.

Third Level

The student may continue the appeals process by requesting in writing that the Dean of the Graduate School review all data from level one and two and any additional information received from the student, faculty, and department chairperson and make a decision on the appeal. This level of appeal must be initiated by the student in writing within two weeks from receiving the chairperson's written decision from level two. Within two weeks from the initiation of level three, the Dean of the Graduate School must inform the student, faculty member, and department chairperson of the decision regarding the appeal by letter.

Fourth Level

Within 14 days from receiving the decision from the Dean of the Graduate School, the student may continue the appeal process from level three to level four by requesting in writing that the Graduate Student Rights Committee hear the approval.

The Graduate Student Rights Committee must call a hearing of issues within 30 days of receiving the written request from the student. The student, faculty, department chairperson, and Dean of the Graduate School will be informed by letter within five school days of the decision of the Graduate Student Rights Committee. This decision is the final decision made within the academic appeal process.

Status Appeal Process

A student may appeal a non-retained status in the Graduate School to the chairperson of his/her department of study. The appeal must be in writing accompanied by appropriate documentation to support the student's position. Appeals will be handled by the chairperson, in consultation with the student's advisor, and the Dean of the Graduate School, as needed. The Graduate School office will notify the student of the outcome of the appeal.

Graduate School Programs of Study

Education Specialist in School Psychology

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

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

Department of Addiction Studies, Psychology and Social Work Graduate Faculty

Department Chairperson: Dr. Donald Burke

Graduate Program Director: Dr. Casey Coleman

Professors: Dr. Donald Burke, Dr. Rita Curl-Langager

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

Assistant Professor: Dr. Casey Coleman, Dr. Deborah Olson

Overview

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

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

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

Mission of the School Psychology Program

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

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

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

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

Goals of the Program

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

Student Learning Outcomes

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

Psychological Foundations

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

Educational Foundations

- Instructional design
- Organization and operation of schools
- Interventions/problem-solving

26 Programs of Study

- Assessment
- Direct intervention, both individual and group
- Indirect intervention

Statistics and Research Methodologies

- Research and evaluation methods
- Statistics
- Measurement

Professional School Psychology

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

Departmental Admission Standards

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

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

Academic Honesty

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

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

Grade Appeal Policy

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

Written and Oral Comprehensive Exam

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

Required Courses:

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

Minimum Total Graduate

Program Credits Required..... 70 SH

Master of Arts in Teaching: Mathematics

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

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

Department of Mathematics and Computer Science Graduate Faculty

Department Chairperson: Dr. David McCormack

Graduate Program Director: Dr. Laurie Geller

Professors: Dr. Larry Chu, Dr. David McCormack, Dr. Selmer Moen

Associate Professor: Mr. Larry Atwood

Assistant Professors: Dr. Laurie Geller, Mr. Stephen Hayton, Dr. Susan Jensen, Mr. Scott Kast, Ms. Cheryl Nilsen, Mr. Kevin Vang, Instructor: Mr. Larry Goodman

Overview

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

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

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

Mission of the MAT: Mathematics Program

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

Goals of the MAT: Mathematics Program

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

1. To strengthen the content knowledge and pedagogical knowledge and practices of mathematics teachers.
2. To foster a support network among mathematics teachers.
3. To foster reflection on classroom practices with regard to best practices/student outcomes.
4. To develop mathematics teachers as researchers and knowledgeable consumers of research
5. To develop leaders in mathematics education.

6. To prepare people for doctoral study in mathematics education.
7. To strengthen the knowledge of technology and its application in the teaching of mathematics.
8. To enable teachers to relate mathematics to the real world through problem solving situations.
9. To foster communication of mathematics between teachers, students, community members, and others.
10. To foster and appreciation for mathematics and its history.

Student Learning Outcomes

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

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

Department Admission Standards

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

Grade Appeal

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

Academic Honesty

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

Program Completion Requirements

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

Required Courses

MATH 501	Research in Mathematics/Mathematics Education	3 SH
MATH 505	Fundamental Concepts of Advanced Mathematics	3 SH
MATH 507	History of Mathematics	3 SH
MATH 511	Trends in Mathematics Education	3 SH
MATH 523	Probability and Statistics for Sec Sch Teachers	3 SH
MATH 540	Geometry for Sec Sch Teachers	3 SH
MATH 565	Calculus for Sec Sch Teachers	3 SH
MATH 580	Algebra for Sec Sch Teachers	3 SH

Elective Courses (choose 6 SH)

MATH 531	EI/MS Measurement	3 SH
MATH 532	EI/MS Problem Solv./Algebraic Reasoning	3 SH
MATH 533	EI/MS Geometry	3 SH
MATH 534	EI/MS Probability and Statistics	3 SH
MATH 535	Using Technology in EI/MS Math	3 SH
MATH 536	Number/Operation in EI/MS Math	3 SH
MATH 590	Seminar	1-4 SH
MATH 592	Special Topics	1-4 SH
<i>Writing Electives (choose 2 SH)</i>		
MATH 598	Formal Writing Project	2 SH
MATH 599	Thesis	2 SH

Minimum Total Graduate Program

Credits Required..... 32 SH

Planned Schedule

Odd Year Summers

MATH 501	Research in Mathematics/Mathematics Education	3 SH
MATH 523	Probability and Statistics for Sec Sch Teachers	3 SH
MATH 580	Algebra for Sec Sch Teachers	3 SH

Even Year Summers

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

Correspondence or on-line courses offered alternating years

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

Master in Arts in Teaching: Science

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

Division of Science Graduate Faculty

Chairperson and Graduate Program Director: Dr. Ryan Winburn

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

Associate Professors: Dr. Robert Crackel, Dr. John Webster, Dr. Ryan Winburn

Assistant Professors: Dr. Mikkail Bobylov, Dr. Chad Heinzl, Dr. Paul Sims

Overview

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

Goal and Student Learning Outcomes of the MAT: Science Program

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

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

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

Department Admission Standards

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

Academic Honesty Policy

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

- Cheating of any kind on examinations within coursework.
- Resubmission or simultaneous submission of a previously or contemporaneously submitted paper or assignment without substantial revision and the full knowledge of all involved parties.
- Plagiarism in any form or degree.
- Falsification of data in any form or degree.

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

Graduate Advisory Committee

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

Thesis

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

Required Courses:**A. Research Element**

ED 501 (2) or Math 501 (3)	2 or 3 SH
PSY 503 (3) or Math 523 (3)	3 SH
SCI 598	1-4 SH
SCI 599	2 SH

B. Professional Knowledge Element

ED 518 Educational Philosophy	2 SH
OR	
SCI 510 Survey of Science Curricula	3 SH
OR	
ED 524 Current Trends: Science	2 SH

C. Content Foundation

SCI 505 Biological Cycles	3 SH
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II. Science Area Concentration (12 SH minimum)

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

LIST A

BIOL 520 Advanced Developmental Biology	3 SH
BIOL 530 Advanced Anatomy & Physiology	3 SH
BIOL 550 Ecology of Great Plains	3 SH
BIOL 570 Frontiers in Biology	3 SH
BIOL 590 Seminar	1-6 SH
BIOL 592 Special Topics	1-6 SH
BIOL 597 Independent Study	1-6 SH
CHEM 510 Organic Chemistry for Teachers	3 SH
CHEM 520 Physical Chemistry for Teachers	3 SH
CHEM 550 Inorganic Chemistry for Teachers	3 SH
CHEM 570 Frontiers in Chemistry	3 SH
CHEM 590 Seminar	1-6 SH
CHEM 592 Special Topics	1-6 SH
CHEM 597 Independent Study	1-6 SH
GEOLOG 510 Advanced Physical Geology	3 SH
GEOLOG 520 Advanced Historical Geology	3 SH
GEOLOG 550 Advanced Mineralogy & Petrology	3 SH
GEOLOG 570 Global Plate Tectonics	3 SH
GEOLOG 590 Seminar	1-6 SH
GEOLOG 592 Special Topics	1-6 SH
GEOLOG 597 Independent Study	1-6 SH
PHYS 590 Seminar	1-3 SH
PHYS 592 Special Topics	1-6 SH
PHYS 597 Independent Study	1-3 SH
SCI 590 Seminar	1-3 SH
SCI 592 Special Topics	1-3 SH
SCI 597 Independent Study	1-3 SH

III. Electives (2-9 SH)

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

LIST B

ED 521 Integrating Technology into Teaching and Learning	3 SH
MATH 507 History of Mathematics	3 SH
MATH 511 Trends in Mathematics Education	3 SH
MATH 540 Geometry for Sec. Sch. Teachers	3 SH
MATH 560 Real Analysis	3 SH
MATH 580 Algebra for Sec. Sch. Teachers	3 SH
MATH 592 Special Topics	1-4 SH

Minimum Total Graduate Program

Credits Required..... 32 SH

Master of Education

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

Website: <http://www.minotstateu.edu/> Email: deb.jensen@minotstateu.edu

Department of Teacher Education and Human Performance Graduate Faculty
 Department Chairperson and Graduate Program Director: Dr. Debra Jensen
 Elementary Education Program Coordinator: Dr. Lisa Borden-King
 Physical Education and Corporate Fitness Program Coordinator: Dr. David Rochholz
 Teacher Education Program Coordinator: Ms. Rebecca Barcomb
 Office of Advisement and Field Placement Director: Dr. Elaine Larson

Associate Professors: Dr. Margi Coxwell, Dr. Terry Ferebee-Eckmann, Dr. Warren Gamus, Dr. Debra Jensen
 Assistant Professors: Ms. Rebecca Barcomb, Dr. Lisa Borden-King, Dr. David Rochholz, Ms. Clarine Sandstrom
 Instructors: Ms. Stephanie Burkle, Ms. Heather Golly, Ms. Patricia Jorgenson

Overview

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

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

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

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.

North Dakota Program Approval Standards

Outcomes

NATIONAL BOARD FOR PROFESSIONAL TEACHING STANDARDS

OUTCOMES

(NBPTS Standard One: Teachers are committed to students and their learning)

Outcome 1a: Candidates will demonstrate the ability to match instructional strategies to student needs

Outcome 1b: Candidates will use multiple instructional strategies

(NBPTS Standard Two: Teachers know the subjects they teach and how to teach those subjects to students)

Outcome 2a: Candidates will demonstrate appropriate pedagogy for the discipline/s they teach

Outcome 2b: Candidates will demonstrate mastery of disciplinary subjects

(NBPTS Standard Three: Teachers are responsible for managing and monitoring student learning)

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

(NBPTS Standard Four: teachers think systematically about their practice and learn from experience)

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.

(NBPTS Standard Five: Teachers are members of learning communities)

Outcome 5a: Candidates collaborate with professionals in the field

ND PROGRAM APPROVAL: 50081 ADVANCED PROGRAMS FOR TEACHERS OUTCOMES

(ND Standard 50081.1: Advanced program courses are designed to result in advanced knowledge, skills, and dispositions.)

This standard is fulfilled through outcomes on the NBPTS and through the specialty are concentrations.

(ND Standard 50081.2: The program requires candidates develop the ability to apply research and research models relevant to the advanced field of study.)

Performance on this standard is developed in ED 501 and demonstrated through successful defense of the ED 598 or ED 599 Thesis.

(ND Standard 50081.3: Study of the role of schools in society and the development of positive relationships with families and the larger community)

Outcome 6a: Candidates will analyze the relationships between schools and society

Outcome 6b: Candidates will describe processes by which positive relationships may be developed with families and with the larger community.

(ND Standard 50081.5: Use of current, appropriate instructional technologies)

Outcome 7a: Candidates will use current, appropriate technologies

Outcome 7b: Candidates will analyze best practice in relation to technology use as related to student learning

(ND Standard 50081.6: A field experience relevant to the area of advanced study. At least a portion of the practicum experience is designed to demonstrate potential impact on P-12 student learning.)

Outcome 8a: 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.

Admission Standards

Candidates seeking admission to the Master of Education program must complete the admission requirements of the Graduate School and have an overall GPA of 2.75, or 3.0 on the last 60 hours of course work. In addition, admission will be based upon the following:

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

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

Retention Policy

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

Academic Honesty

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

Thesis and Project Options

Graduate students in the M.Ed. program may elect to complete either a thesis or a project. Those choosing the thesis option (ED 599) must satisfy the general requirements for a thesis outlined in the Minot State University Graduate Catalog. Graduate students wishing to pursue the project option must register for ED 598 or the appropriate course within their concentration area. The graduate student will learn the techniques of action research and will apply those skills in an action research project. A written report, acceptable to a graduate faculty committee, describing the project will complete the requirements. Project reports have a seven chapter format; this format should be obtained from the Director of the M.Ed. Program. Both theses and projects will be guided by, and eventually approved by, a graduate committee consisting of two faculty members from the chosen concentration and two faculty members from the education core faculty.

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

ED 501	Designing and Interpreting Educational Research	4 SH
ED 519	Diversity in a Global Perspective	3 SH
ED 521	Integrating Technology into Teaching and Learning.....	3 SH
ED 522	Curriculum Design and Assessment.....	3 SH
ED 535	Models of Teaching and Learning.....	3 SH
	Education Degree Core Requirements.....	16 SH

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

Choose 6 to 10 credits from:

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

Choose 4 to 7 credits from:

ART 525	Research in Art Education.....	1 – 4 SH
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ART 540	Art History: Contemporary.....	2 SH
ART 550	Issues in Art: Graduate Seminar.....	1 SH
<i>And either:</i>		
ART 598	Professional Exhibition, or.....	1 SH
ART 599	Thesis	1 SH

Business Concentration (15 SH)

BIT 510	Managerial Communication	3 SH
BIT 562	Management Information Systems.....	3 SH
BIT 592	Special Topics in BIT	3 SH
BIT 593	Contemporary Methods of Teaching Business.....	3 SH
BIT 598	Project	3 SH
Or		
ED 599	Thesis	3 SH

Elementary Concentration (15 SH)

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

Elementary Mathematics Concentration (15 SH)

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

English Concentration (15 SH)

Choose 15 credits from the following courses:

ENGL 515	Professional Issues and Methods	3 SH
ENGL 516	Research in Teaching Writing	3 SH
ENGL 525	Topics in English Pedagogy.....	3 SH
ENGL 526	Practical Approaches to Teaching Writing.....	3 SH
ENGL 535	Topics in Teaching Literature	3 SH
ENGL 536	Enriching Reading in the Content Areas.....	3 SH
ENGL 545	Topics in Teaching Writing.....	3 SH
ENGL 592	Special Topics	1 – 4 SH
ENGL 597	Independent Study	1 – 3 SH
Additional courses in ENGL 525, 535, 545, with advisors approval.....		
		3 – 6 SH

Project/Thesis (3 SH)

Choose 3 credits from the following courses:

ENGL 599	Thesis	3 SH
ED 598	Project and Report.....	3 SH

Gifted and Talented Concentration (14 SH)

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

Plus 3 elective graduate credits.

Human Performance and Physical Education Concentration (16 SH)

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

Kindergarten Concentration (14 SH)

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

Middle School Concentration (22-23 SH)

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

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

Reading Concentration (14 SH)

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

Additional 8 SH of related graduate level electives approved by the student's advisor.

Special Education Concentration (17 SH)

Required:

SPED 510	Introduction to Disability Services	3 SH
SPED 505	Supervision and Consultation in Special Education.....	2 SH
SPED 531	Theoretical Aspects of Exceptional Children.....	3 SH
<i>Select three of the following:</i>		
SPED 561	Behavior Problems of Exceptional Children	3 SH
SPED 504	Introduction to Preschool Children with Disabilities.....	3 SH
SPED 542	Methods and Materials of Teaching the Developmentally Disabled.....	3 SH
SPED 572	Methods of Teaching the Learning Disabled.....	3 SH
SPED 530	Medical and Physical Aspects of Persons with Severe Disabilities.....	3 SH

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

Master of Music Education

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

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

Division of Music Graduate Faculty

Department Chairperson and Graduate Program Director: Ms. Sandra Starr

Professors: Dr. Kenneth Bowles, Dr. Jon Rumney

Assistant Professors: Dr. Eric Anderson, Ms. DeVera Bowles, Ms. Sandra Starr

Overview

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

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

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

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

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

The Elective component is designed to allow the student some latitude in selecting particular courses of interest as a part of his/her program of study. All choices in this area are subject to the availability of scheduling and the approval of the student's graduate committee.

Mission, Goals and Student Learning Outcomes

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

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

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

Student Learning Outcomes: The Master of Music Education student will

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

Admission Standards

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

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

Academic Honesty

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

Required Courses

MUS 501	Introduction to Graduate Study and Music Education Research.....	3 SH
MUS 510	Perspectives of Music History.....	3 SH
MUS 515	Perspectives of Music Theory	3 SH
MUS 520	Foundations and Psychology of Music Education	3 SH
MUS 525	Administration and Supervision of Music Programs.....	3 SH
MUS 530	Elementary and Secondary General Music Programs.....	3 SH
MUS 535	Technology in the Music Classroom.....	3 SH
Choose one (1) of the following final Projects		
MUS 598	Lecture/Demonstration Recital.....	2 SH
MUS 599	Research Paper/ Independent Project.....	2 SH
<i>Choose seven (7) semester hours from the following</i>		
MUS 590	Music Education Seminar.....	1-3 SH
MUS 592	Special Individual Topics in Music Education	1-3 SH
MUS 597	Independent Study.....	1-3 SH
ED 518	Educational Philosophy	3 SH
ED 519	Diversity in a Global Perspective	3 SH
ED 520	Supervision and Mentoring of Pre-service and New Teachers.....	3 SH
ED 521	Integrating Technology into Teaching and Learning	3 SH
PSY 503	Statistics	3 SH

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

Master of Science in Communication Disorders

701-858-3031/ 1-800-777-0750 ext. 3031 Website: <http://www.minotstateu.edu>

Department of Communication Disorders and Special Education Graduate Faculty

Department Chairperson and Communication Disorders Graduate Program Director: Dr. Thomas Linares

Special Education Graduate Program Director: Dr. Joseph Ferrara

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

Associate Professors: Dr. Alan Ekblad, Dr. Thomas Linares, Dr. Lesley Magnus

Assistant Professors: Mr. Thomas Froelich, Dr. Lori Garnes, Ms. Leisa Harmon, Dr. Lisle Kaufman,

Ms. Dianne Maupin, Dr. Johnna Westby

Instructors: Ms. Jamie Bechtold, Dr. Eileen Savelkoul, Ms. Orlene Schroeder, Ms. Crystal Ulat

Mission of the Department of Communication Disorders and Special Education

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

Speech-Language Pathology Overview

GENERAL INFORMATION AND PHILOSOPHY

The Department of Communication Disorders and Special Education trains professionals in the area of Speech-Language Pathology. Minot State University offers the master's degree in Speech-Language Pathology. The graduate program in Communication Disorders is accredited in Speech-Language Pathology by the Council on Accreditation (CAA) of the American Speech-Language-Hearing Association (ASHA).

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

The objectives of the training programs in Communication Disorders are: (1) to provide high quality intellectual stimulation in all aspects of the programs, (2) to instill clinical curiosity and skill as a major focus of each student's training, (3) to promote high ethical commitment to the study, research, and practice of Speech-Language Pathology, (4) to provide interdisciplinary training and experience, and (5) to ensure all persons graduating with the masters degree meet or exceed all certification and credentialing standards set forth by the American Speech-Language-Hearing Association (ASHA) and other national, state, and local accrediting agencies.

