

# Course Descriptions

From Minot State University Graduate Catalog 2002-2004

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## **Education Specialist in School Psychology**

### **CD 521 Speech & Language Development & Disorders (4 SH)**

This course is designed to further the student's understanding of a child's development of speech and language. Disorders in the development of speech or language is considered with an emphasis on developing intervention programs, acquainting students with therapy programs, and giving them an understanding of the rationale for the development of such programs.

### **CD 539 Central Auditory Processing Disorders (2 SH)**

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

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

Students learn to diagnose and remediate children's reading problems. This course includes a practicum experience in which students must give a formal and informal reading test to a child and based on the results, formulate recommendations for instruction.

### **ED 541 Clinical Practice in Remedial Reading (2 SH)**

Supervised practicum of young children with reading problems.

### **PSY 503 Statistics (3 SH)**

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

### **PSY 511 Human Growth and Development (3 SH)**

Theory and research in the areas of sensorimotor, language, cognitive, emotional, social, and

moral behavior of the normal child. The interaction of the biological and environmental factors influencing growth and development are stressed.

**PSY 512 Research Design and Measurement (3 SH)**

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

**PSY 513 School Psychology Research Seminar (2 SH)**

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

**PSY 514 Individual Cognitive Assessment (4 SH)**

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

**PSY 516 Assessment of Preschool Children (3 SH)**

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

**PSY 518 Psychopathology of Children (3 SH)**

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

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

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

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

The application of research-based interventions to the social and behavioral problems of children and adolescents in the school setting, and mental health issues in the schools will be discussed. This course has a practicum of shadowing educators, including school psychologists, working with special needs children.

**PSY 584 School Psychology Practicum I (3 SH)**

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

**PSY 585 School Psychology Practicum II (3 SH)**

This practicum focuses on assisting school children with challenging behavior problems.

Emphasis will be placed on deciding whether a diagnostic or consultative role will best meet a particular child's needs.

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

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

**PSY 597 Thesis (3 SH min.)**

Individual research culminating in a thesis.

**PSY 598 Internship (6 SH)**

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

**PSY 599 Internship (6 SH)**

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

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

Practicum in the assessment of children with disabilities. Focus is on tool and techniques used by special educators.

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

The methods of instruction of young children and learners with severe or multiple handicaps, birth through 21 years are reviewed. The course emphasizes current best practices in curriculum development, delivery and monitoring, including individualizes program planning and adaptations, specific instructional strategies, and organizing for the delivery of instruction.

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

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

**SPED 561 Behavioral Problems of Exceptional Children (3 SH)**

Students learn the principles and techniques of behavior management as related to classroom structure, and the development of academic social skills. This class has a practicum of developing two behavior plans for two school children.

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

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

## **Master of Arts in Teaching: Mathematics**

**MATH 500 Workshops (1-3 SH)****MATH 501 Research in Mathematics/Mathematics Education (3 SH)**

Examination of the literature in mathematics and mathematics education. Statistical methods in mathematics education research.

**MATH 505 Fundamental Concepts of Advanced Mathematics (3 SH)**

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

**MATH 507 History of Mathematics (3 SH)**

Survey of the history of mathematics with emphasis on examining and solving problems which typify each historical period.

**MATH 509 Problem Solving and Applications (3 SH)**

Investigation of the theory and techniques of problem solving. Examination of problems and mathematical applications at various levels of mathematics education.

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

Exploration of topics and curriculum trends in secondary school mathematics.

**MATH 513 Technology in Mathematics (3 SH)**

Investigation of current trends and techniques in using computers and calculators in classroom instruction.

**MATH 523 Probability and Statistics (3 SH)**

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

**MATH 540 Geometry (3 SH)**

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

**MATH 552 Computer Language (3 SH)**

Principles of computer language design. Comparison of several languages. Examination of the differences between compiled and interpreted languages.

**MATH 560 Real Analysis (3 SH)**

Completeness; topology of the real numbers; sequences, limits of functions; continuity; differentiation; integration. (Prerequisite: MATH 501)

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

Differential and integral calculus with emphasis on applications and the use of technology.

