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# Graduate

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## Graduate Programs

Education Specialist in School Psychology

Master of Arts in Teaching Special Education

Master of Education

Master of Science in Disability Human Services

Master of Science in Information Systems

Master of Science in Management

Master of Science in Professional Studies

Master of Science in Speech-Language Pathology

Master of Science in Special Education

Master of Science in Sports Management

## Update to Structure

Minot State's academic structure was revised on January 2, 2024. Changes to the webpage and other materials are in progress but not complete. For the most up-to-date information, visit the academic restructuring webpage (<https://www.minotstateu.edu/academic/Academic-Restructuring.shtml/>).

## MINOT STATE ACADEMIC STRUCTURE CHANGES – COLLEGES TO SCHOOLS

### Current Structure

#### College of Arts and Sciences

Division of Art and Professional Communication  
 Department of Biology  
 Department of Criminal Justice  
 Department of Mathematics and Computer Science  
 Division of Performing Arts  
 Division of Science  
 Division of Social Sciences  
 Division of World Languages and Cultural Studies  
 Honors Program  
 Looyenga Leadership Center

#### College of Business

Department of Accounting and Finance  
 Department of Business Administration  
 Department of Business Information Technology  
 Severson Entrepreneurship Center

#### College of Education and Health Sciences

Department of Addiction Studies, Psychology, and Social Work  
 Department of Communication Sciences and Disorders  
 Department of Nursing  
 Department of Special Education  
 Department of Teacher Education and Kinesiology  
 Teacher Education Unit

### New Structure

#### School of Arts, Humanities, and Social Science

Department of Fine and Performing Arts  
 Department of Humanities, Social Sciences, and Interdisciplinary Studies

#### School of Business, Math, and Technology

Department of Business  
 Department of Math, Data, and Technology

#### School of Education and Behavioral Sciences

Department of Behavioral Sciences and Criminal Justice  
 Department of Education and Inclusive Services

#### School of Science and Health

Department of Communication Sciences and Disorders  
 Department of Nursing  
 Department of Science

#### Teacher Licensure Programs

## 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.

Minot State University is a tobacco free campus.

## Introduction

### History

Minot State University is a comprehensive public university whose purpose is to foster the intellectual, personal, and social development of its students and to promote the public good through excellence in teaching, research, scholarly activity, and public service. Minot State is an integral part of the state and region it serves, and its mission and purposes are linked inextricably to the needs, aspirations, and the commonwealth of the people of North Dakota.

Since its founding in 1913, Minot State University has evolved steadily in fulfilling its commitment to serving North Dakota and creating opportunities for its citizens. Today, the University offers a wide array of undergraduate programs in the liberal arts and the professions, and graduate education in eight master's programs, one specialist program, and several certificates.

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

In 1924, the institution was given authority to offer the baccalaureate degree, and programs in the liberal arts began at Minot State. Programs in the sciences, humanities, fine arts, and social sciences were developed. Later, programs in special education, speech language pathology, business, and nursing were added. In 1964, the school's name was changed to Minot State College, and its mission expanded to include graduate education at the master's level. In 1987, the institution's name was changed to Minot State University, and today the University offers master's degrees in communication sciences and disorders, education, management, management information systems, music, special education, sports management, and disability human services.

### Mission and Vision

#### Mission

Minot State University is a public university dedicated to excellence in education, scholarship, and community engagement achieved through rigorous academic experiences, active learning environments, commitment to public service, and a vibrant campus life.

#### Vision

Minot State University will:

- Deliver high-quality education where, when, and how it is needed to a diverse, multi-generational student population.
- Prepare students and the institution for the evolving social and technological challenges of the world.
- Inspire scholarship and creative activity among students, faculty, and staff.
- Empower graduates with a distinctive combination of professional expertise and broad-based education to support varied careers and productive lives.

### Campus and Region

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

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

#### Land Acknowledgement Statement

Minot State University gratefully acknowledges the Native Peoples on whose ancestral lands we sit. We praise the Anishinaabe and Assiniboiné Peoples, as well as the other sovereign nations of the northern plains whose lands encompass North Dakota today: the Turtle Mountain Band of Chippewa, the Mandan, Hidatsa, and Arikara Nation, the Spirit Lake Nation, the Standing Rock Sioux Tribe, and the Sisseton-Wahpeton Oyate.

# 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 degrees were added in the Summer of 1991. A Master of Science in School Psychology was authorized in May of 1993, which was upgraded to an Education Specialist degree Fall of 1995.

A Master of Science in Management degree was approved in September of 1995. A Master of Education degree was approved in 2001, replacing the Master of Science in Elementary Education degree. Concentrations for the Master of Education degree were added each year. In 2002, MSU entered into a cooperative doctoral program in criminal justice with the University of North Dakota. A Master of Science in Information Systems degree was added in 2004. A Master of Science in Sports Management degree was approved in 2016. In 2020, a Master of Science in Disability Human Services was added. In 2024, a Master of Science in Professional Studies degree and a Master of Arts in Teaching Special Education degree were added. Graduate certificates continue to be added as each year. As of fall 2024, certificates include Computer Science for Educators, Cybersecurity Management, Deaf/Hard of Hearing, Early Childhood Special Education, Knowledge Management, Leadership Studies, Managerial Concepts, Mathematics Education, Professional Writing, Sports Administration, Special Education Strategist, and Writing for Educators.

## 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's Graduate School is to provide a scholarly environment that promotes professional growth characterized by critical inquiry, creativity, discovery, and leadership.

## Contact Information

The Graduate School office is located in the Administration Building, Room 352. Mailing address: MSU Graduate School, 500 University Avenue West, Minot State University, Minot, ND 58707. The University's toll-free number is 1-800-777-0750, ext. 3413 or 701-858-3413. For more information, please visit our website at MinotStateU.edu/graduate (<http://www.minotstateu.edu/graduate/>) or email us at: [graduate@MinotStateU.edu](mailto:graduate@MinotStateU.edu). ([graduate@minotstateu.edu](mailto:graduate@minotstateu.edu))

## Admission Requirements

**Federal regulations require Minot State University to post information for students and the public regarding our licensure programs. This information can be found on the State Authorization and Licensure website, [MinotStateU.edu/licensure/index.shtml](http://MinotStateU.edu/licensure/index.shtml) (<https://www.minotstateu.edu/licensure/index.shtml>).**

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

A complete application packet includes the following items:

- **Admission Application:** To access the online application, please visit: [MinotStateU.edu/graduate/future\\_students/index.shtml](http://MinotStateU.edu/graduate/future_students/index.shtml) ([https://www.minotstateu.edu/graduate/future\\_students/index.shtml](https://www.minotstateu.edu/graduate/future_students/index.shtml)) (Please allow at least 5 to 10 business days for processing. Depending on what semester you apply for and when, more time may be required.)
  - For re-admission, complete the Application for Readmission located at [MinotStateU.edu/graduate/current\\_students/index.shtml](http://MinotStateU.edu/graduate/current_students/index.shtml) ([https://www.minotstateu.edu/graduate/current\\_students/index.shtml](https://www.minotstateu.edu/graduate/current_students/index.shtml)). This application must be received in the graduate school two (2) weeks prior to the start of a term. The form can be emailed to: [graduate@MinotStateU.edu](mailto:graduate@MinotStateU.edu). (%20graduate@minotstateu.edu.)
- **Application Fee:** This is a one-time \$35 fee. You have the opportunity to pay by credit card online prior to submitting your application or send a check or money order payable to Minot State University. Applications are not processed until the fee is received.
- **Statement of Purpose (SOP):** (*not required for non-degree and certificate applicants*) A concise (minimum 500 words) essay describing your primary interest of study and objective in pursuing this degree at Minot State University. In particular, your essay should be as specific as

possible in describing your interests, relevant education, research, commercial, government, or teaching experience. Also, check specific program requirements; the length and content may vary for each program. There is a specific upload section in the application for the SOP.

- **Resume (*not required for non-degree or certificate applicants*)**
  - There is a specific upload section in the application for the resume.
- **Recommendations via the MSU Recommendation Form (*not required for non-degree or certificate applicants*).**
  - A recommendation provider is an individual who will complete and submit the MSU Recommendation Form on your behalf.
  - Recommendations must be submitted on the MSU Recommendation Form. The form is sent and submitted electronically through our online application system. The application can be submitted prior to the recommendations being submitted.
- **Required Test Scores (*not required for non-degree or certificate applicants*):**
  - GRE/GMAT: The following programs require the GRE or GMAT:
    - Management (MSM): If the cumulative GPA is 3.00 or higher OR if your most recent semesters contributing to 60 semester hours is a 3.00, the scores for GRE/GMAT are not required.
    - School Psychology
  - English Proficiency- International students whose native language is not English must prove English proficiency by providing one of the following:
    - TOEFL (Test of English as a Foreign Language): taken within two years; minimum score of 79 is required.
    - IELTS (International English Language Testing System): taken within two years; minimum overall band score of 6.0 is required.
    - Duolingo: Minimum score of 100
    - In some instances, international students who have earned a degree from an English-speaking university, where the primary mode of instruction is English, **in the past 10 years**, may also be considered for English proficiency waiver. Student must provide a letter of proof from the institution.
    - In lieu of previously defined satisfactory performance on the TOEFL, IELTS, or Duolingo, international students who have attended formal education for three or more years in the U.S. **may**, at the discretion of the program, **be considered** for admission into the Graduate School with the recommendation of the program director who has been able to assess the students' English proficiency through voice conversation.
- **Transcripts:** Transcripts\*\* from ALL previous colleges or universities, both graduate and undergraduate, are preferred. An official transcript showing the earned bachelor's degree is required for admission consideration. Please direct the institution(s) to submit transcripts directly to the MSU Graduate School Admissions Office. Official transcripts are only accepted from the originating institution. If you previously attended a North Dakota University System (NDUS) institution, the Graduate School will automatically download your official transcript provided you have no holds on your account at that institution.
  - **\*\*International (Non-Canadian) Students:** Submit a course-by-course academic credential evaluation in lieu of official transcripts. Details are found on the International Student/Non-immigrant Admission section of the catalog.
  - The Graduate School requires applicants to have earned, or be in the process of earning, a bachelor's degree from a regionally accredited organization or nationally recognized agency and to have a minimum undergraduate grade point average of 2.75 (scale of A = 4.00) to be eligible for admission. Applicants who do not meet the minimum cumulative GPA for admission may be admitted provided the GPA for the most recent semesters in which the student completed at least 60 semester hours (90 quarter hours) is 3.00 or better. Calculation of the GPA must include all courses in the semester/quarters involved. Applicants without these requirements must appeal to the program director to be considered for admission. The program director and department chair must provide a written recommendation to the head of the Graduate School explaining the reason(s) for considering the applicant who does not meet the Graduate School minimum requirements. Departments may require more stringent grade point averages as part of the admission to their programs.
- **Student Health Records: (*Not required for admission consideration; if admitted, required during the first semester.*)**
  - Measles, mumps, and rubella (MMR). Proof of immunization for measles, mumps, and rubella requires two doses of vaccine given no less than one month apart, or positive serologic tests.
  - Meningococcal disease. Students ages 21 and younger must provide documentation of immunity against meningococcal disease given at or after age 16.
  - Tuberculosis. All students must complete the tuberculosis questionnaire.

To submit the required documentation, go to [MinotStateU.edu/health/immunization.shtml](https://www.minotstateu.edu/health/immunization.shtml) (<https://www.minotstateu.edu/health/immunization.shtml>).

**No student will be permitted to enroll in a subsequent term until immunization or documentation of a waiver is complete.**

- **International Students:** Please refer to the International Student/Non-immigrant Admission section of the catalog for information on the additional supporting documents needed for admission.
- Minot State University Graduate School reserves the right to refuse admission to any applicant on the basis of scholastic or other reasons.
- **Mailing Address:** Minot State University, Graduate School, 500 University Ave W, Minot ND 58707.

# International Students/Non-Immigrant Admissions

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

In addition to the Graduate School admission requirements, ALL required supporting documentation listed below must also be sent to Admissions by the appropriate deadline.

## Required Supporting Application Documents

### • English Proficiency

- **TOEFL** (Test of English as a Foreign Language): taken within 2 years: Internet Based Test with a minimum score of 79
- **IELTS** (International English Language Testing System): taken within 2 years: with a minimum score of 6.0 overall band
- **Duolingo** minimum score of 100.
- In some instances, international students who have earned a degree from an English-speaking university (where the primary mode of instruction is English) in the past 10 years **may** also be considered for English proficiency waiver. Students should provide a letter of proof from the institution.
- In lieu of previously defined satisfactory performance on the TOEFL, IELTS, or Duolingo, international students who have attended formal education for three or more years in the U.S. **may**, at the discretion of the program, **be considered** for admission into the Graduate School with the recommendation of the program director who has been able to assess the students' English proficiency through voice conversation.

### • Academic Credential Requirements

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

- American Education Research Corporation (AERC) (<http://www.aerc-eval.com/>)
- Education Credentials Evaluators, Inc. (ECE) (<http://www.ece.org/>)
- World Education Services (WES) (<http://www.wes.org/>)

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

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

### • F-1 Transfer Clearance Form [pdf]

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

### • Application for Form I-20 and Certification of Financial Responsibility

International students are not eligible for U.S. federal or state need-based financial assistance. Therefore, certification of adequate financial support to meet the needs during the period of enrollment at MSU is required of all international non-immigrant applicants. **Note:** The certification of finances portion of the I-20 is needed after accepting an admission offer and before the I-20 can be issued.

### • Photocopy of the page containing your personal information from your Passport.

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

## Notification of Application Status

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

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## INTERNATIONAL STUDENT SERVICES

After you are fully admitted to Minot State University, visit the Office of International Programs webpages for information on visas, entry into the U.S., life in Minot, and more! [MinotStateU.edu/international/services.shtml](http://www.minotstateu.edu/international/services.shtml). (<https://www.minotstateu.edu/international/services.shtml/>)

## Visa Status

International and Canadian students in F-1 visa status must abide by regulations specific to their F-1 student visa status. An F-1 Regulations Overview is available on the Office of International Programs webpage at: [MinotStateU.edu/international/pages/international-current/f-1-regulations-overview.shtml](http://www.minotstateu.edu/international/pages/international-current/f-1-regulations-overview.shtml) (<https://www.minotstateu.edu/international/pages/international-current/f-1-regulations-overview.shtml/>).



## Financial Support

International students are not eligible for U.S. federal or state need-based financial assistance. Therefore, certification of adequate financial support to meet the needs during the period of enrollment at MSU is required of all international non-immigrant applicants. The student must be prepared to document on a yearly basis the ability to pay the following year's tuition and fees as well as the cost-of-living expenses. To prove sufficient financial resources, international applicants should complete the Application for Form I-20 and Certification of Finances and include the appropriate supporting documents. Failure to submit supporting documents will delay admission review and the issuance of the appropriate immigration forms.

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

## International Student Tuition

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

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

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

## Mandatory Health Insurance

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

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

For further details found at [MinotStateU.edu/international/services.shtml](http://MinotStateU.edu/international/services.shtml) (<https://www.minotstateu.edu/international/services.shtml/>).

## Immunization and Tuberculosis Screening Requirements

The state of North Dakota requires proof of immunity to measles, mumps, and rubella prior to registration for courses. Additionally, effective in fall 2017, newly admitted students ages 21 and younger attending classes on campus must provide documentation of one dose of meningococcal vaccine given after age 16 years, per SBHE policy S06.1. Tuberculosis (TB) screening is also required of all international students. Students who fail to meet these requirements will have a "hold" placed on their institutional profile and account and will not be allowed to register for courses. To submit documentation, go to [MinotStateU.edu/health/immunization.shtml](http://MinotStateU.edu/health/immunization.shtml) (<https://www.minotstateu.edu/health/immunization.shtml/>).

## Student Visa Information

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

Information about international students in the U.S. is tracked using the Student and Exchange Visitor Information System (SEVIS). Students are assigned a SEVIS ID number which is located on the upper right-hand corner. The ID number begins with an N and has 10 digits. Students are required by Congress to pay for this tracking system, and this SEVIS fee is an additional fee, not to be confused with the visa application fee. All new students must pay the SEVIS fee after receiving the I-20 form from Minot State University, but prior to visiting the U.S. consulate for their F-1 visa interview. Students from Canada, who do not require a visa, must pay the SEVIS fee before their first entry to the U.S. and will be asked for a copy of the receipt at the port of entry. To pay the SEVIS fee, go to the following website: [fmjfee.com/index.html](http://fmjfee.com/index.html) (<https://www.fmjfee.com/>).

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

The I-20 form is first endorsed by a Minot State University's Office of International Programs at the time it is issued and then must be re-endorsed at the end of each semester. These signatures confirm full-time student status and enable F-1 students and their dependents to enter and leave the country.

*International students planning to travel outside of the U.S. during their entire length of study at Minot State University must bring their I-20 form to Office of International Programs for verification and signature renewal at least 24 hours prior to travel.*



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

## Certificates, Non-Degree Seeking Students, and Post-Degree Students

### Enrollment in Graduate Certificate Programs

Students who are currently in a degree program and wish to pursue a graduate certificate must complete a Program Change Form, [https://www.minotstateu.edu/graduate/current\\_students/index.shtml](https://www.minotstateu.edu/graduate/current_students/index.shtml) ([https://www.minotstateu.edu/graduate/current\\_students/index.shtml/](https://www.minotstateu.edu/graduate/current_students/index.shtml/)). No additional documentation is required.

Students who are not currently in a graduate degree program must complete a graduate school online admission application, visit [https://www.minotstateu.edu/graduate/future\\_students/index.shtml](https://www.minotstateu.edu/graduate/future_students/index.shtml) ([https://www.minotstateu.edu/graduate/future\\_students/index.shtml/](https://www.minotstateu.edu/graduate/future_students/index.shtml/)). Official transcripts confirming a bachelor's degree from a regionally accredited organization or nationally recognized agency must be submitted. Applicants are required to have a cumulative GPA of 2.75 for eligibility to enroll in a graduate certificate program.

Applications for admission to a Certificate program are reviewed and approved by program directors and the head of the Graduate School. Upon completion of the certificate, students complete the Application for Certificate Eform, which is processed by the Registrar's Office.

Admission into a graduate certificate program does not guarantee admission into a graduate degree program nor imply waiver of any requirements for admission into a graduate degree program. A separate application is required for admission to another degree granting program.

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

Any individual holding a bachelor's degree who does not wish to pursue a graduate degree, or who may not have met all requirements for admission, may be permitted to enroll in selected graduate courses when approved by the program director. All students seeking non-degree status must complete the online admission application and select Non-Degree as the Major/Program.

To apply online, visit [https://www.minotstateu.edu/graduate/future\\_students/index.shtml](https://www.minotstateu.edu/graduate/future_students/index.shtml) ([https://www.minotstateu.edu/graduate/future\\_students/index.shtml/](https://www.minotstateu.edu/graduate/future_students/index.shtml/)). **The application and all supporting materials must be submitted to the Graduate School at least two (2) weeks prior to the start of any term.** The application must be accompanied by a non-refundable, one-time application fee of \$35, immunization records (<https://www.minotstateu.edu/health/immunization.shtml>), and an official transcript indicating the bachelor's 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 earned at Minot State University toward a graduate degree. Each department determines the number of non-degree hours and courses that are accepted toward the degree. Workshop courses 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 department chairperson. Being allowed to take these courses does not mean that the student is admitted to graduate school. At the time of registration, the student must indicate whether the course credits will be applied toward the fulfillment of requirements for an undergraduate degree or whether the credits may be later applied toward a graduate degree. Graduate credits earned may be applied to either the undergraduate or the graduate degree, but not to both degrees.

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

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

Students who have already earned a graduate degree from Minot State University and wish to continue taking graduate courses should complete a non-degree application or apply to another graduate degree or certificate program.

## Obtaining a Graduate Degree

### General Requirements for Obtaining a Graduate Degree

The student is responsible for becoming familiar with and completing the requirements for the degree being sought. The student may expect guidance from their advisor and committee (where applicable) and assistance from the Graduate School. Students are also encouraged to consult the Graduate School Catalog (the year they were admitted) and Graduate School website for the most current information.

The responsibility for the following requirements rests fully with the student. The graduate degree will not be awarded until the head of the Graduate School is satisfied that all requirements have been completed.

## Admission Status

### Admitted—Approved Status

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

### Admitted—Provisional Status

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

## Graduate School Policy on Deferred Enrollment

Admitted students may request their initial enrollment be deferred for up to one year from the semester they originally intended to matriculate. After one year, the student will be required to complete the Application for Deferment/Re-Admission found online at [MinotStateU.edu/graduate/current\\_students/index.shtml](https://www.minotstateu.edu/graduate/current_students/index.shtml) ([https://www.minotstateu.edu/graduate/current\\_students/index.shtml](https://www.minotstateu.edu/graduate/current_students/index.shtml)).

## Program of Study

The Program of Study is a written plan for completing a degree. Admitted students are required to file an approved "Program of Study" in the Graduate School **no later** than the completion of their first **nine (9) semester hours**. Programs may require Program of Study completion earlier. Completion of the Program of Study should involve consultation with the student's Program Director. Because the Program of Study will be the basis of the graduation audit, any deviations that are made must have written approval from the student's program director and department chairperson with course substitutions submitted to the Registrar's Office. An amended Program of Study must be submitted to the Graduate School.

## Credit Transfer

A student may request to transfer a maximum of nine (9) semester hours of graduate credit into a program of study, provided that an "A" or "B" was recorded for each course. The hours must have been earned from a regionally accredited organization or national recognized agency. Transfer credits will not be accepted if the work was earned more than seven years prior to the date the student expects to complete the graduate degree. Workshop courses are not accepted into graduate degree programs.

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

The transfer of credit must be recommended by the student's program director and chairperson with final approval by the head of the Graduate School. Transfer work is not used in the calculation of cumulative grade point average. Transfer credit should be submitted for approval at the beginning of each semester.

## Graduate Committee

During their first year of graduate study, students enrolled in programs requiring a thesis, options to a thesis, and written and/or oral examinations should become acquainted with faculty in their department. Students will choose from this faculty a committee chairperson to oversee their final thesis or project. Students should consult with their 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. All committee faculty must have current approved status as Graduate Faculty or Visiting Faculty. In some instances, Professional Faculty may be considered.

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

the head of the Graduate School must approve all persons on the Graduate Committee. The Graduate Committee form with all faculty signatures must be filed in the Graduate School.

## Comprehensive Examinations

(The following information is only pertinent to those programs that require preliminary, written, or oral comprehensive exams.)

### A. Preliminary Written Exams

The preliminary examination, or first-year review, is designed to assess students' academic knowledge within the discipline and their ability to write in a coherent, organized manner. Questions for the written preliminary exams are written and scored by the program faculty. Students failing preliminary written exams may be required to participate in remediation prior to re-writing the examination. If the student fails preliminary exams a second time, the students will be required to meet with the program department, core department faculty, and outside members of the faculty as appropriate to discuss the student's standing in the program, continuation of remediation, and/or dismissal from the program.

### B. Written Comprehensive Examination

The written comprehensive examination represents one of the milestones in a graduate program. The student is challenged to focus all their 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 they understand specific knowledge and its application within the discipline.

Students will complete written comprehensive exams at a date specified by their department.

In preparation for the examination the student should expect:

- a. To be tested on all required course work, all related areas, all prerequisite materials, and communication skills,
- b. 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,
- c. To be graded by the professors of record or faculty members with the necessary competence in the discipline,
- d. 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 required to meet with their program director or graduate committee prior to being permitted a second (final) attempt, in a manner determined by the program, on the regularly scheduled date within the prescribed time limit.

### C. 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. Students will complete oral comprehensive exams at a date specified by their department.

Although variable by program, the oral comprehensive examination must meet the minimal time allowance of approximately one hour in length. The individual can expect questions from the committee(s) which address the following:

- a. The breadth, depth, and integration of the student's knowledge in the area of specialization.
- b. 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 the semester, or subsequent semesters, within the prescribed time limit. The exact date for all examinations will be set by the program.

## Thesis

Each student using a thesis option must submit a thesis to the Graduate School as partial fulfillment of the requirements for the degree. A thesis represents the student's capacity for detailed, in-depth research or advanced scholarship. The design of a thesis may be varied to fit the specialized needs of the discipline; however, no multiple authorships are accepted. A thesis must demonstrate the student's ability to clearly define a worthwhile problem, conduct a thorough investigation, organize and logically present the information, and draw defensible conclusions.

Credit is given for the writing of the thesis and for the research which was completed and incorporated into the thesis. The amount of credit varies and shall be determined by the department's concerned but usually is 1 to 6 semester credits. Students must enroll in Continuing Enrollment (p. 18) each semester until the student completes their thesis requirement.

When writing a thesis it is the student's responsibility to consult frequently with the Graduate Committee Chairperson during all phases of the thesis process including planning and preliminary activities, meet with the Graduate Committee members and solicit input from them, prepare the thesis in a scholarly manner as shown in the *Guidelines for the Preparation of Thesis and Major Papers* available on the Graduate School website, and meet the thesis deadlines as listed on the Graduate School calendar, also on the website. This link will take you to the following items: [MinotStateU.edu/graduate/current\\_students/theses-guide.shtml](https://www.minotstateu.edu/graduate/current_students/theses-guide.shtml). ([https://www.minotstateu.edu/graduate/current\\_students/index.shtml/](https://www.minotstateu.edu/graduate/current_students/index.shtml/))

- a. Guide and Preparation of Theses or Project
- b. Thesis Checklist
- c. Final Submission Cover Sheet
- d. Thesis Process After Defense

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

## Thesis Proposal

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

When the student and the Committee Chairperson agree that the Thesis Proposal is ready for committee review, the student schedules a thesis proposal meeting at a place, date, and time agreeable with the members of the Graduate Committee. At least seven (7) days prior to the proposal meeting, the proposal is presented individually to the Graduate Committee members for their consideration. At the proposal meeting the student seeks approval of the thesis concept and suggested methodology. Questions from the committee members will vary and appropriate questions may include examining the following: general purpose and rationale for the study; review of the literature; organization of the proposal, methods, techniques, and research design to be employed; and chronological description of the proposed techniques.