In all cases, students will meet both academic and clinical requirements necessary for certification prior to being awarded the M.S. degree. Students will be required to complete a minimum of one (1) semester of clinical practicum in an off-campus setting after completion of all academic and campus related clinical requirements. All students in Speech-Language Pathology must complete a minimum of 400 practicum hours, including 25 observation hours, as well as meeting all other

university and ASHA requirements. In Speech-Language Pathology, students will normally begin the master's program in the fall, continuing in the spring and summer semesters, completing academic and clinical requirements in the following fall term. Students then do a semester of off-campus practicum requirements, returning to campus the week of final exams to complete a clinical oral presentation and finalize all reports, evaluations, and relevant paperwork required to graduate from Minot State University.

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

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

Communication Disorders Program Goals

Academic Goals

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

Clinical Outcomes

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

1. Demonstrate excellent clinical skills with minimal need for direct or prescriptive instruction to perform effectively.
2. Demonstrate excellent ability to apply previous course work and experiences to all clinical assignments.
3. Take initiative in providing therapy to individuals with communication disorders and make changes when appropriate.
4. Demonstrate excellent professional skills including honesty, trustworthiness, reliability, sensitivity to cultural differences, and maintenance of all ethical standards.
5. Use appropriate verbal language skills with clients, supervisors, family members, and other professionals.
6. Conduct effective conferences.
7. Demonstrate excellent assessment skills including collecting, analyzing, and synthesizing relevant data; observing nontarget behaviors; and making ongoing clinical judgements.
8. Demonstrate self-assessment skills to facilitate self-supervision and independence.
9. Develop appropriate programming for most clients at an independent level.
10. Demonstrate effective intervention skills including selecting appropriate materials, maintaining on-task behavior, giving clear instructions and feedback, flexibility, and counseling appropriately.
11. Use effective written language skills in all professional writing.
12. Apply academic, clinical, ethical, multicultural, and professional knowledge with multicultural, diverse, and special needs populations.

Application & Acceptance Criteria for Communication Disorders

General Criteria

1. Applications received by February 15 will receive priority considerations.
2. Applications received after February 15 will be considered only if student slots remain available.

Priority Admittance Policy for North Dakotans

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

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

characteristics which will lead to probable success in a graduate program.

5. Minimum cumulative score of 800 on the general portion of the GRE, and a minimum writing score of 4.0.

Admittance Policy for Applicants who are Not Residents of North Dakota

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

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

Clinical Practicum Policy

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

Communication Disorders Program

Academic Honesty Policy

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

Grade Appeal Policy

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

Speech-Language Pathology

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

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

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

Students may choose one of the two options in their masters degree programs. The first option is a non-thesis option which requires the student to successfully pass a four-hour written and a one-hour oral comprehensive examination; the second option requires a student to complete and successfully defend a master's thesis in an oral examination. All students must also take the national praxis examination in Speech-Language Pathology. Students who plan to pursue advanced graduate training are strongly encouraged to choose the thesis option.

Required Courses:

Speech Language Pathology

CD 501	Introduction to Graduate Studies.....	4 SH
CD 502	Early Intervention & Interdisciplinary Studies.....	2 SH
CD 511	Clinical Practicum: Therapy	2-6 SH
CD 513	Clinical Practicum: Testing.....	2-4 SH
CD 514	MSU Adult Clinic: Speech-Language Pathology	2-4 SH
OR		
CD 515	Intermediate External Practicum: Speech-Language Pathology	2-4 SH
CD 516	Public School Practicum: Speech-Language Pathology	6-12 SH
OR		
CD 517	Advanced External Practicum: Speech-Language Pathology	6-12 SH
CD 520	Fluency Disorders.....	3 SH
CD 522	Neurogenic Communication Disorders.....	3 SH
CD 524	Neurologically Based Speech Disorders.....	3 SH
CD 526	Phonological Disabilities	3 SH
CD 528	Diagnostic Methods: Speech-Language Pathology	3 SH
CD 530	Cleft Palate.....	2 SH
CD 532	Voice Disorders.....	2 SH
CD 533	Voice Disorder Instrumentation	2 SH
CD 534	Adolescent Communication	2 SH
CD 535	Dysphagia	3 SH
CD 536	AAC: Multiple Disabilities.....	3 SH
CD 538	Language and Literacy	3 SH
CD 539	Central Auditory Processing Disorders.....	2 SH
Optional		
CD 503	Graduate Seminar in Research	1-3 SH
CD 521	Speech-Language Development and Disorders	4 SH
CD 590	Seminar in Communication Disorders.....	1-3 SH
CD 592	Special Topics	1-3 SH
CD 597	Independent Study	1-3 SH
CD 599	Thesis	-3 SH

Minimum Total Graduate Program

Credits Required..... 53 SH

Master of Science in Criminal Justice

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

Website: <http://misu.nodak.edu/artsnsci/cj.html>

Department of Criminal Justice Graduate Faculty

Department Chairperson: Dr. Lee Ellis

Graduate Program Director: Dr. Harry Hoffman

Associate Professors: Dr. Wojciech Cebulak, Dr. Lanette Dalley

Overview

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

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

Department Admission Standards

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

Students who do not possess an undergraduate major or minor in Criminal Justice or a closely related field can be admitted. Practical experience in Criminal Justice may also be considered in evaluating applicants for admission. However, students may be required to take specific undergraduate courses, special seminars, and/or qualifying examinations prior to enrolling in graduate level courses.

Examination and Thesis

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

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

Criminal Justice offers two courses of study:

Administration and Criminology

OPTIONS: SELECT ONE

A. Criminal Justice Administration.....	30 SH
CJ 501 Research Methods 1	3 SH
CJ 503 Research Methods 2	3 SH
CJ 520 Criminal Justice Administration	3 SH
CJ 540 Criminal Justice Policy Evaluation	3 SH
CJ 560 Management Issues in Criminal Justice.....	3 SH
CJ 570 Internship	6 SH
CJ 599 Thesis	6 SH
CJ Elective	3 SH
B. Criminology.....	30 SH
CJ 501 Research Methods 1	3 SH
CJ 503 Research Methods 2	3 SH
CJ 505 Criminology Theory.....	3 SH
CJ 530 Women and Crime	3 SH
CJ 550 Law and Society.....	3 SH
CJ 580 Occupational/Organizational Crime.....	3 SH
CJ 599 Thesis	6 SH
Electives	
CJ Elective	3 SH
CJ Elective	3 SH

Minimum Total Graduate Program

Credits Required..... 30 SH

40 Programs of Study

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

The program retains a traditional core of theory, research methods/statistics, and study of national and international

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

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

Master of Science in Information Systems

Phone: 701-858-3314 or 1-800-777-0750 Website: www.minotstateu.edu/msis

THIS DEGREE IS OFFERED VIA DISTANCE EDUCATION

Department of Business Information Technology Graduate Faculty:
 Business Information Technology Department Chairperson: Dr. Deanna Klein
 MSIS and M.Ed. concentration Graduate Program Director: Dr. Lori Willoughby

Professors: Dr. Thomas Seymour, Dr. Lori Willoughby
 Assistant Professors: Ms. Kristi Berg, Dr. Deanna Klein

Mission and Goals of the Information Systems Program

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

Student Learning Outcomes

Graduates of the MSIS program will be able to

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

Department Admissions Standards

Application Deadline – November 1 and June 1

1. Completion of all admission requirements of the Graduate School at Minot State University.
2. Potential students must possess
 - an undergraduate degree in CIS or MIS
 - OR
 - an undergraduate degree in business plus additional undergraduate MIS courses
 - OR
 - an undergraduate degree plus experience in MIS and additional undergraduate courses in MIS.
3. In addition, the following admission requirements apply to applicants for the Master of Science in Information Systems
 - a. In their statement of purpose applicants should address their professional backgrounds, career goals, how this program fits into their career goals, and their business/technology philosophies. The statement of purpose will measure applicants' organizational and writing skills. The statement of purpose is limited to 1,500 words.

- b. An admissions score of at least 400. The score is calculated as follows: statement of purpose (100 pts) plus undergraduate last 60 semester hours GPA x 100 (400 pts) plus the years of professional-level work experience (100 pts max). Applicants are required to submit a resume with the evidence to support the years of professional-level work experience.
 - c. Applicants must use the MSIS recommendation forms (academic and/or professional) included in the appendix of the graduate catalog and online at www.minotstateu.edu/msis. Applicants must submit three recommendations forms for admission.
4. Recommendation for acceptance from the MSIS Graduate Faculty.

Required Courses

BIT 556	Virtual Business.....	3 SH
BIT 560	Managing the IS Function.....	3 SH
BIT 563	Database Systems and Applications	3 SH
BIT 564	Analysis and Modeling	3 SH
BIT 565	Systems Design.....	3 SH
BIT 566	Knowledge Management	3 SH
BIT 570	E-Business Strategy.....	3 SH
BIT 575	Business Network Systems Management	3 SH
BIT 580	Integrating the Enterprise, IS Function, and IS Technologies	3 SH
BIT 582	Professional Consulting in IS.....	3 SH

Master of Science in Management

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

Email: mydegree@minotstateu.edu Website: www.minotstateu.edu

THIS DEGREE IS OFFERED VIA DISTANCE EDUCATION

Department of Business Administration Graduate Faculty
Business Administration Department Chairperson: Dr. Michael Duffy
MSM Graduate Program Director: Dr. Gary Ross

Professors: Dr. M. Saeed, Dr. James Ondracek
Associate Professors: Dr. John Girard
Assistant Professors: Mr. Andy Bertsch

Mission of the College of Business

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

Mission and Goals of the MS in Management Program

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

MSM Program Criteria and Student Learning Outcomes

MSM graduates are effective leaders who draw on the integration and application of management theory, knowledge, and skills

Criterion One: Make managerial decisions that add value to an organization within an environment of risk and uncertainty. Employ rational decision making theories and models to solve simulated management problems.

- Demonstrate a logical, creative, and ethical decision-making process.
- 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.
- Define a managerial problem, articulate a researchable problem statement, define specific research questions, gather primary and/or secondary data, analyze data, prepare courses of action, and present conclusions and recommendations.

Criterion Two: Demonstrate strategic and operational leadership skills

- Demonstrate how strategic management principles can be used to increase organizational effectiveness.
- Evaluate organizational needs and explain how to work with diverse people/teams to establish, revise, integrate, and articulate the strategic direction for an organization.
- Develop an action plan to implement strategic and operational plans.
- Integrate organizational resources to achieve strategic and operational goals.
- Articulate leadership theories and demonstrate behaviors of a successful leader.

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

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

Criterion Four: Strategically apply technology in a managerial context

- Exploit technology to enhance and accelerate management decisions and outcomes, thereby creating and adding value.
- Use a variety of information systems at different levels of management effectively.

Criterion Five: Demonstrate professionalism in both behavior and attitude

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

Criterion Six: Strategically apply entrepreneurship concepts in a managerial context.

- Articulate how to apply entrepreneurship theory, knowledge, tools, and techniques needed by entrepreneurs to start, build, and harvest a success venture and/or project successfully.

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

- Integrate a global focus.

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

- Synthesize and apply knowledge management principles to compete in a knowledge-based economy.
- Evaluate knowledge creation and transfer.
- Use social spaces to transfer knowledge.

Department Admission Standards

Application Deadline—April 15

1. Completion of all admission requirements of the Graduate School at Minot State University.
2. In addition, the following admission requirements apply to applicants for the Master of Science in Management program:
 - a. In their Statement of Purpose, applicants should address their professional backgrounds, career goals, how this program fits into their career goals, and their management philosophies. The Statement of Purpose will measure applicants’ organizational and writing skills. The Statement of Purpose is limited to 1,500 words.

- b. An admissions score of at least 400. This score is calculated as follows: Autobiography score (total possible is 100 points) plus undergraduate last 60 semester hours grade point average times 100 (based on a 4.0 scale) plus the number of years of professional-level work experience times ten (up to a maximum of 100 points, applicants are required to submit a resume with evidence to support the number of years they want credited)
- c. The most competitive applicants (based on admissions scores) will be interviewed prior to an admissions decision. Interviews will measure applicants’ analytical and oral communication skills.
- d. Recommendation for acceptance from the College of Business Graduate Faculty.
- e. Applicants should use the MSM recommendation forms (academic and/or professional) included in the appendix in the graduate catalog. Applicants must submit three recommendations forms for admission.

At least one must be an academic reference, and one must be a professional reference.

Required Courses

BADM 535	Management Principles and Practices.....	3 SH
BIT 510	Managerial Communications	3 SH
BADM 550	Statistical and Quantitative Applications: A Managerial Approach.....	3 SH
FIN 545	Financial Management and Accounting	3 SH
BADM 525	Strategic Marketing	3 SH
BADM 565	Strategic Management	3 SH
BIT 562	Management Information Systems	3 SH
BADM 537	Human Resource Management	3 SH
BADM 555	International Management	3 SH

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

BADM 598	Capstone Experience	3 SH
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Minimum Total Graduate Program

Credits Required.....30 SH

Master of Science in Special Education

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

Department of Communication Disorders and Special Education Graduate Faculty
Department Chairperson and Communication Disorders Program Director: Dr. Thomas Linares
Special Education Graduate Program Director: Dr. Joseph Ferrara

Professors: Dr. Brent Askvig, Dr. Joseph M. Ferrara, Dr. Bryce Fifield, Dr. Cheryl Gerard, Dr. Audrey Lunday
Associate Professors: Dr. Alan Ekblad, Dr. Thomas Linares, Dr. Lesley Magnus
Assistant Professors: Mr. Thomas Froelich, Dr. Lori Garnes, Ms. Leisa Harmon, Dr. Lisle Kaufman,
Ms. Dianne Maupin, Dr. Johnna Westby
Instructors: Ms. Jamie Bechtold, Dr. Eileen Savelkoul, Ms. Orlene Schroeder, Ms. Crystal Ulat

Mission of the MS in Special Education Program

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

Vision Statement of the MS in Special Education Program

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

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

- All people with disabilities deserve the respect, rights, and responsibilities afforded all people.
- All children and youth can learn AND have a right to be in school learning with their peers as often as possible.
- Teachers should help students work toward independence, self-sufficiency, and realization of their dreams.
- Special educators should be agents of positive change assisting individuals, organizations, and systems.
- Special education teachers' educational decisions must result in programs that promote student success and learning.

Principles of the MS in Special Education Program

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

- Successful special education teachers evaluate the efficacy of their work in terms of observable student behavior. MSU's graduate programs will 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 Interstate New Teachers Assessment and Support Consortium (INTASC) and Council for Exceptional Children (CEC) standards which are intended to foster: high-quality teaching and learning, equal educational opportunity, and improved student achievement.

Student Learning Outcomes

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

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

Planning Your Graduate Program of Study

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

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

To be eligible for any special education credential, students, dependent on previous educational background, may need to complete additional undergraduate courses.

When you apply to graduate school, you’ll submit an official undergraduate transcript. You and a temporary advisor will examine your transcript, talk about your plans, and develop a preliminary program of study. After you’ve completed a few classes and we get to know each other, you’ll select a graduate committee and a committee chairperson. Then, you and your committee will finalize your program of study.

Special Education Degree Core Requirements

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

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

Culminating Requirement

All students seeking the Master of Science Degree in Special Education at MSU must have a minimum of 31 semester hours as outlined and approved by the committee on the official program of study and either:

- complete a thesis (SPED 599) or
- complete written and oral comprehensive examinations

Program Emphasis Areas

Most special education graduate students at MSU seek a North Dakota special education teaching credential. The requirements of these credentials usually focus individual programs of study

on one emphasis area. Minot State University has authority to offer a special education graduate degree that emphasizes these special education interest areas:

- Education of individuals who are Deaf or Hard of Hearing.
- Education of individuals who have Specific Learning Disabilities
- Education of individuals with Severe Multiple Handicaps
- Early Childhood Special Education
- Special Education Strategist

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

Early Childhood Special Education (ECSE)

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

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

MSU’s ECSE courses emphasize a responsive family approach to early intervention. Trainees gain experience in a variety of service delivery settings including home based, center based, and combination service delivery programs. Practica sites include: the Minot Infant Development Program, Early Head Start, community child care programs, area special education unit ECSE programs, and Head Start. A team process is used throughout assessment, program planning, program implementation, and service evaluation. The process requires work with professionals from allied medical, social, communication disorders, advocacy, and psychology fields, as well as with developmental disabilities case management managers and families.

ECSE admission recommendations. Graduate students who choose to pursue a North Dakota teaching credential in ECSE should first complete an elementary education teacher preparation program at an accredited college or university and first have or be eligible for a North Dakota professional

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educator's license. The faculty recommends that potential students, who do not wish to be eligible for a North Dakota teaching credential, complete a four-year degree in a related field (nursing, early childhood, psychology, etc.) from an accredited college or university.

Sample: ECSE program of study

Special Education Core Requirements	12 SH
ECSE Coursework	
SPED 504 Introduction to Preschool Children with Disabilities.....	3 SH
SPED 509 Infant/Toddler Development.....	3 SH
SPED 530 Physical & Medical Needs of Persons with Severe Disabilities.....	3 SH
SPED 542 Methods and Materials Teaching Developmentally Disabled.....	3 SH
SPED 563 Family and Community Systems in Early Intervention.....	3 SH
Field Experience:	
SPED 533: Clinical Experience	1 SH
SPED 515 Practicum	6 SH
<i>Culminating Experience:</i>	
SPED 599 Thesis	1 SH

Total Graduate Program Credits 35 SH

Specific Learning Disabilities (SLD)

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

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

SLD admission recommendations. The faculty recommends that graduate students who choose to pursue an MSU Special Education Masters Degree that focuses on SLD should first complete an elementary or secondary education teacher preparation program at an accredited college or university and first have or be eligible for a North Dakota professional educator's license.

Sample: SLD program of study.

Special Education Core Requirements.....	12 SH
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SLD Coursework

SPED 505 Consultation and Supervision in Special Education	2 SH
SPED 561 Behavior Problems of Exceptional Children	3 SH
SPED 572 Methods of Teaching the Learning Disabled	3 SH
ED 540 Reading: Advanced Diagnosis & Remediation	2 SH
Field Experience:	
SPED 515 Practicum	8 SH
<i>Culminating Experience:</i>	
SPED 599 Thesis	1 S

Total Graduate Program Credits 31 SH

Severe Multiple Handicaps (SMH)

Students earning a Master of Science in Special Education in the area of Severe Multiple Handicaps (SMH) may choose a program of study that prepares them to:

- work as a classroom teacher or students with severe and/or multiple disabilities,
- coordinate school service programs for children with mental retardation, physical and/or multiple disabilities,
- lead non-educational social service agencies, or
- serve as an educational consultant working for medical and diagnostic agencies in clinical settings.

SMH classes prepare students to serve people with a variety of severe disabilities including:

- autism,
- deaf-blindness,
- mental retardation, and
- physical disabilities

SMH students' programs of study typically include coursework in:

- assessment,
- behavior management,
- program development,
- program implementation,
- provision of physical care,
- habilitative techniques,
- alternative systems of communication,
- parent training, and
- the use of various team planning models

After demonstrating mastery of core competencies, trainees may get practical hands-on experience using various service delivery methods in:

- public schools,
- community-based service agencies,
- home-based service settings, and
- residential service settings

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

Sample: SMH program of study.

Special Education Core Requirements	12 SH
SMH Coursework	
SPED 505 Consultation and Supervision in Special Education	2 SH
SPED 530 Physical and Medical Needs of Persons with Severe Disabilities.....	3 SH
SPED 542 Methods and Materials Teaching Developmentally Disables.....	3 SH
SPED 561 Behavioral Problems of Exceptional Children	3 SH
CD 536 Communication for Persons with Severe Multiple Disabilities	3 SH
<i>Field Experience:</i>	
SPED 515 Practicum	6 SH
Culminating Experience:	
SPED 599 Thesis	1 SH
Total Graduate Program Credits	33 SH

Special Education Strategist (SES)

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

SES admission recommendations. The faculty recommends that graduate students who choose to pursue an MSU Special Education Masters Degree that focuses on SES should first complete an elementary or secondary education teacher preparation program at an accredited college or university and first have or be eligible for a North Dakota professional educator's license.