**MATH 580 Algebra (3 SH)**

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

**MATH 590 Seminar (1-4 SH)**

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

**MATH 592 Special Topics (1-4 SH)**

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

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

Student initiated study under the direction of a faculty advisor.

**MATH 598 Formal Writing Project (2 SH)**

Individual research culminating in two formal papers.

**MATH 599 Thesis (2 SH)**

Individual research culminating in a thesis.

## **Master of Arts in Teaching: Science**

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

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

**BIOL 520 Advanced Developmental Biology (3 SH)**

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

**BIOL 530 Advanced Anatomy and Physiology (3 SH)**

Recent advances in the study of anatomy and physiology.

**BIOL 550 Ecology of the Great Plains (3 SH)**

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

**BIOL 570 Frontiers in Biology (3 SH)**

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

**BIOL 590 Seminar (1-3 SH)**

Seminars on topics as approved by the division chair.

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

Special Topics in Biology

**BIOL 597 Independent Study (1-3 SH)**

Individual study on topics as approved by the division chair.

**BIOL 598 Research (2-4 SH)**

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

**BIOL 599 Thesis (2 SH)**

Individual research culminating in a thesis.

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

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

**CHEM 510 Organic Chemistry for Teachers (3 SH)**

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

**CHEM 520 Physical Chemistry for Teachers (3 SH)**

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

**CHEM 550 Inorganic Chemistry for Teachers (3 SH)**

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

**CHEM 570 Frontiers in Chemistry (3 SH)**

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

**CHEM 590 Seminars (1-3 SH)**

Seminars on topics as approved by the division chair.

**CHEM 592 Special Topics (1-3 SH)**

Special Topics in chemistry.

**CHEM 597 Independent Study (1-3 SH)**

Individual study on topics as approved by the division chair.

**CHEM 598 Research (2-4 SH)**

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

**CHEM 599 Thesis (2 SH)**

Individual research culminating in a thesis.

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

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

**GEOL 510 Advanced Physical Geology (3 SH)**

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

**GEOL 520 Advanced Historical Geology (3 SH)**

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

**GEOL 550 Advanced Mineralogy and Petrography (3 SH)**

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

**GEOL 570 Global Plate Tectonics (3 SH)**

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

**GEOL 590 Seminar (1-3 SH)**

Seminars on topics as approved by the division chair.

**GEOL 592 Special Topics (1-3 SH)**

Special topics in Earth Science.

**GEOL 597 Independent Study (1-3 SH)**

Individual study on topics as approved by the division chair.

**GEOL 598 Research (2-4 SH)**

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

**GEOL 599 Thesis (2 SH)**

Individual research culminating in a thesis.

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

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

**PHYS 590 Seminars (1-3 SH)**

Seminars on topics as approved by the division chair.

**PHYS 592 Special Topics (1-3 SH)**

Special Topics in Physics.

**PHYS 597 Independent Study (1-3 SH)**

Individual study on topics as approved by the division chair.

**PHYS 598 Research (2-4 SH)**

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

**PHYS 599 Thesis (2 SH)**

Individual research culminating in a thesis.

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

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

**SCI 505 Biogeochemical Cycles (3 SH)**

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

**SCI 510 Survey of Science Curricula (3 SH)**

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

**SCI 590 Seminar (1-3 SH)**

Seminars on topics as approved by the division chair.

**SCI 592 Special Topics (1-3 SH)**

Special topics in Science.

**SCI 597 Independent Study (1-3 SH)**



Individual study on topics as approved by the division chair.

**SCI 598 Research (2-4 SH)**

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

**SCI 599 Thesis (2 SH)**

Individual research culminating in a thesis.

## **Master of Education**

**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 (3 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 524 Current Trends: Science (2 SH)**

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

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

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

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

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

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

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

**ED 531 Teacher and Student Rights (2 SH)**

Laws, regulations, and legal implications covered in a non-technical manner.

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

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

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

Study, diagnosis and treatment of reading problems.

**ED 541 Clinical Practice in Remedial Reading (2 SH)**

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

**ED 545 Literature for Children (2 SH)**

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

**ED 550 Classroom Management (2 SH)**

Organization, procedures, and management of the classroom including approaches to disciplinary problems.