At the conclusion of the thesis proposal meeting, the Graduate Committee members evaluate the proposal in the absence of the student. The committee may approve or reject the proposal. The student is notified immediately by the committee of its decision. The committee will discuss the rationale for the decision with the student. If the committee approves the thesis proposal, members should sign the student-prepared "Thesis Major Paper/ Project Proposal" form. The program director also will sign this form and then submit the form to the Graduate School.

## Thesis Defense

At the conclusion of the thesis research and writing process, the student schedules a thesis defense, in compliance with the dates given in this catalog. It is the student's responsibility to schedule the defense with the Graduate Committee at an agreeable place, time, and date.

At least seven (7) days prior to the defense, the student presents the thesis individually to the Graduate Committee members for their review. The student must file the "Thesis Defense" notification form in the Graduate School at this time. This form includes the defense place, time, and date. Thesis defense meetings are open to the MSU community.

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

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

See "Archiving" for instructions for final printing and publication of the Thesis.

## Thesis Grading

The chairperson of the Graduate Committee grades the thesis at the end of the term. If the student has not successfully completed the thesis, including the defense, the committee chairperson shall award an "X" (in progress) grade. The chairperson will replace the "X" with the appropriate grade upon completion of the project. These grades are submitted to the Registrar's Office. A student receiving an in-progress grade is expected to register for Continuing Enrollment each consecutive semester including summer until the thesis is complete.

## Options to a Thesis

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

## Capstone Course

The Master of Science in Management, the Master of Science in Information Systems, and the Master of Science in Sports Management require capstone courses that are taken at the end of each program. The Master of Education offers a capstone course as an alternative to the thesis. 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 completing a search with ProQuest. All approved theses or projects completed by an MSU student is permanently archived through submission to ProQuest.

Please refer to the document "Thesis Final Review Process After Defense" ([https://www.minotstateu.edu/graduate/current\\_students/index.shtml/](https://www.minotstateu.edu/graduate/current_students/index.shtml/)) on the Graduate School website which will assist in submitting a thesis for the final review in the Graduate School:

## Application for Graduation

### Application for Graduation

**It is the student's responsibility to comply with all deadline dates. Failure to comply with deadlines may result in the delayed posting of a degree or postponement of graduation**

The semester prior to degree completion, a student must file the current Application for Graduation with the Graduate School. Deadlines are as follows: March 11 for Summer and Fall conferral; Nov. 1 for Spring conferral. Access the graduation application via eForms in Campus Connection.

## Posting and Conferring of Graduate Degrees

The Graduate School will complete a graduation audit and forward on to the Registrar's Office for a final audit. Official degree completion ("conferring" of the degree) occurs when all degree requirements are met including a cumulative grade point average of at least 3.00; the committee chairperson's changing of any "in progress (X)" grade to the earned grade; and the graduate student thesis (if required) is approved.

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

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

## Hooding and Commencement

The Hooding Ceremony is a special recognition for students earning a post-baccalaureate degree where each candidate is hooded with a garment of the appropriate colors to signify the degree earned. The Hooding Ceremony does not replace Commencement, which includes both graduate and undergraduate students and is the official conferring of degrees. The ceremonies are held at the close of spring semester.

Graduate students are eligible to participate in Hooding and Commencement after they have enrolled in their capstone course, presented their project or thesis proposal, or defended their thesis or project paper. Eligible students completing their studies in summer or fall may elect to participate in either the prior or the following May ceremony.

### Regalia

Required graduate regalia consists of a cap, master's gown, tassel, and hood. (Note, high school and undergraduate gowns are not approved regalia.)

## Graduate School Citation for Excellence

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

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

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

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

## Enrollment Criteria

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

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

## Nomination Criteria

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

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

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

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

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

Students selected for this award will receive a plaque from the Graduate School and will be recognized during the Graduate School Hooding Ceremony which is held prior to commencement at the close of spring semester.

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

## Graduate School Calendar Dates

### Fall 2024 (2510)

| Description                                                                     | Full 16 Weeks | First 8 Weeks   | Second 8 Weeks |
|---------------------------------------------------------------------------------|---------------|-----------------|----------------|
| Classes begin after 4 p.m.                                                      | Mon, Aug. 26  |                 |                |
| Classes begin                                                                   | Tues, Aug. 27 | Mon, Aug. 26    | Mon, Oct. 21   |
| Last day to add                                                                 | Wed, Sept. 4  | Thurs, Aug. 29  | Thurs, Oct. 24 |
| Labor Day, University closed                                                    | Mon, Sept. 2  | Mon, Sept. 2    | Mon, Sept. 2   |
| Last day to drop a class or withdraw from all classes and receive a 100% refund | Wed, Sept. 4  | Thurs, Aug. 29  | Thurs, Oct. 24 |
| Last day to withdraw from all classes and receive a 75% refund                  | Fri, Oct. 4   | Thurs, Sept. 12 | Thurs, Nov. 7  |
| Midterm Grades                                                                  | Mon, Oct. 21  |                 |                |
| Spring semester registration for currently enrolled students                    | Oct. 29-31    | Oct. 29-31      | Oct. 29-31     |
| Spring semester graduation application due to Graduate School                   | Fri, Nov. 1   | Fri, Nov. 1     | Fri, Nov. 1    |
| Last day to withdraw from all classes and receive a 50% refund                  | Sun, Nov. 3   | Wed, Sept. 25   | Wed, Nov. 20   |



|                                                                                      |              |               |               |
|--------------------------------------------------------------------------------------|--------------|---------------|---------------|
| Last day for Thesis/Project Defense for December conferral                           | Fri, Nov. 8  | Fri, Nov. 8   | Fri, Nov. 8   |
| Last day to submit thesis to Graduate School for final review for December conferral | Fri, Nov. 8  | Fri, Nov. 8   | Fri, Nov. 8   |
| Veterans Day, University closed                                                      | Fri, Nov. 11 | Fri, Nov. 11  | Fri, Nov. 11  |
| Last day to drop                                                                     | Fri, Nov. 15 | Fri, Oct. 4   | Mon, Nov. 25  |
| Thanksgiving vacation (University closed Thursday)                                   | Nov. 27-29   | Nov. 27-29    | Nov. 27-29    |
| Last day to upload approved thesis to ProQuest for December conferral                | Wed, Dec. 4  | Wed, Dec. 4   | Wed, Dec. 4   |
| Final exams                                                                          | Dec. 16-20   | Oct. 16-17    | Dec. 11-12    |
| Grades due from faculty to the Registrar's Office at NOON CST                        | Mon, Dec. 23 | Tues, Oct. 22 | Tues, Dec. 17 |
| Official grades available                                                            | Mon, Dec. 30 | Mon, Oct. 28  | Mon, Dec. 23  |

## **Spring 2025 (2530)**

| <b>Description</b>                                                              | <b>Full 16 Weeks</b> | <b>First 8 Weeks</b> | <b>Second 8 Weeks</b> |
|---------------------------------------------------------------------------------|----------------------|----------------------|-----------------------|
| Classes begin after 4 p.m.                                                      | Mon, Jan. 13         |                      |                       |
| Classes begin                                                                   | Tues, Jan. 14        | Mon, Jan. 13         | Mon, Mar. 17          |
| Last Day to Add                                                                 | Thurs, Jan. 23       | Thurs, Jan. 16       | Thurs, March 20       |
| Martin Luther King Day, University closed                                       | Mon, Jan. 20         | Mon, Jan. 20         | Mon, Jan. 20          |
| Last day to drop a class or withdraw from all classes and receive a 100% refund | Thurs, Jan. 23       | Thurs, Jan. 16       | Thurs, March 20       |
| President's Day, University closed                                              | Mon, Feb. 17         | Mon, Feb. 17         | Mon, Feb. 17          |
| Last day to withdraw from all classes and receive a 75% refund                  | Mon, Feb. 24         | Thurs, Jan. 30       | Thurs, April 3        |
| Mid-term Grades                                                                 | Mon, March 3         |                      |                       |
| Summer/Fall graduation applications due to Graduate School                      | Fri, March 7         | Fri, March 7         | Fri, March 7          |
| Spring Break                                                                    | March 10-14          | March 10-14          | March 10-14           |
| Summer and Fall registration for currently enrolled students                    | March 25-27          | March 25-27          | March 25-27           |
| Last day to withdraw from all classes and receive a 50% refund                  | Thurs, March 27      | Wed, Feb. 12         | Wed, April 16         |
| Last day for Thesis/Project Defense for May conferral                           | Tue, April 1         | Tue, April 1         | Tue, April 1          |
| Last day to submit thesis to Graduate School for final review for May conferral | Tue, April 1         | Tue, April 1         | Tue, April 1          |
| Last day to drop                                                                | Fri, April 11        | Thurs, Feb. 20       | Thurs, April 24       |
| Easter Break (University closed Friday only)                                    | April 18-21          | April 18-21          | April 18-21           |
| Last day to upload approved thesis to ProQuest for May conferral                | Tues, May 1          | Tues, May 1          | Tues, May 1           |
| Final Exams                                                                     | May 12-16            | March 5-6            | May 7-8               |
| Graduate School Hooding Ceremony in Ann Nicole Nelson Hall 8:00 a.m.            | Fri, May 16          | Fri, May 16          | Fri, May 16           |
| Commencement at MSU Dome at 10:00 a.m.                                          | Fri, May 16          | Fri, May 16          | Fri, May 16           |
| Grades due from faculty to the Registrar's Office at NOON CST                   | Mon, May 19          | Tues, March 11       | Tues, May 13          |
| Official grades available                                                       | Mon, May 26          | Mon, March 17        | Mon, May 19           |



## SUMMER 2025 (2540)

| Description                                                                        | Date          |
|------------------------------------------------------------------------------------|---------------|
| Standard 8 week term classes begin                                                 | Tues, May 27  |
| Last day to drop a class or withdraw from all classes and receive a 100% refund    | Sat, May 31   |
| Last day to add                                                                    | Sat, May 31   |
| Last day to withdraw from all classes and receive a 75% refund                     | Sun, June 15  |
| Last day for Thesis/Project Defense for August conferral                           | Mon, June 23  |
| Last day to withdraw from all classes and receive a 50% refund                     | Mon, June 30  |
| Independence Day, University closed                                                | Fri, July 4   |
| Last day to submit thesis to Graduate School for final review for August conferral | Fri, July 4   |
| Last day to drop                                                                   | Mon, July 7   |
| Last day of classes                                                                | Tues, July 22 |
| Final exams                                                                        | July 23-24    |
| Last day to upload approved thesis to ProQuest for August conferral                | Fri, July 18  |
| Grades due from faculty to the Registrar's Office at NOON CST                      | Mon, July 28  |
| Official grades available                                                          | Mon, Aug 4    |

## Graduate School Policies and Regulations

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

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. The credit hour definition is available in the Undergraduate Catalog (<http://catalog.minotstateu.edu/undergraduate/academicinformation/generalinformation/#text>). For graduate enrollment, full-time load is nine semester hours in a 16-week semester, nine semester hours in summer semester, and five semester hours in an 8-week session in fall and spring semesters.

### Unofficial Transcript

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

### Official Transcripts

Students can request an official transcript online. Transcripts cannot be released without the student's written signature unless requested online through Campus Connection. Transcripts cannot be requested by email or telephone. A service charge does apply per transcript copy, with additional charges for special ordering options. For additional information please visit [MinotStateU.edu/records/transcripts.shtml](http://MinotStateU.edu/records/transcripts.shtml) (<http://www.minotstateu.edu/records/transcripts.shtml/>).

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

## 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 2000, regardless of prefix, is designed for a workshop and is offered for satisfactory/unsatisfactory credit. This type of credit may not be applied to an advanced degree at Minot State University.

The following course numbers are reserved:

|     |                       |
|-----|-----------------------|
| 589 | Continuing Enrollment |
| 590 | Seminar               |
| 592 | Special Topics        |

|     |                   |
|-----|-------------------|
| 595 | Capstone Course   |
| 597 | Independent Study |
| 598 | Project           |
| 599 | Thesis            |

These course numbers permit courses which may better fit the needs and desires of students without having to offer them on a yearly basis.

## Grading

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

| Grade | Significance        | Honor Points |
|-------|---------------------|--------------|
| A     | Above Average       | 4            |
| B     | Average             | 3            |
| C     | Below Average       | 2            |
| F     | Failure (no credit) | 0            |

## Other Symbols

|    |                 |
|----|-----------------|
| W  | Withdrew        |
| AU | Audit           |
| X  | In Progress     |
| P  | Pass            |
| I  | Incomplete      |
| NC | No Credit       |
| S  | Satisfactory    |
| NR | No Report       |
| U  | Unsatisfactory  |
| #  | Course Repeated |

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

## Grade Changes

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

## Incompletes and In progress Grades

An incomplete may be requested by the student who has been in attendance, has done satisfactory work (C or better) during the term, and whose work is incomplete for reasons found to be satisfactory to the instructor. A Course Completion Agreement eForm detailing the work to be completed and expected completion date must be submitted by the student, approved by the instructor, and received by the Registrar's Office before the grade submission deadline.

If a grade change eForm is not received by the Registrar's Office prior to the 60th calendar day following the date the original grade was due, the "I" grade will automatically be changed to the official grade as assigned on the agreement.

- The grade of Incomplete (I) is an administrative grade that may only be entered by the Registrar's Office.
- The instructor will submit the grade earned at the time of grade posting if they choose not to approve a Course Completion Agreement or the student does not request one.
- The instructor may complete the agreement on behalf of the student if the student is unable to do so; however, the Agreement must be accompanied by some support from the student (an email, voice mail transcript, etc.) indicating they have authorized the faculty member to sign on their behalf.

Students enrolled in 595, 598, and 599 courses who are unable to complete the course within the enrolled semester may be eligible for an "X" indicating the course is 'in progress.' Course faculty determine if a student has made satisfactory progress on their final project or thesis and assign an in- progress grade.

## Active Status

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

## Continuing Enrollment Policy

Students who have completed **all necessary course work** for their degree and who have registered for their thesis, project, or capstone course but have not completed this final requirement during the semester of registration must register for 589, Continuing Enrollment, each additional and consecutive semester, including summer, while they are completing their final requirement. Continuing Enrollment allows students to continue their active status and maintain access to University faculty, library, and facilities as they complete their work.

A fee of **\$200** will be assessed each semester (including summer) for registration in 589, Continuing Enrollment. Students who fail to register for Continuing Enrollment as required will be considered non-retained in their graduate program. Non-retained students may appeal their status by following the Status Appeals Process.

## Leave of Absence

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

## Request for Term Activation

Students who are inactive in graduate course work for one or two consecutive semesters are eligible to request for term activation by emailing the respective program director. If the program director approves, the student will notify the Graduate School. This option does not apply to students who have registered for their final requirement (thesis, project, capstone course); they should be enrolled in Continuing Enrollment.

## Application for Re-Admission

Admitted students who wish to return to graduate study after having been inactive for three or more consecutive semesters should submit an Application for Readmission in the Graduate School. Accompanying the Application for Readmission should be official transcripts showing additional graduate courses taken from other institutions of higher education while inactive at MSU and an updated Statement of Purpose describing their plans for completing the degree if readmitted. Readmission must be approved by both the program director and head of the Graduate School. This application is found online, [MinotStateU.edu/graduate/current\\_students/index.shtml](https://www.minotstateu.edu/graduate/current_students/index.shtml) ([https://www.minotstateu.edu/graduate/current\\_students/index.shtml](https://www.minotstateu.edu/graduate/current_students/index.shtml)).

## Cumulative Grade Point Average and Course Failures

In order to be retained in the Graduate School, an admitted graduate student must maintain a cumulative grade point average of 3.00 in all 500-level coursework that applies toward the degree. The academic standing of all graduate students will be reviewed at the end of each session. A session is defined by the standard length of the course in the program.

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

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

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

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

At no time will a graduate student be allowed to carry two failed courses on their transcript. A failed grade that has been repeated and earned a passing grade is not counted as a failing grade. A student with two failed courses on their transcript will be dismissed from the Graduate School immediately.

A notation of *Academic Probation* is recorded on a student's unofficial transcript only.

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

## Repeating Courses

No courses with a grade less than a "C" may count toward a graduate degree requirement. If a student receives a grade of "C," that course may be repeated. Both enrollments will be recorded on the student's official transcript with the second final grade used in calculating the grade point average. Graduate courses may only be repeated once.

## Time Requirement

The maximum limit for completion of a graduate degree program is seven years. This is calculated from the date the student first enrolls in course work that is required for the graduate degree. Should any of the course work (resident or transfer) exceed the time limit, the classes must be re-validated or repeated in order to be counted toward the degree. Up to nine semester hours of overage courses may be revalidated and counted towards an advanced degree. See Application for Revalidation of Graduate Courses online, [MinotStateU.edu/graduate/\\_documents/forms/revalidation\\_courses.pdf](https://www.minotstateu.edu/graduate/_documents/forms/revalidation_courses.pdf) ([https://www.minotstateu.edu/graduate/\\_documents/forms/revalidation\\_courses.pdf](https://www.minotstateu.edu/graduate/_documents/forms/revalidation_courses.pdf)).

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 head of the Graduate School must approve the extension.

## Change in Registration

### Program Change

Each student is responsible for the program of study that has been approved by the program director and submitted to the Graduate School no later than the completion of their first **nine semester hours**. A change in a student's program is made only with the approval of their program director and the department chair. An updated program of study must be 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 last day to drop, special consideration may be given to hardship cases if recommended as such by the instructor, department chairperson, and head 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 program director 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 their 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 in Campus Connection eForms. An auditor must meet admission requirements for the Graduate School. The student must pay one-half of the normal tuition to audit the course.

## Institutional Review Board (IRB)

Minot State University's IRB policy requires that all research involving human subjects, whether funded by an external organization or not, must comply with regulations for human subject research established by the U.S. Department of Health and Human Services as described in the Code of Federal Regulations 45 CFR 46 and by Minot State University IRB policies. This means that projects involving human subjects must have IRB approval prior to project initiation. For complete information, including forms, templates, and procedures please visit the IRB website at [MinotStateU.edu/IRB/](https://www.minotstateu.edu/IRB/) (<https://www.minotstateu.edu/IRB/>) or contact the IRB Chair at [irbchair@MinotStateU.edu](mailto:irbchair@MinotStateU.edu).

A graduate student should seek IRB approval after gaining the committee's approval of their research proposal. When approval is obtained and prior to the beginning of the research, the Chair of the IRB will send the approval letter to the researcher electronically.

### **Human Subjects Research in Minot Public**

Researchers studying personnel or students in the Minot School District must complete the Request to Conduct Research in Minot Public Schools form, available on the Home Page of the IRB website. Approval from building principal(s) and the Assistant Superintendent must be obtained prior to seeking IRB approval.

## **Graduate Grade Appeal Process**

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

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

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

**Level 3:** The student may continue the appeals process by requesting in writing that the head of the Graduate School review all data from Levels 1 and 2 and any additional information received from the student, faculty member, program director, and department chairperson and make a decision on the appeal. This level of appeal must be initiated by the student in writing within two weeks from receiving the chair's written decision from Level 2. Within two weeks from the initiation of Level 3, the head of the Graduate School must inform the student, faculty member, program director, and department chairperson of the decision regarding the appeal in writing.

**Level 4:** If the student is still dissatisfied, he or she may continue the appeal process from Level 3 within 14 days of receiving the decision from the head of the Graduate School by requesting in writing that the Graduate Student Rights Committee hear the appeal. The Graduate Student Rights Committee must call a hearing of issues within 30 days of receiving the written request from the student. The student, faculty member, program director, department chairperson, and the head of the Graduate School will be informed in writing within five school days of the decision of the Graduate Student Rights Committee. The decision of the Graduate Student Rights Committee is considered final.

### **Appeal for Late Withdrawal from a Graduate Course**

If a student does not drop a course or withdraw from a graduate course prior to the last day of finals, the student may appeal to the Graduate Student Rights Committee for review. Appeals are granted for extenuating circumstances that are related to the course or courses being appealed. Requests to the Graduate Student Rights Committee must be in writing. The student must provide evidence supporting their request. The request and supporting materials should be provided to the Graduate School, and the student should allow two weeks for a decision by the Graduate Student Rights Committee. The decision of the Graduate Student Rights Committee is considered final.

## **Graduate Policy on Academic Honesty**

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

Should a student become involved in circumstances which allegedly breach a department's policy, that policy will be adhered to in resolving the honesty issue. The department chairperson, in consultation with the program director, will inform the head of the Graduate School and the student in writing of any changes in the student's standing in the department as a result of the academic honesty policy and of the specific honesty infraction. Student disciplinary action may result in accordance with the Student Conduct Policy where appropriate. The head of the Graduate School will officially inform the student by letter of any changes in their graduate student status.

## Appeal Policy for Academic Honesty

The 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.

**Level 1:** The first level of appeal is to the involved faculty member. This appeal must be in writing and should include any information the student feels is important in clarifying the issue in question. The appeal must be initiated 14 days from the time of the student's official notification by the Graduate School 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 in writing within two weeks to the student, the department chairperson, and the head of the Graduate School, regarding their decision on the appeal.

**Level 2:** Within two weeks after receiving the faculty response letter from Level 1, the student may continue the appeal process by requesting in writing that the department review all the data from Level 1 and any additional information deemed pertinent by the student and/or faculty member and make a decision regarding the appeal. The department chairperson must respond in writing within two weeks to the student involved, faculty, and the head of the Graduate School regarding the chairperson's decision on the appeal.

**Level 3:** The student may continue the appeals process by requesting in writing that the head of the Graduate School review all data from Levels 1 and 2 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 2. Within two weeks from the initiation of Level 3, the head of the Graduate School must inform the student, faculty member, and department chairperson of the decision regarding the appeal in writing.

**Level 4:** Within 14 days from receiving the decision from the head of the Graduate School, the student may continue the appeal process from Level 3 to Level 4 by requesting in writing that the Graduate Student Rights Committee hear the approval.

The Graduate Student Rights Committee must call a hearing of issues within 30 days of receiving the written request from the student. The student, faculty, department chairperson, and the head of the Graduate School will be informed in writing within five school days of the decision of the Graduate Student Rights Committee. The decision of the Graduate Student Rights Committee is considered the final decision.

## Graduate Policy on Status Appeal and Re-admission of Dismissed Students

### Status Appeal Process

A student may appeal a non-retained or dismissed status in the Graduate School to the program director of their program of study. The appeal must be in writing accompanied by appropriate documentation to support the student's position. Appeals will be handled by the program director and the head of the Graduate School, as needed. In cases where faculty fill more than one position, the head of the Graduate School will appoint another faculty for the initial discussion. The Graduate School office will notify the student of the outcome of the appeal.

### Readmission of Students Dismissed from the Graduate School

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

## Changes of Name/Address/Phone Number

Students are required to advise the University in writing of any changes of name, address, or phone number. Contact information (address and phone number) should be updated using Campus Connection under Personal Information. Changes of name are processed in the Registrar's Office via a completed Name Change eform with supporting documentation. Concerns about release of directory information should be directed to the Registrar's Office.

Students are required to update their mailing and home addresses within 30 days of moving. If a student's address is determined to no longer be valid, a hold will be placed on the student's account until their address is updated.

### Email Policy

Electronic mail (email), postal, and campus mail are official means by which the University may communicate with students. MSU exercises the right to send emails to students via the students' Minot State University email account and expects that the received emails be read at least weekly.



## Directory Information

The Family Educational Rights and Privacy Act (FERPA) designates certain information related to you as “Directory Information.” Students may request to prevent the release of directory information to third party individuals by notifying the MSU Registrar’s Office by completing the Student Rights to Privacy form found on the Registrar’s Office website. Failure to notify the Registrar’s Office as outlined above indicates implied consent to release directory information. All or a portion of directory information may be released publicly in printed, electronic, or other forms at the discretion of Minot State University on a case-by-case basis. Directory information includes the following data elements:

- Student name (not to include preferred name)
- Hometown (city, state)
- Campus email address
- Major field of study (all declared majors)
- Minor field of study (all declared minors)
- Class level
- Dates of attendance
- Enrollment status (withdrawn, half-time, or full-time)
- Names of previous institutions attended
- Participation in officially recognized activities and sports (released as part of a team roster)
- Height, weight, and photos of athletic team members (released as part of a team roster)
- Honors/awards received (academic honors/awards released at the end of the term and graduation released at the end of the term or as part of graduation/commencement events)
- Degree earned (all degrees earned)
- Date degree earned (dates of all degrees earned)
- Directory photos, photographs, and video recordings of students in public or non-classroom settings (photographs from classrooms or class-related activities are NOT directory information)

If a student provides a preferred name, the college or University tries to use it when communicating directly with the student. Preferred name is a supported business practice unless there is a documented business or legal reason to use a student’s legal name. When communicating with outside third parties, including parents, the college or University generally uses a student’s legal name. When communicating with outside third parties, including parents, the institution generally uses a student’s legal name. A student’s preferred name shall not be considered directory information in order to protect student privacy.