Sample: SES program of study.

Special Education Core Requirements	12 SH
SES Coursework	
SPED 505 Supervision and Consultation in Special Education	2 SH
SPED 520 Introduction to Behavior Disorders	3 SH
SPED 524 Methods of Teaching Individuals with BD.....	3 SH
SPED 572 Methods of Teaching the Learning Disabled.....	3 SH
ED 540 Reading: Advanced Diagnosis and Remediation	2 SH
<i>Field Experience:</i>	
SPED 523 Field Seminar in LD/BD.....	4 SH
SPED 515 Practicum	4 SH
Culminating Experience:	
SPED 599 Thesis	1 SH
Total Graduate Program Credits	35 SH

Deaf Education

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

EdDeaf admission recommendations. The faculty recommends that graduate students who choose to pursue an MSU Special Education Masters Degree focusing on the Deaf and Hard of Hearing should first complete an elementary or secondary teacher preparation program at an accredited college or university and first have or be eligible for a North Dakota professional educator's license. Students who are accepted into the EdDeaf program without a teaching degree and license will need to obtain credentials if they wish to teach in North Dakota or possibly another state which requires dual licensure.

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

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

Sample: EdDeaf program of study.

Special Education Core Requirements	12 SH
Ed Deaf Coursework	
SPED 513 Deaf Studies	3 SH
SPED 518 Teaching HH Students.....	2 SH
SPED 545 Inclusion Strategies: Deaf/HH.....	2 SH
SPED 563 Family and Community Systems in Early Intervention	3 SH
SPED 565 Early Intervention Deaf/HH.....	3 SH
SPED 583 Teaching Speech to Deaf/HH Students.....	3 SH
SPED 584 Teaching Language to Deaf/HH Student.....	4 SH
SPED 586 Teaching Reading/Academics to Deaf/HHng.....	4 SH
SPED 585 Amplification and Applied Audiology	3 SH
<i>Clinical Practice:</i>	
SPED 515 Practicum	8 SH
SPED 516 Diagnostic Practicum	2 SH
SPED 533 Clinical Practice	1 SH
<i>Culminating Experience:</i>	
SPED 599 Thesis	1 SH

Total Graduate Program Credits 52 SH

Graduate Certificate Programs at Minot State University

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

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

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

Certificate 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. Admission to the graduate school is not required to complete this certificate program; however, admission is recommended for those anticipating continuing into the MSM program. Admission as non-degree student is required.

Curriculum:

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

Total Semester Hours 12 SH

Certificate of Completion in Severe Disabilities

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

Course Options for Certificate of Completion in Severe Disabilities

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

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

Course Descriptions

ART 510 Drawing (1-4 SH)

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

ART 511 Painting (1-4 SH)

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

ART 512 Ceramics (1-4 SH)

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

ART 513 Sculpture (1-4 SH)

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

ART 514 Graphic Design (1-4 SH)

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

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

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

ART 516 Crafts (1-4 SH)

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

ART 517 Photography (1-4 SH)

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

ART 518 Printmaking (1-4 SH)

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

ART 519 Computer Graphics (1-4 SH)

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

ART 520 Mixed Media (1-4 SH)

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

ART 521 Multi-Media (1-4 SH)

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

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

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

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

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

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

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

ART 570 Workshop (1-4 SH)

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

ART 589, Continuing Enrollment (1 SH)

Required enrollment for students previously enrolled in thesis or project credits who have not completed the credits by the end of the semester enrolled. Repeatable up to 3 credits. *Continuing Enrollment credits will not count toward the requirement for the degree and are not considered professional workshop or seminar credits. Fee required.

ART 590 Individual Research (1-3 SH)

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

ART 598 Professional Exhibition (2 SH)

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

ART 599 Thesis (1 SH)

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

BADM 525 Strategic Marketing (3 SH)

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

BADM 535 Management Principles and Practices (3 SH)

Introduces principles and practices of managing corporate and organizational resources. Describes how managers plan, organize, lead, motivate, and control human and other resources. Introduces classical, behavioral, ethical, and quantitative approaches to management. Explores management challenges and problems as presented by individuals and groups.

BADM 537 Human Resource Management (3 SH)

Studies the contribution of the human resource management function to the strategic effectiveness of an organization, including job analysis, employment law, staffing, retention, human resource development, performance management, compensation, and negotiations.

BADM 550 Statistical and Quantitative Applications—A Managerial Approach (3 SH)

Introduces the applications of statistical and quantitative techniques to business decision-making; covers the development of skills in interpreting techniques using analysis of variance, decision analysis, linear and multiple regression analysis and various quantitative techniques. Additionally, emphasizes modeling and forecasting issues and methodology. Explores software applications for research using industry standard statistical software packages.

BADM 555 International Management (3 SH)

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

BADM 565 Strategic Management (3 SH)

Challenges the student to conceptualize, analyze, and plan the application and administration of strategies both from the executive level and from the organizational entrepreneurial level. Integrates the teachings of a variety of fields and depends heavily on case analysis.

BADM 589 Continuing Enrollment (1 SH)

Required enrollment for students who have previously enrolled in BIT 582 but have not completed the requirements for the course by the end of summer session. Repeatable up to three credits. *Continuing Enrollment credits will not count toward the requirements for the degree and are not considered professional workshop or seminar credits. Fee required.

BADM 592 Special Topics (3 SH)

Presents study of selected areas in management.

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

Provides for individual or group research culminating in a formal paper (e.g., a business plan, case study, or applied research project) and presentation thereof. The formal presentation will be reviewed by a committee of graduate business faculty members. Provides an intensive study of entrepreneurship theory and practice. Explores entrepreneurship practice, new venture creation, management of a growing company, entrepreneurial marketing, entrepreneurial finance, global entrepreneurship, and organizational strategies for new business enterprises. Includes the development of business and operational plans for new ventures or, depending on the needs of the student, existing enterprises. For students in specialized cohorts, the content will vary according to the research projects involved or the nature of the cohort's specialty. Prerequisites BADM 525, BADM 535, FIN 545, BADM 550

BADM 599 Thesis (3 SH)

Provides for individual research culminating in a thesis.

BIT 510 Managerial Communication (3 SH)

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

BIT 556 Virtual Business (3 SH)

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

BIT 560 Managing the IS Function (3 SH)

Managerial perspective for aligning competitive strategy, core competencies, and information systems. 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, and individual employees. Includes global and international issues such as privacy, security, and workforce restrictions. Covers the role of the CIO.

BIT 562 Management Information Systems (3 SH)

Integrates fundamental concepts of systems and information with those of organizational structure and management. Performs the analysis of information flow in organizations and the operating context of the various computer-based subsystems of an organizational information system

BIT 563 Database Systems and Applications (3 SH)

Promotes an understanding of the issues in managing database systems as an essential organizational resource. Students learn the enterprise-data-architecture components, data storage configurations, and information retrieval methods. It expands

from the relational model to the multidimensional model, object-relational techniques, and web accessed data.

BIT 564 Analysis and Modeling (3 SH)

This course provides an understanding and application of system analysis and modeling processes. Students evaluate and choose appropriate system development methodologies and analyze a system. Students learn the importance of effective communication and integration with users. The course emphasizes interpersonal skill development with clients, users, team members, and others associated with development, operation of an information system.

BIT 565 Systems Design (3 SH)

This course provides an understanding and application of systems design, implementation, and maintenance methodologies. Students learn that systems design is not merely a 'technical' or 'computer' activity, but a 'business' activity. Prerequisites: BIT 563 and BIT 564

BIT 566 Knowledge Management (3 SH)

Study of theory and application of the management of organizational knowledge for creating business value and generating a competitive advantage. Focus on how to implement a knowledge management strategy and knowledge management system in an organization. Include infrastructure evaluation; KM system analysis, design, and development; and KM system deployment and assessment.

BIT 570 E-Business Strategy (3 SH)

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

BIT 575 Business Network Systems Management (3 SH)

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

BIT 580 Integrating the Enterprise, IS Function, and IS Technologies (3 SH)

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

BIT 582 Professional Consulting in IS (3 SH)

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

BIT 589, Continuing Enrollment (1 SH)

Required enrollment for students who have previously enrolled in BIT 582 but have not completed the requirements for the course by the end of summer session. Repeatable up to three credits. *Continuing Enrollment credits will not count toward the requirements for the degree and are not considered professional workshop or seminar credits. Fee required.

BIT 593 Contemporary Methods of Teaching Business (3 SH)

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

BIT 598 Project

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

BIOL 500 Workshops (1-3 SH)

Courses numbered as BIO 500 may not be used to meet the requirements for the MAT: Science degree.

BIOL 520 Advanced Developmental Biology (3 SH)

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

BIOL 530 Advanced Anatomy and Physiology (3 SH)

Recent advances in the study of anatomy and physiology.

BIOL 550 Ecology of the Great Plains (3 SH)

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

BIOL 570 Frontiers in Biology (3 SH)

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

BIOL 590 Seminar (1-3 SH)

Seminars on topics as approved by the division chair.

BIOL 592 Special Topics (1-3 SH)

Special Topics in Biology

BIOL 597 Independent Study (1-3 SH)

Individual study on topics as approved by the division chair.

BIOL 598 Research (2-4 SH)

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

BIOL 599 Thesis (2 SH)

Individual research culminating in a thesis.

CD 500 Workshops (1-3 SH)**CD 501 Introduction to Graduate Studies (4 SH)**

The methodology and procedures of educational research, and computer use for the Audiologist and Speech-Language Pathologist. Required of all graduate students. An examination of the types of research techniques most commonly used in the academic areas and their proper utilization. A survey of computer skills typically utilized by professionals in communication disorders.

CD 502 Early Interv.-Interdisciplinary Study (2 SH)

A course on interdisciplinary assessment and service delivery for children 0-5 years of age. This course will prepare students for early intervention with infants and toddlers at risk for or presenting communication disorders.

CD 503 Grad Seminar in Research (1-3 SH)

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

CD 511 Clinical Practicum: Therapy (2-6 SH)

Supervised practicum in a clinical setting designed to complete a background of experience with all ages and types of speech involvements so that the graduate may work independently.

CD 513 Clinical Practicum: Testing (2-4 SH)

Principles and procedures for advanced communication evaluations. Practical experience with techniques and procedures for differential diagnosis. A student must accrue designated ASHA clock hours in diagnosis.

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

A clinical assignment in assessing and treating adults who present with a variety of speech, language, and voice disorders.

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

This practicum will involve evaluation and treatment of adult clients and will be in various sites in the Minot area. This practicum must be taken concurrently with academic course work on campus.

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

Supervised public school therapy in Speech-Language Pathology. Required for all students intending to seek employment in the public schools. This practicum will be one semester in length and the student must complete 100 hours of supervised clinical practicum.

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

This will be a final major practicum to be a full semester in length and in a site other than Minot State University or MSU related clinics.

CD 520 Fluency Disorders (3 SH)

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

CD 521 Speech-Language Development & Disorders (4 SH)

The study of speech language development and disorders of children. Inter-relationships among personal, social, academic, speech and language skills are covered. Academic modifications and coordination with specialized personnel are emphasized. (For non-majors)

CD 522 Neurogenic Communication Disorders (3 SH)

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

CD 524 Neuro-Based Speech Disorders (3 SH)

The clinical diagnosis and management of communication and swallowing disorders having an underlying neurological basis. Included will be a review of pertinent medical and clinical literature pertaining to the various disorders and associated problems.

CD 526 Phonological Disabilities (3 SH)

This course is designed to give students knowledge of theoretical positions influencing the development of a conceptual framework to understand, evaluate and provide therapy for individuals with phonological disabilities.

CD 528 Diagnostic Methods: Speech-Language Pathology (3 SH)

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

CD 530 Cleft Palate (2 SH)

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

CD 532 Voice Disorders (2 SH)

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

CD 533 Voice Disorder Instrumentation (2 SH)

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

CD 534 Adolescent Communication (2 SH)

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

CD 535 Dysphagia (3 SH)

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

CD 536 AAC: Multiple Disabilities (3 SH)

This course addresses the communication needs of and services for persons with severe or multiple disabilities. The course addresses both assessment and intervention issues emphasizing functional communication in the individual's natural environments. Both high and low-tech augmentative and alternative communication systems are reviewed. Review of related current literature is required.

CD 538 Language & Literacy (3 SH)

Capstone course in language with emphasis on 1) language, linguistic, literacy, and pragmatic concepts, 2) interprofessional relationships, 3) development of intervention programs, and 4) service delivery modes.

CD 539 Central Auditory Processing Disorders (2 SH)

The underlying neurological systems, behavioral manifestations, procedures for assessment, diagnosis and management of central auditory processing disorders as it relates to language, learning and academics in preschool and school age populations.

CD 589 Continuing Enrollment 1 SH

Required enrollment for students previously enrolled in thesis or project credits who have not completed the credits by the end of the semester enrolled. Repeatable up to 3 credits. *Continuing Enrollment credits will not count toward the requirement for the degree and are not considered professional workshop or seminar credits. Fee required.

CD 590 Seminar in Communication Disorders (1-3 SH)

A special course of study related to a specific problem or unique area of concentration relative to audiology, offered to any number of qualified graduate students upon request.

CD 592 Special Topics (1-3 SH)

Opportunity is provided to read literature in Speech-Language Pathology or related professional disciplines on an individual basis to meet student needs and interests.

CD 597 Independent Study (1-3 SH)

Student initiated study under the direction of a faculty member.

CD 599 Thesis (1-3 SH)

Individual research culminating in a thesis.

CHEM 500 Workshops (1-3 SH)

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

CHEM 510 Organic Chemistry for Teachers (3 SH)

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

CHEM 520 Physical Chemistry for Teachers (3 SH)

The topics covered will include thermodynamics, equilibria, kinetics, electrochemistry, solution properties, and phase equilibria. No previous knowledge of calculus is assumed.

CHEM 550 Inorganic Chemistry for Teachers (3 SH)

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

CHEM 570 Frontiers in Chemistry (3 SH)

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

CHEM 590 Seminars (1-3 SH)

Seminars on topics as approved by the division chair.

CHEM 592 Special Topics (1-3 SH)

Special Topics in chemistry.

CHEM 597 Independent Study (1-3 SH)

Individual study on topics as approved by the division chair.

CHEM 598 Research (2-4 SH)

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

CHEM 599 Thesis (2 SH)

Individual research culminating in a thesis.

CJ 501 Criminal Justice Research I (3 SH)

Research in the social sciences applicable; preparation of research designs, conceptual models, sampling procedures.

CJ 503 Criminal Justice Research II (3 SH)

Interpretation of data sets and findings; statistical tests of significance and measures of association; examinations and interpretations of computer printouts; decision making in hypothesis testing; and descriptive and inferential statistics.

CJ 505 Studies in Criminological Theory (3 SH)

Designed to provide students with critical understanding in criminological theory and research from both classical and contemporary perspectives.

CJ 520 Criminal Justice Administration (3 SH)

Application of leading administrative theories to problems in the criminal justice system; study of the bureaucratic nature and of the American criminal justice system as a complex organization; an historical examination of the evolution of various administrative theories in the Western world and their strengths and shortcomings.

CJ 530 Women and Crime (3 SH)

Research on women and the criminal justice system is one of the most rapidly developing and controversial areas in the criminal justice field. This course focuses on two broad areas: 1) women as offenders and 2) women and victims.

CJ 540 Criminal Justice Policy Analysis (3 SH)

An introduction to policy development and analysis in the field of Criminal Justice.

CJ 550 Law and Society (3 SH)

This course is designed to foster students ability to understand and critique the foundations of legal theory and the development, implementation, and application of law. Students are also directed in how social science has been applied to study legal development and practice.

CJ 560 Management Issues in Criminal Justice (3 SH)

Explores the general principles of management in American criminal justice; investigates various management related issues, problems, case studies and remedies sought in American criminal justice system; an historical evolution of criminal justice specific management theories.

CJ 570 Internship (6 SH)

Student will complete a supervised, practical placement in a criminal justice agency. The course will have a practical and academic component. The practical component will be conducted directly with a supervisor in a criminal justice agency and the academic component is directed by the graduate coordinator.

CJ 580 Occupational/Organizational Crime (3 SH)

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

CJ 589, Continuing Enrollment 1 SH

Required enrollment for students previously enrolled in thesis or project credits who have not completed the credits by the end of the semester enrolled. Repeatable up to 3 credits. *Continuing Enrollment credits will not count toward the requirement for the degree and are not considered professional workshop or seminar credits. Fee required.

CJ 590 Seminar (3 SH)

A special course of study related to a specific problem or unique area of concentration relative to Criminal Justice, offered to any number of qualified students upon request.

CJ 592 Special Topics (1-3 SH)

Selected special topics selected by the instructor are taught as needed.

CJ 595 Independent Research (1-24 SH)

Collateral research and investigation, data analysis and interpretation, and review of salient literature for research article and paper presentation and other thesis related investigative work. (Enrollment must have Criminal Justice Department Chair approval.)

CJ 597 Independent Study (1-3 SH)

Study on individual areas of interest as requested by the student. Topics must have chair approval.

CJ 599 Thesis (6 SH)

Individual research culminating in a thesis.

CJ 630 Seminar Tribal Justice System (3 SH)

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

CJ 535 Juvenile Justice (3 SH)

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

CJ 640 Criminal Justice Policy (3 SH)

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

CJ 645 Rural Justice Issues (3 SH)

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

CJ 690 Data Analysis (3 SH)

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

ED 500 Workshops (1-3 SH)**ED 501 Designing and Interpreting Educational Research (4 SH)**

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

ED 509 Historical Perspectives, Public Policy & Programming Gifted Education (2 SH)

An analysis of origins and history of gifted education focusing on populations of gifted students. A review of local, state and federal policies and practices; past, present and future. An exploration of assumptions underlying the theoretical and practical approaches of programming for gifted students. Coordinating the curriculum with the multiple talents of gifted children.

ED 510 Characteristics of Gifted Children and Teaching Strategies (2 SH)

Discuss descriptors of gifted children. Explore theories on nurturing the development of gifted children. Examine research on the behavioral characteristics of gifted children at home, in school, and in the community. Critically evaluate current methods and materials. Survey basic teaching strategies for teaching the gifted.

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

Beyond activities and strategies; explore designs and operations of curriculum models for teaching gifted students. Examine the constructs and development of curriculums for gifted populations. Define the interrelationship of program objectives to identification processes. Examine the identification systems of history and those currently in use.

ED 512 Student Teaching in Gifted Education (3 SH)

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

ED 515 Individualizing Strategies (2 SH)

Determining programs and appropriate instructional approaches for elementary students.

ED 518 Educational Philosophy (3 SH)

Traditional and contemporary philosophical thoughts and their educational implications.

ED 519 Diversity in a Global Perspective (2 SH)

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

ED 520 Supervision and Mentoring of Preservice and New Teachers (3 SH)

Methods, background, and techniques for working with and providing supervision and mentoring for preservice teachers and new teachers.

ED 521 Integrating Technology into Teaching and Learning (3 SH)

Current and emerging technologies and how they impact student learning. Will require a research foundation as well as a knowledge and skills base in current technology.

ED 522 Curriculum Design and Assessment (3 SH)

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

ED 535 Models of Teaching and Learning (3 SH)

Study of student's learning with emphasis on cognitive development processes.

ED 540 Reading: Advanced Diagnosis and Remediation (2 SH)

Study, diagnosis and treatment of reading problems.