**ED 551 Play Development in Young Children (2 SH)**

Explore the dependency of developmental growth patterns on gross and fine muscle stimulations and demonstrate appropriate teacher activities.

**ED 552 Theories of Early Childhood Curriculum (2 SH)**

A study of early childhood programs developed to enhance the possibilities of richer and fuller education for young children.

**ED 553 Symbolization: Reading and the Young Child (2 SH)**

A study of methodology to enhance language development patterns and decoding processes.

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

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

**ED 556 Middle School: Teaching Strategies (3 SH)**

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

**ED 590 Seminar in Education (1-3 SH)**

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

**ED 592 Special Topics (1-3 SH)**

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

**ED 597 Independent Study (2 SH)**

Student initiated study under the direction of faculty advisor.

**ED 598 Project and Report (3 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.

## **Master of Music Education: Music**

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

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

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

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

**MUS 510 Perspectives of Music History (3 SH)**

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

**MUS 515 Perspectives of Music Theory (3 SH)**

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

periods.

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

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

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

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

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

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

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

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

**MUS 590 Music Education Seminars (1-3 SH)**

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

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

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

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

Student initiated study under the direction of a faculty advisor.

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

Individual project designed to fulfill the requirements of a final project. (Prerequisite: MUS 520, 532, or 536)

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

Individual research designed to fulfill the requirement of a final project.

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

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

**CD 501 Introduction to Graduate Studies and Computer Technology (4 SH)**

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

**CD 502 Early Intervention & Interdisciplinary Studies (2 SH)**

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

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

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

**CD 508 Clinical Practicum: Rehabilitation (1-4 SH)**

The student obtains clinical practice providing aural rehabilitation to hearing-impaired children and adults.

**CD 509 Clinical Practicum: Diagnosis (2-6 SH)**

Clinical practicum in providing audiological diagnosis services to children and adults.

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

Supervised practicum in a clinical setting designed to complete a background of experience with all ages and types of speech involvements so that the graduate may work independently. The student must accrue 375 designated ASHA clock hours.

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

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

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

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

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

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

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

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

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

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

**CD 519 Intermediate Externship Practicum: Audiology (2-6 SH)**

An audiology diagnostic practicum completed in an off-campus environment in the vicinity of Minot State University and in conjunction with enrollment in graduate course work on campus.

**CD 520 Advanced Studies in Stuttering (3 SH)**

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

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

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

**CD 522 Aphasia (3 SH)**

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

**CD 523 Advanced Externship Practicum: Audiology (6-12 SH)**

An audiologic diagnostic practicum completed in an environment other than Minot State University following completion of all academic course work, on-campus and other related practicums. This practicum will constitute the final semester of the graduate requirements in the Audiology Program.

**CD 524 Neurologically Based Speech Disorders (3 SH)**

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

**CD 526 Phonological Disabilities (3 SH)**

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

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

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

**CD 530 Cleft Palate (2 SH)**

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

**CD 532 Voice Disorders (2 SH)**

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

**CD 533 Instrumentation in the Evaluation of Vocal Function (2 SH)**

This two hour voice lab will be combined with the traditional course in Voice Disorders (CD 532) to provide students with hands-on experience in utilizing each piece of equipment to measure the various vocal function parameters. This information will be used in giving students functional

knowledge and practical skills in assessment and intervention for individuals who manifest voice disorders.

**CD 534 Studies in Adolescent Language Disorders (2 SH)**

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

**CD 535 Dysphagia (3 SH)**

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

**CD 536 Communication for Persons with Severe Multiple Disabilities (3 SH)**

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

**CD 538 Advanced Language Disorders (3 SH)**

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

**CD 539 Central Auditory Processing Disorders (2 SH)**

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

**CD 540 Hearing Science/Instrumentation (2 SH)**

Study of the physical and psycho-acoustic aspects of audition, calibration and basic operating principles of audiologic instrumentation.

**CD 541 Industrial Audiology (3 SH)**

Theoretical and practical concepts relating to the effects of noise on hearing with practical application regarding development and implementation of industrial hearing conservation programs.

**CD 542 Physiologic Test Procedures (4 SH)**

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

**CD 543 Communication Techniques for the Audiologist (2 SH)**

Study of alternative communication techniques necessary in counseling deaf children.