## Student Rights Under FERPA

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

- a. The right to inspect and review the student’s education records within 45 days of the day the University receives a request for access.  
*Students should submit to the Registrar, head of the academic department, or other appropriate official, written requests that identify the record(s) they wish to inspect. The University official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the University official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.*
- b. The right to request the amendment of the student’s education records that the student believes are inaccurate or misleading.  
*Students may ask the University to amend a record that they believe is inaccurate or misleading. They should write the University official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the University decides not to amend the record as requested by the student, the University will notify the student of the decision and advise the student of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.*
- c. The right to consent to disclosures of personally identifiable information contained in the student’s education records, except to the extent that FERPA authorizes disclosure without consent.  
*One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill their professional responsibility. School officials are those members of an institution who act in the student’s educational interest within the limitations of their “need to know.” These may include faculty, administration, clerical and professional employees, other persons who manage student education record information including student employees or agents, and employees of the North Dakota Attorney General’s Office providing support or representation to Minot State University. Examples of a school official may include:*
  - i. a person employed by the University in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health services staff);
  - ii. a person or company with whom the University has contracted, e.g., attorney, auditor, collection agency;
  - iii. a person serving on an institutional governing board;



- iv. a person or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing their tasks.

*Other disclosures allowable without written consent are:*

- i. to institutions in which the student seeks to enroll or is enrolled so long as the disclosure is for purposes relating to the student's enrollment or transfer;
  - ii. to authorized representatives of federal, state, or local educational authorities;
  - iii. to accrediting agencies;
  - iv. in connection with a health or safety emergency;
  - v. to comply with a judicial order or lawfully issued subpoena;
  - vi. concerning information considered "Directory Information."
- d. The right to refuse to permit the designation of all of the aforementioned categories of personally identifiable information as "Directory Information."
- e. The right to file a complaint with the U.S. Department of Education concerning alleged failures by Minot State University to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

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

A copy of the Family Educational Rights and Privacy Act of 1974 is on file and available for inspection at the following campus locations:

|                         |                                |
|-------------------------|--------------------------------|
| Library                 | Director of Residence Life     |
| Career Services         | V.P. of Student Affairs        |
| Academic School Offices | Student Government Association |
| Registrar's Office      | Access Services                |

## Graduate School Degree Offerings

### Education Specialist in School Psychology

MSU - Education Specialist in School Psychology ([minotstateu.edu](https://www.minotstateu.edu)) ([https://www.minotstateu.edu/graduate/future\\_students/programs/school\\_psychology.shtml/](https://www.minotstateu.edu/graduate/future_students/programs/school_psychology.shtml/))

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

**Department of Behavioral Sciences and Criminal Justice Chair:** Dr. Vicki Michels

**Education Specialist in School Psychology Program Director:** Dr. Penny Craven

#### Overview

The Education Specialist Program in School Psychology prepares students for national certification as School Psychologists and meets ESPB standards to practice in North Dakota (please check with your state licensing board for specific criteria for locations outside North Dakota). Graduate students participate in a rigorous three-year program. The program emphasizes hands-on experiences culminating in a one-year, 1,200-hour internship. The program emphasizes rural school psychology in the coursework.

The program provides students with the theoretical and practical skills to be effective school psychologists. The curriculum emphasizes assessment, intervention techniques, collaborative frameworks, and consultative strategies through practicums and rural outreach opportunities. The program trains practitioners who are culturally competent service providers and explores social justice issues in North Dakota with an emphasis on American Indian populations.

The School Psychology Program is approved by the National Association of School Psychologists (NASP) through February 2025.

#### Program Philosophy

The theme of Preparing Leaders who are Reflective Decision Makers is a guide to the mission of the school psychology program at MiSU. This mission prepares students to become competent leaders in the field of school psychology with the knowledge, skills, and dispositions to make effective professional decisions via reflective decision-making. The conceptual framework that supports the theme of Reflective Decision Making + Leadership includes the following thematic strands:

- Professional and Content Standards
- Diversity and Social Justice

- Technology Integration
- Community Partnerships
- Learning Environments

Underlying the conceptual framework is the belief that preparation for all professional educators must be aligned with state, national, and professional standards. This includes the following: a strong emphasis on the development of the student's knowledge, skills, and dispositions, inclusion of all learning environments, focus on diversity, social justice, and technology integration, and the development and enhancement of community partnerships.

Decision-making is viewed as an ongoing interactive process in which a myriad of factors must be understood and balanced in making sound professional decisions. Using the scientist-practitioner approach, students are trained to consider input from a variety of sources, synthesize the information and after reflection make data-based decisions, which result in positive change for children. Also inherent in the theme are teamwork and promoting collaboration with the community and among school-based professionals; this prepares students to become professional leaders who are Reflective Decision-Makers.

### Program Goals and Objectives

The School Psychology program at MiSU utilizes a scientist-practitioner model. Upon graduation, students will possess the knowledge base, necessary clinical skills, and dispositions to serve the educational and mental health needs of children from diverse backgrounds. They will have the skills to function as leaders within educational systems and promote problem-solving through teamwork and collaboration.

Graduates of the MiSU School Psychology program are prepared to provide direct and indirect school psychological services for children, parents, teachers, related school personnel, administrators, and community agencies.

Anchored in the mission, philosophy, and goals stated above, the program subscribes to the following objectives for students enrolled in the MiSU School Psychology program:

- To provide students with knowledge of school organization and operation, to promote their understanding of educational settings as dynamic systems.
- To familiarize students with the role and function of school psychologists as well as current professional standards, ethics, and issues.
- To assist students to acquire data-based reflective decision-making skills, which facilitate outcome-based service delivery.
- To promote student knowledge of human learning and development including cognitive, academic, social, behavioral, affective, and adaptive skills of children.
- To develop students' clinical skills in the assessment of human learning and developmental processes pertinent to serving the educational and mental health needs of children, using various models and techniques.
- To prepare professionals to develop, implement, and evaluate the effectiveness of academic and behavioral interventions.
- To develop communication, collaboration, and consultation skills and the ability to positively engage in teamwork efforts.
- To acquire the ability to work effectively with families, educators, and others in the community and to promote partnerships in providing comprehensive services to children and their families.
- To help students develop an awareness of human diversity and acquire skills to work with children of diverse backgrounds.
- To develop an awareness of and adherence to laws, ethical considerations, and professional dispositions.
- To increase students' knowledge of research, statistics, evaluation methods, and to enable students to integrate theoretical knowledge, empirical research, and professional experience in practice.
- To prepare professionals with the skills needed to incorporate technology throughout school psychology practice.

### Student Learning Outcomes:

Minot State University adheres to NASP's model of comprehensive and integrated school psychological services and is guided by the **NASP 2020 Domains of Practice**. Therefore, students graduating from the School Psychology Program shall demonstrate an understanding of and competence in the 10 NASP 2020 Domains of Practice and be prepared to enter the workforce as competent early career School Psychologists. The **NASP 2020 Domains of Practice** include the following:

- **Domain 1: Data-Based Decision Making** - School psychologists understand and utilize assessment methods for identifying strengths and needs; developing effective interventions, services, and programs; and measuring progress and outcomes within a multitiered system of supports. School

psychologists use a problem-solving framework as the basis for all professional activities. School psychologists systematically collect data from multiple sources as a foundation for decision-making at the individual, group, and systems levels, and they consider ecological factors (e.g., classroom, family, and community characteristics) as a context for assessment and intervention.

- **Domain 2: Consultation and Collaboration** - School psychologists understand varied models and strategies of consultation and collaboration applicable to individuals, families, groups, and systems, as well as methods to promote effective implementation of services. As part of a systematic and comprehensive process of effective decision-making and problem-solving that permeates all aspects of service delivery, school psychologists demonstrate skills to consult, collaborate, and communicate effectively with others.
- **Domain 3: Academic Interventions and Instructional Supports** - School psychologists understand the biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curricula and instructional strategies. School psychologists, in collaboration with others, use assessment and data collection methods to implement and evaluate services that support academic skill development in children.
- **Domain 4: Mental and Behavioral Health Services and Interventions** - School psychologists understand the biological, cultural, developmental, and social influences on mental and behavioral health, behavioral and emotional impacts on learning, and evidence-based strategies to promote social-emotional functioning. School psychologists, in collaboration with others, design, implement, and evaluate services that promote resilience and positive behavior, support socialization and adaptive skills, and enhance mental and behavioral health.
- **Domain 5: School-Wide Practices to Promote Learning** - School psychologists understand systems structures, organization, and theory; general and special education programming; implementation science; and evidence-based, school-wide practices that promote learning, positive behavior, and mental health. School psychologists, in collaboration with others, develop and implement practices and strategies to create and maintain safe, effective, and supportive learning environments for students and school staff.
- **Domain 6: Services to Promote Safe and Supportive Schools** - School psychologists understand principles and research related to social-emotional well-being, resilience and risk factors in learning, mental and behavioral health, services in schools and communities to support multitiered prevention and health promotion and evidence-based strategies for creating safe and supportive schools. School psychologists, in collaboration with others, promote preventive and responsive services that enhance learning, mental and behavioral health, and psychological and physical safety and implement effective crisis prevention, protection, mitigation, response, and recovery.
- **Domain 7: Family, School, and Community Collaboration** - School psychologists understand principles and research related to family systems, strengths, needs, and cultures; evidence-based strategies to support positive family influences on children's learning and mental health; and strategies to develop collaboration between families and schools. School psychologists, in collaboration with others, design, implement, and evaluate services that respond to culture and context. They facilitate family and school partnerships and interactions with community agencies to enhance academic and social-behavioral outcomes for children.
- **Domain 8: Equitable Practices in Diverse Student Populations** - School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse characteristics and the impact they have on development and learning. They also understand principles and research related to diversity in children, families, schools, and communities, including factors related to child development, religion, culture and cultural identity, race, sexual orientation, gender identity and expression, socioeconomic status, and other variables. School psychologists implement evidence-based strategies to enhance services in both general and special education and address potential influences related to diversity. School psychologists demonstrate skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds through an ecological lens across multiple contexts. School psychologists recognize that equitable practices for diverse student populations, respect for diversity in development and learning, and advocacy for social justice are foundational to effective service delivery. While equality ensures that all children have the same access to general and special educational opportunities, equity ensures that each student receives what they need to benefit from these opportunities.
- **Domain 9: Research and Evidence-Based Practice** - School psychologists have knowledge of research design, statistics, measurement, and varied data collection and analysis techniques sufficient for understanding research, interpreting data, and evaluating programs in applied settings. As scientist practitioners, school psychologists evaluate and apply research as a foundation for service delivery and, in collaboration with others, use various techniques and technology resources for data collection, measurement, and analysis to support effective practices at the individual, group, and/or systems levels.
- **Domain 10: Legal, Ethical, and Professional Practice** - School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists. School psychologists provide services consistent with ethical, legal, and professional standards; engage in responsive ethical and professional decision-making; collaborate with other professionals; and apply professional work characteristics needed for effective practice as school psychologists, including effective interpersonal skills, responsibility, adaptability, initiative, dependability, technological competence, advocacy skills, respect for human diversity, and a commitment to social justice and equity.

## Connection to Profession

### Required NASP membership and conference attendance

All Minot State University School Psychology students are required to:

- Become a member of the North Dakota Association of School Psychologists or the state organization where they intend to practice by the end of the first semester.

- Become student members of the National Association of School Psychologists (NASP). The cost of student membership is \$125 per year (2024 rates).
- Attend the NASP Convention either virtually or in person. School Psychology courses will not be in session during the week of the NASP Convention. This only applies to courses with PSY prefixes.

### Performance-Based Assessment

The MiSU School Psychology Program in accordance with the *NASP Standards for Graduate Preparation of School Psychologists* (NASP, 2020) employs a comprehensive, performance-based system to evaluate program quality. The twofold purpose of comprehensive systematic assessment of candidate performance is to ensure that candidates at the completion of their training demonstrate professional competencies which reflect the knowledge, skills, and dispositions that early career School Psychologists should possess and to use the resulting information to monitor candidate progression as well as to evaluate and improve program quality. Assessment data are aggregated and reviewed by the School Psychology faculty on a regular basis to determine program strengths and weaknesses. The School Psychology faculty meets on a regular basis to discuss findings and at the conclusion of the fall and spring semesters each year. Each year, student progress in the program and professional dispositions are carefully monitored and evaluated by the School Psychology faculty, using the Student Progress Evaluation Form for Ed.S. and Professional Dispositions Assessment.

#### First Year

In the second semester of the first year, students are assessed using the Professional Disposition Assessment (PDA) [See *School Psychology Handbook* Appendix B]. Input is solicited from all the student's instructors. The School Psychology faculty completes the PDA, meets with the student to review the assessment results, discusses student strengths, and addresses areas of needed improvement. If warranted, specific recommendations for improvement are documented and a written remediation plan is developed and enacted (See *School Psychology Handbook* Appendices K and L).

In March of the first year, students sit for the Written Preliminary Examination. The Written Preliminary Examination consists of four essay questions that are designed to assess students' school psychological knowledge base and their ability to write in a coherent, organized manner. Written Preliminary Examinations are scored by the School Psychology faculty. Students who fail questions participate in remediation lectures held on Saturdays and then sit for a re-examination. Should a student either fail to attend remediation sessions and/or fail to pass the re-examination the student will be required to meet with the core School Psychology faculty and outside members of the faculty as appropriate to discuss the student's standing in the program. The result of this meeting will be either further remediation or dismissal from the program (See *School Psychology Handbook* Appendices K and L).

Students who fail to maintain a minimum of a 3.0 GPA in all academic work completed during their first academic year or who earn a "C" or below in PSY 514 Cognitive Assessment will not be allowed to enter practicum (until courses are retaken and a "B" is earned). Failure to meet this criterion will result in a review of the student's status in the program. Upon completion of the review, the School Psychology faculty may recommend dismissal from the program or continuation with a remediation plan (See *School Psychology Handbook* Appendices K and L).

#### Second Year

During the second year professional disposition is assessed through the School Psychology Practicum Evaluation Form (See *School Psychology Handbook* Appendix C). At the end of the fall semester and at the end of the spring semester, students are assessed on professional disposition based on the 2020 NASP Practice Domains. The university instructor/supervisor meets with students and reviews their field-based supervisor's evaluations at the end of the fall and spring semesters.

Students take the Written Comprehensive Examination in the spring semester of their second year. The Written Comprehensive Examination incorporates core and supporting area coursework. The Written Comprehensive Examination is eight hours in length and consists of four essay questions and case vignettes. Students who fail their Comprehensive Written Examination or pass with conditions will meet with the School Psychology Committee, including core School Psychology faculty and outside members as appropriate, to discuss the results of their examination and develop a remediation plan (See *School Psychology Handbook* Appendices K & L). The remediation plan may include rewriting all or parts of the written examination or doing an oral defense of the written exam questions. Should an oral defense be deemed necessary, the oral defense is presented to the School Psychology Program Director, core School Psychology faculty, and outside members of the faculty as appropriate.

Students must maintain a grade of "B" or better in PSY 514 Individual Cognitive Assessment, PSY 584/PSY 585 Practicum I and II, and PSY 598/599 Internship I and II to continue in the program. Courses must be repeated when less than a "B" is earned. Failure to obtain a grade of "B" or better the second time will result in dismissal from the program. Students may appeal the decision and request an exception with the School Psychology graduate faculty.

#### Third Year

During the third year, students are evaluated by their field-based supervisor at the end of the fall and spring semesters using the Internship Evaluation Form (See *Internship Guidelines*). The university internship instructor/supervisor reviews the student's evaluation, conducts an interview with the field-based supervisor, and reviews the results and any other professional disposition concerns that have been detected with the student in a scheduled meeting conducted at the conclusion of the fall and spring internship semesters. During this meeting, the university internship instructor/supervisor also reviews student strengths and areas of needed improvement. The Internship Evaluation Forms are placed in the student's file.

A Portfolio is developed in the third year by students to document their full range of professional competencies. Each section of the portfolio (Based on the 10 NASP 2020 Domains of Practice) is reviewed by the internship instructor/supervisor and School Psychology Program Director and rated as

“acceptable” or “needs improvement”. Students who obtain “needs improvement” ratings must work with the internship instructor/supervisor and the School Psychology Program Director to correct artifacts and reflections. The student cannot graduate until they receive an “acceptable” rating on all domains as assessed through the NASP Portfolio Rubric. Students must submit evidence to support each of the 10 NASP 2020 Domains of Practice in their Portfolio (See *School Psychology Handbook* Internship Guidelines).

An Academic Case Study and Behavioral Case Study are completed during the internship year. These case studies are evaluated by the internship instructor/supervisor using the NASP Case Study Rubric (Appendix J). The Academic Case Study and Behavioral Case Study are evaluated by the university internship instructor/supervisor and are submitted as graded assignments in PSY 598 Internship I and PSY 599 Internship II. Should a student not meet expectations for either case study he or she will meet with the university instructor/supervisor to create a plan to make corrections and/or redo the assignment. These case studies are included in the Portfolio and passage of the Portfolio in all 10 NASP 2020 Practice Domains is required for graduation.

All students must take and pass the Praxis II with a score of 155 or better prior to graduation. The Praxis II may be taken multiple times, but students will not graduate until a passing grade is obtained.

Throughout the program, student professional dispositions are monitored in and out of class. If at any time, a student's behavior breaches American Psychological Association (APA) and/or NASP ethical and/or professional standards, the student is required to meet with the School Psychology core faculty to discuss the concern and to develop a plan for addressing corrective measures. Depending on the severity of the violation, a student could be placed on an academic improvement plan or at the extreme, could be dismissed from the program (See *School Psychology Handbook* Appendices K and L).

Students are also expected to follow the MiSU code of conduct and follow guidelines related to academic honesty (See MiSU Student Code of Conduct <https://catalog.minotstateu.edu/graduate/student-conduct-policy/> and Graduate Policy on Academic Honesty <https://catalog.minotstateu.edu/graduate/policies-regulations/grad-academic-honesty/>).

### Procedures for Remediation

For students who do not meet the criteria for progression and retention, the following procedures will be implemented with all steps documented in writing and communicated to the student during a conference with his/her advisor and/or other appropriate program faculty.

The student will be notified in writing of the specific problem areas by his or her advisor (See *School Psychology Handbook* Appendix A). A written plan to remediate the problem areas will be developed by the student and the School Psychology graduate faculty. The plan will specify problem areas, courses of action, and a date for re-evaluation. During the remedial period, the student will be on probation (See *School Psychology Handbook* Appendices K and L).

Upon completion of the re-evaluation, the committee will recommend one of the following options:

- Determine that remediation has been successful and the student is allowed to continue in the program;
- Continue remediation with an updated remedial plan and a new date set for re-evaluation;
- Or dismissal from the program.

The student may appeal the decision and make a request for an exception with the School Psychology graduate faculty.

### Requirements for Graduation

Graduation requirements include an overall GPA of 3.0 or above, successful completion of the Preliminary Examination and Comprehensive Examination, a score of “acceptable” on all 10 NASP 2020 Domains in the Portfolio, “acceptable” ratings in all areas of the assessment on the Academic and Behavioral Case Studies, and passage of the Praxis II with a score no lower than 155. An official copy of the Praxis II results must be submitted to the student's advisor. Finally, successful completion of all courses outlined in the student's Program of Study. Prior to graduation the Program Director of the School Psychology Program will review student files and sign complete graduation applications.

## Departmental Admission Standards

The School Psychology Program is committed to broadening diversity within the program. Students from diverse backgrounds are encouraged to apply. Students with permanent residence in North Dakota will receive priority consideration.

Prospective students must have/consider the following:

- a. Completion of a bachelor's degree with a minimum GPA of 3.0.
- b. Completion of Graduate Record Exam (GRE).
- c. Three letters of recommendation must be submitted as part of the application packet.
- d. Students who apply to the School Psychology program should have a strong background either in education or psychology and preferably in both. Students with backgrounds from related fields will also be considered.

- e. Completion of all admission requirements of the Graduate School at Minot State University. Students who have applied for admission by March 1st, for the next academic year, will be given priority consideration. Applications will be taken until the cohort is full.

## 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:

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

## Academic Honesty Appeal Policy

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

## Grading Policy

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

## Grade Appeal Policy

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

## Written Qualifying Comprehensive Exams

Students will demonstrate their knowledge of school psychology through written qualifying and comprehensive exams. These exams will be taken in the fall of the student's first year of graduate work and in the spring of the students second year.

## Required Courses (70 SH Minimum)

|          |                                                        |   |
|----------|--------------------------------------------------------|---|
| ED 540   | Reading: Advance Diag and Remed                        | 2 |
| ED 541   | Clinical Practice Remedial Read                        | 2 |
| SPED 517 | Methods for Mild Disabilities                          | 3 |
| SPED 510 | Law and Policy in Special Education                    | 3 |
| PSY 503  | Statistics I                                           | 3 |
| PSY 511  | Human Growth and Development                           | 3 |
| PSY 512  | Research Design and Measurement                        | 4 |
| PSY 514  | Individual Cognitive Assessment                        | 4 |
| PSY 515  | Academic Assessment                                    | 4 |
| PSY 518  | Psychopathology of Children                            | 3 |
| PSY 525  | Role and Function of School Psychologist               | 3 |
| PSY 533  | Social and Behavioral Interventions in School          | 3 |
| PSY 583  | Diversity in the Schools                               | 3 |
| PSY 584  | School Psychology Practicum I                          | 3 |
| PSY 585  | School Psychology Practicum II                         | 3 |
| PSY 586  | Clinical Experience                                    | 3 |
| PSY 590  | Counseling Skills                                      | 3 |
| PSY 593  | School Safety, Crisis Preparation, and Crisis Response | 3 |
| PSY 594  | Consultation and Collaboration                         | 3 |
| PSY 597  | Thesis (optional)                                      | 3 |
| PSY 598  | Internship                                             | 6 |



# Master of Arts in Teaching Special Education

## Master of Arts in Teaching Special Education

Department website: <https://www.MinotStateU.edu/sped/> (<https://www.minotstateu.edu/sped/>)

MSU-Special Education ([minotstateu.edu](https://www.minotstateu.edu)) ([https://www.minotstateu.edu/graduate/future\\_students/programs/special-education.shtml/](https://www.minotstateu.edu/graduate/future_students/programs/special-education.shtml/))

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

**Department of Education and Inclusive Services Chair:** Dr. Daniel Conn

**MS Special Education Program Director:** Dr. Holly Pedersen

### Special Education Department Motto

PURPOSE FUELED BY PASSION: *Inclusive Schools, Inclusive Communities, Inclusive Communication*

### Special Education Department Vision

We believe human diversity strengthens us all. We strive for a world where people of all abilities are valued for their contributions and meaningfully included in all aspects of society.

### Special Education Department Mission

To achieve our vision by preparing high quality professionals, at both initial and advanced levels, who are equipped with the knowledge and skills to be leaders in their respective disciplines. Our mission is accomplished through current and innovative teaching and learning experiences, impactful community service, and practical research and assessment. Our daily practice focuses on engagement, collaboration, and problem-solving to advance this mission.

### Overview

The Master of Arts in Teaching Special Education (MAT SPED) is intended for candidates seeking initial teacher licensure. The program provides a solid foundation in special education pedagogy through a set of core coursework and a concentration area, including clinical application and final practicum. The MAT SPED degree consists of a set of core classes and a program concentration area. All Special Education graduate programs are available online and designed for the varied needs of candidates who are also working professionals. MAT SPED candidates are required to be working in a prek-12 special education setting to complete the degree.