ED 541 Clinical Practice in Remedial Reading (2 SH)

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

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

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

ED 555 Middle School: Philosophy and Curriculum (2 SH)

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

ED 556 Middle School: Teaching Strategies (3 SH)

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

ED 589, Continuing Enrollment (1 SH)

Required enrollment for students previously enrolled in thesis or project credits who have not completed the credits by the end of the semester enrolled. Repeatable up to 3 credits.

*Continuing Enrollment credits will not count toward the requirement for the degree and are not considered professional workshop or seminar credits. Fee required.

ED 590 Seminar in Education (1-3 SH)

A special course of study related to specific problem or unique area of concentration relative to education, offered to any number of qualified graduate students upon request.

ED 592 Special Topics (1-3 SH)

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

ED 597 Independent Study (2 SH)

Student initiated study under the direction of faculty advisor.

ED 598 Project and Report (2 SH)

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

ED 599 Thesis (2 SH)

Individual research culminating in a thesis.

ELED 524 Current Trends: Science (2 SH)

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

ELED 526 Current Trends: Social Science (2 SH)

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

ELED 528 Current Trends in Language Arts and Reading (3 SH)

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

ELED 530 Current Trend: Mathematics (2 SH)

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

ELED 545 Literature for Children (2 SH)

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

ELED 551 Play Development in Young Children (3 SH)

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

ELED 552 Theories of Early Childhood Curriculum (3 SH)

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

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

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

ELED 592 Special Topics**ENGL 515 Professional Issues and Methods in English (3 SH)**

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

ENGL 516 Research in Teaching Writing (3 SH)

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

ENGL 525 Topics in Language Arts Pedagogy (3 SH)

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

ENGL 526 Practical Approaches to Teaching Writing (3 SH)

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

ENGL 535 Topics in Teaching Literature (3 SH)

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

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

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

ENGL 545 Topics in Teaching Writing (3 SH)

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

ENGL 589, Continuing Enrollment 1 SH

Required enrollment for students previously enrolled in thesis or project credits who have not completed the credits by the end of the semester enrolled. Repeatable up to 3 credits. *Continuing Enrollment credits will not count toward the requirement for the degree and are not considered professional workshop or seminar credits. Fee required.

ENGL 592 Special Topics (1-4 SH)

Occasional and topical subjects.

ENGL 597 Independent Study (1-3 SH)

Independent study under the direction of a faculty advisor.

ENGL 599 Thesis (3 SH)

Individual research culminating in a thesis.

ES 500 Workshops (1-3 SH)

Courses numbered ES 500 may not be used to meet any requirement for the MAT: Science degree.

FIN 545 Financial Management and Accounting (3 SH)

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

GEOL 510 Advanced Physical Geology (3 SH)

The study of advanced topics in earth materials, land form development, geologic structures and tectonics.

GEOL 520 Advanced Historical Geology (3 SH)

The origin and history of the earth stressing plate tectonics and the resulting effect of tectonic processes on land forms, physiography and biota. Includes study of selected fossil groups.

GEOL 550 Advanced Mineralogy and Petrography (3 SH)

Study and identification of minerals and rocks in grains, grain mounts, thin sections, and hand specimens.

GEOL 570 Global Plate Tectonics (3 SH)

The theory of plate tectonics including mechanisms and volcanic and structural features.

GEOL 590 Seminar (1-3 SH)

Seminars on topics as approved by the division chair.

GEOL 592 Special Topics (1-3 SH)

Special topics in Earth Science.

GEOL 597 Independent Study (1-3 SH)

Individual study on topics as approved by the division chair.

GEOL 598 Research (2-4 SH)

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

GEOL 599 Thesis (2 SH)

Individual research culminating in a thesis.

HPER 500 Workshops (1-4 SH)

Graduate credit workshops in HPER

HPER 501 Exercise Science (3 SH)

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

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

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

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

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

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

The course is designed to provide physical educators, fitness specialists, and coaches with instruction, practice, and teaching experiences in resistance training. Instruction will focus on skills to advance knowledge and practice in resistance training use free weights, weight machines, and plyometrics. Special emphasis will be placed on Olympic lifts, structural lifts, core training, and developing training routines to fit the individual needs, ability, fitness level, and desired outcomes for students, clients, and athletes.

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

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

HPER 589, Continuing Enrollment (1 SH)

Required enrollment for students previously enrolled in thesis or project credits who have not completed the credits by the end of the semester enrolled. Repeatable up to 3 credits. *Continuing Enrollment credits will not count toward the requirement for the degree and are not considered professional workshop or seminar credits. Fee required.

HPER 592 Special Topics (1-3SH)

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

MATH 500 Workshops (1-3 SH)

Weekend or one week workshops are held to meet current needs of mathematics educators. Math 500 is graded S/U and cannot be counted toward a master's degree. The Math 592 versions (when offered) of the same workshops are letter graded and can be counted toward a master's degree.

MATH 501 Research in Mathematics/Mathematics Education (3 SH)

Participants in this course will learn about the fundamental research concepts as well as how to read, write, perform, interpret, and critique research. This course will prepare students for research that will ultimately culminate in the writing of a

master's thesis or other formal writing project. The course will also examine the literature of mathematics education and consider the elements of experimental design.

MATH 505 Fundamental Concepts of Advanced Mathematics (3 SH)

The study of topics from foundational mathematics such as logic and proof, mathematical induction, set theory, relations and functions.

MATH 507 History of Mathematics (3 SH)

Survey of the history of mathematics with emphasis on examining and solving problems that typify each historical period. While taking this course, students will (a.) become familiar with the history of mathematics, (b.) be introduced to historical figures who contributed to the development of mathematics, (c.) outline major trends, themes, and problems that impacted the development of mathematics, (d.) research the actual mathematics of different historical periods, and (e.) consider how the history of mathematics can be incorporated into the teaching of mathematics. In addition to discussions, problems, and exams, students will create projects that incorporate the history of mathematics into the high school math courses they teach.

MATH 511 Trends in Mathematics Education (3 SH)

Exploration of topics and curriculum trends in secondary school mathematics.

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

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

MATH 531 EI/MS Measurement (3 SH)

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

MATH 532 EI/MS Problem Solving/Algebraic Reasoning (3 SH)

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

MATH 533 EI/MS Geometry (3 SH)

The primary focus of this course will be the exploration of two- and three- dimensional shapes and their properties. A historical look at Euclidean geometry and constructions using the Euclidean tools of a compass and straight edge will include

students relating the properties of various quadrilaterals to those constructions. Students will learn to use proper geometric notation to facilitate their learning as they explore geometry concepts illustrated by interactive applets on the Web through use of the Geometer's Sketchpad.

MATH 534 EI/MS Probability and Statistics (3 SH)

Students will be introduced to elementary grade level statistics and probability through the process of exploration and problem solving. Appropriate technology will be introduced as needed.

MATH 535 Using Technology in EI/MS Math (3 SH)

Teachers will learn how to use specific technologies and discover ways to integrate these technologies into their classrooms. Technologies that will be covered are: graphing calculator, spreadsheet, Geometer's Sketchpad, Math Type, and other appropriate mathematical technologies.

MATH 536 Number/Operation in EI/MS Math

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

MATH 540 Geometry for Secondary School Teachers (3 SH)

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

MATH 565 Calculus for Secondary School Teachers (3 SH)

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

MATH 580 Algebra for Secondary School Teachers (3 SH)

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

MATH 589 Continuing Enrollment (1 SH)

Required enrollment for students previously enrolled in thesis or project credits who have not completed the credits by the end of the semester enrolled. Repeatable up to 3 credits. *Continuing Enrollment credits will not count toward the requirement for the degree and are not considered professional workshop or seminar credits. Fee required.

MATH 590 Seminar (1-4 SH)

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

MATH 592 Special Topics (1-4 SH)

A special course of study related to a specific problem or unique area of concentration relative to mathematics, offered to any number of qualified graduate students upon request.

MATH 597 Independent Study (1-4 SH)

Student initiated study under the direction of a faculty advisor.

MATH 598 Formal Writing Project (2 SH)

Individual research culminating in two formal papers.

MATH 599 Thesis (2 SH)

Individual research culminating in a thesis.

MUS 500 Workshops (1-3 SH)

(Workshop credit cannot be used in fulfilling graduate program requirements)

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

The methodology and procedures of music education research. Topics include: interpretation of statistical research in music education, library aids to research, publications in music and music education, and an overview of previous music education research. This course is normally taken the first term of study.

MUS 510 Perspectives of Music History (3 SH)

Perspectives on music's role in history is developed through study of selected literature and composers.

MUS 515 Perspectives of Music Theory (3 SH)

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

MUS 520 Foundations and Psychology of Music Education (3 SH)

A study of music education's history, philosophy and sociology, and a study of instructional procedures and testing in music.

MUS 525 Administration and Supervision of Music Programs (3 SH)

An investigation into administrative procedures including budget, schedule, equipment, curriculum, and human relations.

MUS 530 Elementary and Secondary General Music Programs (3 SH)

Advanced studies of music methods and materials for k-12 general music.

MUS 535 Technology in the Music Classroom (3 SH)

A study of technology available for music teaching through MIDI systems, computers, and instructional software.

MUS 590 Music Education Seminars (1-3 SH)

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

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

Opportunity is provided to read literature in music on an individual basis to meet students needs and interests. Students desiring to pursue this project will do so under the direction of a faculty advisor.

MUS 597 Independent Study (1-3 SH)

Student initiated study under the direction of a faculty advisor.

MUS 589 Continuing Enrollment (1 SH)

Required enrollment for students previously enrolled in thesis or project credits who have not completed the credits (MUS 598 or 599) by the end of the semester enrolled. Repeatable up to 3 credits. *Continuing Enrollment credits will not count toward the requirement for the degree and are not considered professional workshop or seminar credits. Fee required.

MUS 598 Lecture/Demonstration Recital (2 SH)

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

MUS 599 Research Paper/Individual Project (2 SH)

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

PHYS 500 Workshops (1-3)

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

PHYS 590 Seminars (1-3 SH)

Seminars on topics as approved by the division chair.

PHYS 592 Special Topics (1-3 SH)

Special Topics in Physics.

PHYS 597 Independent Study (1-3 SH)

Individual study on topics as approved by the division chair.

PHYS 598 Research (2-4 SH)

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

PHYS 599 Thesis (2 SH)

Individual research culminating in a thesis.

PSY 503 Statistics (3 SH)

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

PSY 511 Human Growth and Development (3 SH)

Theory and research in the areas of sensorimotor, language, cognitive, emotional, social, and moral behavior of the normal child. The interaction of the biological and environmental factors influencing growth and development are stressed.

PSY 512 Research Design and Measurement (3 SH)

A variety of research methodologies, as pertains to school psychology, will be examined, as well as the advantages and disadvantages of their use. Nature and type of measurement and the construction of measuring devices will be discussed.

PSY 513 School Psychology Research Seminar (2 SH)

Practicum in research design and implementation. Students will design a research project relevant to issues in school psychology. Students will select and meet with an advisor regarding preparation of the project, meet with and have project proposal approved by their graduate committee.

PSY 514 Individual Cognitive Assessment (4 SH)

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

PSY 516 Assessment of Preschool Children (3 SH)

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

PSY 518 Psychopathology of Children (3 SH)

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

PSY 525 Role and Function of the School Psychologist (3 SH)

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

PSY 533 Social and Behavioral Interventions in School (3 SH)

The application of research-based interventions to the social and behavioral problems of children and adolescents in the school setting, and mental health issues in the schools will be

discussed. This course has a practicum of shadowing educators, including school psychologists, working with special needs children.

PSY 584 School Psychology Practicum I (3 SH)

This practicum provides students an opportunity to apply learning from content courses to elementary and secondary students who are failing to find academic success in school. The assessment of processing problems that sometimes underlie learning disabilities will be examined.

PSY 585 School Psychology Practicum II (3 SH min.)

This practicum focuses on assisting school children with challenging behavior problems. Emphasis will be placed on deciding whether a diagnostic or consultative role will best meet a particular child's needs.

PSY 589, Continuing Enrollment (1 SH)

Required enrollment for students previously enrolled in thesis or project credits who have not completed the credits by the end of the semester enrolled. Repeatable up to 3 credits. *Continuing Enrollment credits will not count toward the requirement for the degree and are not considered professional workshop or seminar credits. Fee required.

PSY 590 Counseling Skills (3 SH)

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

PSY 597 Thesis (3 SH min.)

Individual research culminating in a thesis.

PSY 598 Internship (6 SH)

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

PSY 599 Internship (6 SH)

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

SCI 500 Workshops (1-3 SH)

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

SCI 501 Research Methods (3 SH)

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

SCI 505 Biogeochemical Cycles (3 SH)

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

SCI 510 Survey of Science Curricula (3 SH)

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

SCI 589 Continuing Enrollment (1 SH)

Required enrollment for students previously enrolled in thesis or project credits who have not completed the credits by the end of the semester enrolled. Repeatable up to 3 credits.* Continuing Enrollment credits will not count toward the requirement for the degree and are not considered professional workshop or seminar credits.

SCI 590 Seminar (1-3 SH)

Seminars on topics as approved by the division chair.

SCI 592 Special Topics (1-3 SH)

Special topics in Science.

SCI 597 Independent Study (1-3 SH)

Individual study on topics as approved by the division chair.

SCI 598 Research (2-4 SH)

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

SCI 599 Thesis (2 SH)

Individual research culminating in a thesis.

SPED 500 Workshops (1-3 SH)

SPED 501 Introduction to Graduate Study (3 SH)

This core course covers the methodology and procedures of educational research. It includes an examination of the types of group and single subject research techniques most commonly used in the various academic areas, and an analysis and evaluation of the strengths and weaknesses of each techniques.

SPED 504 Introduction to Preschool Children with Disabilities (3 SH)

Students in this course receive an overview of the characteristics of young children who have or are suspected of having developmental delays. Definitional issues, legislative issues, developmental characteristics, and educational impacts are described. A variety of service delivery models are presented.

SPED 505 Consultation and Supervision in SPED

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

SPED 509 Infant/Toddler Development (3 SH)

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

SPED 510 Introduction to Disability Services

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

SPED 513 Deaf Studies (3 SH)

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

SPED 515 Practicum (1-8 SH)

Designed to provide specific field experiences by Program. Generally this experience is the final requirement prior to graduation. Prerequisite: Completion of all graduate course requirements in the area of specialization with a minimum GPA of 3.00 or permission of department chair.

SPED 516 Diagnostic Practicum (6 SH)

Practicum in all aspects of the "Team Evaluation" process from administration to diagnosis, report writing, and program planning. Prerequisite: Completion of all graduate course requirements or permission of the program director.

SPED 518 Teaching HH Students (2 SH)

This course presents a comprehensive overview of the unique needs of hard of hearing children and youth. Students discuss empirical research, early identification issues, and the effects of hearing loss on language acquisition and development. Other topics include communication, audiological, social-emotional, academic and programming issues. There is an emphasis on effective instructional strategies, academic adaptations, classroom and environmental modifications

SPED 520 Introduction to Behavior Disorders (3 SH)

This is a survey course designed to acquaint the students with the problems and issues surrounding services with ED. An overview of the concept of emotional and behavioral disorders, along with the characteristics of learners with BD will be presented. Classification and service delivery models will also be discussed.

SPED 521 Community Supports for Individuals with Behavior Disorders (2 SH)

Analysis of the major service system (education, human/social services, mental health, juvenile justice) for individuals with emotional or behavior disorders.

SPED 522 Guidance and Counseling for Behavior Disorders (3 SH)

This course will review best practices in servicing students who have emotional or behavioral disorders. It will cover techniques for teaching students alternative behaviors in one-on-one and small group settings.

SPED 523 Field Seminar in LD/BD (1-4 SH)

Mentored, individualized field practicum in settings serving youth with learning, emotional, and behavioral disorders. Prerequisite(s): SPED 521 Community Supports for Individuals with Behavior Disorders

SPED 524 Methods of Teaching Individuals with Behavior Disorders (3 SH)

Study of data-based, validated techniques and methods of educational intervention for students with emotional or behavioral disorders. Includes methods for both elementary and secondary students emphasizing transitions between service settings and agencies. Prerequisite(s): SPED 520 Introduction to Behavior Disorders

SPED 525 Introduction to Severe Disabilities (1 SH)

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

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

This course is designed to teach certified teachers how to conduct observations of student learning. This course is geared specifically to address issues related to working with students with severe disabilities. Strategies for conducting observations in the classroom, using observations to gather assessment data, using data collected to make educational decisions for students will be discussed.

SPED 527 Effective Teaching: Basic Skills for Teaching (1 SH)

This course is designed to provide an overview of curriculum development, instructional strategies, and additional "best practice" procedures for students with severe disabilities. Emphasis is on utilization of an activity-based and ecological inventory approach to curriculum design and programming for skill acquisition, generalization, and maintenance. Elements of classroom management, integrated related services, and family participation are also introduced.

SPED 528 Managing Daily Activities (1 SH)

This class introduces learners to the practical aspects of managing daily activities for people with severe/multiple disabilities. The course focuses on how to set up and organize a program. Topics include understanding related "best practices" standards, developing activities and daily schedules, teacher/provider and para-professional roles and responsibilities, daily

communication with families and related service personnel, managing personal care routines, and training and evaluating staff in response to a program evaluation of the daily activities.

SPED 529 Effective Teaching: Communication and Assistive Technology (1 SH)

Provides an introduction to the use of assistive technology and augmentative communication for students who have severe disabilities. Introductory material is presented related to communication, mobility, learning, technologies, and aids for independence. Issues regarding assessment of student needs and funding assistive technologies are also covered.

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

An introduction to physically handicapping conditions and related educational practices. Etiological considerations with educational implications are stressed in at least the following areas: cerebral palsy, spina bifida, muscular dystrophy, epilepsy, and skeletal deformities. Review of methods for physical and health management.

SPED 531 Theoretical Aspects of Exceptional Children (3 SH)

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

SPED 533 Clinical Practice (1-4 SH)

Practicum in the assessment of children or adults with disabilities.

SPED 534 Effective Teaching: Managing Behavior (1 SH)

This course is designed to teach certified teachers how to manage student behaviors in the classroom and is geared to specifically address issues related to working with students with severe disabilities. Common behavior issues and their function will be discussed, as well as strategies for managing these excess behaviors.

SPED 535 Effective Teaching: Inclusion Strategies (1 SH)

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

SPED 542 Methods and Materials of Teaching the Developmentally Disabled (3 SH)

A methods course in instruction of young children and learners with severe or multiple handicaps, birth through 21 years. The course emphasizes current best educational practices in curriculum development, delivery and monitoring including

individualized program planning and adaptations, specific instructional strategies, and organizing for the delivery of instruction.

SPED 545 Inclusion Strategies: Deaf/HH (2 SH)

This course examines effective inclusion strategies for students who are deaf or hard of hearing. Topics include discussion of the history and philosophical foundations of inclusion, providing support for students in general education programs, helping students develop positive social relationships with each other, encouraging effective collaboration with general education professionals and others, adapting the general education curriculum to meet the individual needs of students, easing the transition from special to general education, and overcoming obstacles to inclusion.

SPED 550 Assessment in Special Education (2 SH)

Description of processes of assessment for screening special education, eligibility, program planning, and evaluation. Legal requirements, professional roles and responsibilities, and terminology are covered. Focus is on the interdisciplinary assessment process.

SPED 561 Behavior Problems of Exceptional Children (3 SH)

Principles and techniques of behavior management are related to classroom structure, development of academic and social skills.

SPED 563 Family and Community Systems in Early Intervention (3 SH)

A course to identify and validate ecological variables that impact early intervention services. Emphasis is placed on a family-centered approach as it impacts service delivery formats, related service, support services, parent involvement, interagency collaboration, and program design. Family structure and dynamics are emphasized.

SPED 565 Early Intervention: Deaf/HH (3 SH)

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

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

Techniques and methods of educational intervention for children with learning disorders are related to appraisal, material development, individual program development and evaluation of pupil change in terms of academic and social skills development. Prerequisites: SPED 531.