**CD 545 Development of the Auditory System (3 SH)**

A study of the embryology and basic anatomy of the auditory system, auditory development in children, and the effects of aging on the auditory system.

**CD 550 Advanced Auditory Assessment (5 SH)**

The student will gain theoretical and practical knowledge in advanced audiometric techniques. Emphasis will be in the areas of clinical masking, speech audiometry, acoustic immittance, behavioral test for site of lesion, functional hearing loss, and special populations.

**CD 551 Pathology of the Auditory System (3 SH)**

An in-depth study of the symptoms, causes and treatment of pathologies and an advanced study of the anatomy, physiology, and pathologies of the central nervous system.

**CD 553 The Educative Aspects of Deafness (2 SH)**

This course, which is specifically designed for graduate students in audiology, provides the theoretical framework on which educators of deaf children base evaluation and instructional approaches in educating hearing-impaired children.

**CD 554 Amplification for the hearing Impaired (4 SH)**

Theoretical and practical concepts of selecting hearing aids, auditory trainers, and assistive listening devices for pediatric and adult hearing impaired patients. Special emphasis is placed on evaluation procedures and the modification of electroacoustic parameters.

**CD 556 Electronstagnography (2 SH)**

The anatomy, physiology and assessment procedures of the vestibular (balance) system.

**CD 557 Central Auditory Processing Disorders—Audiology (2 SH)**

The neuroanatomy/neurophysiology, behavioral manifestation, procedures of assessment and diagnosis as well as the practical management of central auditory processing disorders.

**CD 559 Otoacoustic Emissions (1 SH)**

A course on the applications of otoacoustic emissions (OAEs). Students will be taught the physiological basis of OAEs, clinical uses of OAEs, and contemporary theories of OAEs.

**CD 560 Cochlear Implants and Assistive Technology (1 SH)**

A course on the applications of cochlear implants and assistive listening devices (ALDs). Students will learn the basis for appropriate selection of candidates for cochlear implants and ALDs. Students will also learn of the fundamental principles for fitting and rehabilitation techniques associated with these devices.

**CD 561 Tinnitus (1 SH)**

The study of Tinnitus. Etiology, diagnosis and rehabilitation of Tinnitus. Medical and non-medical rehabilitation models will be examined in depth.

**CD 585 Principles of Amplification (2 SH)**

The design, function and electroacoustic characteristics of personal hearing aids and auditory trainer systems, including 2 CC measurements and real ear probe tube microphone techniques.

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

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

**CD 592 Special Topics (1-3 SH)**

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

**CD 597 Independent Study (1-3 SH)**

Student initiated study under the direction of a faculty member.



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

Individual research culminating in a thesis.

## **Master of Science: Criminal Justice**

**CJ 501 Criminal Justice Research I (3 SH)**

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

**CJ 503 Criminal Justice Research II (3 SH)**

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

**CJ 505 Studies in Criminological Theory (3 SH)**

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

**CJ 520 Criminal Justice Administration (3 SH)**

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

**CJ 530 Women and Crime (3 SH)**

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

**CJ 540 Criminal Justice Policy Analysis (3 SH)**

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

**CJ 550 Law and Society (3 SH)**

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

**CJ 560 Management Issues in Criminal Justice (3 SH)**

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

**CJ 570 Internship (6 SH)**

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

**CJ 580 Occupational/Organizational Crime (3 SH)**

This course is designed to expose students to the problem of occupational and organizational crime. We will explore the development of the concept of white collar crime and organizational crime. The issue of organizational/organizational crime will be examined in light of its causes and

control. Case histories are used to highlight essential concepts and issues.

**CJ 590 Seminar (3 SH)**

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

**CJ 592 Special Topics (1-3 SH)**

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

**CJ 595 Independent Research (1-24 SH)**

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

**CJ 597 Independent Study (1-3 SH)**

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

**CJ 599 Thesis (6 SH)**

Individual research culminating in a thesis.

## **Master of Science: Management**

**ACCOUNTING (ACCT)**

**ACCT 521 Managerial Accounting (3 SH)**

Emphasizes accounting information for management decision-making, internal planning, and control.