## Program Concentration Areas

- Deaf or Hard of Hearing Education
- Early Childhood Special Education
- General Special Education (for students with mild-moderate learning disabilities, intellectual disabilities and autism, and emotional behavioral disabilities)

The seven student learning goals of the program align with the initial teacher preparation standards and the early interventionist/early childhood standards of the Council for Exceptional Children (CEC):

| Student Learning Goals                                                                                                                                                                                                                                                                                                                                                                               | Student Learning Outcomes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| SLG 1: Engaging in Professional Learning and Practice within Ethical Guidelines Candidates practice within ethical and legal guidelines; advocate for improved outcomes for individuals with exceptionalities and their families while considering their social, cultural, and linguistic diversity; and engage in ongoing self-reflection to design and implement professional learning activities. | SLO 1: Candidates practice within ethical guidelines and legal policies and procedures. SLO 2: Candidates advocate for improved outcomes for individuals with exceptionalities and their families while addressing the unique needs of those with diverse social, cultural, and linguistic backgrounds. SLO 3: Candidates design and implement professional learning activities based on ongoing analysis of student learning; self-reflection; and professional standards, research, and contemporary practices. |



|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>SLG 2: Understanding and Addressing Each Individual's Developmental and Learning Needs Candidates use their understanding of human growth and development, the multiple influences on development, individual differences, diversity, including exceptionalities, and families and communities to plan and implement inclusive learning environments and experiences that provide individuals with exceptionalities high quality learning experiences reflective of each individual's strengths and needs.</p>                                                                                                   | <p>SLO 1: Candidates apply understanding of human growth and development to create developmentally appropriate and meaningful learning experiences that address individualized strengths and needs of students with exceptionalities. SLO 2: Candidates use their knowledge and understanding of diverse factors that influence development and learning, including differences related to families, languages, cultures, and communities, and individual differences, including exceptionalities, to plan and implement learning experiences and environments.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <p>SLG 3: Demonstrating Subject Matter Content and Specialized Curricular Knowledge Candidates apply their understanding of the academic subject matter content of the general curriculum and specialized curricula to inform their programmatic and instructional decisions for learners with exceptionalities.</p>                                                                                                                                                                                                                                                                                                | <p>SLO 1: Candidates apply their understanding of academic subject matter content of the general curriculum to inform their programmatic and instructional decisions for individuals with exceptionalities. SLO 2: Candidates augment the general education curriculum to address skills and strategies that students with disabilities need to access the core curriculum and function successfully within a variety of contexts as well as the continuum of placement options to assure specially designed instruction is developed and implemented to achieve mastery of curricular standards and individualized goals and objectives.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <p>SLG 4: Using Assessment to Understand the Learner and the Learning Environment for Data-based Decision Making Candidates assess students' learning, behavior, and the classroom environment in order to evaluate and support classroom and school-based problem-solving systems of intervention and instruction. Candidates evaluate students to determine their strengths and needs, contribute to students' eligibility determination, communicate students' progress, inform short and long-term instructional planning, and make ongoing adjustments to instruction using technology as appropriate.</p>     | <p>SLO 1: Candidates collaboratively develop, select, administer, analyze, and interpret multiple measures of student learning, behavior, and the classroom environment to evaluate and support classroom and school-based systems of intervention for students with and without exceptionalities. SLO 2: Candidates develop, select, administer, and interpret multiple, formal and informal, culturally and linguistically appropriate measures and procedures that are valid and reliable to contribute to eligibility determination for special education services. SLO 3: Candidates assess, collaboratively analyze, interpret, and communicate students' progress toward measurable outcomes using technology as appropriate, to inform both short- and long-term planning, and make ongoing adjustments to instruction.</p>                                                                                                                                                                                                                                                                                                                                                                         |
| <p>SLG 5: Supporting Learning Using Effective Instruction Candidates use knowledge of individuals' development, learning needs, and assessment data to inform decisions about effective instruction. Candidates use explicit instructional strategies and employ strategies to promote active engagement and increased motivation to individualize instruction to support each individual. Candidates use whole group instruction, flexible grouping, small group instruction, and individual instruction. Candidates teach individuals to use meta-cognitive strategies to support and self-regulate learning.</p> | <p>SLO 1: Candidates use findings from multiple assessments, including student self-assessment, that are responsive to cultural and linguistic diversity and specialized as needed, to identify what students know and are able to do. They then interpret the assessment data to appropriately plan and guide instruction to meet rigorous academic and non-academic content and goals for each individual. SLO 2: Candidates use effective strategies to promote active student engagement, increase student motivation, increase opportunities to respond, and enhance self-regulation of student learning. SLO 3: Candidates use explicit, systematic instruction to teach content, strategies, and skills to make clear what a learner needs to do or think about while learning. SLO 4: Candidates use flexible grouping to support the use of instruction that is adapted to meet the needs of each individual and group. SLO 5: Candidates organize and manage focused, intensive small group instruction to meet the learning needs of each individual. SLO 6: Candidates plan and deliver specialized, individualized instruction that is used to meet the learning needs of each individual.</p> |
| <p>SLG 6: Supporting Social, Emotional, and Behavioral Growth Candidates create and contribute to safe, respectful, and productive learning environments for individuals with exceptionalities through the use of effective routines and procedures and use a range of preventive and responsive practices to support social, emotional and educational well-being. They follow ethical and legal guidelines and work collaboratively with families and other professionals to conduct behavioral assessments for intervention and program development.</p>                                                         | <p>SLO 1: Candidates use effective routines and procedures to create safe, caring, respectful, and productive learning environments for individuals with exceptionalities. SLO 2: Candidates use a range of preventive and responsive practices documented as effective to support individuals' social, emotional, and educational well-being. SLO 3: Candidates systematically use data from a variety of sources to identify the purpose or function served by problem behavior to plan, implement, and evaluate behavioral interventions and social skills programs, including generalization to other environments.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |

SLG 7: Collaborating with Team Members Candidates apply team processes and communication strategies to collaborate in a culturally responsive manner with families, paraprofessionals, and other professionals within the school, other educational settings, and the community to plan programs and access services for individuals with exceptionalities and their families.

SLO 1: Candidates utilize communication, group facilitation, and problem-solving strategies in a culturally responsive manner to lead effective meetings and share expertise and knowledge to build team capacity and jointly address students' instructional and behavioral needs. SLO 2: Candidates collaborate, communicate, and coordinate with families, paraprofessionals, and other professionals within the educational setting to assess, plan, and implement effective programs and services that promote progress toward measurable outcomes for individuals with and without exceptionalities and their families. SLO 3: Candidates collaborate, communicate, and coordinate with professionals and agencies within the community to identify and access services, resources, and supports to meet the identified needs of individuals with exceptionalities and their families. SLO 4: Candidates work with and mentor paraprofessionals in the paraprofessionals' role of supporting the education of individuals with exceptionalities and their families.

## Master of Art in Teaching Special Education

This program prepares entry level educators for preK through 12th grade to teach children and youth with disabilities. These programs are approved by the North Dakota Education Standards and Practices Board (ESPB) and the Council for the Accreditation of Educator Preparation (CAEP).

The Master of Arts in Teaching Special Education is intended for candidates seeking initial teacher licensure. The program provides a solid foundation in special education pedagogy through a set of core coursework and a concentration area, including clinical application and final practicum. Candidates may choose from one of the following concentration areas: General Special Education (GEN), Early Childhood Special Education (ECSE) or Deaf and Hard of Hearing Education (DHH).

### MAT Required Core:

|                    |                                                      |           |
|--------------------|------------------------------------------------------|-----------|
| ED 522             | Curriculum Design and Assessment                     | 3         |
| SPED 505           | Interdisciplinary Collaboration in Special Education | 3         |
| SPED 506           | Introduction to Exceptional Children                 | 3         |
| SPED 531           | Psychoeducational Aspects of Exceptional Children    | 3         |
| SPED 561           | Classroom Management and Positive Behavior Support   | 3         |
| SPED 519           | Final Practicum                                      | 4         |
| <b>Total Hours</b> |                                                      | <b>19</b> |

### General Special Education Concentration

|                    |                                                                      |           |
|--------------------|----------------------------------------------------------------------|-----------|
| SPED 550           | Special Education Assessment                                         | 4         |
| SPED 547           | Methods for High Incidence Disabilities                              | 3         |
| SPED 551           | Inclusive Practices                                                  | 3         |
| SPED 548           | Introduction to Intellectual Disability and Autism Spectrum Disorder | 3         |
| SPED 532           | Communication Development and Interventions                          | 3         |
| SPED 556           | Introduction to Learning and Emotional/Behavioral Disabilities       | 3         |
| <b>Total Hours</b> |                                                                      | <b>19</b> |

### Early Childhood Special Education Concentration

|                    |                                                         |           |
|--------------------|---------------------------------------------------------|-----------|
| SPED 504           | Introduction to Services for Young Exceptional Children | 3         |
| SPED 509           | Infant/Toddler Development                              | 3         |
| SPED 529           | Assistive Technology                                    | 2         |
| SPED 532           | Communication Development and Interventions             | 3         |
| SPED 543           | Methods of Teaching ECSE                                | 3         |
| SPED 563           | Family and Community Systems in Early Intervention      | 3         |
| SPED 533           | Clinical Practice                                       | 1         |
| <b>Total Hours</b> |                                                         | <b>18</b> |

### Deaf/Hard of Hearing Education Concentration

|          |                                                              |   |
|----------|--------------------------------------------------------------|---|
| SPED 513 | Deaf Studies                                                 | 3 |
| SPED 565 | Early Intervention: Deaf/HH                                  | 3 |
| SPED 583 | Strategies to Support Listening and Spoken Language          | 3 |
| SPED 584 | Teaching Language to Deaf/HH                                 | 3 |
| SPED 585 | Advanced Audiology for Educators of the Deaf/Hard of Hearing | 3 |

|                                                               |                                   |           |
|---------------------------------------------------------------|-----------------------------------|-----------|
| SPED 586                                                      | Teaching Reading/Academics to DHH | 4         |
| Pre-Requisite of an Introductory Course (SPED 512) may apply. |                                   |           |
| SPED 533                                                      | Clinical Practice                 | 1         |
| <b>Total Hours</b>                                            |                                   | <b>20</b> |

## Master of Education

MSU - Education (minotstateu.edu) ([https://www.minotstateu.edu/graduate/future\\_students/programs/education.shtml/](https://www.minotstateu.edu/graduate/future_students/programs/education.shtml/))  
**(701) 858-3028 or 1 (800) 777-0750 ext. 3028**

**Department of Education and Inclusive Services Chair:** Dr. Daniel Conn  
**M. Ed. Program Director:** Dr. Laura Zucca

### Overview

Minot State University's Master of Education degree focuses on improving knowledge and skills relative to teaching and learning. The program concentrates on:

- examining current trends in curriculum and instruction,
- developing breadth and depth in knowledge and understanding of the teaching and learning process,
- developing skills necessary to do action research, and
- enhancing the knowledge base in the content area of choice.

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

The program consists of a minimum of 30 semester hours of graduate credit with a common core of 18 semester hours that all M.Ed. candidates must take. The elective component may reflect a particular concentration or it may be a self-designed concentration which is a combination of graduate course work acceptable to the director of the M.Ed. program--in which case there will be no mention of a particular discipline on the degree.

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

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

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

### Master of Education Program

The Master of Education degree is designed around the Teacher Education Unit's ARK Conceptual Framework, including Action, Reflection, and Knowledge and reflects the TEU's focus on current cognitive science research. The program outcomes for the M.Ed. are aligned with the National Board for Professional Teaching Standards, 2012 InTASC Standards and North Dakota Program Approval Standards for Advanced Programs for Teachers. Expectations of candidates in the program include:

#### Student Learning Goals (SLG) and Student Learning Outcomes (SLP):

| Student Learning Goals                                                                                                                                                        | Student Learning Outcomes                                                                            |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|
| SLG 1: Instructional Strategies: M. Ed. candidates will demonstrate the ability to use multiple instructional strategies and match instructional strategies to student needs. | SLO 1.1: Candidates will demonstrate the ability to match instructional strategies to student needs. |
|                                                                                                                                                                               | SLO 1.2: Candidates will use multiple instructional strategies.                                      |
| SLG 2: Pedagogy and Content: M. Ed. candidates will demonstrate mastery of disciplinary subjects and appropriate pedagogy for the discipline(s) they teach.                   | SLO 2.1: Candidates will demonstrate appropriate pedagogy for the discipline/s they teach.           |
|                                                                                                                                                                               | SLO 2.2: Candidates will demonstrate mastery of disciplinary subjects.                               |

SLG 3: Assessment and Monitoring: M. Ed. candidates will describe and be able to use a range of assessment approaches; and will compare and contrast a variety of management models.

SLO 3.1: Candidates develop appropriate informal and formal assessment techniques.

SLO 3.2: Candidates will describe a range of assessment approaches.

SLO 3.3: Candidates will compare and contrast a variety of management models.

SLG 4: Reflective Practice/Research: M. Ed. candidates will critique their professional practice, formulate research-based plans for changes in professional practice, and will apply their study to educational questions and issues in a program capstone.

SLO 4.1: Candidates will critique their professional practice.

SLO 4.2: 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.

SLO 4.3: Candidates will collaborate with professionals to design a relevant thesis or culminating project in the field.

SLO 4.4: Candidates will apply appropriate research methodologies to educational questions and issues.

SLG 5: Collaboration: M. Ed. candidates will collaborate with professionals in the field, analyze the relationships between schools and society, and describe processes by which positive relationships may be developed.

SLO 5.1: Candidates collaborate with professionals in the field.

SLO 5.2: Candidates will analyze the relationships between schools and society.

SLO 5.3: Candidates will describe processes by which positive relationships may be developed with families and with the larger community.

SLG 6: Technology Incorporation: M. Ed. candidates will use current, appropriate technologies, and will analyze best practice in using technology to benefit student learning.

SLO 6.1: Candidates will use current, appropriate technologies.

SLO 6.2: Candidates will analyze best practice in relation to technology use as related to student learning.

## Admission Standards

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

- an overall GPA of 2.75 or 3.0 G.P.A in the last 60 hours of coursework,
- a completed bachelor's degree in education or a related area
- Present position in educational institution or minimum of two years' experience in education or a related area.

Admission applications are recommended to the Graduate School by the Master of Education Program Director in consultation with M.Ed. Core faculty and, for those seeking approved concentrations or licensure endorsements, the departments/divisions in which those specializations reside. M.Ed. Core class enrollment size is capped to assure quality interaction with faculty and the best possible experience for our students.

### Admission Packet Deadlines:

**Summer:** Domestic Only Applications Accepted-May 15

**Fall:** Domestic-July 15, International-May 30

**Spring:** Domestic-Nov. 15; International-Sept. 30

## Retention Policy

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

## Academic Honesty

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

## Overview

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

### M.Ed. Core (18 credits)

|                    |                                                            |              |
|--------------------|------------------------------------------------------------|--------------|
| ED 501             | Designing and Interpreting Education Research/Quantitative | 3            |
| ED 502             | Designing and Interpreting Ed Research/Qualitative         | 3            |
| ED 519             | Diversity in a Global Perspective                          | 3            |
| ED 521             | Integrating Technology into Teaching and Learning          | 3            |
| ED 522             | Curriculum Design and Assessment                           | 3            |
| ED 535             | Models of Teaching and Learning                            | 3            |
| ED 550             | Dynamics of Managing Learning                              | 3            |
| ED 595             | Capstone Project                                           | 1-6          |
| or ED 598          | Project and Report                                         |              |
| or ED 599          | Thesis                                                     |              |
| or ENGL 599        | Thesis                                                     |              |
| or MATH 595        | Capstone Project                                           |              |
| or MATH 598        | Action Research Project                                    |              |
| or MATH 599        | Thesis                                                     |              |
| or BIT 595         | MSIS Capstone Project                                      |              |
| or BIT 598         | Project                                                    |              |
| or ART 598         | Professional Exhibition                                    |              |
| <b>Total Hours</b> |                                                            | <b>22-27</b> |

### M.Ed. Core Secondary Mathematics (13 credits)

|                    |                                                    |           |
|--------------------|----------------------------------------------------|-----------|
| ED 502             | Designing and Interpreting Ed Research/Qualitative | 3         |
| ED 519             | Diversity in a Global Perspective                  | 3         |
| ED 522             | Curriculum Design and Assessment                   | 3         |
| ED 535             | Models of Teaching and Learning                    | 3         |
| ED 550             | Dynamics of Managing Learning                      | 3         |
| <b>Total Hours</b> |                                                    | <b>15</b> |

## Concentrations or Electives (minimum 10 credits)

Information on full concentrations or specialization electives can be viewed under the Concentrations tab. All options require completion of either a Project and Report or a Thesis, as the capstone assessment for the M.Ed. degree and a minimum of 12 SH in a specialization.

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

The M. Ed. requires a minimum of 2 SH and maximum of 3 SH in either a ED 598 Project and Report or ED 599 Thesis, as the capstone assessment for the M.Ed. degree. The research sequence begins with ED 501 Designing and Interpreting Education Research/Quantitative and ED 502 Designing and Interpreting Ed Research/Qualitative taken in the first year, continues in the M.Ed. Seminars and work with the Graduate Committee, and finishes with 598/599. Graduate students in the M.Ed. program may elect to complete either a thesis or a project. Those choosing the thesis option (599) must satisfy the general requirements for a thesis outlined in the Minot State University Graduate Catalog. Graduate students wishing to pursue the project option must register for ED 598 or the appropriate 598 course within their concentration area. The graduate students will learn the techniques of action research and will apply those skills in an action research project. A written report completes the requirement. Project reports have a seven-chapter format; available from the Director of the M.Ed. Program. Both theses and projects will be guided by, and eventually approved by, a graduate committee consisting of one faculty member from the chosen concentration, one faculty member from the M. Ed. Core faculty and one member outside of the Department of Teacher Education and Human Performance.

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

## Continuing Enrollment

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

### Specialized Electives

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

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

### Community Engagement and Diversity Experiences

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

### Concentration Options

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

## Art Concentration (Minimum 15 SH)

### Coordinator: Linda Olson

Select 6 to 10 credits from the following:

6-10

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

Select 4 to 7 credits from the following:

7-10

|                       |                                             |
|-----------------------|---------------------------------------------|
| ART 525               | Research in Art Education                   |
| ART 540               | Art History: Contemporary Trends and Theory |
| ART 550               | Issues in Art: Graduate Seminar             |
| ART 598<br>or ART 599 | Professional Exhibition<br>Thesis           |

**Total Hours**

**15**

## Business Concentration (15 SH)

**Coordinator: Jan Repnow**

|                      |                                        |           |
|----------------------|----------------------------------------|-----------|
| BIT 510              | Leadership Communication               | 3         |
| BIT 562              | Management Information Systems         | 3         |
| BIT 581              | Contemporary Methods Teaching Business | 3         |
| BIT 592              | Special Topics                         | 3         |
| BIT 598<br>or ED 599 | Project<br>Thesis                      | 3         |
| <b>Total Hours</b>   |                                        | <b>15</b> |

## Cognitive Science Concentration (14-16 SH)

**Coordinator: Dr. Sophia Rammell**

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

*Required mind/brain/education anchor courses:*

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

### Required

|        |                                       |     |
|--------|---------------------------------------|-----|
| ED 557 | Readings in Cognitive Science         | 1-3 |
| ED 558 | Trauma Informed Practice for Teachers | 3   |

### Electives

|                    |                                                    |              |
|--------------------|----------------------------------------------------|--------------|
| SPED 502           | -Studies in Autism Spectrum Disorders              |              |
| SPED 509           | Infant/Toddler Development                         |              |
| SPED 531           | Psychoeducational Aspects of Exceptional Children  |              |
| SPED 561           | Classroom Management and Positive Behavior Support |              |
| SPED 572           | -Methods Of Teaching the Learning Disabled         |              |
| ED 530             | Development and Strategies for Educators           |              |
| ED 540             | Reading: Advance Diag and Remed                    |              |
| ED 541             | Clinical Practice Remedial Read                    |              |
| ED 544             | Neurobiology of Communication                      |              |
| ED 554             | Teaching Reading in the Content Areas              |              |
| ED 572             | Data Driven Instruction                            |              |
| ED 573             | Educational Leadership                             |              |
| <b>Total Hours</b> |                                                    | <b>14-16</b> |

## Curriculum and Instruction Concentration (12 SH)

**Coordinator: Dr. Daniel Conn**

|                    |                         |           |
|--------------------|-------------------------|-----------|
| ED 570             | Curriculum Theory       | 3         |
| ED 571             | Assessment Theory       | 3         |
| ED 572             | Data Driven Instruction | 3         |
| ED 573             | Educational Leadership  | 3         |
| <b>Total Hours</b> |                         | <b>12</b> |

## English Concentration (14-15 SH)

**Coordinator: Dr. Samuel Stinson**

### Core

|          |                                |   |
|----------|--------------------------------|---|
| ENGL 516 | Research in Teaching Writing   | 3 |
| ENGL 536 | Enrich Reading in Content Area | 3 |

### Electives



Select from the following:

6

|          |                                    |  |
|----------|------------------------------------|--|
| ENGL 525 | Topics in Language Arts Pedagogy   |  |
| ENGL 535 | Topics in Teaching Literature      |  |
| ENGL 540 | Prof Issues and Methods In English |  |
| ENGL 543 | Pract. Approach to Teach Writing   |  |
| ENGL 545 | Topics in Teaching Writing         |  |
| ENGL 592 | Special Topics                     |  |
| ENGL 597 | Independent Study                  |  |

**Total Hours****12**

## Music Education Concentration (12-16 SH)

### Music Education (12-16 SH)

|          |                                |   |
|----------|--------------------------------|---|
| MUSC 520 | Critical Issues in Music Educ. | 3 |
| MUSC 501 | Research in Music Education    | 3 |
| MUSC 521 | Foundations in Music Education | 3 |
| MUSC 522 | Psychology of Music            | 3 |

**Total Hours****12**

Additional private study elective credits within the music specialization are available to all M.Ed-Music students in conducting, composition/arranging, and studio work in vocal and instrumental areas. These 1 SH electives, repeatable for credit, are subject to approval by the instructor(s) for each semester in which the study would take place and each would add to the established minimum of 30 SH.

## Physical Education Concentration (12 SH)

|         |                                               |   |
|---------|-----------------------------------------------|---|
| KIN 510 | Sports Leadership and Administration          | 3 |
| KIN 560 | Sports Media and Event Planning               | 3 |
| KIN 540 | Foundations of Sports and Exercise Psychology | 3 |
| KIN 555 | Sports Law                                    | 3 |

**Total Hours****12**

## Reading Concentration (14 SH)

### Coordinator: Dr. Lisa Borden-King

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

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

6

|                     |                              |   |
|---------------------|------------------------------|---|
| ED 598<br>or ED 599 | Project and Report<br>Thesis | 2 |
|---------------------|------------------------------|---|

**Total Hours****14**

## Secondary Mathematics Concentration (18 SH)

### Coordinator: Dr. Laurie Geller

#### M.Ed. Core Secondary Mathematics

|        |                                                    |   |
|--------|----------------------------------------------------|---|
| ED 502 | Designing and Interpreting Ed Research/Qualitative | 3 |
| ED 519 | Diversity in a Global Perspective                  | 3 |
| ED 522 | Curriculum Design and Assessment                   | 3 |
| ED 535 | Models of Teaching and Learning                    | 3 |
| ED 550 | Dynamics of Managing Learning                      | 3 |

**Total Hours****15**

#### Secondary Mathematics Concentration

Take 5 of the following 6 courses:

15

|                                    |                                                          |           |
|------------------------------------|----------------------------------------------------------|-----------|
| MATH 508                           | History and Philosophy of Mathematics for Teachers       |           |
| MATH 513                           | Precalculus for Teachers                                 |           |
| MATH 514                           | Geometry for Teachers                                    |           |
| MATH 521                           | Probability and Statistics for Teachers                  |           |
| MATH 565                           | Calculus for Teachers                                    |           |
| MATH 590                           | Trends, Methods, and Technology in Mathematics Education |           |
| Take one of the following courses: |                                                          | 3         |
| MATH 595                           | Capstone Project                                         |           |
| or MATH 598                        | Action Research Project                                  |           |
| or MATH 599                        | Thesis                                                   |           |
| <b>Total Hours</b>                 |                                                          | <b>18</b> |

## Special Education Concentration (17 SH)

**Coordinator: Dr. Holly Pedersen**

### Required

|                                                   |                                                                |              |
|---------------------------------------------------|----------------------------------------------------------------|--------------|
| SPED 510                                          | Law and Policy in Special Education                            | 3            |
| SPED 531                                          | Psychoeducational Aspects of Exceptional Children              | 3            |
| Select a minimum of 6 credits from the following: |                                                                | 6-8          |
| SPED 543                                          | Methods of Teaching ECSE                                       |              |
| SPED 505                                          | Interdisciplinary Collaboration in Special Education           |              |
| SPED 504                                          | Introduction to Services for Young Exceptional Children        |              |
| SPED 530                                          | Physical and Medical Needs of Persons with Severe Disabilities |              |
| SPED 561                                          | Classroom Management and Positive Behavior Support             |              |
| SPED 563                                          | Family and Community Systems in Early Intervention             |              |
| SPED 517                                          | Methods for Mild Disabilities                                  |              |
| <b>Total Hours</b>                                |                                                                | <b>12-14</b> |

## Master of Science in Information Systems

MSU - Information Systems (minotstateu.edu) ([https://www.minotstateu.edu/graduate/future\\_students/programs/information-systems.shtml/](https://www.minotstateu.edu/graduate/future_students/programs/information-systems.shtml/))

**Phone: (701) 858-4337 or 1 (800) 777-0750, ext. 4337**

**Department of Math, Data, and Technology Chair:** Darren Seifert

**MS Information Systems Program Director:** Dr. Kristi Berg

**THIS DEGREE IS OFFERED VIA DISTANCE EDUCATION**

## Mission and Goals of the MS in Information Systems Program

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

## MSIS Program Student Learning Goals (SLG's)

| Student Learning Goals                                                                                            | Student Learning Outcomes                                                                    |
|-------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|
| SLG 1: Graduates of the MSIS program will be able to demonstrate information systems skills at a competent level. | SLO 1: Students will be able to project a strategic information system plan.                 |
|                                                                                                                   | SLO 2: Students will be able to analyze an information system.                               |
| SLG 2: Graduates will be able to develop information systems infrastructures.                                     | SLO 1: Students will be able to design an information system.                                |
|                                                                                                                   | SLO 2: Students will be able to recommend a network environment among organizational levels. |
| SLG 3: Graduates will be able to communicate a global information systems strategy.                               | SLO 1: Students will be able to coordinate systems strategy among organizational levels.     |

SLG 4: Graduates will be able to provide information systems consulting services.

SLO 2: Students will be able to coordinate knowledge management strategies among organizational levels.

SLO 1: Students will be able to consult with a business to develop a strategic information systems solution.