SPED 582 Psychoeducational Appraisal of Children Who are Deaf or Hard of Hearing (2 SH)

Analysis, administration and interpretation of criterion and norm-referenced instruments used to appraise the perceptual, cognitive and academic abilities of children who are deaf or hard of hearing. Participation in corequisite is required. Prerequisite: Consent of the instructor and SPED 533

SPED 583 Teaching Speech to Deaf/HH (3 SH)

This course presents the effective evaluation and development of speech skills of students who are deaf or hard of hearing. Students are exposed to formal and informal methods of assessment, the developmental sequence of phoneme acquisition and specific strategies for facilitating speech development.

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

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

SPED 585 Amplification and Applied Audiology (3 SH)

This course provides both theoretical and practical competencies in the interpretation and application of audiologic information for communicative and educational programming and an understanding of the amplification needs of children with hearing impairment. Special emphasis is placed on selection, maintenance, use and management of amplification in the classroom.

SPED 586 Teaching Read/Academics to Deaf/HH (4 SH)

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

SPED 587 Students w/Cochlear Implants (2 SH)

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

SPED 589 Continuing Enrollment (1 SH)

Required enrollment for students previously enrolled in thesis or project credits who have not completed the credits by the end of the semester enrolled. Repeatable up to 3 credits. *Continuing Enrollment credits will not count toward the requirement for the degree and are not considered professional workshop or seminar credits. Fee required.

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

A special course of study related to a specific problem or unique area of concentration relative to special education, offered to any number of qualified graduate students upon request.

SPED 592 Special Topics (1-3 SH)

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

SPED 597 Independent Study (1-3 SH)

Student initiated study under the direction of a faculty advisor.

SPED 599 Thesis (1-3 SH)

Individual research culminating in a thesis.

Center for Extended Learning (CEL)

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

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

Programs and Courses for the Military

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

Withdrawals—Military

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

MSU Online

Minot State University is dedicated to the development of anytime, quality, flexible, web-based education. Our Internet courses allow you to receive undergraduate, graduate, or continuing education in the convenience of your home, office, or school. These courses reflect the same rigorous academic and faculty standards that apply to the University's traditional programs and fulfill certain degree requirements. Check our website for a listing of current certificate and degree programs available at <http://online.minotstateu.edu>

Registration for CEL Credit Activities

Registration for CEL credit activities must be completed via CampusConnection which is available through Minot State University's homepage at www.minotstateu.edu. CampusConnection allows you to choose courses offered by

several delivery methods. When registering for a course, review the Mode of Instruction list of delivery options. Courses not listed as Traditional Campus are distance education courses offered by CEL and include a distance education access fee. Tuition and fees are separate from, and in addition to, any coursework taken in the Traditional Campus mode. Students may audit a CEL course but full tuition is applied at the distance education rate. Any student interested in enrolling in a distance education course must be fully admitted to Minot State University.

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

Tuition and Fees

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

Financial Aid

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

Immunization Waiver

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

Refunds—All Students

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

Financial Information

Tuition and Fees

The academic year is divided into two semesters (fall and spring semesters) of sixteen weeks each. Some programs offer two 8-week terms within the fall and spring semester. In addition, there is an annual summer term of eight weeks. Tuition and fees must be paid at the beginning of each semester. (ALL FEES ARE SUBJECT TO CHANGE WITHOUT NOTICE.)

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 and payable in full during the first two weeks of each semester.

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

Other Fees

Application for admission fee (non-refundable).....	\$35.00
Parking permit-unreserved.....	\$10.00
reserved.....	\$20.00
Continuing Enrollment fee	\$100.00 per semester
Thesis binding fees.....	\$150.00 for 5, \$30.00 for each additional copy
Commencement fee (cap, gown, and hood rental) contact MSU Bookstore	

Residency

Nonresident and resident student for tuition purposes defined.

1. A “nonresident student” for tuition purposes means any student other than a resident student.
2. A “resident student” for tuition purposes means:
 - a. A person whose guardian, custodial parent, or parents are legal residents of this state and have resided in this state for twelve months, or a dependent child whose custodial parent moved into the state with the intent to establish legal residency for a period of years within the past twelve months immediately prior to the beginning of the academic term;
 - b. A person of age eighteen or over who is a legal resident of this state and has resided in this state after reaching age eighteen for twelve months immediately prior to the beginning of the academic term;
 - c. A person who graduated from a North Dakota high school;
 - d. A full-time active duty member of the armed forces assigned to a military installation in this state;
 - e. A spouse or dependent of a full-time active duty member of the armed forces assigned to a military

installation in this state or of an employee of any institution of higher education in this state, and a spouse of any other resident for tuition purposes; and

- f. A person who was a legal resident of this state for at least three consecutive years within six years of the beginning of the academic term.
3. Legal residence in the State of North Dakota includes, but is not necessarily limited to the following responsibilities and rights:
 - a. To vote in general or special elections in the State after 30 days of residence in the precinct (and assuming U.S. citizenship).
 - b. To obtain a North Dakota driver’s license before operating any motor vehicle in this State after more than 60 days of residency. See NDCC Section 39-06-02
 - c. To file a North Dakota resident’s income tax return with the State Tax Department reporting any income derived from within this State.
 - d. To obtain a North Dakota resident game or fishing license after six months of residency in the State.
 4. A temporary absence from the state for vacation or other special or temporary purposes may not be considered an abandonment of residency in this state, provided a residence is maintained in this state during the temporary absence. However, a student who leaves the state and resides in another state for a period of months is not considered a resident of this state during those months if the student does not maintain a place of residence in this state during the student’s absence.
 5. International Students
To qualify as a North Dakota resident, international students who are not refugees must have an Alien Registration Receipt Card (green card) proving permanent residency or immigrant status and must meet all other North Dakota residency requirements for tuition purposes.
 6. Definitions
 - a. “Dependent” means only a person claimed as a dependent on the most recent federal tax return.
 - b. “Member of the armed forces” means only full-time active duty members of the armed forces, and not national guard or reserve members.
 - c. “Spouse” means both parties to a marriage recognized by the state of North Dakota including those subject to an order of legal separation, but not divorced persons.

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

Students who are residents of South Dakota, Montana, Saskatchewan, and Manitoba are eligible for contiguous tuition. Students who are residents of Minnesota must apply and qualify for reciprocity fee status to be eligible to pay reciprocity tuition and fees. Application to the program is the responsibility of the student. Application forms can be obtained from the MSU Business Office or from the Minnesota Higher Education Coordinating Board or at www.mhesa.state.mn.us. Inquiries in regard to which states participate in the Western Undergraduate Exchange Program (WUE) and Midwest Regional Higher Education Compact (MHEC) should be directed to the MSU Records Office.

Veteran's Certification

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

Auditing Course Fee (on-campus courses)

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 results in an increase in credit hours, or if an added class requires special course fees, the institution will charge the student for the additional credits and any special course fee.

Refunds for Officially Withdrawing Students

Any student who withdraws from MSU will receive a refund of tuition and fees according to the schedule below. Tuition and fees will be refunded based on the percentage which coincides with the exact day of the term in which the student formally withdraws.

Percentage of Completed Class Days	Refund Percentage
0–8.999%	100%
9.0–34.999%	75%
35.0–59.999%	50%
60.0–100.0%	0%

Refunds are calculated from the day classes commence to the date of application in writing and not from the date of last attendance at classes.

Fees

The tuition and fees listed on the previous page include the student activity fee, technology fee and the ConnectND fee. The tuition and fees listed exclude additional fees such as distance education access fee, special course fees to cover added and unique costs of the course, program fees for nursing and clinical lab science, parking permits, etc.

FINANCIAL AID

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

The Financial Aid Office reserves the right to make the final determination regarding the type(s) and amount of aid awarded to students. All awards are subject to the availability of funds and selection criteria, and awards are subject to change without notice.

Who May Apply

Students applying for federal financial aid must

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

How to Apply

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

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

When to Apply

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

How Financial Aid is Awarded

Students may receive Federal financial aid based on either their undergraduate or their graduate enrollment but not both. Financial aid is awarded based on need and the availability of funds. Need is the difference between the estimated cost of education as determined by the University, and the expected family contribution as determined by the FAFSA. A need exists if the expected family contribution is less than the estimated cost of education.

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

Withdrawal from the University

A student who finds it necessary to terminate enrollment from the University must officially withdraw by completing a Withdrawal Form with the Financial Aid Office or by completing the withdrawal form on the web at www.minotstateu.edu/finaid/html/withdrawal_form.html

Types of Financial Aid

Minot State University offers four types of financial aid:

1. Traineeships
2. Loans
3. Scholarships
4. 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 Stafford Loans

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

Federal Unsubsidized Stafford Loan

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

Satisfactory Progress

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

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

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

Return of Title IV Funds Policy

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

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

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

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

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

Appeal Process

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

Graduate Assistantships

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

Graduate Assistantships:

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

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

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

Assistantship applications are located on the Graduate School website, www.minotstateu.edu/graduate. The completed application must be received in the Graduate Office by April 1.

Scholarships

Scholarship applications must be completed and returned to the Graduate School by February 15th (see specific scholarship for details). Students should contact the Graduate School and their departments for additional information regarding scholarships.

Presidential Awards

Non-resident, contiguous, WUE, and MHEC graduate students are eligible for tuition discounts of up to 50%. Awards are based upon actual enrollment, and the student must be enrolled in a minimum of 6 credits. This award is renewable each semester providing the student maintains eligibility within the graduate program. Applications should be submitted to the MSU Graduate School.

Graduate students with diversity are eligible for tuition discounts of up to 55%. Awards are based upon actual enrollment, and the student must be enrolled in a minimum of 6 credits. This award is renewable each semester providing the student maintains eligibility within the graduate program. Applications should be submitted to the MSU Graduate School.

North Dakota resident graduate students are eligible for the Graduate School Presidential Award for a tuition discount of 10% or 20%. Awards are based upon actual enrollment, and the student must be enrolled in a minimum of 6 credits. This award is renewable for one academic year. Applications should be submitted to the Graduate School.

NDCPD Traineeship

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

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

Other Awards

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

COMMUNICATION DISORDERS SCHOLARSHIPS

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

North Dakota Speech, Language, and Hearing Association

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

Rotary Scholarship and the Communication Disorders

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

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

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

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

Edna Gilbert: Scholarship available for anyone majoring in Communication Disorders. Apply by completing the scholarship application.

SPECIAL EDUCATION SCHOLARSHIPS

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

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

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

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

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

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

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

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

Other Scholarships: Please contact Dr. Thomas Linares (701) 858-3057 for information about other possible scholarships available through the Department of Communication Disorders & Special Education.

Services to Students

RESIDENCE LIFE

Housing

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

Residence Halls

Each residence hall has lounge areas for recreation and entertaining, coin operated laundry facilities, a small kitchen area for personal cooking, and free voice mail in each room. Cable TV and computer access are available in each room. Unless otherwise noted, each room has two beds, a desk and shelving unit, a closet, and dresser drawers. Cook Hall is primarily for freshmen women. Dakota Hall is for sophomore–graduate women. McCulloch Hall is a freshman men's residence. Lura Manor is the newest residence building, and its rooms are arranged in suites (two double rooms and a private bath per suite). Lura Manor is a co-ed residence. Crane Hall, newly remodeled, houses sophomore—graduate students.

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

Rentals

Residence hall room rent is paid by the semester, and rooms are rented for the entire semester. Rental fees are subject to change by action of the State Board of Higher Education. State and room rates do not include semester breaks.

Please see current rental information on the MSU Website (www.minotstateu.edu/life/)

In case of damage to a room or if the room is left in unsatisfactory condition, the student will be held liable for repairs and cleaning. Housing for male and female students is also available during summer sessions. Housing may not be available during semester breaks.

Reservation Fees

A reservation fee of \$100.00 is required to confirm a room assignment. This fee is payable in the form of a check, money order, or bank draft to Minot State University, should be attached to the housing form, and sent to the Business Office. Early applications will be processed first. If a room is not available, the student will be placed on a housing waiting list or the fee will be returned upon request by the student.

Refund of Room Rentals

Fees sent to the University for a room reservation will be refunded providing a written request is received by July 15 for fall semester and December 15 for spring semester.

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

Campus Apartment Housing

There are 70 student apartment units on campus, six of which are designed for accessibility by persons with disabilities. Two-bedroom, one-bedroom, and efficiency units are available.

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

Rents range from \$280.00 to \$405.00 per month. Students desiring apartment housing should contact the Student Life Office.

Photo ID

How to get a Photo ID

1. **IDENTIFICATION REQUIRED:** Students, faculty, and staff who need a new or replacement ID card must present some form of personal photo identification such as a driver's license, passport, or state ID.
2. **STAFF MUST BE AUTHORIZED:** The Photo ID office can make a Staff ID card ONLY after the business office has entered the information and the proper authorization has been established in the database.
3. **LOST AND FOUND CARDS:** Any ID card that is found should be immediately forwarded to the Photo ID office in the Student Union. Anyone looking for a lost card can call 858-3364 to see if the card has been turned in.
4. **OBTAINING A REPLACEMENT ID CARD:** A non-refundable fee of \$15 is charged to replace a lost or stolen ID card.
5. **OLD ID CARDS ARE NOT VALID:** If the old ID card is found and an attempt is made to use it, the card will be confiscated.
6. **PROPERTY OF MINOT STATE UNIVERSITY:** The MSU photo ID card is the property of Minot State University and is non-transferable.

Student Union Dining Services

Students have a variety of options to accommodate their schedules; meals served in the resident dining room are all-you-care-to-eat. We offer three (3) entrees at lunch and dinner, including a vegetarian option, and two (2) soups daily. A changing choice of side items is offered along with the main entrees daily. A rotating grill entree and deli bar provides additional choices at lunch and dinner. We offer a specialty item that changes daily. Specialty items have included pastas, tacos, wrapped sandwiches, baked potatoes, pancakes, omelets and pizza. A full salad bar is offered at lunch and dinner. You'll also find fresh fruits and vegetables, whole grain breads and cereals, dairy products, fish, poultry, lean meats, soft-serve ice cream with assorted toppings. Our own bakery on campus provides daily deliveries of scrumptious pastries and desserts. The food service area is an integral part of the residence hall community. We offer a variety of good food at affordable prices. By letting us do the menu planning, shopping, preparation and clean-up, you will have more time for studying, campus activities, work or relaxation! All residence hall students are required to participate in the meal plan. The food service is managed by Chartwells, a Division of Compass Group, North America. Additional information on various plans can be secured from the Student Union Director's Office in the Student Union, 2nd floor, between the hours of 8 a.m. and 4:30 p.m.

Meals are served as follows:

Monday–Friday	
Breakfast	7:00 A.M.–9:30 A.M. (Snackbar, lower level, Student Union)
Lunch	11 A.M.–4:00 P.M. (Cafeteria, 2nd floor, Student Union)
Dinner	4:00 P.M.–7:00 P.M. (Cafeteria, 2nd floor, Student Union)
Saturday & Sunday	
Brunch	11 A.M.–12:30 P.M. (Cafeteria, 2nd floor, Student Union)
Dinner	5 P.M.–6 P.M. (Cafeteria, 2nd floor, Student Union)

Beaver Bucks

Beaver Bucks is a debit service, which is linked to the MSU ID card, available to students, faculty and staff. Beaver Bucks can be used at all dining locations. By simply depositing money into your account, you can make purchases at various campus locations. A statement of all transactions can be provided for all cardholders upon request. Meal plans and Beaver Bucks accounts are activated at the Student Union Director's Office, located on the second floor of the Student Union. Your account will remain active until you graduate or terminate employment with the University.

The initial minimum deposit when paying cash, check or credit card is \$20. Beaver Bucks can be charged to your financial aid account, the minimum purchase is \$100. Beaver Bucks may be purchased in the Student Union Directors Office, 2nd floor, Student Union, Monday through Friday, during regular office hours.

Parking

All vehicles parked on the campus must have a parking permit. Permits are available in the Parking Office in the Physical Plant Building. The cost is \$10.00 for unreserved parking space and \$20.00 for reserved parking space for the academic year. Refunds are available by the semester, if one no longer wishes to park on campus. Campus parking is supervised; tickets will be issued and cars improperly parked will be towed at the owner's expense. Further information may be obtained by contacting the Parking Office in the Physical Plant Building at 701-858-3210.

Student Services

Richard Jenkins, Vice President for Student Affairs & Dean of Students

Student affairs staff are involved in student counseling and development. Areas of involvement pertaining to students are: housing (on-campus, off-campus, married student, apartment, and summer workshops), placement, academic advising, scholarships, university policy and procedures pertaining to students, Student Activity Committee, student health, part-time and full-time employment, and academic probation policies. The staff serves 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 Union, is owned and operated by the university. The Bookstore is an integral part of the University and functions as a link between students, faculty, and staff by providing high quality educational products and service to enhance the educational experiences at Minot State University.

Career Services Office

The Career Services Office facilitates the process of choosing a career field and selecting the appropriate academic major. A variety of career assessment and decision-making resources are available with detailed descriptions of different occupations, labor market information, and the certification and educational requirements necessary to enter the world-of-work for specific careers.

Career Services offers guidance on letters of application and resume writing, interviewing techniques, job search strategies, and cooperative education and internship opportunities. Resume and cover letter critiquing services are also available to help students.

Career Services can assist in finding employment for all current students and graduates of Minot State University. MSU students and graduates seeking full-time and part-time jobs are also assisted through the extended services of Job Service North Dakota.

The Career Services Office is located on the second floor of the Student Union.

Multicultural Support Services

The Office of Multicultural Support Services, provides counseling, advising and academic support to people of all races and ethnic backgrounds and international students. Assistance is provided in solving transitional issues and financial, career and personal concerns. Campus and community events are developed and coordinated to promote a greater awareness and appreciation of cultural diversity. Cooperative initiatives between community agencies, tribal council's colleges and regional reservations, assist students with matriculation/transitional adjustments. These multicultural support services are coordinated in the Cultural Center in the Student Union.

Student Health & 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. The Student Health Center provides 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 registered nurse and a physician's assistant. The Student Development Center offers a variety of services including: Individual Counseling, Learning Services, Disability Services, Testing Services (for entrance into college, graduate school and professional exams), and Tutoring Services.

Health Services

The goal of Health Services is to improve the status of health and ultimately the quality of life of MSU students while they are on campus and as they plan for the future. Focus is on: 1) health promotion, 2) risk reduction through surveillance and control of health hazards, 3) health education, and 4) referral to other campus or community services as needs are identified.

Health Services is staffed by a registered nurse and a physician's assistant, with a referral service to UND 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. Campus health care is intended to supplement private health care. It is not intended to provide comprehensive medical care.

At the discretion of the Health Services staff, assistance provided may include but is not limited to:

- Immunizations
- Allergy injections
- Women's healthcare
- STD education and testing
- Preparation and maintenance of medical records
- Blood pressure monitoring
- Routine urinalysis
- General health needs
- Health education/promotion programs
- Treatment of general infections
- Some prescriptions available
- A program of testing for tuberculosis
- A program of reporting required illness to public health agencies
- A program of reporting required injuries/crimes to public safety agencies
- Sports and employment physicals

It is the responsibility of each student to maintain their 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.

Individual Counseling

Individualized, short term confidential counseling is offered to students with personal, social, and academic needs. This service is provided by a licensed certified social worker. Referrals to university and community resources will be made as appropriate. Educational prevention programming and activities are provided throughout the year for the general student body. For more information please contact the Student Development Center at 701-858-3371. While walk-ins are welcome, appointments are preferred.