**BUSINESS ADMINISTRATION (BADM)**

**ADM 525 Strategic Marketing (3 SH)**

Discusses policy formulation by marketing management with special emphasis on the influence of marketing institutions, market structure, competitive strategy, and sales planning and forecasting. Selected case studies in marketing communications and marketing environmental issues.

**BADM 535 Management Theory (3 SH)**

Explores management challenges and problems as presented by individuals and groups. Areas of discussion include motivation, cooperation, conflict resolution, and related topics.

**BADM 537 Human Resource Management (3SH)**

Studies the creation and implementation of human resource policies in public and private organizations and their relation to strategic management.

**BADM 541 Legal Environment & Ethics (3 SH)**

Explores the historical, and ethical bases of legal systems and ethical issues of management policies and procedures.

**BADM 545 Financial Management (3 SH)**

Provides advanced study in corporate financial management intended to provide a conceptual framework for analyzing the major types of decisions made by financial executives. Topics dealing with the acquisition and administration of corporate capital will be discussed in an applied setting stressing their relevance to practical problems in financial management.

Prerequisite: BADM 353 or equivalent course.

**BADM 550 Statistical Application—A Managerial Approach (3 SH)**

Introduces the application of statistical techniques to business research: the development of skills in interpreting techniques; analysis of variance, multiple comparisons, and nonparametric statistics; and linear and multiple regression analysis. Additionally, the course will emphasize research and experimental design issues and methodology. Software applications for research analysis will be explored using SPSS and other statistical packages.

**BADM 553 Operational Systems/Technology (3 SH)**

Studies the most relevant issues of technology and innovation management with attention to the relationship between the operations core and technological as well as administrative alternatives to influence system performance. Course content includes all aspects of operations technology with emphasis on the management of technological innovation.

**BADM 555 International Management (3 SH)**

Provides an intensive study of managerial concepts and methods pertaining to international business with a focus on the special demands made on managers of international operations. Differences in management styles and systems of Europe, Japan, Russia, Canada, and Latin America will be emphasized.

**BADM 560 Contemporary Issues (3 SH)**

Encourages study of current research and issues facing contemporary and future managers. (e.g. regional economic development and NAFTA)

**BADM 565 Strategic Management (3 SH)**

Challenges the student to conceptualize and to plan the application and administration of executive level strategies. This course integrates the teachings of a variety of fields and depends on previously acquired knowledge and practical experience. Prerequisite: BADM 535 and BADM 545.

**BADM 592 Special Topics (1 - 3 SH)**

Presents study of selected areas in management.

**BADM 598 Formal Writing Project (3 SH)**

Provides for individual research culminating in a formal paper.

**BADM 599 Thesis (3 SH)**

Provides for individual research culminating in a thesis.

**BUSINESS INFORMATION TECHNOLOGY (BIT)**

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

No 500 workshop may be used to meet any requirement for the Master of Science in Management Degree.

**BIT 510 Managerial Communication (3 SH)**

Focuses on the improvement of oral and written communication skills for application in today's global business environment. Course includes application of modern communication theory and practice. Use and influence of technology in communication; and interpersonal, and group communication processes and skills are reviewed, as is public presentation of information. Methods of conducting and reporting business research are also covered.

**BIT 561 Research and the Internet (3 SH)**

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

#### **BIT 562 Management Information Systems (3 SH)**

Exposes students to the analysis of information flow in organizations and the operating context of the various computer-based subsystems of an organizational information system. In this course, fundamental concepts of systems and information are integrated with those of organizational structure and management.

#### **BIT 563 Database Management and Administration (3 SH)**

Introduces generalized database management systems: their internal and external structure, implementation, management, and use. Logical and physical database design and access methods are discussed. Students use a modern relational database management system to design and develop database applications.

#### **BIT 564 Systems Analysis and Design (3 SH)**

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

#### **BIT 566 Decision Support Systems (3 SH)**

Guides students in learning how information systems can be used to support business decision making. Models of decision making, tools and techniques for decision aiding, and DSS design and implementation are discussed. The application of expert systems and artificial intelligence to decision support are introduced and students use modern development tools to implement a DSS for a business case. Offered online only. Prerequisite: BIT 562.