## MSIS Admissions Standards

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

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

## MSIS Admission Requirements and Instructions

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

### Required Courses

|                    |                                                   |           |
|--------------------|---------------------------------------------------|-----------|
| BIT 557            | Foundations of Information Assurance and Security | 3         |
| BIT 559            | Systems Analysis                                  | 3         |
| BIT 560            | Manage/Integrate IS Function                      | 3         |
| BIT 561            | IS Project Management                             | 3         |
| BIT 563            | Database Systems and Application                  | 3         |
| BIT 565            | Systems Design                                    | 3         |
| BIT 566            | Knowledge Management                              | 3         |
| BIT 570            | E-Business Strategy                               | 3         |
| BIT 575            | Business Network Systems Management               | 3         |
| BIT 595            | MSIS Capstone Project                             | 3         |
| <b>Total Hours</b> |                                                   | <b>30</b> |

## Master of Science in Management

MSU - Management ([minotstateu.edu](http://minotstateu.edu)) ([https://www.minotstateu.edu/graduate/future\\_students/programs/management.shtml/](https://www.minotstateu.edu/graduate/future_students/programs/management.shtml/))

Phone: (701) 858-4486 or 1 (800) 777-0750, ext. 4486

Department of Business Chair: Dr. Daniel Ngugi

MS Management Program Director: Dr. Andy Bertsch

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

## Mission and Goals of the MS in Management Program

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

## MSM Program Intended Student Learning Outcomes (ISLO's)

| Student Learning Goals                                                                                                                                       | Student Learning Outcomes                                                                    |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|
| SLG 1: Graduates of the MSM program will be prepared to assume greater management responsibilities or continue their business studies at the doctoral level. | SLO 1: Students will demonstrate knowledge of Business Ethics.                               |
|                                                                                                                                                              | SLO 2: Students will demonstrate knowledge of Business Integration and Strategic Management. |
|                                                                                                                                                              | SLO 3: Students will demonstrate knowledge of Global Dimensions of Business.                 |
|                                                                                                                                                              | SLO 4: Students will demonstrate knowledge of Human Resource Management.                     |
|                                                                                                                                                              | SLO 5: Students will demonstrate knowledge of Marketing principles.                          |
|                                                                                                                                                              | SLO 6: Students will demonstrate a foundational knowledge of Business Finance.               |
|                                                                                                                                                              | SLO 7: Students will demonstrate a foundational knowledge of Information Management Systems. |
|                                                                                                                                                              | SLO 8: Students will demonstrate a foundational knowledge of Business Communications.        |
|                                                                                                                                                              | SLO 9: Students will demonstrate a foundational knowledge of Business Leadership.            |

## Application Deadlines

- Fall applications due **May 30** for international students and **July 30** for domestic, Canadian, and online international students.
- Spring applications due **Sept. 30** for international students and **Nov. 30** for domestic, Canadian, and online international students.

## MSM Admission Requirements and Instructions

- A completed MSU Graduate School application submitted online is required; paper applications are not accepted. Access the online application at [MinotStateU.edu/graduate](http://www.minotstateu.edu/graduate/) (<http://www.minotstateu.edu/graduate/>) and select Apply Now. Detailed admissions requirements and instructions are also available on the Graduate School website. The exception to this application is for readmission (available on the Graduate School website under Forms).
- Requirements and Instructions. Detailed admission requirements and instructions can be found at [MinotStateU.edu/graduate/future\\_students](http://www.minotstateu.edu/graduate/future_students/) ([http://www.minotstateu.edu/graduate/future\\_students/](http://www.minotstateu.edu/graduate/future_students/)).
- In order for a student to pursue a graduate degree at MSU, the student must complete the formal online application for admission to the Graduate School and receive an official letter granting admission. Students are required to have a minimum undergraduate grade point average (GPA) of at least 2.75 (on a 4.0 scale) for admission consideration. A GPA of 3.00 or above for the last 60 hours of coursework will be considered if a student does not meet the 2.75 requirements. Students who do not meet either GPA requirement may appeal to the department chairperson for consideration.
- Required Test Score: If the cumulative GPA is 3.00 or higher OR if your most recent semesters contributing to 60 semester hours is a 3.00, the scores for GRE/GMAT are not required. Acceptable GRE/GMAT scores need to be at or above the 50th percentile.
  - GMAT information is available at <http://www.gmac.com/gmat.aspx>. Free test information can be found on the GMAC website.
  - GRE information is available at [www.ets.org](http://www.ets.org) (<http://www.ets.org>). You may download free GRE test preparation materials at the following website: [www.ets.org/gre/stupubs](http://www.ets.org/gre/stupubs) (<http://www.ets.org/gre/stupubs/>).
  - In addition, international students must give evidence of proficiency in English. Such students should arrange to take the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS). A passing score on the TOEFL is 550 on the paper-based test (PBT) and 79 on the Internet-based test (IBT). A passing score on the IELTS examination is 6.0 overall band score.
- Applicants are required to submit a current resume or curriculum vita.
- Statement of Purpose. An applicant must submit a concise (500 words) essay describing his/her primary interest in the MSM program, experiences related to the area of study, and objectives in pursuing the MSM degree at MSU. In particular, the essay should be as specific as possible in describing the student's interests, and relevant educational, research, commercial, government, or teaching experiences. If applying for more than one program, submit a separate Statement of Purpose for each program.
- International Applicants ONLY: Submit a declaration of finances. See Graduate School Admissions information (above) for more details.

## Required Courses

|                                        |                                                              |           |
|----------------------------------------|--------------------------------------------------------------|-----------|
| BADM 525                               | Strategic Marketing                                          | 3         |
| BADM 535                               | Management Principles and Practices                          | 3         |
| BADM 537                               | Human Resource Management                                    | 3         |
| or LEAD 537                            | Human Resource Management                                    |           |
| BADM 550                               | Applied Statistics for Managers                              | 3         |
| or BADM 551                            | Spreadsheet Modeling and Decision Making                     |           |
| or KIN 550                             | Research Methods and Analyses in Sports                      |           |
| BIT 510                                | Leadership Communication                                     | 3         |
| or LEAD 510                            | Leadership Communication                                     |           |
| BIT 560                                | Manage/Integrate IS Function                                 | 3         |
| FIN 545                                | Financial Management and Accounting                          | 3         |
| BADM 595                               | Capstone Course                                              | 3         |
| or BADM 598                            | Project                                                      |           |
| or KIN 595                             | Capstone Experience, Research Methods and Analyses in Sports |           |
| <b>Select any two of the following</b> |                                                              | <b>6</b>  |
| BADM 538                               | Talent Management and People Analytics                       |           |
| or LEAD 538                            | Talent Management and People Analytics                       |           |
| BADM 540                               | Organizational Leadership                                    |           |
| or LEAD 540                            | Organizational Leadership                                    |           |
| BADM 555                               | International Management                                     |           |
| BADM 565                               | Strategic Management                                         |           |
| <b>Total Hours</b>                     |                                                              | <b>30</b> |

## Master of Science in Special Education

MSU-Special Education (minotstateu.edu) ([https://www.minotstateu.edu/graduate/future\\_students/programs/special-education.shtml/](https://www.minotstateu.edu/graduate/future_students/programs/special-education.shtml/))

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

**Department of Education and Inclusive Services Chair:** Dr. Daniel Conn

**MS Special Education Program Director:** Dr. Holly Pedersen

### Special Education Program Motto

PURPOSE FUELED BY PASSION: *Inclusive Schools, Inclusive Communities, Inclusive Communication*

### Special Education Program Vision

We believe human diversity strengthens us all. We strive for a world where people of all abilities are valued for their contributions and meaningfully included in all aspects of society.

### Special Education Program Mission

To achieve our vision by preparing high quality professionals, at both initial and advanced levels, who are equipped with the knowledge and skills to be leaders in their respective disciplines. Our mission is accomplished through current and innovative teaching and learning experiences, impactful community service, and practical research and assessment. Our daily practice focuses on engagement, collaboration, and problem-solving to advance this mission.

### Overview

The Master of Science in Special Education degree consists of a set of core classes and a program concentration area. All Special Education graduate programs are available online and designed for the varied needs of students who may also be working professionals.

## Program Concentration Areas

- Deaf or Hard of Hearing Education
- Early Childhood Special Education

- Special Education Strategist (Generalist for students with mild-moderate learning disabilities, intellectual disabilities and autism, and emotional behavioral disabilities)
- Special Education Leadership
- Behavior Specialist (different than a Board Certified Behavior Analyst (BCBA) this concentration contains advanced knowledge and skills in behavior support for special education teachers)

Our graduate programs are designed to prepare leaders in the field of Special Education. The learning goals and outcomes are aligned to the advanced standards for educator preparation of the Council for Exceptional Children (CEC):

| Student Learning Goals                                                                                                                                                                                                                   | Student Learning Outcomes                                                                                                                                                                                                                                          |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Special education specialists use valid and reliable assessment practices to minimize bias.                                                                                                                                           | Minimize bias in assessment.                                                                                                                                                                                                                                       |
|                                                                                                                                                                                                                                          | Design and implement assessments to evaluate the effectiveness of practices and programs.                                                                                                                                                                          |
| 2. Special education specialists use their knowledge of general and specialized curricula to improve programs, supports, and services at classroom, school, community, and system levels.                                                | Align educational standards to provide access to challenging curriculum to meet the needs of individuals with exceptionalities.                                                                                                                                    |
|                                                                                                                                                                                                                                          | Continuously broaden and deepen their professional knowledge and expand their expertise with instructional technologies, curriculum standards, effective teaching strategies, and assistive technologies to support access to and learning of challenging content. |
|                                                                                                                                                                                                                                          | Apply understanding of diversity and individual learning differences to inform the selection, development, and implementation of comprehensive curricula for individuals with exceptionalities.                                                                    |
| 3. Special education specialists facilitate the continuous improvement of general and special education programs, supports, and services at the classroom, school, and system levels for individuals with exceptionalities.              | Design and implement evaluation activities to improve programs, supports, and services for individuals with exceptionalities.                                                                                                                                      |
|                                                                                                                                                                                                                                          | Apply understanding of cultural, social, and economic diversity and individual learner differences to inform the development and improvement of programs, supports, and services for individuals with exceptionalities.                                            |
|                                                                                                                                                                                                                                          | Apply knowledge of theories, evidence-based practices, and relevant laws to advocate for programs, supports, and services for individuals with exceptionalities.                                                                                                   |
|                                                                                                                                                                                                                                          | Implement instructional and assistive technologies to improve programs, supports, and services for individuals with exceptionalities.                                                                                                                              |
|                                                                                                                                                                                                                                          | Evaluate progress toward achieving the vision, mission, and goals of programs, services, and supports for individuals with exceptionalities.                                                                                                                       |
| 4. Special education specialists conduct, evaluate, and use inquiry to guide professional practice.                                                                                                                                      | Evaluate research and inquiry to identify effective practices.                                                                                                                                                                                                     |
|                                                                                                                                                                                                                                          | Apply their knowledge of the professional literature to improve practices with individuals with exceptionalities and their families.                                                                                                                               |
|                                                                                                                                                                                                                                          | Create an environment that is supportive of continuous instructional improvement and engage in the design and implementation of research and inquiry.                                                                                                              |
| 5. Special education specialists provide leadership to formulate goals, set and meet high professional expectations, advocate for effective policies and evidence-based practices, and create positive and productive work environments. | Model respect and ethical practice for all individuals and encourage challenging expectations for individuals with exceptionalities.                                                                                                                               |
|                                                                                                                                                                                                                                          | Demonstrate linguistically and culturally responsive practices.                                                                                                                                                                                                    |
|                                                                                                                                                                                                                                          | Create and maintain collegial and productive work environments that respect and safeguard the rights of individuals with exceptionalities and their families.                                                                                                      |
|                                                                                                                                                                                                                                          | Advocate for policies and practices that improve programs, services, and outcomes for individuals with exceptionalities.                                                                                                                                           |
|                                                                                                                                                                                                                                          | Advocate for the allocation of appropriate resources for the preparation and professional development of all personnel who serve individuals with exceptionalities.                                                                                                |

6. Special education specialists use foundational knowledge of the field and professional Ethical Principles and Practice Standards to inform special education practice, engage in lifelong learning, advance the profession, and perform leadership responsibilities to promote the success of professional colleagues and individuals with exceptionalities.

Demonstrate a comprehensive understanding of the history of special education, legal policies, ethical standards, and emerging issues informs special education specialist leadership.

Model high professional expectations and ethical practice, and create supportive environments that safeguard the legal rights and improve outcomes for individuals with exceptionalities and their families.

Model and promote respect for all individuals and facilitate ethical professional practice.

Participate in professional development and professional learning communities to increase professional knowledge and expertise.

Plan, present, and evaluate professional development focusing on effective and ethical practice at all organizational levels.

Participate in the preparation and induction of prospective special educators.

Promote the advancement of the profession.

7. Special education specialists collaborate with stakeholders to improve programs, services, and outcomes for individuals with exceptionalities and their families.

Demonstrate culturally responsive practices to enhance collaboration.

Use collaborative skills to improve programs, services, and outcomes for individuals with exceptionalities.

Collaborate to promote understanding, resolve conflicts, and build consensus for improving programs, services, and outcomes for individuals with exceptionalities.

### Admission Standards

The Master of Science in Special Education is an advanced degree intended for those who are already licensed teachers in special and/or general education. Candidates seeking admission to the Master of Science in Special Education program must complete the admission requirements of the Graduate School and have:

- an overall GPA of 2.75 or 3.0 in the last 60 hours of coursework
- a completed bachelor's degree in special education or general education. Depending on the student's background, some corequisites may apply.

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

## Retention Policy

Students must maintain a 3.0 grade point average to remain in any Special Education program.

## Academic Honesty

Academic honesty, including professional dispositions and ethics, is at the core of any professional program. Any behavior deemed as academically dishonest, including the use of artificial intelligence tools without citation, or not reflective of professional dispositions and ethical behavior by the Department of Special Education will result in disciplinary action including, but not limited to, a failing grade for the assignment and/or course, and/or dismissal from the program. Violations include, but are not limited to, the following types of behaviors:

- a. Misrepresenting another individual's work as one's own, e.g., plagiarism.
- b. Copying from another student during an exam.
- c. Altering one's exam after grading for the purpose of enhancing one's grade.
- d. Submitting the same paper to more than one class.
- e. Use of any material not approved by the instructor during an exam.
- f. Turning in reports intended to be based on field collected data but, in fact, are not.
- g. Failure to respect the confidentiality of students/persons served or studied.
- h. Failure to uphold the professional standards for ethical conduct as set forth by the MSU Teacher Education Unit and the Council for Exceptional Children.



## Special Education Degree Core Requirements

### MS in Special Education Core:

|                         |                                                      |     |
|-------------------------|------------------------------------------------------|-----|
| SPED 501                | Intro to Graduate Studies                            | 3   |
| SPED 503                | Research Design and Methodology                      | 3   |
| SPED 505                | Interdisciplinary Collaboration in Special Education | 3   |
| SPED 510                | Law and Policy in Special Education                  | 3   |
| SPED 515                | Practicum                                            | 2   |
| SPED 531                | Psychoeducational Aspects of Exceptional Children    | 3   |
| SPED 533                | Clinical Practice                                    | 1   |
| SPED 599<br>or SPED 598 | Thesis<br>Research Project                           | 1-3 |

**Total Hours** **19-21**

### Exit Requirements

Exit requirements for all candidates seeking the Master of Science in Special Education include a capstone Thesis or Research project and the Praxis II content exam for their program concentration area.

## Early Childhood Special Education (ECSE)

Students earning a Master of Science in Special Education with an Early Childhood Special Education (ECSE) emphasis learn to work with young children, and the families of children, with or at risk for developmental delays. Successful ECSE students learn to assess young children with suspected developmental delays, partner with families to develop appropriate intervention programs, and coordinate a variety of services in educational and community settings.

|                                     |                                                         |       |
|-------------------------------------|---------------------------------------------------------|-------|
| Special Education Core Requirements |                                                         | 19-21 |
| SPED 504                            | Introduction to Services for Young Exceptional Children | 3     |
| SPED 509                            | Infant/Toddler Development                              | 3     |
| SPED 529                            | Assistive Technology                                    | 2     |
| SPED 532                            | Communication Development and Interventions             | 3     |
| SPED 543                            | Methods of Teaching ECSE                                | 3     |
| SPED 563                            | Family and Community Systems in Early Intervention      | 3     |

**Total Hours** **36-38**

## Special Education Strategist (SES)

The Special Education Strategist (SES) emphasis area is designed to prepare teachers as special education generalists. The SES program focuses on supports for students who have mild-moderate learning disabilities, intellectual disabilities and autism, and emotional/behavioral disabilities.

|                                     |                                                    |       |
|-------------------------------------|----------------------------------------------------|-------|
| Special Education Core Requirements |                                                    | 19-21 |
| SPED 517                            | Methods for Mild Disabilities                      | 3     |
| SPED 529                            | Assistive Technology                               | 2     |
| SPED 561                            | Classroom Management and Positive Behavior Support | 3     |
| SPED 532                            | Communication Development and Interventions        | 3     |
| SPED 555                            | Explicit Academic Instruction                      | 3     |

**Total Hours** **33-35**

## Deaf/Hard of Hearing (DHH) Education

The Deaf/Hard of Hearing Education emphasis area prepares educators to effectively teach students who are deaf or hard of hearing in a variety of educational settings. The emphasis is on appropriately meeting the individual needs of children and youth, rather than promoting a specific communication philosophy. Depending on their backgrounds, candidates may need to meet certain pre-requisite coursework such as sign language and/or introduction to deaf education.

|                                     |                                                     |       |
|-------------------------------------|-----------------------------------------------------|-------|
| Special Education Core Requirements |                                                     | 19-21 |
| SPED 513                            | Deaf Studies                                        | 3     |
| SPED 565                            | Early Intervention: Deaf/HH                         | 3     |
| SPED 583                            | Strategies to Support Listening and Spoken Language | 3     |

|                                                               |                                                              |              |
|---------------------------------------------------------------|--------------------------------------------------------------|--------------|
| SPED 584                                                      | Teaching Language to Deaf/HH                                 | 3            |
| SPED 585                                                      | Advanced Audiology for Educators of the Deaf/Hard of Hearing | 3            |
| SPED 586                                                      | Teaching Reading/Academics to DHH                            | 4            |
| Pre-Requisite of an Introductory Course (SPED 512) may apply. |                                                              |              |
| <b>Total Hours</b>                                            |                                                              | <b>38-40</b> |

## Special Education Leadership Concentration

|                                        |                                                          |              |
|----------------------------------------|----------------------------------------------------------|--------------|
| MS in Special Education Required Core: |                                                          | 19-21        |
| ED 520                                 | Supervision and Mentoring of Preservice and New Teachers | 3            |
| SPED 581                               | Financial Administration in Special Education            | 3            |
| LEAD 510                               | Leadership Communication                                 | 3            |
| LEAD 537                               | Human Resource Management                                | 3            |
| LEAD 540                               | Organizational Leadership                                | 3            |
| <b>Total Hours</b>                     |                                                          | <b>34-36</b> |

## Master of Science in Disability Human Services

Department website: [MinotStateU.edu/sped/](https://www.minotstateu.edu/sped/) (<https://www.minotstateu.edu/sped/>)

MSU - Disability Human Services ([minotstateu.edu](https://www.minotstateu.edu/graduate/future_students/programs/disability-human-services.shtml/)) ([https://www.minotstateu.edu/graduate/future\\_students/programs/disability-human-services.shtml/](https://www.minotstateu.edu/graduate/future_students/programs/disability-human-services.shtml/))

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

**Department of Education and Inclusive Services Chair:** Dr. Daniel Conn

**MS Disability Human Services Program Director:** Dr. Evan Borisinkoff

### Disability Human Services Program

PURPOSE FUELED BY PASSION: *Inclusive Schools, Inclusive Communities, Inclusive Communication*

### Disability Human Services Program Vision

We believe human diversity strengthens us all. We strive for a world where people of all abilities are valued for their contributions and meaningfully included in all aspects of society.

### Disability Human Services Program Mission

To achieve our vision by preparing high quality professionals, at both initial and advanced levels, who are equipped with the knowledge and skills to be leaders in their respective disciplines. Our mission is accomplished through current and innovative teaching and learning experiences, impactful community service, and practical research and assessment. Our daily practice focuses on engagement, collaboration, and problem-solving to advance this mission.

### Overview

The Master of Science in Disability Human Services degree is designed to prepare leaders to serve in disability human services organizations. Candidates receive advanced preparation in research and experiential learning; human resource and fiscal management; disabilities knowledge; law, policy, and regulation; assessment and evaluation; instruction and training; and program development and implementation. This degree focuses on supporting individuals with disabilities across the lifespan and is intended for personnel who work or will work in disability human services programs at a local, regional, or state agency. Candidates with diverse educational and experiential backgrounds can be accommodated. All Special Education graduate programs are available online to meet the varied needs of students who may also be working professionals.

| Student Learning Goals                                                                                                                                                                      | Student Learning Outcomes                                                                                                               |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|
| 1. Disability Human Service professionals attain the knowledge and skills necessary to strategically create and nurture the environment and culture of learning in a human services agency. | Explain the concepts of learning organizations, learning practice, organizational capacity building, and organizational sustainability. |
|                                                                                                                                                                                             | Describe the various features of change theory as it applies to disability human services agencies.                                     |
|                                                                                                                                                                                             | Discuss the process and procedures for deciding on, and then planning one or more new services for a community services program.        |

|                                                                                                                                                                                                                                                     |                                                                                                                                                                    |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2. Human Service professionals use their understanding of substantive civil and criminal law in major areas affecting the lives of individuals with disabilities to enhance individual's human rights and promote advocacy and personal well-being. | Analyze program policies and procedures that reflect the law and disability.                                                                                       |
|                                                                                                                                                                                                                                                     | Monitor the implementation of law and policies that safeguard the rights of individuals with disabilities within the organization.                                 |
|                                                                                                                                                                                                                                                     | Participate in professional activities that advocate for effective legislation relative to disability topics.                                                      |
|                                                                                                                                                                                                                                                     | Engage and support individuals with disabilities in the advocacy process.                                                                                          |
| 3. Human Service professionals use valid and reliable assessment practices to increase positive outcomes for people with disabilities.                                                                                                              | Design and implement assessment protocols that incorporate appropriate tools and procedures for program assessment.                                                |
|                                                                                                                                                                                                                                                     | Evaluate Person-Centered Practices at all levels of an organization and develop plans for promoting a culture of person-centeredness and person-directed supports. |
|                                                                                                                                                                                                                                                     | Critically analyze assessment data to make recommendations for program improvement and convey results to all stakeholders effectively.                             |
| 4. Human Service professionals use their knowledge of evidence-based policies and practices to improve programs for people with disabilities and promote inclusive communities.                                                                     | Use progress monitoring of individual and group outcomes of persons with disabilities served by the agency.                                                        |
|                                                                                                                                                                                                                                                     | Use a variety of strategies and approaches to ensure the well-being and active habilitation of people with disabilities in community settings.                     |
|                                                                                                                                                                                                                                                     | Demonstrate an understanding of how to design, implement, and evaluate positive behavior supports within an organization.                                          |
| 5. Human Service professionals use effective management and human resource strategies to ensure sustainability of an organization and effective outcomes for individuals with disabilities.                                                         | Apply knowledge of human and fiscal management theories to solve operational and ethical organizational challenges.                                                |
|                                                                                                                                                                                                                                                     | Develop policies and procedures to recruit, retain and develop quality personnel.                                                                                  |
|                                                                                                                                                                                                                                                     | Demonstrate knowledge of how to connect organizational goals to budgetary planning to promote growth of an organization.                                           |

## Admission Standards

Candidates seeking admission to the Master of Science in Disability Human Services program must complete the admission requirements of the Graduate School and have:

- A completed bachelor's degree, preferably in a human-services related field. Depending on the student's educational and vocational background, some co-requisites may apply.
- An overall GPA of 2.75 or 3.0 in the last 60 hours of coursework.

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

## Retention Policy

Students must maintain a 3.0 grade point average to remain in any Special Education graduate program.

## Academic Honesty

Academic honesty, including professional dispositions and ethics, is at the core of any professional program. Any behavior deemed as academically dishonest or not reflective of professional dispositions and ethical behavior by the Department of Special Education will result in disciplinary action including, but not limited to, a failing grade for the assignment and/or course, and/or dismissal from the program. Violations include, but are not limited to, the following types of behaviors:

- Misrepresenting another individual's work as one's own, e.g., plagiarism.
- Copying from another student during an exam.
- Altering one's exam after grading for the purpose of enhancing one's grade.

- d. Submitting the same paper to more than one class.
- e. Use of any material not approved by the instructor during an exam.
- f. Turning in reports intended to be based on field collected data but, in fact, are not.
- g. Failure to respect the confidentiality of students/persons served or studied.
- h. Failure to uphold the professional standards for ethical conduct as set forth by the National Alliance for Direct Support Professionals (NADSP).

This graduate degree program is designed to prepare leaders to serve in disability human services organizations. Candidates receive advanced preparation in Research and Experiential learning; Human Resource and Fiscal Management; Disabilities Knowledge; Law, Policy and Regulation; Assessment and Evaluation; Instruction & Training; and Program Development and Implementation.

|                                      |                                                                                              |              |
|--------------------------------------|----------------------------------------------------------------------------------------------|--------------|
| SPED 501                             | Intro to Graduate Studies                                                                    | 3            |
| SPED 503                             | Research Design and Methodology                                                              | 3            |
| SPED 508                             | Law, Regulation, and Policy in Disability Services                                           | 3            |
| SPED 525                             | Intro to Severe Disabilities                                                                 | 3            |
| SPED 538                             | Final Practicum in Disability Human Services                                                 | 4            |
| SPED 539                             | Clinical Practice in Human Services Program Assessment                                       | 3            |
| BADM 540                             | Organizational Leadership                                                                    | 3            |
| BADM 535                             | Management Principles and Practices                                                          | 3            |
| <b>Choose from the following</b>     |                                                                                              | <b>3-6</b>   |
| BADM 537<br>or BADM 565<br>& FIN 545 | Human Resource Management<br>Strategic Management<br>and Financial Management and Accounting |              |
| SPED 599<br>or SPED 598              | Thesis<br>Research Project                                                                   | 3            |
| <b>Total Hours</b>                   |                                                                                              | <b>31-34</b> |

## Master of Science in Professional Studies

### Master of Science in Professional Studies

MSU - Welcome to Graduate School (minotstateu.edu) (<https://www.minotstateu.edu/graduate/>)

Phone: (701) 858-4486 or 1 (800) 777-0750, ext. 4486

Department of Business Chair: Dr. Daniel Ngugi

MS Professional Studies Program Director: Dr. Andy Bertsch

This degree is collaborative among several degree programs. The program is housed in the Department of Business and is advised by program directors in each of the student's chosen certificate programs and the head of the Graduate School when applicable.