Disability Services

In accordance with the Americans with Disabilities Act (ADA), any MSU student with a disability is eligible for services. Written documentation of the disability, usually in the form of a diagnostic report, should be provided by the student to the Disability Services (DS) counselor prior to receiving any accommodations. Also, students who suspect they have a disability should meet with the DS counselor to discuss their concerns. If appropriate, a referral for formal evaluation will be made. Referrals are made to professionals or agencies in the community who do diagnostic work in the specific area of disability. For more information on DS, please contact SHDC at 701-858-3371 or www.minotstateu.edu/disability_services.

Learning Services

Study skills development (e.g., time management, note taking, and test taking) is provided through seminars and individual assistance. A two-credit class titled "Study Skills" is offered and can be found under the "Interdisciplinary" section of the schedule of classes.

Tutoring Program

Tutoring Services may be requested for one or two class areas per semester, with a maximum of 32 hours, for the semester (summer session a maximum of 16 hours). For more information on tutoring services, please contact SHDC at 701-858-3371 or www.minotstateu.edu/tutoring.

Testing Services

The SHDC serves as a test center for ACT (American College Testing), Praxis testing for teachers, LSAT (Law School Admissions Test), GRE subject (Graduate Record Exam-Subject), NLN-ACE (National League of Nursing Accelerated Challenge Exams), MAT (Miller Analogies Test), and other professional tests upon request. There are fees for these tests, and most have registration deadlines.

Veteran Educational Benefits

The Financial Aid Office certifies eligible student veterans and dependents for Veterans Affairs (VA) educational benefits and acts as a liaison between the student and the VA. Services also include providing eligible students with information regarding VA policies and procedures.

Student veterans/dependents attending Minot State University and receiving assistance from the Department of Veterans Affairs are required to maintain the academic standards of progress as outlined in the "Academic Requirements" section of this catalog. Benefit recipients who fail to maintain the required cumulative grade point average and make progress toward the completion of their educational objectives will be reported to the VA for unsatisfactory progress.

Benefit recipients must request certification from the Financial Aid Office for each term of enrollment. Returning students who have previously been certified by Minot State University must complete a VA worksheet at the beginning of each term. The VA worksheet is available online at www.minotstateu.edu/Finaid/military.shtml. Student veterans/dependents using VA benefits for the first time must submit an application for benefits or a certificate of eligibility and supporting documentation including a copy of their discharge papers or a notice of basic eligibility. Transfer students must complete a request for change of place of training at the beginning of their first term at MSU. Benefit recipients wishing to receive advance payment should contact the Financial Aid Office approximately forty-five days in advance of the term for which they plan to register. A separate form is required for advance payment.

Students who elect to repeat a course for which a passing grade (A, B, C, D, P) has been earned will not be permitted to include the repeated course in their VA certification for the term, unless a better grade is required for graduation. Students who repeat a course for which a failing (F) grade has been assigned may be able to include the course for certification if the course is required for graduation.

All course work undertaken must be applicable to the student's chosen degree program. Courses may include elective courses and prerequisite courses as well as required courses.

Transfer veterans will not be certified until official transcripts from all attended colleges and universities are recorded in the Student Records Office. It is the veteran student's responsibility to ensure that transcripts have been evaluated to determine the number of transfer credits accepted by Minot State University for VA purposes.

All student veterans and dependents receiving subsistence allowances under the Montgomery GI Bill or the Survivors' and Dependents' Education Assistance program are required by law to report promptly to the VA any changes in their enrollment which may affect the amount of money they receive. If a student drops below full time attendance or withdraws from the University, he or she must inform the VA certifying official at the Financial Aid Office. In order to be considered full-time, benefit recipients generally must be enrolled in at least 12 credits per semester. Exceptions to this guideline occur when a student is certified for condensed courses that meet for less than the regular 16 week semester. Students may contact the VA certifying official with questions about full-time status.

Questions concerning VA policies may be addressed directly to the VA Regional Office, PO Box 66830, St. Louis, MO 63166-6830 (toll-free regional number 1-888-GIBILL-1) or to the GI Bill website www.gibill.va.gov.

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 MSU Business Office.

Campus Buildings

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, Institutional Planning, Financial Aid, Alumni, Vice President for University Advancement, and social science are housed here. Also included are classrooms, the post office, the computer center, and two 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 Amphitheater in 1988, the observatory houses a 16 inch diameter Schmidt-Cassegrain telescope used primarily by astronomy students. It is viewed on specified evenings.

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, earth science, geoscience, physics, and science education are located here.

Dome

The administrative office of Athletics is housed in this building. This structure also provides facilities for a wide variety of activities such as handball, racquetball, basketball, volleyball, tennis, wrestling, and indoor track with seating for over 10,000 people. The building also has lockers, showers, classrooms, and offices, plus other use areas.

Hartnett Hall

The administrative offices of the Colleges of Arts and Sciences and the Division of Humanities are located in this building. There are classrooms and studios for art, broadcasting, communication arts, English, and foreign languages. A 200-seat theatre for lectures, recitals, and theatre productions and an art gallery displaying works of nationally recognized, contemporary American artists are also housed there. A computer lab is in this building.

Library

The Gordon B. Olson Library houses basic library facilities and two computer lab centers. Containing over 420,000 volumes in books, bound periodicals, and government documents, it also houses special collections of North Dakota materials, a children's collection, media materials (over 14,000 video recordings, filmstrips, slides, and other nonprint material) and microfilms. The library currently subscribes to over 600 periodicals and is a depository for United States Government and State of North Dakota publications. The library building provides study accommodations for 800 students.

Memorial Hall

In 1996, Memorial Hall was remodeled and expanded. It houses the 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.

Midcontinent Institute

An office building owned by the MSU Development Foundation that is presently home of the North Dakota Geographic Alliance administrative office. It is located at 1015 8th St. NW.

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 Building

This first building on campus just underwent a \$8.6 million remodel. It provides classroom and office space for the College of Business, the Department of Teacher Education and Human Performance, and the Division of Music. The building has four computer labs and a student lounge with computer access. Ann Nicole Nelson Hall provides facilities for the performing arts with seating capacity for 950.

Physical Plant

This building houses the offices for physical plant, motor pool operations, central receiving, and parking.

Residence Halls

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.

Cook Hall

A five-story residence for 188 women, completed in 1965.

Crane Hall

Newly renovated in 2006, Crane Hall is open again for the first time since its use in 2001 and is better than ever! Crane offers a new and comfortable environment with more privacy than a traditional residence hall, while still having the community experience that is a valued component of a well-rounded college education.

Dakota Hall

This is a conveniently located residence for about 96 women.

Lura Manor

A five-story building completed in 1986. It houses 143 students in four-person suites, and the Student Health and Development Center.

McCulloch Hall

This is a men's residence for 145 students completed in 1960.

Pioneer Hall

This is a family student housing facility. It contains 40 one-bedroom apartments.

Swain Hall

Classroom and activity space for the Department of Physical Education are located here, as well as a fitness and free weight center.

Student Union (SU)

The Student Union (SU) is the social, cultural and recreational center of Minot State University's campus. It is located in the heart of the campus and provides many services, conveniences and leisure activities to enhance the quality of life for students. A few of the services offered include: campus dining, ATM, computer stations, swimming pool, telephones, newspapers, billiards, convenience store and the MSU Bookstore. The SU is a great place to relax, study and meet people.

Flexible-use meeting spaces are contained throughout the building, including the MSU Conference Center located on the third floor. The Student Union welcomes registered use by student organizations, campus departments, and community groups and businesses. Reservations are made through the Student Union Director's office on the second level.

The MSU Bookstore is located in the SU lower level. The bookstore sells textbooks, general books, bestsellers and has a large selection of computer books. Merchandise includes calendars, CDs, school and art supplies, frames, greeting cards, gift items, electronics and MSU insignia apparel.

Also housed in the SU are the Native American Cultural Center and the offices for Student Life and Housing, Career Planning and Placement, TRIO Student Success Program, student government, student publications and Chartwells, the contracted food service provider.

Services to Region

Centers of Excellence

The University has three established Centers of Excellence—the North Dakota Center for Persons with Disabilities, the Center for Extended Learning, and the Rural Crime and Justice Center. 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) at Minot State University provides training, dissemination, and community services throughout the state. On-campus activities include interdisciplinary preservice education for those who will be working with people who have disabilities, operation of several research and demonstration projects serving the disability community, and service to the university community in general. Community activities include inservice and post-graduate education opportunities for professionals in the disability community as well as advocacy for disability issues. The NDCPD provides consultation and technical assistance to organizations and programs serving people who have disabilities. Major programs include:

1. Use of distance technologies to provide services, supports, and education for the disability community;
2. Interdisciplinary preservice educational opportunities for students who will be working in the disability community;
3. Dissemination of information about effective programs for people who have disabilities;
4. Promotion of practices that effectively increase the productivity, independence, and community integration of people who have disabilities; and
5. Support of statewide policy initiatives involving the disability community.

The NDCPD provides many opportunities for students to participate in its projects and activities. Students from all disciplines are invited to become involved in the NDCPD's varied research, demonstration, training, and development activities.

Center for Extended Learning

The mission of the Center for Extended Learning (CEL) is to provide flexible, accessible and quality lifelong learning opportunities. To serve this mission, the center offers courses online, in the evenings at Minot Air Force Base, and in a range of formats that meet the needs of busy students. Formats include correspondence, "MSU Online," Interactive Video Network (IVN), camps, College for Kids, and business and professional seminars.

Because of its commitment to flexible scheduling to meet students' needs, the CEL is able to offer classes and workshops at locations anywhere in North Dakota. Any person in any part of the state may request the formation of a class or workshop. If the course is determined to be feasible, the CEL will work with the appropriate Minot State University department and college

and hire an instructor to conduct the course.

Non-credit activities may also be developed to meet community needs and interests. Non-credit activities can cover a variety of interest areas and can also be offered in formats to meet student need.

Rural Crime and Justice Center

The Rural Crime and Justice Center at Minot State University began with one idea – to assist in the research and evaluation areas of law, justice, and criminal justice. Since its inception in 2000, the Rural Law Enforcement Education Project (RLEEP) in conjunction with the Federal Law Enforcement Training Center (FLETC) has directed its research efforts toward three primary areas:

- Identifying the training needs of rural law enforcement agencies in North and South Dakota, Montana and Wyoming
- Delivering the training programs in a centralized location corresponding to specific needs
- Evaluating the form and content of the training programs.

The Rural Crime and Justice Center (RCJC) has been established in response to the scope of RLEEP being expanded through the entire United States. RCJC projects continue to be added and include the following:

- North Dakota Council on Abused Women's Services
- Project Safe Neighborhoods
- Nationwide Rural Area Law Enforcement Training Study
- Nationwide Police Pursuit Training Study
- Rural Methamphetamine Education Project
- Justice and the Disabled
- National Survey of Female Police Officers: Attitudes, Motivations, Perceptions, and Experiences.

In addition, RCJC hosts numerous satellite telecasts from various sponsor agencies and maintains a video library. The center welcomes opportunities to assist communities and law enforcement officials.

University Research and Public Service Center

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 350 sites in the state with over 40 sites in the higher education environment.

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. Programs range from two year degrees in medical assistant and marketing to master's degrees in education and counselor education.

The University has several video classrooms. Two large classrooms are located in the Administration Building. A conference room suitable for smaller meetings or classes is located in the Prairie Room of the Student Union. Criminal Justice has two dedicated rooms located in their department.

For a complete list of classes and degree programs being offered, or for general information about IVN videoconferencing contact the Center for Extended Learning office at 1-800-777-0750 or the Minot State University IVN office at 701-858-3984.

Information about classes and meetings can be found on the IVN website at www.access.ndus.edu or www.ndivn.nodak.edu.

Learn more about classes and meetings at Minot State University by accessing <http://www.misu.nodak.edu/cel/ivn.shtml>

Minot Symphony Orchestra

The Minot Symphony Orchestra is a joint University/community orchestra which presents five Minot concerts and a children's educational concert each season. Membership is dependent upon needed instrumentation and is open to university students and community members through audition.

North Dakota Geographic Alliance

The North Dakota Geographic Alliance is a statewide organization of teachers, professional geographers, and other persons interested in promoting geography education within the state of North Dakota. The Alliance administrative office is located in the Midcontinent Institute Building, 1015 8th St NW, Minot. The Alliance publishes a quarterly magazine and a quarterly newsletter, holds an annual meeting and professional development conference, and offers other types of geography-related programs. Students are invited to join the Alliance, to

submit articles for publication in the Alliance publications, and to participate in Alliance-sponsored programs.

Special Education and Communication Disorders Clinic

Each year over a thousand 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 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 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 Student Programming Director, Student Senate officers and senators and any student interested in helping with SAC. Interviews are held for the Programming Director in the spring.

Athletics

Minot State University men's and women's athletic programs are members of the National Association of Intercollegiate Athletics and the Dakota Athletic Conference (DAC-10). The men's competition includes football, basketball, track and field, golf, baseball, and cross-country. The women's competition includes basketball, cross-country, track and field, volleyball, softball, and golf.

Intramural Programs

A variety of sport activities are offered for both men and women throughout the school year. This program is sponsored by the Student Association. Interviews are held for the Intramural Directors in the spring.

Homecoming

The annual homecoming has become a tradition in Minot. Each year, in the fall, the University sets aside a week for the entertainment of graduates, current, and former students. The celebration includes a parade, a football game, and many other features conducive to the renewal of old acquaintances.

Music

The University's Division of Music is an accredited member of the National Association of Schools of Music and provides exciting opportunities for the study and performance of all disciplines within music. Concert and lecture offerings are listed on the Music Division website. Performance opportunities available to all university students include choir, women's chorus, band, orchestra, and jazz ensemble.

Publications

There are two student publications on campus. The Red & Green, the student newspaper, is published weekly during the regular school year. The Coup, the student literary magazine, is published annually. Student editors receive salaries paid from student activity fees. Students may earn one hour of journalism credit for working on the Red & Green. The publications are advised by faculty members and governed by policy developed by the Board of Student Media.

Radio Station (KMSU)

KMSU, the campus radio station, operates over the local access television channel. Students who live in the dorms may listen by tuning their television to channel 19. The signal is also broadcast over the local cable access channel (KMSU TV) to over 15,000 homes in the local area.

Students who wish may work with KMSU as a disc jockey doing on air shows or working in one or more of the behind the scenes jobs connected with the radio station by registering for radio activities. This one-credit class is available to all MSU students.

The Media Ink Club is open to all students interested in the media, be it electronic print, advertising, or public relations.

Native American Cultural Center

The Native American Cultural Center is located on the third floor of the Student Union. The center exists to meet the varied needs of Minot State's students of all races and ethnic backgrounds/international students. Individual counseling and advising in personal, academic, financial, and transitional concerns is provided.

The Center offers computers, printers, a fax machine, periodicals, newspapers and various resource materials. A kitchenette and cable television/VCR are also provided for your use and enjoyment.

In addition, the center serves as a meeting place for the Native American Club and a general "home away from home" rest and relaxation place for students of all races and ethnic backgrounds/international students. A portion of Minot State's Native American cultural collection is also housed in the center for public viewing. Office hours are from 8 a.m. to 4:30 p.m. and students are encouraged to visit and share their heritage.

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.

University Policies

In compliance with state and federal regulations Minot State University makes the following statements regarding discrimination, privacy of records, sexual assault policy, and student conduct.

Discrimination

Minot State University subscribes to the principles and laws of the state of North Dakota and the federal government pertaining to civil rights and equal opportunity, including Title IX of the 1972 Education Amendments. Minot State University policy prohibits discrimination on the basis of race, gender, religion, age, color, creed, national or ethnic origin, marital status, or disability in the recruitment and admission of students and the employment of faculty, staff, and students, and in the operation of all college programs, activities, and services. Evidence of practices, which are inconsistent with this policy, should be reported to the Human Resources Director.

Student Rights to Privacy of Educational Records

Each term Minot State University publishes a student directory that may be printed on hard copy or loaded onto the Internet. Information in the directory (name, address, phone number) and other information listed below are classified as "Directory Information." In compliance with the Family Educational Rights and Privacy Act of 1974, students may request deletion of all their directory information from all publication. Such requests must be made in writing by Friday of the second week of each term at the Records Office. Failure to notify the Records Office as outlined above indicates implied consent to release directory information. Directory information includes:

- name, campus address, home address, and telephone numbers;
- gender and marital status;
- name and address of parent(s);
- student's major(s) and the department, division, and college in which the student is enrolled;
- classification as a freshman, sophomore, junior, senior, graduate student, or special student;
- participation in officially recognized activities and sports;
- weight and height of athletic teams members;
- dates of attendance at Minot State;
- degrees and awards received, including selection to the President's Honor Roll, honorary organizations, and graduation with honors;
- grade point average (available to campus professional and social organizations);
- the most recent previous educational agency or institution attended by the student.

Other than as noted in the above directory information category, no one outside the University shall have access to a student's educational records, nor will the University disclose

any information from those records to anyone outside the University without the written consent of the student, except:

- to persons or organizations providing the student with financial assistance;
- to officials of other institutions in which the student seeks to enroll;
- to accrediting agencies carrying out their accrediting function for the University;
- to persons in compliance with a judicial order;
- to persons in an emergency in order to protect the health or safety of students or other persons.

Disclosure may be made within the University only to those University personnel who individually or collectively are acting in the student's best interests within the limitations of a need to know.

Under the authority of the Family Educational Rights and Privacy Act of 1974, a student is granted the right to inspect and review personal records maintained in his/her name by the University. (Note: All records of a confidential nature made prior to January 1, 1975, are not available for review by a student.) A student may request, in writing, a hearing regarding the contents of his/her records and possible changes to them. Such requests should be directed to the Records Office. A copy of the Family Educational Rights and Privacy Act of 1974 is on file and available for inspection at the following campus locations

Library	Director of Student Life
Placement Office	V.P. Student Affairs
Academic School Offices	Student Association
Records Office	Student Development Center

Student Safety 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 or 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 or her conduct.

Reporting:

Sexual assault victims may contact various individuals, departments and agencies for assistance. Information will be confidential unless consent is given.

Minot Police Department.....	911 or 852-0111
	24 hours a day
Vice President for Advancement and Student Affairs	858-3299
	8:00 a.m.-4:30 p.m. M-F
Student Health Center.....	858.3371
	8:00 a.m.-4:30 p.m. M-F
Director of Student Life.....	858-3363
	8:00 a.m.-4:30 p.m. M-F

Student Development Center.....	858-3371
	8:00 a.m.-4:30 p.m. M-F
*Residence Hall Director	See Hall Directory
	24 hours a day
*Resident Assistant.....	See Hall Directory
	24 hours a day
North Central Human 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.....	858-3844
	8:00 a.m.-4:30 p.m. T and TH
	839-2834..... 8:00 a.m.-4:30 p.m. MWF
Lutheran Campus Ministry	839-3949
*Residence Hall Staff report to the Director of Student Life	

Recommended Procedure

- A. Obtain medical care and help as soon as possible after the sexual assault whether or not you choose to report to the police.
- B. Make a decision regarding the report of the assault. North Dakota's mandatory reporting law requires hospitals to report crimes of sexual assault to the police.
- C. Become familiar with the ND Crime Victims Reparation Act.
 1. May cover emergency room costs if you do not have public or private medical insurance. If approved, you may also be reimbursed for out of pocket medical expenses, loss of earnings, and psychological counseling.
- D. Seek professional counseling either on campus or through an off-campus agency.