#### **BIT 575 Data Communication (3 SH)**

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

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

Presents study of selected areas in management information systems.

## **Master of Science: Special Education**

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

#### **SPED 501 Introduction to Graduate Study (3 SH)**

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

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

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

**SPED 505 Consultation and Supervision in SPED**

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

**CD 509 Clinical Practicum: Diagnosis (2-6)**

Clinical practicum in providing audiological diagnosis services to children and adults.

**CD 510 Introduction to Disability Services**

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

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

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

**SPED 516 Diagnostic Practicum (6 SH)**

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

**SPED 520 Introduction to Behavior Disorders (3 SH)**

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

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

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

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

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

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

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

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

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

**SPED 525 Introduction to Severe Disabilities (1 SH)**

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

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

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

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

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

**SPED 528 Managing Daily Activities (1 SH)**

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

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

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

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

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

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

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

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

Practicum in the assessment of children or adults with disabilities.

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

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



strategies for managing these excess behaviors.

**SPED 535 Effective Teaching: Inclusion Strategies (1 SH)**

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

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

A methods course in instruction of young children and learners with severe or multiple handicaps, birth through 21 years. The course emphasizes current best educational practices in curriculum development, delivery and monitoring including individualized program planning and adaptations, specific instructional strategies, and organizing for the delivery of instruction.

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

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

**SPED 561 Behavior Problems of Exceptional Children (3 SH)**

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

**SPED 563 Family and Community Systems in Early Intervention (2 SH)**

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

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

Techniques and methods of educational intervention for children with learning disorders are related to appraisal, material development, individual program development and evaluation of pupil change in terms of academic and social skills development. Prerequisites: SPED 531, SPED 571

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

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

**SPED 583 Speech Appraisal of Children who are Deaf or Hard of Hearing (2 SH)**

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

**SPED 584 Language Appraisal of Children Who are Deaf of Hard of Hearing (2 SH)**

Analysis, administration and interpretation of criterion and norm-referenced instruments used to appraise the language capabilities of children who are deaf or hard of hearing, along with the



development of language programs to meet individual needs. Participation in corequisite is required. Prerequisite: Consent of instructor and SPED 533

**SPED 585 Amplification and Applied Audiology (3 SH)**

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

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

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

**SPED 592 Special Topics (1-3 SH)**

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

**SPED 597 Independent Study (1-3 SH)**

Student initiated study under the direction of a faculty advisor.

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

Individual research culminating in a thesis.

## **Graduate Certificate Programs at MSU**

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

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

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

## **Certificate Programs**

### **Certificate Program: Technology for Managers**

Designed for students who are eager to update their technology skills as well as explore graduate education, the Technology for Managers Certificate Program provides current training on the use of technology to enhance management ability. The Special Topics course will vary each semester to reflect current topics in technology. All courses are offered through MSU

Online; Bit 562 is also offered on campus. Up to three of the courses may be applied toward the Master of Science in Management degree program. Admission to the graduate school is not required to complete this certificate program; however, admission is recommended for those anticipating continuing into the MSM program. Admission as non-degree student is required.

**Curriculum:**

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

## Certificate of Completion Programs

### Certificate of Completion in Severe Disabilities

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

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

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

Once seven (7) credits/ courses are completed, the Certificate of Completion will be awarded to the student, and entered on the transcript. Students may earn only one Certificate of Completion in Severe Disabilities at Minot State University. If you are interested in this program, contact the Communication Disorders and Special Education Department at MSU at 701-858-3031 or 1-800-777-075

### Additional Graduate Courses

Some departments offer graduate courses not directly tied to a graduate major. These courses may be used as concentrations or electives in your major area of study. Be sure to check with your advisor, graduate committee and department chair regarding the use of these courses for your program of study.

# English

## **ENGL 515 Professional Issues and Methods in English (3 SH)**

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

## **ENGL 516 Research in Teaching Writing (3 SH)**

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

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

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

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

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

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

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

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

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

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

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

## **ENGL 592 Special Topics (1-4 SH)**

Occasional and topical subjects.

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

Independent study under the direction of a faculty advisor.

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

Individual research culminating in a thesis.