#### MISSION AND GOALS OF THE MS IN PROFESSIONAL STUDIES

The goal of the Master of Science in Professional Studies is to provide students a comprehensive interdisciplinary education that prepares them for success in a variety of professional settings and empowers them to make meaningful contributions in their specific field.

### MSPS Program Intended Student Learning Outcomes (ISLO'S)

| Student Learning Goals                                                                | Student Learning Outcomes                                                                                                                                                                                                                                                                                    |
|---------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Students will be able to integrate knowledge among two or more disciplines.        | 1.1 Students will be able to integrate knowledge from multiple disciplines to analyze complex problems and propose innovative solutions.<br>1.2 Students will be able to demonstrate proficiency in applying theories, methodologies, and tools from diverse fields to address real-world challenges.        |
| 2. Students will be able to demonstrate critical thinking and problem-solving skills. | 2.1 Students will be able to develop advanced critical thinking skills to evaluate information, identify assumptions, and formulate evidence-based arguments.<br>2.2 Students will be able to demonstrate the ability to identify, analyze, and solve complex problems through interdisciplinary approaches. |
| 3. Students will be able to be effective communicators.                               | 3.1 Students will be able to communicate complex ideas effectively to diverse audiences through oral presentations, written reports, and visual representations.                                                                                                                                             |

|                                                                            |                                                                                                                                                                                                                         |
|----------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                            | 3.2 Students will be able to demonstrate proficiency in synthesizing and articulating interdisciplinary concepts and findings.                                                                                          |
| 4. Students will be able to develop and apply research and inquiry skills. | 4.1 Students will be able to demonstrate proficiency in designing and conducting interdisciplinary research projects, including formulating research questions, collecting and analyzing data, and drawing conclusions. |
|                                                                            | 4.2 Students will be able to apply appropriate research methodologies and techniques from multiple disciplines to investigate complex phenomena.                                                                        |

## Master of Science in Professional Studies

The MS in Professional Studies allows students to develop their own degree program based on individual and/or career needs. Students choose up to three existing graduate certificate programs plus complete a culminating experience (capstone, internship, project, or thesis) for a total of at least 30 semester hours. Faculty from each certificate program will work together to determine the optimal culminating experience for each student.

|                                                |           |
|------------------------------------------------|-----------|
| Coursework Earned Through Certificate Programs | 27        |
| Culminating Experience                         | 3         |
| Capstone                                       |           |
| Internship                                     |           |
| Project                                        |           |
| Thesis                                         |           |
| <b>Total Hours</b>                             | <b>30</b> |

## Master of Science in Speech Language Pathology

MSU - Speech Language Pathology (minotstateu.edu) ([https://www.minotstateu.edu/graduate/future\\_students/programs/speech-language-pathology.shtml/](https://www.minotstateu.edu/graduate/future_students/programs/speech-language-pathology.shtml/))

**(701) 858-3031 (800) 777-0750 ext. 3031**

**Department of Communication Sciences and Disorders Chair:** Dr. Mary Huston

**MS Speech-Language Pathology Program Director:** Dr. Mary Huston

Minot State University's Master of Science in Speech-Language Pathology program produces graduates who are eligible for ASHA certification and North Dakota licensure. In addition, students from across the country and Canada acquire state and provincial licensure through the curriculum offered in this program.

This degree provides theoretical knowledge as well as clinical, and research experiences to prepare graduates for the diverse field of speech-language pathology. Academic course work along with practicum experiences on campus, in schools, hospitals, and various other clinical environments are integral part of the learning experience at Minot State University.

The residential program consists of a minimum of 62 semester hours of graduate credit for a total of five semesters; the final of which is an externship in a placement of the student's choice. The online program is offered part-time and takes eight consecutive online semesters to complete, and your final externship will take place in the seventh and eighth semesters. In addition, students must take and pass oral and written comprehensive examinations or write and successfully defend a thesis.

The Master of Science (M.S.) education program [residential and distance] in Speech-Language Pathology (SLP) at Minot State University is accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association (<https://caa.asha.org/programs/accreditation-decisions/>), 2200 Research Boulevard #310, Rockville, Maryland 20850, 800-498-2071 or 301-296-5700.

- Initial accreditation was granted to the Master of Science in Speech-Language Pathology program at Minot State University on Aug. 1, 1970, and reaccreditation takes place on a recurring schedule.
- Reaccredited March 1, 2020 - Feb. 29, 2028

All clinical faculty hold the ASHA Certificate for Clinical Competence for their prospective area and are licensed by the North Dakota State Board of Examiners in Audiology and Speech-Language Pathology.

## Mission of the Department of Communication Sciences and Disorders

The mission of the Department of Communication Sciences and Disorders at Minot State University is to provide entry level speech language professionals who meet the needs of the state and region by:

- a. Providing students with high quality educational and clinical experiences
- b. Encouraging active engagement through a variety of community service and clinical experiences
- c. Delivering integrated experiences that allow students the opportunity to connect theory with practice, work in teams, respect the diversity of today's world, and understand connections between research, evidence-based practice, and the therapeutic environment

#### Goals and Outcomes of the Graduate Program in Speech-Language Pathology:

| Student Learning Goals                                                                                                                                                                                                       | Student Learning Outcomes                                                                                                                                                                                  |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| SLG 1: Use evidence-based information to plan, conduct, and interpret assessments that identify and assist people with communication, literacy, and swallowing differences and disorders across the discipline and lifespan. | SLO 1: Students will identify environmental, genetic, and acquired conditions that affect communication, literacy, and swallowing/feeding.                                                                 |
|                                                                                                                                                                                                                              | SLO 2: Students will integrate and synthesize information to correctly diagnose the absence or presence of communication, literacy, and swallowing/feeding disorders and make appropriate recommendations. |
| SLG 2: Apply evidence-based information to develop and implement intervention plans for diverse clinical populations with communication, literacy, and swallowing disorders across the discipline and lifespan.              | SLO 1: Students will develop setting appropriate intervention plans with measurable and achievable goals.                                                                                                  |
|                                                                                                                                                                                                                              | SLO 2: Students will provide appropriately sequenced treatment using evidenced-based techniques and strategies, giving clear instruction, and using appropriate models, prompts, and cues.                 |
|                                                                                                                                                                                                                              | SLO 3: Students will measure and evaluate client's performance and progress.                                                                                                                               |
| SLG 3: Communicate effectively and professionally both orally and in writing.                                                                                                                                                | SLO 1: Students will complete written administrative and reporting functions necessary for assessment and intervention.                                                                                    |
|                                                                                                                                                                                                                              | SLO 2: Students will communicate effectively; recognizing the needs, values, preferred mode of communication, and cultural/linguistic background of individuals.                                           |
| SLG 4: Respect the needs of diverse clientele and provide culturally sensitive services.                                                                                                                                     | SLO 1: Students will become aware of their values and biases, recognizing how these intersect with those of others.                                                                                        |
|                                                                                                                                                                                                                              | SLO 2: Students will work effectively across cultures.                                                                                                                                                     |

## Graduation Requirements

Prior to being awarded the Master of Science in Speech-Language Pathology degree, students must meet all the following University and program requirements:

- Complete required coursework with a cumulative GPA of 3.00 or higher;
- Complete 400 hours of clinical practicum, including 25 observation hours;
- Complete a minimum of one semester of clinical externship in an off-campus setting following completion of all academic and campus clinic requirements earning a grade of "B" or better;
- Complete all Knowledge and Skills Assessment Standards for CFCC competency as indicated through program and clinical tracking.
- Complete the national Praxis examination in speech-language pathology; and
- Complete all requirements for the thesis OR comprehensive examination option:
  - i. Comprehensive Examination Option: This option requires the student to pass a four-hour written and a one- to two-hour oral comprehensive examination.
  - ii. Thesis Option: This option requires the student to complete and successfully defend a master's thesis. Students who plan to pursue advanced graduate study are strongly encouraged to choose the thesis option. Graduate thesis advisor approval is required for this option.

## Retention Requirements and Clinical Practicum Policy

All graduate school policies regarding academic probation and retention apply. Students must meet the academic retention requirements specified by the MiSU Graduate School, maintaining a GPA of 3.00 or better. Students in the graduate SLP program will be allowed only one semester of academic probation at any time throughout their program of study.

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

- a. Students admitted with a "C" grade in an undergraduate practicum course will be placed on probation and must receive at least a "B" in their first clinical practicum course in the graduate program to be retained within the program.
- b. Students must repeat, the following semester, any graduate level clinical practicum course in which a "C" was earned. Deficiencies must be remediated prior to enrollment in additional clinical practicum experiences.

- c. Any grade of "C" in subsequent practicum experiences will result in dismissal from the program.
- d. An unmet clinical intervention plan will result in a grade of "C" and may result in repeating the practicum or dismissal from the program.
- e. Students earning a grade of "D" or "F" in any clinical practicum experience will be dismissed from the program.
- f. Students earning a grade of "C" in the clinical practicum the semester immediately prior will not enter their externship.

## Department Application and Acceptance Policy

Acceptance as a candidate for the Master of Science Degree in Speech-Language Pathology at Minot State University requires an earned bachelor's degree in communication sciences and disorders or completion of post-baccalaureate coursework in communication sciences and disorders from an accredited college or university with an academic grade point average as specified in the criteria below.

Students who don't meet these coursework requirements have the following option:

- Apply to the Post-Baccalaureate Program in Communication Sciences and Disorders at MiSU. This is a two-semester leveling program which provides students with prerequisite information necessary for graduate study in the field of speech-language pathology. Additional information about the Post-Baccalaureate program can be found at this website: [MinotStateU.edu/cd/majors-and-programs.shtml](https://www.minotstateu.edu/cd/majors-and-programs.shtml) (<https://www.minotstateu.edu/cd/majors-and-programs.shtml>)

**To be considered for admission to the graduate program, applicants must have:**

- A minimum cumulative grade point average of 3.25 (out of 4) or a minimum of 3.25 for all CSD Coursework.
- Three letters of recommendation from academic instructors and/or supervisors (two from within the communication disorders major and one external professional evaluator or three from instructors and supervisors from within communication sciences and disorders) who can attest to the individual's ability to work in teams, diversity experiences, and community service;
- A personal essay following the prompt located on the CSD department webpage under Master of Science in Speech-Language Pathology <https://www.minotstateu.edu/cd/>;
- A completed Undergraduate Program Course Worksheet.

**Potential students are advised of the following:**

- a. Application deadline is January 15.
- b. North Dakota students and those who have completed an undergraduate degree or post-baccalaureate program at Minot State will receive priority consideration.

Qualified applicants will be rank ordered based on GPA, letters of recommendation, and personal essay.

When two or more students receive the same ranking, priority consideration will be given to students with North Dakota residency. In addition, students who have completed an undergraduate degree or post-baccalaureate program at Minot State will receive additional priority consideration as will all students afforded the Freshman Guarantee.

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

**Please note:** These students will be admitted on a probational status and the initial semester of study will serve as the only instance of probation. Any student, admitted under probational terms, not meeting program requirements at the end of the first semester will be dismissed from the program.

- a. If a student enters the program on a full-time basis and has met ASHA requirements for the biological sciences, basic chemistry or physics, statistics, and the social/behavioral sciences, then it is possible to complete the degree in five semesters. Students in the residential program will be on campus for four semesters and will complete an external practicum in their fifth semester. Students in the distance education program will attend part-time for six semesters and full-time the final two semesters in which they will complete clinical externships and coursework. All distance education MS:SLP students are required to complete one summer semester on campus (dates: end of May through end of July).

## Academic Honesty and Clinical Ethics Policy

The Department of Communication Sciences & Disorders follows Minot State University policies regarding academic honesty. When there is supported evidence of cheating on examinations or other coursework, or a serious violation of privacy laws or the ASHA Code of Ethics, the student will receive a failing grade for the course or practicum and will face disciplinary action up to and including dismissal from the graduate program.

## Academic Honesty and Clinic Ethics Appeal Policy

Dismissal for academic dishonesty or serious clinical violation can be appealed. A student who wishes to appeal his/her dismissal should follow the appeal process established by the Graduate School.



## Grading Scale

92-100 A, 84-91 B, 76-83 C

Anything lower than a "C" grade is considered failure of the course. Any student achieving a grade lower than "C" will be required to re-take and pass the course prior to graduation. Instructors have the right to modify the grading scale lower depending on class achievement. Graduate school policies pertaining to "F" grades apply. See retention requirements.

Completion of a course with a "C" grade may not meet Knowledge Standards required for graduation.

## Grade Appeal Policy

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

## Master of Science in Communication Disorders: Speech Language Pathology (62SH Minimum)

### Required Courses

|         |                                    |   |
|---------|------------------------------------|---|
| CSD 501 | Introduction to Graduate Studies   | 3 |
| CSD 502 | Early Interdisciplinary Study      | 2 |
| CSD 520 | Fluency Disorders                  | 3 |
| CSD 522 | Neurogenic Communication Disorders | 3 |
| CSD 524 | Motor Speech Disorders             | 2 |
| CSD 526 | Applied Phonology                  | 3 |
| CSD 528 | Assessment in SLP                  | 3 |
| CSD 530 | Cleft Palate                       | 1 |
| CSD 532 | Voice Disorders                    | 3 |
| CSD 534 | Adolescent Language Disorders      | 2 |
| CSD 535 | Dysphagia                          | 3 |
| CSD 536 | AAC: Multiple Disabilities         | 3 |
| CSD 538 | Language and Literacy              | 3 |
| CSD 539 | Audiology for the SLP              | 2 |
| CSD 540 | Professional Issues                | 2 |
| CSD 545 | School-Aged Language Disorders     | 3 |

### Required Clinical Courses

Option 1 (Residential): CSD 512 = 12 SH; CSD 516 AND/OR CSD 517 = 9 (TOTAL = 21 SH) <sup>21</sup>

|            |                                                    |
|------------|----------------------------------------------------|
| CSD 512    | Intermediate Clinical Practicum                    |
| CSD 512    | Intermediate Clinical Practicum                    |
| CSD 512    | Intermediate Clinical Practicum                    |
| CSD 512    | Intermediate Clinical Practicum                    |
| CSD 516    | Public School Practicum: Speech-Language-Pathology |
| or CSD 517 | Adv External Practicum: Speech-Language-Pathology  |

Option 2 (Distance): CSD 512 = 3 SH, CSD 516 = 9 SH, AND CSD 517 = 9 SH (Total 21 SH)

|         |                                                    |
|---------|----------------------------------------------------|
| CSD 512 | Intermediate Clinical Practicum                    |
| CSD 516 | Public School Practicum: Speech-Language-Pathology |
| CSD 517 | Adv External Practicum: Speech-Language-Pathology  |

Must have 21 credits of Clinical Experience

21

### Optional Courses

|         |                                                                  |
|---------|------------------------------------------------------------------|
| CSD 503 | Grad Seminar in Research                                         |
| CSD 555 | Hearing Loss and Communication (Required for Canadian licensure) |
| CSD 589 | Continuing Enrollment                                            |
| CSD 592 | Special Topics                                                   |
| CSD 597 | Independent Study                                                |

## Master of Science in Sports Management

MSU - Sports Management (minotstateu.edu) ([https://www.minotstateu.edu/graduate/future\\_students/programs/sports\\_management.shtml/](https://www.minotstateu.edu/graduate/future_students/programs/sports_management.shtml/))

**Department of Business Chair:** Dr. Daniel Ngugi

**Department of Science Chair:** Dr. Bryan Schmidt

**MS in Sports Management Program Directors:** Dr. Cyriac Pattathil Joy and Dr. Terry Eckmann

This degree is administered by the Department of Business in collaboration with the Department of Science.

### Mission of the Master of Science in Sports Management Program (MSSPM)

The Master of Science in Sports Management prepares current and future sport professionals pursuing leadership roles in public, private, and community settings by engaging learners in the application of advanced management principles and strategies in sports administration.

### Overview

The Master of Science in Sports Management (MSSPM) is the only sports master's degree in the North Dakota University System offering a combination of business and sports curriculum. This flexible and affordable graduate program emphasizes leading-edge management principles and strategies applied to sports law, sports administration, sports finance, and sports psychology. Students will gain expertise about issues and opportunities facing the sports industry. The MSSPM degree is ideal for individuals pursuing careers in high school and collegiate coaching and athletic administration, sports agencies, and athletic performance and training. The MSSPM degree is offered through online delivery; business courses are also available on campus.

### MSSPM Goals and Student Learning Outcomes

| Student Learning Goals                                                                 | Student Learning Outcomes                                                                                                                                     |
|----------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|
| SLG 1: Graduates will be able to produce applied research projects.                    | SLO 1: Students will be able to employ appropriate data analysis to solve business or sports problems.                                                        |
|                                                                                        | SLO 2: Students will be able to synthesize literature.                                                                                                        |
| SLG 2: Students will be able to apply communication strategy in constructing messages. | SLO 1: Students will be able to create professionally written messages.                                                                                       |
|                                                                                        | SLO 2: Students will be able to produce effective oral presentations.                                                                                         |
| SLG 3: Students will be able to solve management problems.                             | SLO 1: Students will be able to employ rational decision-making theories, models, and tools to solve management problems.                                     |
|                                                                                        | SLO 2: Students will be able to assess ethical issues and stakeholder perspectives in the contexts of corporate social responsibility and global environment. |
|                                                                                        | SLO 3: Students will be able to apply employment law concepts appropriately in management and sports leadership.                                              |
|                                                                                        | SLO 4: Students will be able to apply fundamental marketing concepts in business or the sports industry.                                                      |
| SLG 4: Students will be able to solve sports leadership problems.                      | SLO 1: Students will be able to evaluate trends in sports administration and leadership.                                                                      |
|                                                                                        | SLO 2: Students will be able to evaluate the role of sports governing bodies including their authority, organizational structure, and functions.              |
|                                                                                        | SLO 3: Students will be able to evaluate and extend sport media's role in political, social, and technological climates.                                      |
|                                                                                        | SLO 4: Students will be able to apply legal concepts within sports workplaces.                                                                                |
|                                                                                        | SLO 5: Students will be able to apply sports psychology concepts to improve sports performance, leadership, and team cohesiveness.                            |

### Application Deadlines

- Fall applications due **May 30** for international students and **July 30** for domestic, Canadian, and online international students.
- Spring applications due **Nov. 30** for domestic, Canadian, and online international students.

## MSSM Admission Requirements and Instructions

- a. **Completed MSU Graduate School Application.** Applications must be submitted online. The Graduate School at Minot State University does not accept paper applications. To access the online application, please visit <https://app.applyyourself.com/?id=ndusmingr>. The exception to this is applications for re-admission (available on the Graduate School website ([http://www.minotstateu.edu/graduate/current\\_students/index.shtml](http://www.minotstateu.edu/graduate/current_students/index.shtml))).
- b. **Requirements and Instructions.** Detailed admission requirements and instructions can be found at [MinotStateU.edu/graduate/future\\_students](http://www.minotstateu.edu/graduate/future_students/) ([http://www.minotstateu.edu/graduate/future\\_students/](http://www.minotstateu.edu/graduate/future_students/)).
- c. **Required Test Scores.** International students must give evidence of proficiency in English. Such students should arrange to take the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS). A passing score on the TOEFL is 550 on the paper-based test (PBT) and 79 on the Internet-based test (IBT). A passing score on the IELTS examination is 6.0 overall band score.
- d. Applicants are required to submit a current resume or curriculum vita.
- e. Applicants are also required to submit a concise (500 words) Statement of Purpose describing their primary interest in the MSSM program, experiences related to the area of study, and objectives in pursuing the MSSM degree at MSU. In particular, the essay should be as specific as possible in describing the student's interests, and relevant educational, research, commercial, government, or teaching experiences. If applying for more than one program, submit a separate Statement of Purpose for each program.
- f. International Applicants ONLY: Submit a declaration of finances. See Graduate School Admissions information (above) for more details.

|                    |                                                              |           |
|--------------------|--------------------------------------------------------------|-----------|
| BADM 525           | Strategic Marketing                                          | 3         |
| BADM 535           | Management Principles and Practices                          | 3         |
| BADM 537           | Human Resource Management                                    | 3         |
| BADM 550           | Applied Statistics for Managers                              | 3         |
| or BADM 551        | Spreadsheet Modeling and Decision Making                     |           |
| BIT 510            | Leadership Communication                                     | 3         |
| FIN 550            | Sports Finance and Budgeting                                 | 3         |
| KIN 510            | Sports Leadership and Administration                         | 3         |
| KIN 540            | Foundations of Sports and Exercise Psychology                | 3         |
| KIN 555            | Sports Law                                                   | 3         |
| KIN 560            | Sports Media and Event Planning                              | 3         |
| KIN 595            | Capstone Experience, Research Methods and Analyses in Sports | 3         |
| <b>Total Hours</b> |                                                              | <b>33</b> |

## Graduate Certificate Programs at Minot State University

The certificates listed below are concentrated programs of study with required graduate credits. Once a student completes the required courses, a student must submit the certificate graduation application for the certificate to be posted on the transcript.

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

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

The graduate certificate in Computer Science Education is a specialized program tailored to high school educators who aspire to teach dual credit Computer Science courses as well as to qualify for the highest-level Computer Science and Cybersecurity Credential recognized by the North Dakota Education Standards and Practices Board (ESPB). This 18-credit certificate program will be a comprehensive and hands-on educational journey that equips educators with a broad base of knowledge in the fields of Computer Science and Cybersecurity as well as the pedagogical expertise necessary to excel.

### Certificate Program: Computer Science Education

|          |                                                         |   |
|----------|---------------------------------------------------------|---|
| CSCI 541 | Exploring Computer Science Education                    | 3 |
| CSCI 542 | Exploring Problem Solving in Computer Science Education | 3 |
| CSCI 543 | Foundations of Computer Programming                     | 3 |
| CSCI 544 | Data Structures and Algorithms                          | 3 |
| CSCI 545 | Foundations of Data Science                             | 3 |

|                    |                                                   |           |
|--------------------|---------------------------------------------------|-----------|
| CSCI 557           | Foundations of Information Assurance and Security | 3         |
| <b>Total Hours</b> |                                                   | <b>18</b> |

## Certificate Program: Cyber Security Management

|                    |                                                   |          |
|--------------------|---------------------------------------------------|----------|
| BIT 560            | Manage/Integrate IS Function                      | 3        |
| BIT 557            | Foundations of Information Assurance and Security | 3        |
| BIT 575            | Business Network Systems Management               | 3        |
| <b>Total Hours</b> |                                                   | <b>9</b> |

## Certificate Program: Deaf/Hard of Hearing Education

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

### Pre-requisites

|                                                               |                                                              |   |
|---------------------------------------------------------------|--------------------------------------------------------------|---|
| SPED 510                                                      | Law and Policy in Special Education                          | 3 |
| SPED 513                                                      | Deaf Studies                                                 | 3 |
| SPED 565                                                      | Early Intervention: Deaf/HH                                  | 3 |
| SPED 583                                                      | Strategies to Support Listening and Spoken Language          | 3 |
| SPED 584                                                      | Teaching Language to Deaf/HH                                 | 3 |
| SPED 585                                                      | Advanced Audiology for Educators of the Deaf/Hard of Hearing | 3 |
| SPED 586                                                      | Teaching Reading/Academics to DHH                            | 4 |
| SPED 515                                                      | Practicum                                                    | 2 |
| SPED 533                                                      | Clinical Practice in Assessment                              | 1 |
| Pre-Requisite of an Introductory Course (SPED 512) may apply. |                                                              |   |

|                    |  |           |
|--------------------|--|-----------|
| <b>Total Hours</b> |  | <b>25</b> |
|--------------------|--|-----------|

## Certificate Program: Early Childhood Special Education

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

|          |                                                         |   |
|----------|---------------------------------------------------------|---|
| SPED 504 | Introduction to Services for Young Exceptional Children | 3 |
| SPED 509 | Infant/Toddler Development                              | 3 |
| SPED 510 | Law and Policy in Special Education                     | 3 |
| SPED 533 | Clinical Practice in Assessment                         | 1 |
| SPED 532 | Communication Development and Interventions             | 3 |
| SPED 543 | Assessment & Methods of Teaching ECSE                   | 3 |
| SPED 563 | Family and Community Systems in Early Intervention      | 3 |
| SPED 515 | Practicum                                               | 2 |

|                    |  |           |
|--------------------|--|-----------|
| <b>Total Hours</b> |  | <b>21</b> |
|--------------------|--|-----------|

## Certificate Program: Knowledge Management

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

|          |                                     |   |
|----------|-------------------------------------|---|
| BADM 535 | Management Principles and Practices | 3 |
| BIT 560  | Manage/Integrate IS Function        | 3 |
| BIT 566  | Knowledge Management                | 3 |

|                    |                     |           |
|--------------------|---------------------|-----------|
| BIT 570            | E-Business Strategy | 3         |
| <b>Total Hours</b> |                     | <b>12</b> |

### Certificate Program: Leadership Studies

|                    |                                        |          |
|--------------------|----------------------------------------|----------|
| BIT 510            | Leadership Communication               | 3        |
| or LEAD 510        | Leadership Communication               |          |
| BADM 537           | Human Resource Management              | 3        |
| or LEAD 537        | Human Resource Management              |          |
| or BADM 538        | Talent Management and People Analytics |          |
| or LEAD 538        | Talent Management and People Analytics |          |
| BADM 540           | Organizational Leadership              | 3        |
| or LEAD 540        | Organizational Leadership              |          |
| <b>Total Hours</b> |                                        | <b>9</b> |

### Certificate Program: Management Concepts

The Certificate in Management Concepts provides foundations in management at a graduate level. Students who successfully earn the certificate may be eligible to continue on into the master's degree.

|                    |                                     |          |
|--------------------|-------------------------------------|----------|
| BADM 525           | Strategic Marketing                 | 3        |
| BADM 535           | Management Principles and Practices | 3        |
| BIT 560            | Manage/Integrate IS Function        | 3        |
| <b>Total Hours</b> |                                     | <b>9</b> |

### Certificate program: Mathematics Education

|                    |                                                          |           |
|--------------------|----------------------------------------------------------|-----------|
| MATH 508           | History and Philosophy of Mathematics for Teachers       | 3         |
| MATH 513           | Precalculus for Teachers                                 | 3         |
| MATH 514           | Geometry for Teachers                                    | 3         |
| MATH 521           | Probability and Statistics for Teachers                  | 3         |
| MATH 565           | Calculus for Teachers                                    | 3         |
| MATH 590           | Trends, Methods, and Technology in Mathematics Education | 3         |
| <b>Total Hours</b> |                                                          | <b>18</b> |

### Certificate Program: Professional Writing

Necessary courses for the Professional Writing Certificate include the following foundational courses:

|                                                                                                                          |                                                   |          |
|--------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------|----------|
| ENGL 534                                                                                                                 | Grant Writing                                     | 3        |
| ENGL 592                                                                                                                 | Special Topics                                    | 3        |
| In addition, one writerly/writing intensive (WI) course from the selected discipline must be chosen from the list below: |                                                   | 3        |
| ED 521                                                                                                                   | Integrating Technology into Teaching and Learning |          |
| LEAD 510                                                                                                                 | Leadership Communication                          |          |
| <b>Total Hours</b>                                                                                                       |                                                   | <b>9</b> |

### Certificate Program: Special Education Strategist

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

|          |                                             |   |
|----------|---------------------------------------------|---|
| SPED 510 | Law and Policy in Special Education         | 3 |
| SPED 515 | Practicum                                   | 2 |
| SPED 517 | Methods for Mild Disabilities               | 3 |
| SPED 533 | Clinical Practice in Assessment             | 1 |
| SPED 532 | Communication Development and Interventions | 3 |

|                    |                                                    |           |
|--------------------|----------------------------------------------------|-----------|
| SPED 555           | Explicit Academic Instruction                      | 3         |
| SPED 561           | Classroom Management and Positive Behavior Support | 3         |
| SPED 529           | Assistive Technology                               | 2         |
| <b>Total Hours</b> |                                                    | <b>20</b> |

## Certificate Program: Sports Administration

|                    |                                               |           |
|--------------------|-----------------------------------------------|-----------|
| KIN 510            | Sports Leadership and Administration          | 3         |
| KIN 555            | Sports Law                                    | 3         |
| KIN 540            | Foundations of Sports and Exercise Psychology | 3         |
| KIN 560            | Sports Media and Event Planning               | 3         |
| or FIN 550         | Sports Finance and Budgeting                  |           |
| <b>Total Hours</b> |                                               | <b>12</b> |

The certificate in Sport Administration offers current sports professionals, including high school coaches and teachers, an opportunity to enhance their skills within one year by enrolling in four 8-week courses in sports. Students will complete 12 credits to earn this certificate. Students earning this certificate may apply it toward the Master of Science in Sports Management.