Reference Information

- A. Take a change of clothing to the hospital if possible.
 1. Do not bathe, douche, brush teeth, use mouth-wash 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. It is the victims decision as to whether he/she wants to talk with the police. He/She is not required to press charges.
 1. Victims are encouraged to file a report with the police and preserve all evidence should they decide at a later date to exercise their legal rights.
 2. Filing a report with the police may also help others from becoming victims.
 3. Victims may file a Blind Report—no names.
- C. For information call (701) 328-6195
To be eligible you must report the crime within 72 hours, cooperate with the investigation, and fill out an application within one year of the crime. You must not have consented to, provoked, or incited the crime, or been assisting in or committing a criminal act causing your injuries.
- D. Refer to departments, agencies listed under reporting section for counseling.

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 so desire.
5. Initiate an investigation and take appropriate disciplinary action in accordance with the MSU Student Conduct Policy.
6. Consider Institutional Disciplinary Action regardless of any decision or penalty by civil authorities.
7. Protect the rights of the accuser and the accused as stated in the Student Conduct Policy, p. 227, letter L. Student Rights.
8. Offer the victim the following services if appropriate:
 - A. Withdrawal from a class/University
 - B. Assistance in securing a restraining order.
 - C. Change in housing, phone, parking assignment.
 - D. Increase security coverage.
9. Promote educational programs and information in the residence halls and for the campus community.
10. Request ongoing reviews and updating of campus lighting and security enhancements. (Director of Physical Plant)

Sexual Harassment

Minot State University's commitment to equal opportunity includes an assurance to its employees and students that they will not be subjected to sexual harassment, as such conduct is prohibited at the University. Minot State University defines sexual harassment as follows:

Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when:

- (1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or education requirement;
- (2) submission to or rejection of such conduct by an individual is used as the basis for employment decisions, educational decisions (grades, etc.), affecting such individual;
- (3) such conduct has the purpose or effect of substantially interfering with an individual's work or learning performance or creating an intimidating or demeaning, or hostile, or offensive working/classroom environment.

This definition is in compliance with Title VII of the Civil Rights Act of 1964. Employees or students concerned about

violations of this policy may request assistance from the Human Resource Officer in the Administration Building, the Student Life Office located in the Student Union, or the Student Development Center located in the lower level of Lura Manor.

Student Conduct

When a student fails to maintain a reasonable standard of conduct whether on or off the campus, he or she becomes subject to disciplinary actions. All penalties provided for misconduct on the campus may be applied for similar misconduct off the campus.

Minot State University forbids the possession and use of alcoholic beverages, illegal drugs, firearms, and lethal weapons on campus.

No smoking is allowed in any building on campus.

I. SCOPE OF REGULATIONS**A. Introduction:**

As is the case with any other community, Minot State University has regulations reflecting the values to which the University is committed and which are designed to help ensure order in the University community. Students enrolled at Minot State University will be expected to conform to the ordinary rules of a polite society; to be truthful; to respect the rights of others; to maintain integrity in scholastic work; and to have regard for the preservation of state property, as well as the private property of others. A student is expected to be responsible for his/her actions whether acting individually or as a group. This judicial system has been established to deal with students who are accused of violating University policies and is comprised of students, faculty, and staff. The members of this system are committed to conducting fair hearings and following due process as well as being concerned with both the education of the individual students and upholding the values to which Minot State is committed.

B. When the University Rules and Regulations Govern:

Students who are enrolled in the University are subject to the rules and regulations of the Institution. In addition, persons who are not enrolled but are occupying University housing are subject to the rules and regulations of the Institution.

Students are expected to conduct themselves in accordance with the laws of the federal government and the state of North Dakota. Board of Higher Education policies, Minot city ordinances, and University regulations. Students may be disciplined by the University for violating these standards of conduct even though the students may be punished

by federal, state, or city authorities for the same act. However, institutional disciplinary action shall not be used merely to duplicate penalties by civil authorities.

II. STANDARDS OF CONDUCT

A. Financial Transactions with the University:

The Business Office is responsible for matters relating to student financial transactions. Students who owe debts to the University may be denied enrollment or readmission and may have official transcripts withheld until the debt is paid.

B. Other Offenses:

Notwithstanding actions taken by civil authorities, the Vice President for Student Affairs or his/her designate may initiate disciplinary proceedings as outlined in Section IV against a student who:

1. Violates either singly, or in the concert with others, the minimum standards of individualized conduct required by the laws of the state of North Dakota or the United States, whether or not the violation occurs on University property or in connection with any University-oriented activity, including, but not limited to, disorderly conduct and disruptive activity as defined in Section 12.
2. Possesses or uses firearms or fireworks on University property.
3. Conducts himself/herself in a manner that significantly interferes with the operation of the University.
4. Conducts himself/herself in a manner that significantly endangers the health or safety of members of the University or visitors on the campus.
5. Damages, defaces, or destroys University property.
6. Engages in hazing. Hazing by university groups is prohibited on or off campus. Hazing is defined by North Dakota Century Code 12.1-17-10. A person is guilty of an offense when, in the course of another person's initiation into or affiliation with any organization, the person willfully engages in conduct that creates a substantial risk of physical injury to that person or a third person. As used in this section, "conduct" means any treatment or forced physical activity that is likely to adversely affect the physical health or safety of that other person or third person, or which subjects that other person to extreme mental stress, and may include extended deprivation of sleep or rest or extended isolation, whipping, beating, branding, forced calisthenics, overexposure to the weather, and forced consumption of food, alcohol, or drug, or other substance. This offense is a class A misdemeanor if the actor's conduct causes physical injury otherwise the offense is a class B misdemeanor.
7. Possesses or uses intoxicating beverages in a university classroom, building, laboratory, auditorium, library building, faculty or administrative office, residence hall, or any other public campus area. Students are expected to abide by local ordinances and state laws regarding the consumption or possession of alcoholic beverages.
8. Misuses, alters, or forges a student identification card.
9. Falsifies, defaces, alters, or mutilates any University document-ID card, receipt, transcript, etc.-or withholds or falsifies information on an admissions application.
10. Possesses unauthorized keys to University buildings. The duplication of a key issued to a student is prohibited.
11. Illegally uses, possesses, and/or sells a drug or narcotic. Students are expected to abide by local ordinances, State Board of Higher Education policy, and state and federal laws regarding the consumption and possession of drugs.
12. Engages in disruptive activity such as disorderly conduct which is defined by North Dakota Century Code 12.1-31-01.
 1. An individual is guilty of a class B misdemeanor if, with intent to harass, annoy, or alarm another person or in reckless disregard of the fact that another person is harassed, annoyed, or alarmed by the individual's behavior, the individual:
 - a. Engages in fighting, or in violent, tumultuous, or threatening behavior;
 - b. Makes unreasonable noise;
 - c. In a public place, uses abusive or obscene language, or makes an obscene gesture;
 - d. Obstructs vehicular or pedestrian traffic, or the use of a public facility;
 - e. Persistently follows a person in or about a public place or places;
 - f. While loitering in a public place for the purpose of soliciting sexual contact, the individual solicits the contact;
 - g. Creates a hazardous physically offensive, or seriously alarming condition by any act that serves not legitimate purpose; or
 - h. Engages in harassing conduct by means of intrusive or unwanted acts, words, or gestures that are intended to adversely affect the safety, security, or privacy of another person.
 2. This section does not apply to a constitutionally protected activity. If an individual claims to have been engaged in a constitutionally protected activity, the court shall determine the validity of the claim as a matter of law, and if found valid, shall exclude evidence of the activity.

13. Maliciously and/or negligently tampers with fire equipment on the Minot State University Campus.
14. Smokes in any building on campus with the exception that a student may smoke in his/her residence hall if he/she has been assigned to a smoking room.
15. Engages in any form of academic dishonesty, including but not limited to, the misrepresentation of another's work as one's own.

- C. Removal from Campus Housing:
Minot State University reserves the right to transfer students to another room, floor, or building, or remove students from campus residence altogether if it is deemed to be in the best interests of the health, safety, or welfare of other students in University housing.

III. ESTABLISHMENT OF JUDICIAL

- A. Student Welfare and University Affairs Committee: The committee consists of four faculty members and/or staff members, appointed by the President, and four student members appointed by the Student Senate.
- B. Student 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.
- C. Inter-Residence Hall Council: This committee consists of one staff member and a resident from each hall plus a chair. Committee membership is rotated among the housing staff. (Applies to residence hall violations only.)

IV. HANDLING OF COMPLAINTS OR VIOLATIONS OF DISCIPLINARY RULES AND REGULATIONS

- A. Any student, University faculty or staff member, or administrator may file a report of a University policy violation. The report should provide the name of the accused student, the specific details of the violation, and the signature of the person filing the report. The report form is available from residence hall staff, campus police, and the Student Affairs Office.
- B. Allegations of violations of disciplinary rules or regulations shall be referred to the Vice President for Student Affairs or his/her designate.
- C. Upon receipt of allegations of violations of disciplinary rules or regulations, the Vice President of Student Affairs or his/her designate shall investigate the alleged violations, gather additional information and witnesses, if necessary and appropriate; and determine whether or not there is sufficient information to charge a student with the alleged violation.
- D. After the initial investigation is complete, the Vice President for Student Affairs or his/her designate may:
1. Take no action.
 2. Take administrative action to counsel, advise or admonish the student.

3. Initiate hearing procedures
- E. Pending action on any charges, the status of a student should not be altered, or the right to be present on the campus and to attend classes suspended, except for reasons related to his or her physical or emotional safety and well-being, or for reasons relating to safety and well-being of other students, faculty or college property.
- F. When hearing procedures are initiated the Vice President for Student Affairs or his/her designate may:
1. Hear and make a decision concerning the case (Administrative Hearing.)
 2. Refer the case to the Student Welfare and University Affairs Committee. The accused may indicate a preference for an Administrative or Committee hearing but final determination shall rest with the Vice President for Student Affairs or his/her designee.
- G. The Vice President for Student Affairs or his/her designate shall schedule hearings on allegations of Disciplinary Rules or Regulations, and shall notify all parties of the matter of concern. The hearing shall not be scheduled less than seventy-two (72) hours after the issuance of the notice of the hearing.
- H. The notice of the hearing shall include the following:
1. A statement of the time, place, and nature of the hearing;
 2. A reference to the particular sections of the rules or regulations involved;
 3. A short and plain statement of the matters asserted;
 4. A statement of the student's rights under these regulations.
- I. Hearing Procedures
1. A hearing on allegations of violations of disciplinary rules or regulations shall be conducted informally.
 2. Opportunity shall be afforded all parties to respond to the allegations and to present evidence and argument on all issues involved.
 3. The burden of proof will rest with the party attempting to prove the violation of a university regulation.
 4. Unless precluded by law, informal disposition may be made of any individual proceedings by mutual agreement of all concerned parties.
 5. A party may bring to a hearing an advisor of his/her choice. This advisor may address the hearing body only at the pleasure of the chairman.
 6. Upon conclusion of the hearing, the person conducting the hearing shall issue written findings of fact and, if a violation is found, shall impose sanctions in accordance with paragraph (IV) (K) of these regulations.

J. The Appeals Procedure:

1. The Student Welfare and University Affairs Committee shall hear all appeals from decisions rendered by the Vice President for Student Affairs or his/her designate with regard to violations of disciplinary rules and regulations, when such decision imposes a sanction of probation, suspension, expulsion, or the imposition of specified restrictions on a student's activities. The Student Rights Committee shall hear all appeals from the Student Welfare and University Affairs Committee with regard to violations of disciplinary rules and regulations, when such decision imposes a sanction of probation, suspension, expulsion, or the imposition of specified restrictions on a student's activities. Students shall have the right to one appeal before the appropriate committee.
2. Any student affected by a decision of the Vice President of Student Affairs or his/her designate or a committee relating to a violation of disciplinary regulations may appeal such a decision to the appropriate body. The appeal shall be instituted by filing a written notice of appeal with the appropriate committee within 96 hours after the decision was rendered. For the purposes of this subparagraph, a notice of appeal shall be deemed to have been filed if delivered to the Student Affairs Office within 96 hours after the decision was rendered. The period of 96 hours will not include Saturdays, Sundays, or holidays, or any day when the Office of Student Affairs is not open for at least four hours.
3. Upon receipt of notice of appeal, the Chairman of the committee, or in his or her absence, the Vice Chairman, shall schedule a hearing on such appeal as soon as practical, after consultation with the student and University officials concerned with the hearing.
4. Stay of Sanctions Pending Appeal: The filing of appeal shall stay the imposition of any sanction imposed as a result of a hearing except that such stay shall not apply to removal of a student from the campus and from campus housing to ensure safety of other members of the University community or to prevent damage to University property.
5. Further appeals: Any student adversely affected by a decision of the Student Welfare and University Affairs Committee of the Campus appeals committee may, within three (3) days after such decision rendered, appeal such decision to the President of the University by filing written notice with the Office of the President. The three day period shall not include Saturdays, Sundays, holidays, or any other day when the Office of the President is not open to transact business for at least four hours. Upon receipt of such written notice of appeal, the

President may approve, reject, or modify the decision in question or may request that the original hearing be reopened for the presentation of additional evidence and reconsideration of the decision.

K. Disciplinary Sanctions:

1. EVICTION is the formal removal of a student from University housing.
2. WITHHOLDING TRANSCRIPTS AND GRADES is a refusal by the University to provide transcripts and grades to the student, to other institutions, to employers, and to other agencies.
3. A FINE is the imposition of monetary penalty. Besides its use as a disciplinary sanction, it may also be used to compensate the University for a monetary loss resulting from the student's misconduct.
4. A WARNING is a discussion of misconduct which becomes a matter of at least temporary record (in the Student Affairs Office only).
5. PROBATION indicates that continued enrollment is conditional upon good behavior during a specific period. It is a matter of office record and may include specific restriction of activity.
6. EXPULSION is the withdrawal of enrollment privileges with no promise of reinstatement at any time and no opportunity for review for at least one year. Suspension and expulsion are the only actions reflected in the official transcript. In each case, the words "may not register" appear without explanation. Reinstatement after suspension follows an interview with a staff member in the Student Affairs Office, who will inform the Records Office that a student may enroll again. Reinstatement after expulsion depends upon a recommendation to the President from both the Student Affairs Office and the Dean of an academic college.

L. Student Rights

A student against whom an allegation charging violation of the University disciplinary rules and regulations has been lodged shall have the following rights:

1. To be given written notice of the charges in sufficient time to ensure an adequate opportunity to prepare for the hearing.
2. To present information on their own behalf, including written and oral statements and physical exhibits when appropriate.
3. To hear all information presented and to question all who present it.
4. To be advised by an advisor or attorney for consultation during questioning.
5. To receive a timely written decision.
6. To appeal decisions involving the dispositions involving the disposition of specified restrictions, probation, suspension, or expulsion.

Governance and Advisory Boards

Graduate Council

The Graduate Council is the policy and governance body dealing with all graduate education issues according to the duties outlined in the Graduate Council Charter. As the representative governance unit of the Graduate faculty at Minot State University. The Graduate Council considers policy recommendations that govern graduate programs. It supports programs developed in accordance with the vision statement for Graduate Education.

COMPOSITION OF THE GRADUATE COUNCIL

The graduate Council consists of the Dean of the Graduate School, one elected graduate faculty member from each graduate program (not including separate track within programs), two graduate faculty members appointed by the Dean of the Graduate School, and three graduate students who are enrolled and in good standing. Faculty are elected by the graduate faculty from their own programs, and both they and faculty appointed by the Dean of the Graduate School serve for three year terms. Student members are elected from the Graduate Student Advisory Council and serve one-year terms. The Vice President for Academic Affairs is an ex-officio non-voting member.

Graduate Student Rights Committee

The Graduate Students Rights Committee examines issues of academic honesty, grade appeals, and other student rights matters as deemed appropriate. The Graduate Students Rights Committee members include the Vice President for Academic Affairs as chairperson (a non-voting member of the committee), three students elected by the graduate student body, three graduate faculty members elected by the graduate faculty, and the MSU Affirmative Action Officer. The Dean of the Graduate School is an ex-officio non-voting member of the committee.

Graduate Student Advisory Board

The Graduate Student Advisory Board is a representative group of graduate students that makes recommendations to enhance graduate education at Minot State University. Members are selected from each graduate program to serve on the board. The Board meets throughout the year to examine the policies, procedures, and other issues appropriate to graduate education.

Student Senate Members

The Minot State University Student Senate contains representatives from the primary campus constituents, including the Graduate School. The Student Senate deals with issues of student governance on the university campus. Graduate students who are interested in serving on the Student Senate should contact the Graduate School and the Student Association offices for further information.

CHARTER OF THE GRADUATE COUNCIL OF MINOT STATE UNIVERSITY

Preamble

The Graduate Faculty and the Graduate Council of Minot State University, in an effort to promote high quality student learning at the graduate level and to provide an opportunity whereby graduate faculty and students shall participate in determining the direction of graduate education in the University, hereby adopts this Charter.

Article I AUTHORITY

- Section 1. The official name of the policy and governance body for graduate education is the Minot State University Graduate Council.
- Section 2. This Charter becomes effective upon written authorization of the MiSU President, and endorsement by the North Dakota State Board of Higher Education. It replaces all previous references to the Graduate Council established prior to August 20, 1999 in any MiSU documents.
- Section 3. The Graduate Council is advisory to the President and reports directly to the Vice President for Academic Affairs.

Article II COMPOSITION

- Section 1. The Graduate Council consists of the Dean of the Graduate School, one elected graduate faculty member from each graduate program (not including separate tracks within programs), two graduate faculty members appointed by the Dean of the Graduate School, and three graduate students who are enrolled and in good standing. Faculty are elected by the graduate faculty from their own programs, and both they and faculty appointed by the Graduate Dean serve for three-year terms. Student members are elected from the Graduate Student Advisory Council and serve one-year terms. The Vice-President for Academic Affairs in an ex-officio non-voting member.
- Section 2. To be eligible to serve on the Graduate Council or vote on graduate issues faculty must hold the status of Full Graduate Faculty or Associate Graduate Faculty. Graduate faculty members are elected to serve staggered, 3-year terms with one-third on the members elected each year.

Article III**FUNCTION**

- Section 1. Acting within the policies of the Graduate Council Charter, Minot State University, and the State Board of Higher Education, the Graduate Council is the policy and governance body dealing with matters that affect graduate students and graduate programs for Minot State University.
- Section 2. The Graduate Council cooperates with the Faculty Senate in all matters that lie within the province of both bodies. All graduate curricular issues are approved by the Graduate Council and proceed directly to the Faculty Senate for final approval.

Article IV**CHAIR AND SECRETARY**

- Section 1. The Dean of the Graduate School chairs the Graduate Council. The chair convenes and presides over all Graduate Council meetings and performs those duties and responsibilities normally associated with the position. As the Chair, the Dean votes only in the case of a tie. In the absence of the Dean, the Vice President for Academic Affairs presides over the meeting. (The Vice President does not vote on Graduate Council matters.)
- Section 2. The Dean of the Graduate School appoints a staff person to serve as a Secretary of the Graduate Council. This typically is the secretary of the Graduate School. The secretary assists in preparing materials for the meetings and records and distributes the minutes of the meeting.

Articles V**MEETINGS AND PROCEDURES**

- Section 1. Meetings of the Graduate Council are open to any person.
- Section 2. The Graduate Council follows Robert's Rules of Order in the conduct of meetings.
- Section 3. The Graduate Council holds at least four meetings each academic year. Additional meetings may be called if needed, including during the summer. Meetings of the Graduate Council are called by the Chairperson of the Graduate Council. The Chairperson of the Graduate Council shall call a meeting if he/she receives a petition requesting a meeting. The petition must bear the signatures of at least one-fifth of the Full Graduate Faculty members.
- Section 4. Voting on Graduate Council business is done by the Graduate Council members. Members may vote by proxy or in absentia.

Article VI**PROGRAM AUTHORITY**

- Section 1. The university departments formulate requirements for graduate degrees within the framework of the Graduate Council, Minot State University policy, and policies of the State Board of Higher Education. These include admittance, retention, and degree completion requirements.