## Certificate Program: Trauma Informed Teaching

|                    |                                       |          |
|--------------------|---------------------------------------|----------|
| ED 558             | Trauma Informed Practice for Teachers | 3        |
| ED 535             | Models of Teaching and Learning       | 3        |
| ED 519             | Diversity in a Global Perspective     | 3        |
| <b>Total Hours</b> |                                       | <b>9</b> |

## Certificate Program: Writing for Educators

Students must take the following two foundational courses:

|          |                |   |
|----------|----------------|---|
| ENGL 534 | Grant Writing  | 3 |
| ENGL 592 | Special Topics | 3 |

In addition, students must choose four graduate English courses from those listed below. Please note that ENG 592 may be taken a second time for a total of six credit hours: 12

|          |                                  |  |
|----------|----------------------------------|--|
| ENGL 516 | Research in Teaching Writing     |  |
| ENGL 525 | Topics in Language Arts Pedagogy |  |
| ENGL 536 | Enrich Reading in Content Area   |  |
| ENGL 545 | Topics in Teaching Writing       |  |
| ENGL 597 | Independent Study                |  |

**Total Hours** 18

## Course Descriptions

### ART 510. Drawing. 1-4 Hour.

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

### ART 511. Painting. 1-4 Hour.

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

### ART 512. Ceramics. 1-4 Hour.

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

### ART 513. Sculpture. 1-4 Hour.

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

### ART 514. Graphic Design. 1-4 Hour.

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

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

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

**ART 516. Crafts. 1-4 Hour.**

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

**ART 517. Photography. 1-4 Hour.**

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

**ART 518. Printmaking. 1-4 Hour.**

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

**ART 519. Computer Graphics. 1-4 Hour.**

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

**ART 520. Mixed Media. 1-4 Hour.**

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

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

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

**ART 525. Research in Art Education. 1-4 Hour.**

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

**ART 540. Art History: Contemporary Trends and Theory. 2 Hours.**

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

**ART 550. Issues in Art: Graduate Seminar. 1 Hour.**

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

**ART 570. Workshop. 1-4 Hour.**

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

**ART 589. Continuing Enrollment. 0 Hours.**

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

**ART 590. Individual Research. 1-3 Hour.**

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

**ART 598. Professional Exhibition. 2 Hours.**

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

**ART 599. Thesis. 1 Hour.**

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

**BADM 525. Strategic Marketing. 3 Hours.**

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

**BADM 535. Management Principles and Practices. 3 Hours.**

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

**BADM 537. Human Resource Management. 3 Hours.**

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

**BADM 538. Talent Management and People Analytics. 3 Hours.**

This course introduces talent management strategies and people analytics. First, the course will introduce you to the concept of a performance culture, including motivational theories, managing attributions, and the importance of system strength. Second, the course provides hands-on applied sessions on managing performance and potential through selection, succession planning, compensation benchmarking, and incentivization strategies. This will also involve an individual project. Third, the course will expose you to talent management/people analytics and human resource information system implementation.



**BADM 540. Organizational Leadership. 3 Hours.**

In this course, students learn how leadership contributes to the creation and evolution of successful organizations. Students examine relevant readings, case studies, and emerging research - across a broad spectrum of organizations including nonprofit, publicly traded, and small main street businesses - to analyze how leadership contributes to organizational success. External and internal pressures on leadership, organizational effectiveness, and organizational success will be examined.

**BADM 550. Applied Statistics for Managers. 3 Hours.**

This course introduces and reinforces key steps in the decision-making process including problem formulation; discovery; organizing and analyzing data; and reporting results. Students will learn elementary statistics using common software packages readily available to managers. Although not required, students are encouraged to complete BIT 510 or take both classes simultaneously.

**BADM 551. Spreadsheet Modeling and Decision Making. 3 Hours.**

This course covers quantitative methods to support business decision making including problem formulation, decision modeling, analysis, reasoning, and conclusions. Topics include spreadsheet modeling and decision analysis. To facilitate the practical application of these management science techniques, spreadsheets and spreadsheet add-ins will be emphasized.

**BADM 555. International Management. 3 Hours.**

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

**BADM 565. Strategic Management. 3 Hours.**

Challenges the student to conceptualize, analyze, and plan the application and administration of strategies both from the executive level and from the organizational entrepreneurial level. Integrates the teachings of a variety of fields and depends heavily on case analysis. Prerequisite: BADM 535. Corequisite: FIN 545.

**BADM 589. Continuing Enrollment. 0 Hours.**

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

**BADM 592. Special Topics. 1-3 Hour.**

Presents study of selected areas in management.

**BADM 595. Capstone. 3 Hours.**

BADM 595 is a Business Plan Capstone experience that challenges the student, working individually or as a member of a team, to conduct a comprehensive business planning exercise. The course's deliverables include business plan installments that draw on prior MSM coursework, and a complete, well-articulated, and feasible business plan. Prerequisites: BADM 535. Pre-corequisites: BADM 525, FIN 545.

**BADM 596. Management Internship. 1-3 Hour.**

Supervised professional experience in management. Standards set by employer and faculty advisor must be met. Internship is optional and additional to the 30 credits required for the master's degree.

**BADM 598. Projects. 3 Hours.**

This final experience involves the identification of an existing problem in a real-world setting and the application of learned skills and methods to develop a solution that addresses the problem directly. In some cases a capstone project will be geared toward research, while others are more oriented toward problem solving. Solutions are usually applied, meaning they are realistic and practical. Prerequisite: BIT 510. Pre or Corequisite: BADM 550 or BADM 551.

**BADM 599. Thesis. 1-3 Hour.**

Completing a master's thesis demonstrates research competencies, involves direct research experience, and strengthens one's potential application to Ph.D. programs. While completing a master's thesis, the student learns how to research published literature in a targeted field, how to write for a scholarly audience, and how to present one's work in writing and in public forum. In addition, the student will learn more about a select topic than one would learn in a classroom.

**BIOL 520. Advanced Developmental Biology. 3 Hours.**

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

**BIOL 530. Advanced Anatomy and Physiology. 3 Hours.**

Recent advances in the study of anatomy and physiology.

**BIOL 550. Ecology of The Great Plains. 3 Hours.**

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

**BIOL 570. Frontiers in Biology. 3 Hours.**

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

**BIOL 579. Research. 2-4 Hour.****BIOL 590. Seminar. 1-3 Hour.**

Seminars on topics as approved by the division chair.

**BIOL 592. Special Topics. 1-3 Hour.**

Special topics in biology.

**BIOL 597. Independent Study. 1-3 Hour.**

Individual study on topics as approved by the division chair.

**BIOL 598. Project and Report. 2 Hours.**

An extended research project on science education; could include action research conducted in the classroom. Many projects will require approval by the Institutional Review Board (IRB). The project report must meet Graduate School guidelines and be approved by a graduate committee.

**BIOL 599. Thesis. 2 Hours.**

Individual research culminating in a thesis.

**BIT 510. Leadership Communication. 3 Hours.**

This course focuses on the core communication skills needed by leaders in all disciplines. Emphasis is placed on improving communication competence and leadership effectiveness through communication strategy, group and organizational communication and collaboration, and leadership in contemporary communication issues.

**BIT 557. Foundations of Information Assurance and Security. 3 Hours.**

The course surveys the broad field of information assurance and security including core concepts and methods used to secure enterprise systems, networks, and information. You will learn the foundations of business and information security in several contexts, including disruptive technologies, current threats, and security events.

**BIT 559. Systems Analysis. 3 Hours.**

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

**BIT 560. Manage/Integrate IS Function. 3 Hours.**

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

**BIT 561. IS Project Management. 3 Hours.**

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

**BIT 562. Management Information Systems. 3 Hours.**

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

**BIT 563. Database Systems and Application. 3 Hours.**

Promotes an understanding of the issues in managing database systems as an essential organizational resource. Students learn the enterprise-data-architecture components, data storage configurations, and information retrieval methods. It expands from the relational model to the multidimensional model, object-relational techniques, and web accessed data. Corequisite: BIT 559.

**BIT 565. Systems Design. 3 Hours.**

This course provides an understanding and application of systems design, implementation, and maintenance methodologies. Students learn that systems design is not merely a 'technical' or 'computer' activity, but a 'business' activity. Prerequisites: BIT 559 and BIT 563.

**BIT 566. Knowledge Management. 3 Hours.**

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

**BIT 570. E-Business Strategy. 3 Hours.**

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

**BIT 575. Business Network Systems Management. 3 Hours.**

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

**BIT 581. Contemporary Methods Teaching Business. 3 Hours.**

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

**BIT 589. Continuing Enrollment. 0 Hours.**

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

**BIT 592. Special Topics. 1-3 Hour.****BIT 595. MSIS Capstone Project. 3 Hours.**

In consultation with the MSIS Program Director, students will complete a project that integrates the concepts and techniques learned in the MSIS program to complete the degree. Taken during final semester.

**BIT 598. Project. 1-3 Hour.**

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

**CHEM 510. Organic Chemistry for Teachers. 3 Hours.**

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

**CHEM 520. Physical Chemistry for Teachers. 3 Hours.**

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

**CHEM 550. Inorganic Chemistry for Teachers. 3 Hours.**

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

**CHEM 570. Frontiers in Chemistry. 3 Hours.**

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

**CHEM 579. Research. 2-4 Hour.****CHEM 590. Seminar. 1-3 Hour.**

Seminars on topics as approved by the division chair.

**CHEM 592. Special Topics. 1-3 Hour.**

Special topics in chemistry.

**CHEM 597. Independent Study. 1-3 Hour.**

Individual study on topics as approved by the division chair.

**CHEM 598. Project and Report. 2 Hours.**

An extended research project on science education; could include action research conducted in the classroom. Many projects will require approval by the Institutional Review Board (IRB). The project report must meet Graduate School guidelines and be approved by a graduate committee.

**CHEM 599. Thesis. 2 Hours.**

Individual research culminating in a thesis.

**CJ 630. Seminar Tribal Justice System. 3 Hours.****CJ 635. Juvenile Justice. 3 Hours.****CJ 640. Criminal Justice Policy. 3 Hours.****CJ 645. Rural Justice Issues. 3 Hours.****CJ 690. Data Analysis. 3 Hours.****CSCI 541. Exploring Computer Science Education. 3 Hours.**

This course provides a comprehensive exploration of key aspects within the realm of Computer Science Education. Topics covered include the Active-Learning-Based Teaching Model, Research within the field of Computer Science Education, Effective Teaching Methods in Computer Science, and Practical Lab-Based Instruction.

**CSCI 542. Exploring Problem Solving in Computer Science Education. 3 Hours.**

This course delves into fundamental Computer Science concepts related to problem-solving by examining a variety of approaches. It offers an in-depth exploration of specific problem-solving techniques, including Sequential Logic, Decision Logic, Looping Logic, and widely-used data structures. Emphasis is placed on the development of algorithms and modeling strategies applicable to a range of programming languages. Corequisite: CSCI 541.

**CSCI 543. Foundations of Computer Programming. 3 Hours.**

This course serves as an introduction to the utilization of computer programming for problem solving. Students design, implement, test and debug programs for computational problems drawn from various fields. This course emphasizes program design process, object-oriented software development approach, and development of practical programming skills. Prerequisite: CSCI 542.

**CSCI 544. Data Structures and Algorithms. 3 Hours.**

In this course, students will be introduced to the principles of data structures and algorithms within a modern programming language. Topics covered include linear and hierarchical data structures such as arrays, linked lists, stacks, queues, and binary trees. Emphasis on the analysis of the performance characteristics of varied algorithmic approaches to solving problems. Prerequisite: CSCI 543.

**CSCI 545. Foundations of Data Science. 3 Hours.**

This course surveys the field of data science. Students will deepen their understanding of high-level programming languages, focusing on their applications in data science. The curriculum covers an introduction to data visualization, machine learning algorithms, and data mining techniques. Prerequisite: CSCI 543.

**CSCI 557. Foundations of Information Assurance and Security. 3 Hours.**

The course surveys the broad field of information assurance and security including core concepts and methods used to secure enterprise systems, networks, and information. You will learn the foundations of business and information security in several contexts, including disruptive technologies, current threats, and security events.

**CSCI 568. Applied Cryptography. 3 Hours.**

Modern cryptography algorithms are necessary for protection of data storage and communication streams from disclosure and manipulation of information to distrusted or malicious parties. This course explains the inner workings of cryptographic primitives and how to implement them. Assignments will be both theoretical and application based. Experience with C/ C++ programming is required.

**CSCI 594. Directed Research in Cyber Security. 3 Hours.**

Faculty directed research in cyber security topics.

**CSD 501. Introduction to Graduate Studies. 3 Hours.**

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

**CSD 502. Early Interdisciplinary Study. 2 Hours.**

A course on interdisciplinary assessment and service delivery for children 0-3 years of age. This course will prepare students for early intervention with infants and toddlers at risk for or presenting with communication disorders.

**CSD 503. Grad Seminar in Research. 1-3 Hour.**

The seminar is available to any graduate student considering or actively pursuing a thesis in any area of communication disorders, with any advisor. Priority attention will be given to students who have actually started the thesis process. Students not actually into the thesis process will be expected to participate in problem solving, and other activities of critical thinking. Each student will provide a weekly update of research and writing activities. In this way, actual problems may be 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.

**CSD 512. Intermediate Clinical Practicum. 3 Hours.**

Supervised practicum in a clinical setting both on- and off-campus. This course is part of the required clinical experiences for MS:SLP graduate students; therefore, students must earn a grade of "B" or better. Residential students must complete four semesters (3 SH/semester) of CSD512 to take part in a 9 SH externship (CSD 516 and/or CSD 517). Distance students must complete one semester (3 SH/semester) of CSD512 to take part in two 9 SH externships (CSD 516 AND CSD 517). All students must complete a minimum of 21 SH in clinical practicum/externship. Prerequisite: Techniques Course, 20 hours of supervised observation and Speech-Language Pathology Graduate Students Only.

**CSD 516. Public School Practicum: Speech-Language-Pathology. 1-9 Hour.**

Supervised external practicum in a school setting. Graduates who seek North Dakota Teacher Licensure must complete at least 100 hours of practicum in a school setting.

**CSD 517. Adv External Practicum: Speech-Language-Pathology. 1-9 Hour.**

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

**CSD 520. Fluency Disorders. 3 Hours.**

This course covers prevention, assessment, and treatment of both developmental and acquired fluency disorders. Specific attention is given to counseling and cultural/social aspects of the disorder, as well as associated myths, biases, and perceptions.

**CSD 522. Neurogenic Communication Disorders. 3 Hours.**

This course covers the prevention, assessment, and intervention of acquired communication disorders including: aphasia, cognitive-linguistic disorders, acquired brain injury, dementia, and communication related to psychological disorders.

**CSD 524. Motor Speech Disorders. 2 Hours.**

This course will investigate the clinical diagnosis and management of developmental and acquired neurologically-based motor speech disorders across the lifespan.

**CSD 526. Applied Phonology. 3 Hours.**

This course is designed to give students knowledge of theoretical positions influencing the development of a conceptual framework to understand, evaluate, and provide therapy for individuals with phonological disabilities. Application techniques for additional speech sound disorders will be presented.

**CSD 528. Assessment in SLP. 3 Hours.**

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

**CSD 530. Cleft Palate. 1 Hour.**

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

**CSD 532. Voice Disorders. 3 Hours.**

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

**CSD 534. Adolescent Language Disorders. 2 Hours.**

Study of language disorders in adolescents including academic and real-world impacts. The course will cover the prevention, assessment, and intervention of receptive and expressive language disorders. Attention will be given to cognitive and social language aspects of communication.

**CSD 535. Dysphagia. 3 Hours.**

This course will cover normal and disordered neurology and physiology of swallowing across the lifespan with emphasis on prevention, assessment, and intervention. Topics will include screening, bedside swallow assessment, instrumental assessment, and multidisciplinary management of oral, pharyngeal, esophageal, and related functions for feeding and swallowing.

**CSD 536. AAC: Multiple Disabilities. 3 Hours.**

This course will address the communication needs of people with complex communication disorders. It covers assessment and intervention with emphasis on functional communication in natural environments. Various augmentative and alternative communication systems are reviewed. Practical application is emphasized.

**CSD 538. Language and Literacy. 3 Hours.**

This course examines the interplay of language and literacy in children ages 3 through 12. Focus will be given to the impacts of language deficits on literacy acquisition and academic performance. Principles and techniques of prevention, assessment, and curriculum-based intervention will be explored.

**CSD 539. Audiology for the SLP. 2 Hours.**

This course will cover the anatomy and physiology of the auditory system, underlying neurological systems, and behavior manifestations as related to hearing loss. Prevention, assessment, and intervention of hearing loss as it relates to language, learning, and academics will be addressed.

**CSD 540. Professional Issues. 2 Hours.**

This course is divided into two sections. The first section explores critical contemporary topics in speech-language pathology, including: professional, legal, ethical, employment, societal, culturally responsive practices, and supervisory issues. The second section focuses on counseling as it relates to managing the needs of persons with communication disorders and their families.

**CSD 545. School-Aged Language Disorders. 3 Hours.**

This graduate-level course will examine school-aged language disorders for children in pre-school through elementary school and the practice of speech-language pathology in the school setting. This course is designed to prepare students with the knowledge and skills for effective prevention, assessment, and intervention with elementary-level students who have communication disorders. Course content will also include legislative foundations, legal and ethical considerations, strategic learning models for school-aged students, and other contemporary issues relative to public school practice.

**CSD 555. Hearing Loss and Communication. 1 Hour.**

This course reviews readings related to hearing loss and communication. It provides techniques for communication habilitation and rehabilitation for people with hearing related speech-language-voice difficulties.

**CSD 589. Continuing Enrollment. 0 Hours.**

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

**CSD 592. Special Topics. 1-3 Hour.**

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

**CSD 597. Independent Study. 1-3 Hour.**

Student initiated study under the direction of a faculty member.

**CSD 599. Thesis. 1-3 Hour.**

Individual research culminating in a thesis.

**ED 501. Designing and Interpreting Education Research/Quantitative. 3 Hours.**

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

**ED 502. Designing and Interpreting Ed Research/Qualitative. 3 Hours.**

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

**ED 509. Historical Perspectives, Public Policy, and Programming Gifted Education. 3 Hours.**

An analysis of origins and history of gifted education focusing on populations of gifted students. A review of local, state, and federal policies and practices; past, present, and future. An exploration of collaboration efforts between educational agencies, local learning communities, parents, and the larger community.

**ED 510. Characteristics of Gifted Children and Teaching Strategies. 3 Hours.**

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

**ED 511. Curriculum Models. 3 Hours.**

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

**ED 512. Student Teaching. 2 Hours.**

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

**ED 515. Individualizing Strategies. 2 Hours.**

Determining programs and appropriate instructional approaches for elementary students.

**ED 518. Educational Philosophy. 2 Hours.**

Traditional and contemporary philosophical thoughts and their educational implications.

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

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

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

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

**ED 521. Integrating Technology into Teaching and Learning. 3 Hours.**

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

**ED 522. Curriculum Design and Assessment. 3 Hours.**

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

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

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

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

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

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

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

**ED 526. ELL Testing and Evaluation. 3 Hours.**

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



**ED 530. Development and Strategies for Educators. 3 Hours.**

Development and Strategies for Educators is designed to (1) expand on the neuroscience behind what educators know about the cognitive, emotional, social, and physical changes that take place in students during upper elementary, middle school, and high school. The course (2) approaches these changes from the perspective of how adolescent academic and social behaviors stem from developmental changes in the brain and social needs for autonomy, belonging and status; with an emphasis on educator strategies that scaffold positive identity development, a mindset toward self-efficacy, and productive academic and social communication skills.

**ED 535. Models of Teaching and Learning. 3 Hours.**

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

**ED 540. Reading: Advance Diag and Remed. 2 Hours.**

Study, diagnosis and treatment of reading problems.

**ED 541. Clinical Practice Remedial Read. 2 Hours.**

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

**ED 544. Neurobiology of Communication. 3 Hours.**

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

**ED 550. Dynamics of Managing Learning. 3 Hours.**

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

**ED 551. Second Language Acquisition. 3 Hours.**

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

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

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

**ED 555. Middle School: Philosophy and Curriculum. 2 Hours.**

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

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

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

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

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

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

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

**ED 570. Curriculum Theory. 3 Hours.**

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

**ED 571. Assessment Theory. 3 Hours.**

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



**ED 572. Data Driven Instruction. 3 Hours.**

This course would focus on how to collect and interpret student data as a means to inform instructional practices. To this end, the course would take a critical look at the advantages and disadvantages of using standardized test data as rationale in heterogeneous ability grouping. This course would also offer alternative and complimentary approaches to inform pedagogy based on students-needs-such as formative assessment systems. This course would offer a practical application in collecting and responding to student data.

**ED 573. Educational Leadership. 3 Hours.**

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

**ED 580. ELL Practicum in Schools. 3 Hours.**

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

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

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

**ED 589. Continuing Enrollment. 0 Hours.**

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

**ED 590. Seminar in Education. 1-3 Hour.**

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

**ED 592. Special Topics. 3 Hours.**

Opportunity is provided to read literature on current brain research and exceptional children on an individual basis to meet student needs and interests.

**ED 595. Capstone Project. 2-3 Hour.**

Students will research and develop an innovation to improve their teaching or their students' learning. They will work with a faculty member to identify a problem, write a literature review, and devise a plan to implement the innovation. The project will culminate in a formal paper and presentation.

Prerequisites: ED 501 and ED 502.

**ED 597. Independent Study. 1-3 Hour.**

Student initiated study under the direction of faculty advisor.

**ED 598. Project and Report. 1-2 Hour.**

An extended action research project conducted in the classroom with a report of the project. All projects will require approval by the Institutional Review Board (IRB). The project report must meet Graduate School guidelines and be approved by a graduate committee. Credits may be split 1 + 1, over 2 semesters.

**ED 599. Thesis. 1-2 Hour.**

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

**ELED 524. Current Trends: Science. 2 Hours.**

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

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

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

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

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

**ELED 530. Current Trends: Math. 2 Hours.**

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

**ELED 545. Literature for Children. 2 Hours.**

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

**ELED 550. ECE Teaching Methods and Materials. 3 Hours.**

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

**ELED 551. Play Development in Children. 3 Hours.**

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

**ELED 552. Theories of Early Childhood Curriculum. 3 Hours.**

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

**ELED 553. Symbolism: Reading and Child. 3 Hours.**

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

**ELED 592. Special Topics. 1-3 Hour.****ENGL 502. Graduate Writing Workshop. 3 Hours.**

In English 502, students from across the curriculum participate in a graduate writing workshop environment. Students workshop a major writing project that they research and develop, which could include a capstone, master's thesis, or other newly proposed research. During the term, students bring a portion of their writing to be reviewed by peers each week and to share feedback with other students. Formal assignments include in this class focus on the development of this major writing project. There is also a discussion and seminar component focusing on assigned student readings. These readings change each semester and focus on research topics from within the field of Rhetoric and Composition within English Studies.