- Section 2. Each department is responsible for continual evaluation, adjustment, and improvement of existing graduate programs and the development of new graduate programs. Department chairpersons, College deans, or designated graduate program representatives make proposals regarding graduate programs to the Dean of the Graduate School. These proposals are considered by the Graduate Council. If approved by the Council and Faculty Senate (when necessary), they will take effect only after approval by the President of the University, and when necessary, by the State Board of Higher Education.

Article VII**COMMITTEES**

- Section 1. The Graduate Student Rights Committee members are: three (3) graduate students elected by the graduate student body, three (3) Graduate Council members elected by the Council, and the Dean of the Graduate School. The Vice President for Academic Affairs is the chairperson and non-voting member of the Committee. A representative of the Records Office is a non-voting, ex-officio member of the Committee.
- Section 2. The Graduate Council will establish other standing or ad hoc committees as needed.

Article VII**AMENDMENTS**

- Section 1. Proposed amendments may be initiated by a two-thirds (2/3) vote of the Graduate Council or by petition of one-third (1/3) of the current Graduate Faculty holding the status of Full or Associate Graduate Faculty.
- Section 2. Proposed amendments are distributed by the Secretary of the Graduate Council to the Graduate Faculty at least seven (7) days prior to a meeting of the Graduate Faculty. An amendment is approved by a two-thirds (2/3) vote of approval of those Full and Associate Graduate Faculty members voting. The amendment takes effect when it is approved by the President of the University.

Article IX**BYLAWS**

- Section 1. By-laws to this charter become effective when they are approved by two-thirds (2/3) of the Full and Associate Faculty members and by the President of the University.

Graduate Faculty Status

Full Graduate Faculty Status

Faculty members designated as having Full Graduate Faculty Status must possess an earned terminal degree in their disciplines from a regionally accredited institution and have at least three years of university teaching experience. Candidates for acceptance as Full Graduate Faculty must be recommended by Program Directors, Chairs, and Deans of their particular colleges. Each Full Graduate Faculty member is appointed for a three-year term and is authorized to serve as the chair of graduate committees.

Associate Graduate Faculty Status

Faculty members designated as having Associate Graduate Faculty Status must possess an earned terminal degree in their disciplines from a regionally accredited institution and must have demonstrated capability to teach at the graduate level and to guide the scholarship of students. Candidates for acceptance as Associate Graduate Faculty must be recommended by Program Directors, Chairs, and Deans of their particular colleges. Each Associate Graduate Faculty member is appointed for a two-year term and is authorized to serve as a member of graduate committees.

Associate Special Graduate Faculty Status

Faculty members designated as having Associate Special Graduate Faculty Status may possess an earned terminal degree, but also may be qualified because of professional or scholarly experience to teach in an area of graduate study. All degrees earned by Associate Special Graduate Faculty must be granted by a regionally accredited institution. Associate Special Graduate Faculty must have demonstrated capability to teach at the graduate level and to guide the scholarship of students. Candidates for acceptance as Associate Special Graduate Faculty must be recommended by Program Directors, Chairs, and Deans of their particular colleges. Each Associate Special Graduate Faculty member is appointed for a one-year term and is authorized to serve as a member of graduate committees.

Adjunct Graduate Status

Individuals designated as having Adjunct Special Graduate Status may possess an earned terminal degree, but also may be qualified because of professional or scholarly experience to teach in an area of graduate study. People with Adjunct Graduate Status must possess an earned master's degree as a minimum. All degrees earned by Adjunct Graduate Status people must be granted by a regionally accredited institution. Adjunct Graduate people must have demonstrated capability to teach at the graduate level and to guide the scholarship of students. Candidates for acceptance as Adjunct Graduate Status must be recommended by Program Directors, Chairs, and Deans of their particular colleges. Each person granted Adjunct Graduate Status is appointed on a semester-by-semester basis to teach specific courses.

Application for Graduate Faculty Status

Initial Application: Faculty applying for initial acceptance as graduate faculty status must complete an Application for Graduate Faculty Status form signed by the Program Director, Chair and the Dean of the college. The person must submit a current vita along with a letter of recommendation from the Department Chair. The application and supporting documents are then presented to the Graduate School. Once Graduate Council has approved the application, the Dean of the Graduate School signs it, giving final approval.

Renewal of Graduate Faculty Status

Faculty applying for renewal of graduate faculty status must complete an Application for Renewal of Graduate Faculty Status form signed by the Program Director, Chair and Dean of the college. Renewals should be accompanied by an abbreviated vita highlighting accomplishments since the previous appointment. In the case of renewal of Adjunct Graduate Faculty Status, the course and semester for which approval is desired needs to be indicated. The application is then presented to the Graduate School. Once Graduate Council has approved the application, the Dean of the Graduate School signs it, giving final approval.

Administration and Faculty

North Dakota

State Board of Higher Education

The North Dakota State Board of Higher Education is a constitutional body created by a vote of the people of North Dakota in 1938 and is charged with the governance of the North Dakota Higher Education System, of which Minot State University is a part.

Officers of The University

Dr. David Fuller, President
 Dr. Gary Rabe, Vice President for Academic Affairs
 Ron Dorn, Vice President for Administration & Finance
 Richard R. Jenkins, Vice President for Student Affairs
 Bradley Botz, Vice President for Advancement
 Stephanie Witwer, Assistant Vice President for Enrollment Services

Members of the Board of Higher Education

Pam Kostelecky, '09, Dickinson
 John Q. Paulson, '08, Fargo
 Sue Andrews, '06, Mapleton
 Bruce I. Christianson, '07, Minot
 Beverly Clayburgh, '07, Grand Forks
 Richard Kunkel, '06, Devils Lake
 Patricia Olson, '06, Harvey, Student Member
 Richie Smith, '08, Wahpeton
 John Pederson, '06, Hope, Faculty Advisor

Minot State University

Board of Regents

The Board of Regents is an advisory board which is designed to facilitate the positive growth and development of Minot State University. This select group of influential individuals provides valuable input and guidance by participation in the University's ongoing strategic planning process. The Board of Regents also works with university administrators to accomplish specifically identified projects and activities.

Executive Committee

Tim Mihalick, Executive Chair
 Blaine DesLaurius, Past Executive Chair
 Peggy Miller, Executive Chair Elect
 Dr. David Fuller, MSU President
 Ron Dorn, Treasurer
 Brad Botz, Secretary
 Grace Fisher, Member at Large

Minot State University

Development Foundation

The MSU Development Foundation is an independent, nonprofit, 501 (c)(3) I.R.C., organization which has been established for the purpose of soliciting, receiving and managing resources for the benefit of Minot State University. The foundation seeks funding from all appropriate external sources to supplement state appropriations, strengthen endowments, enhance scholarship opportunities, and insure the highest level of educational programming for Minot State University. The three standing committees of the foundation are:

1. Investment Advisory Committee;
2. Special Gifts Committee;
3. Development Strategies Committee.

Executive Committee

Rich Campbell, President
 Lona Anderson, Vice President
 Dr. David Fuller, MSU President
 Ron Dorn, Treasurer
 Brad Botz, Executive Director
 Eric Clausen, Investment Advisory Committee
 Lona Anderson, Vice President Special Gifts Committee
 Doris Slaaten, Development Strategies Committee

Minot State University

Alumni Association

The MSU Alumni Association is a nonprofit, 501(c)(3) I.R.C. organization whose mission is to "promote positive relationships that encourage alumni, students, community, and friends to be actively and emotionally identified with Minot State University." The Alumni Association Board of Directors works closely with the MSU Director of Alumni and Major Gifts 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, Rendezvous with MSU, Volunteers in Progress, 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 on these individuals. The Alumni Office is part of the University Advancement team.

Executive Committee

Verla Rostad '76, Past President
 Darwin Langseth, President
 Linda Christenson, Vice President for Outreach
 Ryan Hertz '00, Vice President for Promotions
 Dale Olson '73, Vice President for Events

Minot State University

Office of University Advancement

The Office of University Advancement has been established on the campus of Minot State University to oversee and coordinate all alumni, development efforts. The Vice President for Advancement serves as the chief advancement officer, reports directly to the President of the University, and supervises the activities of the Director of Alumni and Major Gifts. The advancement offices are 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
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. Commission on Collegiate Nursing
Dept. 210
Washington, DC 20055-0210
10. International Assembly for Collegiate Business Education
11403 Strang Line Road
Lenexa, KS 66215

Administrative Staff

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

- Balas, Tania Registrar
B.S. Moorhead State University; M.S., University of North Dakota. (2006)
- Barnett, Caren University Nurse
B.S.N., Southern Illinois University; M.A., Central Michigan University. (2001)
- Bertsch, Lynda..... Director of Career Services
B.A., B.S., Minot State University. (1983)
- Botz, Bradley Vice President of Advancement
B.S., Minot State University; M.A., University of North Dakota (2005)
- Cresap, Linda M. Dean of Graduate School and Research and Sponsored Programs
B.A., University of Montana; M.S., Ph.D., University of North Dakota. (1986)
- Dorn, Ron Vice President for Administration & Finance
B.S., Boise State University; M.S. Friends University, Kansas (2005)
- Edwards, Jared..... Director of Plant Services
(1985)
- Eriksmoen, Lisa Director of Student Life
B.S.S.W., M.A., University of North Dakota. (1991)
- Foley, Sandra Bookstore Manager
B.A., Minot State University. (1978)
- Gehring, Dale..... Director of Student Financial Aid
B.A., Minot State University. (1984)
- Hammond, Wylie Director of MultiCultural Support Services and the Native American Cultural Center. B.A., Mankato State University; M.A., University of Americas-Santa Catrina Martir, Puebla, Mexico. (1992)
- Hedberg, Rick Athletic Director
B.S.E., Minot State University; M.E., University of North Dakota. (2001)
- Horvath, Cathy..... Director of Information Technology
B.S., M.S., Minot State University. (1988)
- Jenkins, Richard R. Vice President for Student Affairs & Dean of Students. B.A., M.S., North Dakota State University; Ed.D., Mississippi State University. (1983)
- Klimpel, Evelyn Disabled Student Services Counselor
B.S., M.S., Minot State University. (1989)

- Krebsbach, Sue MAFB Program Coordinator and Student Services Officer. B.S., Minot State University. (1985)
- Larson, Shane Student Recruitment Coordinator B.S., Minot State University. (2004)
- Lee, Yueh-Ting..... Dean, College of Arts and Science B.A., Southern University, China, M.S. Beijing Normal University; Ph.D. State University of New York
- Loftesnes, Teresa Director of Continuing Education (1979)
- Matthews, Wesley Director of Human Resources B.S., University of Nebraska; M.H.R., University of Oklahoma. (2000)
- Nordquist, Neil..... Dean, College of Education and Health Sciences. B.A., University of Lethbridge; M.Ed., University of Calgary; Ed.D., Brigham Young University. (1997)
- Nordstrom, Sandra Director, Publications and Design Services. B.A., Minot State University. (1978)
- Perzinski, Leon Student Union Director B.A., Minot State University. (1990)
- Sick, Jennifer..... Associate Registrar B.S.E., Minot State University. (2003)
- Thompson, Kimberlee Director of Public Information B.S., Moorhead State University. (1999)
- Watson, Jonelle Controller B.S., Minot State University. (1992)
- Wieser, Tricia..... Coordinator of Student Activities B.A., Minot State University. (1996)
- Witwer, Stephanie Assistant Vice President of Enrollment Management B.S., North Dakota State University; B.S.N., M.S.N., University of North Dakota. (2001)

Graduate Faculty

(Year in parenthesis is the year faculty started at Minot State University; *indicate Full Graduate Faculty Status)

- Anderson, Erik Assistant Professor of Music B.M., M.M., University of Idaho; D.M.A., (2003)
- *Andreasen, Bethany Associate Professor of History B. A., University of Wisconsin-Eau Claire; M. A., Ph.D., Cornell University (1997)
- *Askvig, Brent Associate Director of NDCPD Professor of Special Education B.S., M.S., Minot State University; Ph.D., University of Idaho (1984)
- Atwood, Larry Assistant Professor of Computer Science B.S., Minot State University; M.S., Moorhead State University (1984)
- Barcomb, Rebecca Assistant Professor of Education B.S., M.S., Minot State University. (1993)
- Bechtold, Jamie..... Instructor of Communication Disorders B.A., M.S., Minot State University. (1992)
- Berg, Kristi..... Assistant Professor of Business Information Technology B.S.E., M.S.M., Minot State University. (2001)
- Bertsch, Andy..... Assistant Professor of Business Administration A.A.S., ND State College of Science; B. S., M.S.M. Minot State University (2002)
- *Bobylev, Mikhail..... Assistant Professor of Science M.S., Moscow State University, Russia; Ph.D., Institute of Plan Protection Chemicals, Russia (2002)
- *Borden-King, Lisa..... Associate Professor of Education B.A., M.S., University of North Dakota; Ph.D., Indiana University. (1993)
- Bowles, DeVera Assistant Professor of Music B.A. Music Education, Pfeiffer College; M. M., East Carolina University; D. M. A., Texas Tech University (1994)
- *Bowles, Kenneth..... Associate Professor of Music B.M.E., Texas Christian University; M.M.E., Ph.D., University of Oklahoma. (1993)
- *Bradley, David Associate Professor of Humanities B.A., University of Northern Iowa; M.A., Manhattan School of Music; Ph.D., Florida State University. (1989)

- *Burke, Donald M Chairperson, Dept. Addiction Studies/Psychology/Social Work
Professor of Psychology
B.A., Gonzaga University; M.A., California State University at Los Angeles; Ph.D., Washington State University. (1980)
- Burkle, Stephanie..... Instructor of Physical Education
B.S.E., Minot State University; M.S., Emporia State University. (1980)
- *Cebulak, Wojciech.....Associate Professor of Criminal Justice
Master's in Law, Copernicus University; Ph.D., Rutgers. (1999)
- *Chu, Larry.....Professor of Mathematics
B.S., Fu Jen Catholic University, Taiwan; M.A., Emporia State University; Ph.D., Kent State University. (1985)
- *Cole-Harding, Shirley.....Associate Professor of Psychology
B.A., University of Colorado-Denver; M.A., University of Northern Colorado; M.A., Ph.D., University of Colorado-Boulder. (1992)
- *Coleman, Casey..... Assistant Professor of Psychology
B.S., University of Wisconsin; M.S., Moorhead State University; Ed.D., University of South Dakota. (2002)
- *Coxwell, MargaretAssistant to the Dean of the Graduate School
Associate Professor of Education
B.S., M.Ed., Ed.D., Montana State University. (2002)
- *Crackel, Robert.....Associate Professor of Chemistry
B.S., South Dakota State University; Ph.D., Iowa State University. (1986)
- *Cresap, Linda M..... Dean, Graduate School & Research/Sponsored Programs;
Associate Professor of Business Information Technology
B.A., University of Montana; M.S., Ph.D., University of North Dakota. (1986)
- *Curl-Langager, RitaProfessor of Psychology
B.A., Illinois Wesleyan University; M.S., University of Illinois; Ph.D., University of Kansas. (1991)
- *Dalley, Lanette P.Associate Professor of Criminal Justice
B.S., Montana State University, M.S.W., Washington University; Ph.D. Indiana University of Pennsylvania. (1997)
- *Davidson, ConradProfessor of Communication Arts
B.A., Dickinson State University; M.A., North Dakota State University; Ph.D., University of North Dakota. (1986)
- *Duffy, Michael... Chairperson, Dept. of Business Administration
Professor of Marketing;
B.A., University of S. Florida; M.B.A., California State University; Ph.D., University of Southern California. (1997)
- *Eckmann, Terry Ferebee Assistant Professor of Teacher Education and Human Performance;
B.S., B.S.E., M.S., Minot State University; M.S. University of Montana; Ph.D. University of North Dakota (1999)
- *Ekblad, Alan Associate Professor of Special Education
B.A., Minot State University; M.A., Ed.D., University of North Dakota. (1995)
- *Ellis, Lee.....Professor of Sociology
B.A., M.S., Kansas State College; Ph.D., Florida State University. (1976)
- *Ferrara, Joseph Professor of Special Education
B.S., University of Wisconsin-Eau Claire; M.S., University of Wisconsin-Oshkosh; Ph.D., Utah State University. (1991)
- *Fifield, M. BryceExecutive Director of NDCPD
Professor of Special Education
B.S., M.S., Utah State University; Ph.D., University of Oregon. (1997)
- *Fischer, RonaldAssistant 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..... Assistant Professor of Communication Disorders
B.S., M.S., Minot State University. (1983)
- *Fuller, David..... President of MSU
B. A., Hastings College; M. S., University of Nebraska-Kearney; Ph.D., University of Iowa-Iowa City (2004)
- *Furuseh, Eric.....Associate Professor of Humanities
B.S., B.A., M.A., University of North Dakota; Ph.D., Washington State University. (1993)
- *Gamas, WarrenAssociate Professor of Education
B.S., Montana State University; M.Ed., Eastern Montana College; Ph.D., Arizona State University. (1994)
- *Garnes, Lori.....Assistant Professor of Special Education
B. S.E., Bowling Green State University; M.S., Minot State University; Ph.D., Utah State (2004)
- *Geller, LaurieAssociate Professor of Mathematics
B.A., Minot State University; M.S., University of North Dakota, Ed.D., Montana State University. (2002)

92 Graduate Faculty

- *Gerard, Cheryl..... Professor of Communication Disorders
B.A., University of Montana; M.A., University of Kansas;
Ph.D., University of Oregon. (1992)
- *Girard, John Associate Professor of Business Administration
B.S., University of Manitoba; M.B.A., Ph.D., Touro
University International (2004)
- Golly, Heather..... Instructor of Education
B.S.E., Minot State University; M.A., Ohio State
University (2002)
- Goodman, Larry Instructor of Mathematics
B.A., M.A., Minot State University. (2001)
- *Harbort, Bill.....Associate Professor of Art
B.F.A, M.F.A., Syracuse University. (1996)
- Harmon, Leisa Assistant Professor of
Communication Disorders
B.S., M.S., Minot State University. (1997)
- Hayton, StephenAssistant Professor of Computer Science
B.S., University of Maryland; B.S., Southern Illinois
University; M.A., University of Oklahoma. (1998)
- Hedberg, Rick..... Director of Athletics
B.S., Minot State University; M.Ed., University of North
Dakota (2001)
- Heinzel, ChadAssistant Professor of Geoscience
B. S., University of Iowa, Iowa City; M.S., University of
Minnesota-Duluth; Ph.D., Northern Illinois University.
(2004)
- *Hoffart, Marita..... Associate Professor of Nursing
B.S., Loretta Heights College; M.S., University of
Wisconsin-Madison; Ph.D., University of Colorado.
(1980)
- *Hoffman, HarryAssociate Professor of Sociology
B.A., M.S., North Dakota State University; Ph.D.,
Southern Illinois University-Carbondale. (1986)
- *Holman, Richard..... Professor of Education,
Mayville State University
B.S., Mayville State University; M.S., Bemidji State
University; Ed.D., University of North Dakota. (2004)
- *Jastrzembki, Joseph.....Associate Professor of History
B. A., University of Texas at El Paso; M.A., Ph.D., The
University of Chicago. (2003)
- Jensen, DebChairperson, TEHP
Associate Professor of Education
B.S., Minot State University; M.Ed., Ph.D., University of
North Dakota. (2005)
- Jensen, Susan..... Assistant Professor of Mathematics
B. A., Sioux Falls College and North Dakota State
University; M.S., Ph.D., University of Minnesota. (2004)
- Jorgenson, Pat Instructor of Education
B.S.E., B.S., University of North Dakota; M.S., Minot
State University. (2002)
- Kast, Scott.....Assistant Professor of Computer Science
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