**ENGL 516. Research in Teaching Writing. 3 Hours.**

Readings in the research, theory, and practice of teaching writing. Emphasis on constructing position papers which demonstrate synthesis, evaluation, and application of concepts from readings. Repeatable up to 6 credits.

**ENGL 525. Topics in Language Arts Pedagogy. 3 Hours.**

Focused study in recent theoretical developments in language arts pedagogy for the English classroom. Emphasis on weaving language study into student-centered classroom approaches. Topics vary for each offering. Repeatable up to 6 credits.

**ENGL 534. Grant Writing. 3 Hours.**

This course applies a rhetorical framework to researching and writing grants, proposals, and related professional documents. The experiential education and service-learning approach offer students the opportunity to work with real institutions on active local, government, and national grants. Students develop a portfolio of professionally designed and edited documents as well as the vocabulary of grant writing and research. A highly sought-after set of skills, grant writing experience enhances research and employment opportunities in any field.

**ENGL 535. Topics in Teaching Literature. 3 Hours.**

Focused study in teaching and using literature in the classroom. Topics vary for each offering. Repeatable up to 6 credits.

**ENGL 536. Enrich Reading in Content Area. 3 Hours.**

Reading in the research, theory, and practice of teaching and using reading in the classroom. Emphasis on constructing position papers which demonstrate synthesis, evaluation, and application of concepts from the readings. Repeatable up to 6 credits.

**ENGL 540. Prof Issues and Methods In English. 3 Hours.**

Introduction to graduate study in English pedagogy, including an overview of current professional issues and of methods for engaging in research and thesis processes. Repeatable up to 6 credits.

**ENGL 543. Pract. Approach to Teach Writing. 3 Hours.**

Practice in process-oriented approaches to writing. Emphasis on students' own personal and reflective writing in a workshop environment. This course is a component of the Northern Plains Writing Project Summer Institute. Repeatable up to 6 credits.

**ENGL 545. Topics in Teaching Writing. 3 Hours.**

Focused study in teaching and using writing in the classroom. Topics vary for each offering. Repeatable up to 6 credits.

**ENGL 589. Continuing Enrollment. 0 Hours.**

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

**ENGL 592. Special Topics. 1-6 Hour.**

Occasional and topical subjects.

**ENGL 597. Independent Study. 1-3 Hour.**

Independent study under the direction of a faculty advisor.

**ENGL 599. Thesis. 1-6 Hour.**

Individual research culminating in a thesis or significant work on the large research projects required for the MEd with the Concentration in English.

**FIN 545. Financial Management and Accounting. 3 Hours.**

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

**FIN 550. Sports Finance and Budgeting. 3 Hours.**

This course will introduce students to fundamental theories, concepts, and tools in sport finance. Students will learn the appropriate skills for budgeting and managing financial resources. They will analyze current sport industry financial trends, financial statements, funding options, and budgeting, and apply these skills to build financial strategy and make sound financial decisions. Current case studies covering a variety of sectors, sports, and countries will give students the opportunity to apply the concepts to practical scenarios, including administration of a real-world athletic department.

**GEOL 510. Advanced Physical Geology. 3 Hours.****GEOL 520. Advanced Historical Geology. 3 Hours.****GEOL 550. Advanced Mineralogy and Petrograph. 3 Hours.****GEOL 570. Global Plate Tectonics. 3 Hours.****GEOL 579. Research. 2-4 Hour.****GEOL 590. Seminar. 1-3 Hour.****GEOL 592. Special Topics. 1-3 Hour.****GEOL 597. Independent Study. 1-3 Hour.****GEOL 598. Project and Report. 2 Hours.**

An extended research project on science education; could include action research conducted in the classroom. Many projects will require approval by the Institutional Review Board (IRB). The project report must meet Graduate School guidelines and be approved by a graduate committee.

**GEOL 599. Thesis. 2 Hours.****KIN 501. Exercise Science. 3 Hours.**

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

**KIN 510. Sports Leadership and Administration. 3 Hours.**

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

**KIN 520. Advanced Methods of Teaching Group Fitness. 3 Hours.**

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

**KIN 530. Advanced Methods of Teaching Resistance Training. 3 Hours.**

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

**KIN 540. Foundations of Sports and Exercise Psychology. 3 Hours.**

The course is designed to provide athletic coaches, athletic administrators, physical education teachers, and fitness specialist's insight and skills in the psychology of communication, perception, learning, personality, motivation, and emotion. Emphasis will be placed on understanding participants, environments, group process, and enhancing performance, health, and well-being as they relate to sport and physical activity.

**KIN 550. Research Methods and Analyses in Sports. 3 Hours.**

The course introduces research concepts and methods in sport management. The course will provide an overview of research questions development, research design, data collection, and statistical and interpretative analysis. Students will practice different data collection and analysis techniques and professional presentation skills through the course project.

**KIN 555. Sports Law. 3 Hours.**

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

**KIN 560. Sports Media and Event Planning. 3 Hours.**

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

**KIN 589. Continuing Enrollment. 0 Hours.**

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

**KIN 592. Special Topics. 0 Hours.**

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

**KIN 595. Capstone Experience. 3 Hours.**

A capstone course or capstone experience involves the identification of an existing problem in a real-world setting and the application of learned skills and methods to develop a solution that addresses the problem directly. In some cases, a capstone project will be geared toward research, while others are more oriented toward problem solving. Solutions are usually interactive, meaning they can be implemented and used.

**LEAD 510. Leadership Communication. 3 Hours.**

This course focuses on the core communication skills needed by leaders in all disciplines. Emphasis is placed on improving communication competence and leadership effectiveness through communication strategy, group and organizational communication and collaboration, and leadership in contemporary communication issues.

**LEAD 537. Human Resource Management. 3 Hours.**

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

**LEAD 538. Talent Management and People Analytics. 3 Hours.**

This course introduces talent management strategies and people analytics. First, the course will introduce you to the concept of a performance culture, including motivational theories, managing attributions, and the importance of system strength. Second, the course provides hands-on applied sessions on managing performance and potential through selection, succession planning, compensation benchmarking, and incentivization strategies. This will also involve an individual project. Third, the course will expose you to talent management/people analytics and human resource information system implementation.

**LEAD 540. Organizational Leadership. 3 Hours.**

In this course, students learn how leadership contributes to the creation and evolution of successful organizations. Students examine relevant readings, case studies, and emerging research - across a broad spectrum of organizations including nonprofit, publicly traded, and small main street businesses - to analyze how leadership contributes to organizational success. External and internal pressures on leadership, organizational effectiveness, and organizational success will be examined.

**MATH 508. History and Philosophy of Mathematics for Teachers. 3 Hours.**

Teachers will broaden and deepen their understanding of the historical context and overarching philosophies that underlie mathematics. While tracing the historical development of mathematics, students will be exposed to fundamental principles of mathematics, especially logic and proof, with an emphasis on heuristic models of problem-solving applied to a variety of mathematical topics. Content will include discrete mathematics topics, such as set theory, combinatorics, mathematical induction, and relations.

**MATH 513. Precalculus for Teachers. 3 Hours.**

Teachers will broaden and deepen their understanding of precalculus concepts and pedagogy to better engage high school students in the problem-solving processes and applications of precalculus. The course will cover functions (polynomial, rational, trigonometric, exponential, and logarithmic), including transformations and compositions; fitting models to data; sequences and series; number systems and proof; and vector spaces. The course will emphasize appropriate technology used to teach the content with the aim of achieving proficiency within related secondary school math standards.

**MATH 514. Geometry for Teachers. 3 Hours.**

Teachers will broaden and deepen their understanding of geometry concepts and pedagogy to better engage high school students in the problem-solving processes and applications of geometry. The course will cover axiomatic, planar Euclidean geometry, including the role of proof in geometry and appropriate technology used to teach the content with the aim of achieving proficiency within related secondary school math standards.

**MATH 521. Probability and Statistics for Teachers. 3 Hours.**

Teachers will broaden and deepen their understanding of probability and statistics concepts and pedagogy to better engage high school students in the problem-solving processes and applications of probability and statistics. The course will cover descriptive and inferential statistics, displaying data, probability, distributions, correlation, hypothesis tests, and appropriate technology used to teach the content with the aim of achieving proficiency within related secondary school math standards.

**MATH 550. Technology for Teaching Math. 3 Hours.**

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

**MATH 565. Calculus for Teachers. 3 Hours.**

Teachers will broaden and deepen their understanding of calculus concepts and pedagogy to better engage high school students in the problem-solving processes and applications of calculus. The course will cover differential and integral calculus topics, including appropriate technology used to teach the content with the aim of achieving proficiency within related secondary school and college-level calculus learning outcomes.

**MATH 589. Continuing Enrollment. 0 Hours.**

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

**MATH 590. Trends, Methods, and Technology in Mathematics Education. 3 Hours.**

Teachers will explore, broaden, and deepen their understanding of concepts and pedagogy as it relates to current trends, methods, and technology in a high school math classroom designed to enhance teaching and learning. The course will focus on teacher preparation in anticipation of teaching dual credit math courses.

**MATH 592. Special Topics. 1-4 Hour.**

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

**MATH 595. Capstone Project. 3 Hours.**

Students will research and develop an innovation to improve their teaching or their students' learning. They will work with a faculty member to identify a problem, write a literature review, and devise a plan to implement the innovation. The project will culminate in a formal paper and presentation. Prerequisites: ED 501 and ED 502 or MATH 521 and ED 502.

**MATH 597. Independent Study. 1-4 Hour.**

Student initiated study under the direction of a faculty advisor.

**MATH 598. Action Research Project. 1-3 Hour.**

With guidance from faculty, students conduct action research addressing problems in the context of their classrooms, schools, or districts which impinge on student achievement in mathematics. Students work with their faculty advisors to implement interventions, collect, and analyze data resulting from the interventions, and summarize results. The project culminates in a formal paper for publication, presentation, and defense. Prerequisites: ED 501 and ED 502 or MATH 521 and ED 502.

**MATH 599. Thesis. 1-3 Hour.**

Individual research culminating in a thesis. Prerequisites: ED 501 and ED 502 or MATH 521 and ED 502.

**MUSC 501. Research in Music Education. 3 Hours.**

This course will allow students to apply quantitative, qualitative, and action research methods acquired throughout the Master of Education Degree Program to music education specific scenarios, situations, and research problems. Throughout this course students will learn of various research tools available to music educators, explore research topics of interest, synthesize related literature into a literature review, and create both a proposal and viable research plan for completing their Master's Thesis Project.

**MUSC 510. Graduate Music History. 3 Hours.**

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

**MUSC 520. Critical Issues in Music Educ.. 3 Hours.**

This course is designed to introduce students to ongoing concerns, problems, practices, and trends in the field of music education. All course topics are firmly rooted in historical contexts and will help students to better understand how the music education profession has evolved (for better-or-worse) over time. Students will also be exposed to prevalent philosophies in the field of music education and will use course content to begin establishing a music education philosophy that will guide subsequent work, research, and projects throughout the Master of Education Degree Program and beyond.

**MUSC 521. Foundations in Music Education. 3 Hours.**

The course will engage the student in critical thinking and discussion of all aspects of historical, philosophical, psychological, and sociological concerning music education and how it relates to life and the music profession. Students will logically analyze music values and demonstrate the ability to synthesize the values and ideas that are related to the foundations of music education.

**MUSC 522. Psychology of Music. 3 Hours.**

The course will investigate psychological responses to music including the role of memory, rhythmic and melodic organization, affective responses, musical talent, learning and reading music. Students will engage in discussions about important research findings in psychology of music and draw on practical applications of research in this field. Critical thinking will also allow the student to relate musical skills to various social, affective, cognitive, and psychomotor behavior. Finally, students will be acquainted with some important psychological theories applicable to music and music teaching.

**MUSC 523. Private Conducting. 1 Hour.**

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

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

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

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

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

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

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

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

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

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

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

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

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

**MUSC 599. Capstone Project. 1-4 Hour.**

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

**PHYS 579. Research. 2-4 Hour.****PHYS 590. Seminar. 1-3 Hour.**

Seminars on topics as approved by the division chair.

**PHYS 592. Special Topics. 1-3 Hour.**

Special topics in Physics.

**PHYS 597. Independent Study. 1-3 Hour.**

Individual study on topics as approved by the division chair.

**PHYS 598. Project and Report. 2 Hours.**

An extended research project on science education; could include action research conducted in the classroom. Many projects will require approval by the Institutional Review Board (IRB). The project report must meet Graduate School guidelines and be approved by a graduate committee.

**PSY 503. Statistics I. 3 Hours.**

This course examines principles of univariate and non-parametric statistics, including inferential tests, correlations, and regression models with a focus on the use of statistics in psychology.

**PSY 510. Cognitive Science. 3 Hours.**

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

**PSY 511. Human Growth and Development. 3 Hours.**

This course explores theories of the typical development of children and adolescents. The interaction of the biological and environmental factors influencing growth and development are discussed. Emphasis is placed on the exploration of diversity and cultural impact on development.

**PSY 512. Research Design and Measurement. 4 Hours.**

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

**PSY 513. School Psychology Research Seminar. 2 Hours.**

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

**PSY 514. Individual Cognitive Assessment. 4 Hours.**

This course provides a theoretical knowledge base in cognitive assessment and cognitive assessment administration skill development. Emphasis is placed on administration and interpretation of cognitive assessments. The analysis and synthesis of data are stressed through a data-based decision-making model.

**PSY 515. Academic Assessment. 4 Hours.**

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

**PSY 518. Psychopathology of Children. 3 Hours.**

Includes an overview of the characteristics, classification, and developmental course of the disorders of childhood and adolescence. Focusing on an integrative approach including a focus on DSM diagnostic criteria. Biological, familial, social, cultural contexts, and individual differences are explored.



**PSY 525. Role and Function of School Psychologist. 3 Hours.**

Current issues facing school psychology and the multifaceted roles of the school psychologist are explored. Focus is given to the legal and ethical issues associated with being a school psychologist. A brief overview of prevention, consultation, and intervention is covered.

**PSY 533. Social and Behavioral Interventions in School. 3 Hours.**

Focus is placed on behavioral theory and techniques and their applied use in school settings. This course is designed to prepare school psychologists to conduct research-based interventions, functional assessments, create behavior intervention plans, and evaluate interventions within the multitiered system of support. Discussion of interventions and practices at the individual, classroom, school, and systems level are discussed.

**PSY 550. Issues in School Psychology. 3 Hours.**

This course provides an integrated seminar setting for instruction and discussion of developments in School Psychology. Prerequisites: CSD 521, 539, and PSY 516.

**PSY 583. Diversity in the Schools. 3 Hours.**

Self assessment of knowledge, personal bias, and attitudes towards diverse populations (including - race, ethnicity, language, gender, socioeconomic status, sexual orientation, gender identity, spirituality, ability, and language). Review of cross-cultural research, theories, and interventions. Focus on legal and ethical issues, societal oppression, privilege, cross-cultural dynamics, poverty, social justice, and other factors impacting access to and delivery of mental health services in K12 schools. School Psychology course. Students from other majors can be admitted with instructor permission.

**PSY 584. School Psychology Practicum I. 3 Hours.**

The practicum series provides students with an opportunity for field-based supervised applied practice. Students complete 150 hours of supervised field-based learning under the supervision of a field-based supervisor and University supervisor. Experiences are tailored to program and student needs.

**PSY 585. School Psychology Practicum II. 3 Hours.**

The practicum series provides students with an opportunity for field-based supervised applied practice. Students complete 150 hours of supervised field-based learning under the supervision of a field-based supervisor and university supervisor. Experiences are tailored to program and student needs.

**PSY 586. Clinical Experience. 3 Hours.**

Emphasis is placed on cognitive behavioral therapy and development of basic counseling skills. An overview of other therapies and interventions utilized with children and adolescents is also covered. This course has applied clinical counseling individual and group components. Prerequisites: PSY 525 and PSY 590.

**PSY 589. Continuing Enrollment. 0 Hours.**

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

**PSY 590. Counseling Skills. 3 Hours.**

Emphasis is placed on cognitive behavioral therapy and development of basic counseling skills. An overview of other therapies and interventions utilized with children and adolescents is also covered.

**PSY 592. Special Topics. 1-3 Hour.**

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

**PSY 593. School Safety, Crisis Preparation, and Crisis Response. 3 Hours.**

This course is designed to promote knowledge related to preventing school crises and responding appropriately if a school crisis occurs. It emphasizes current research to help inform school psychological practices and promotes recovery efforts to regain school stability. In addition, it examines risk and resilient factors necessary for safe and healthy schools.

**PSY 594. Consultation and Collaboration. 3 Hours.**

This course is designed to promote knowledge of various consultation and collaboration methods utilized by school psychologists. It emphasizes that ability to consult and collaborate with school personnel, families, and communities to design, implement, and evaluate specific programs and interventions.

**PSY 597. Thesis. 1-6 Hour.**

Individual research culminating in a thesis.

**PSY 598. Internship. 3-6 Hour.**

The internship year is a capstone experience where the student is required to spend 600 hours in a school setting as a practicing preprofessional school psychologist with supervision. This is an integrative experience where the student will demonstrate competencies in assessment, programming, consultation, and counseling and will meet requirements in all NASP Domains of Practice.

**PSY 599. Internship. 3-6 Hour.**

The internship year is a capstone experience where the student is required to spend 600 hours in a school setting as a practicing preprofessional school psychologist with supervision. This is an integrative experience where the student will demonstrate competencies in assessment, programming, consultation, and counseling and will meet requirements in all NASP Domains of Practice.

**SCI 501. Research Methods. 3 Hours.**

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

**SCI 505. Biogeochemical Cycles. 3 Hours.**

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



**SCI 510. Survey Science Curricula. 3 Hours.**

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

**SCI 579. Research. 2-4 Hour.****SCI 589. Continuing Enrollment. 0 Hours.**

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

**SCI 590. Seminar. 1-3 Hour.**

Seminars on topics as approved by the division chair.

**SCI 592. Special Topics. 1-3 Hour.**

Special topics in science.

**SCI 597. Independent Study. 1-3 Hour.**

Individual study on topics as approved by the division chair.

**SCI 598. Project and Report. 2 Hours.**

An extended research project on science education; could include action research conducted in the classroom. Many projects will require approval by the Institutional Review Board (IRB). The project report must meet Graduate School guidelines and be approved by a graduate committee.

**SCI 599. Thesis. 2 Hours.**

Individual research culminating in a thesis.

**SPED 501. Intro to Graduate Studies. 3 Hours.**

This core course provides an overview of the components and process of ethical educational research. It includes an examination of the research techniques most commonly used in the field of special education. Graduate candidates will explore the thesis process and begin the process of reviewing the literature related to a chosen topic and developing sound research questions.

**SPED 503. Research Design and Methodology. 3 Hours.**

This course is part of the special education research core and provides students with a comprehensive foundation in quantitative and qualitative methods for conducting meaningful inquiry and research. The purpose of this course is to help students write a clear description of the methodology section of their Master's thesis. They will gain a deeper understanding of research intent and design, methodology and technique, format and presentation, and data management and analysis informed by commonly used statistical methods. Prerequisites: Students must complete SPED 501 and 531 before enrolling in this course.

**SPED 504. Introduction to Services for Young Exceptional Children. 3 Hours.**

Students in this course receive an overview of service delivery models for young children who have or are suspected of having developmental delays and their families. Definitions, characteristics, legislative issues, family support, and educational impacts are described.

**SPED 505. Interdisciplinary Collaboration in Special Education. 3 Hours.**

Students in this course study the various organizational models for special education services. It includes examination of consultant models throughout the processes of referral, appraisal, placement, implementation, and evaluation. An emphasis on leading and facilitating interdisciplinary collaboration is included.

**SPED 506. Introduction to Exceptional Children. 3 Hours.**

A survey course examining exceptionalities of learning with a focus on understanding current social and educational responsibilities.

**SPED 508. Law, Regulation, and Policy in Disability Services. 3 Hours.**

This course provides an opportunity to study the substantive civil and criminal law in major areas affecting the lives of individuals with disabilities. It focuses on the unique interactions between law and disability. The course also addresses human rights, social policy, and practical reasons for the law's involvement. Students will learn skills and knowledge to enhance their professionalism and advocacy.

**SPED 509. Infant/Toddler Development. 3 Hours.**

Infant Development is designed to provide the learner with a thorough analysis of typical and atypical infant/toddler development. The course includes the observation and study of typical and atypical development in children from birth through 36 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. Law and Policy in Special Education. 3 Hours.**

This course is designed to provide educators an in-depth study of the federal and state laws concerning provision of educational services and supports to students with disabilities in the public schools. Graduate candidates will increase their knowledge of advocacy and leadership skills in order to advance quality service provision for individuals with disabilities.

**SPED 512. Foundations of Deaf/Hard of Hearing Education. 2 Hours.**

This course provides a foundational overview of the history, current issues, and trends in the field of deaf/hard of hearing education. It is designed for prospective educators and other (pre) professionals who are preparing to serve students with hearing loss.

**SPED 513. Deaf Studies. 3 Hours.**

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

**SPED 515. Practicum. 1-4 Hour.**

Designed to provide specific field experiences by program; typically, a culminating requirement with a minimum of 120 hours. Prerequisite: Completion of all graduate course requirements in the area of specialization with a minimum GPA of 3.00 or permission of department chair.

**SPED 516. Diagnostic Practicum. 4-8 Hour.**

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

**SPED 517. Methods for Mild Disabilities. 3 Hours.**

This advanced methods course studies the strategies, methods, and materials for educational programming necessary when teaching students with mild disabilities. This course focuses on academics, social functioning, vocational training, and life skills instruction for individuals with Developmental Disabilities, Learning Disabilities, and Emotional Disabilities requiring less intensive levels of support. This course addresses teaching methods across specific content areas as well as the roles of educators in integrated settings to successfully collaborate to enhance opportunities for individuals with exceptionalities.

**SPED 519. Final Practicum. 4 Hours.**

A supervised final practicum experience of at least 10 weeks in a K-12 special education setting.

**SPED 521. Comm Support for Individuals with Behavior Disorders. 2 Hours.**

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

**SPED 522. Guidance and Counseling for Behavior Disorders. 3 Hours.**

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

**SPED 524. High-Intensity Support Methods. 3 Hours.**

This course provides in depth study of the knowledge and skills needed to plan and deliver effective instruction in a variety of school and community-based settings to students with high-intensity support needs.

**SPED 525. Intro to Severe Disabilities. 3 Hours.**

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

**SPED 526. Observation of Student Learning. 1 Hour.**

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

**SPED 527. Basic Skills for Teaching. 1 Hour.**

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

**SPED 528. Managing Daily Activities. 1 Hour.**

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

**SPED 529. Assistive Technology. 2 Hours.**

Provides an introduction to the use of assistive technology to support students who have disabilities. Introductory material is presented related to technology that may be used to aid communication, mobility, learning, and independence. Issues regarding assessment of student technology needs and funding assistive technologies are also covered.

**SPED 530. Physical and Medical Needs of Persons with Severe Disabilities. 3 Hours.**

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

**SPED 531. Psychoeducational Aspects of Exceptional Children. 3 Hours.**

This course takes an advanced educational psychology approach to examining psychological and sociological factors influencing the development and learning of exceptional children. The goal is to deepen graduate candidates' understanding of matching learner characteristics with support approaches for students with or at risk for disabilities.

**SPED 532. Communication Development and Interventions. 3 Hours.**

This course addresses the critical importance of language and communication as a foundation for all learning. Typical and atypical development of speech and language is explored as well as intervention strategies for all children and specific populations. Collaborative practices amongst professionals and families to support communication is covered.

**SPED 533. Clinical Practice in Assessment. 1-4 Hour.**

This course provides a practicum in the assessment of students with disabilities.

**SPED 534. Managing Behaviors. 1 Hour.**

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

**SPED 535. Inclusion Strategies. 1 Hour.**

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

**SPED 536. Managing Physical Movement. 1 Hour.****SPED 537. Facilitating Team Collaboration. 1 Hour.****SPED 538. Final Practicum in Disability Human Services. 4 Hours.**

This is a supervised, culminating practicum that provides candidates with opportunities for advanced application of knowledge and skills in the Disability Human Services field. Prerequisite: Completion of all graduate course requirements in the DHS with a minimum GPA of 3.0 or permission of the department chairperson.

**SPED 539. Clinical Practice in Human Services Program Assessment. 3 Hours.**

This course provides advanced preparation in best practices for developing a community program assessment protocol and selecting appropriate assessment tools. Students will practice administration of common assessment tools for program assessment, as well as assessment data analysis and translating data into recommendations for program improvements. Strategies for presenting recommendations to stakeholders will also be addressed.

**SPED 540. Appraisal Development Disability. 3 Hours.**

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

**SPED 543. Assessment & Methods of Teaching ECSE. 3 Hours.**

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

**SPED 547. Methods for High Incidence Disabilities. 3 Hours.**

Students will have knowledge of theories and research that form the basis for curriculum development and instructional practice for students identified as having high incidence disabilities. Students will develop and select instructional content with resources and strategies for students described as needing intermittent or limited levels of support. Students will learn to make responsive adjustments to lesson planning and instructional pedagogy based on assessment and data-based decision making. Students will develop and implement comprehensive individualized education programs in collaboration with various team members.

**SPED 548. Introduction to Intellectual Disability and Autism Spectrum Disorder. 3 Hours.**

In this survey course, students will explore definitions and issues related to individuals with intellectual disability (ID) and autism spectrum disorder (ASD). In addition, trends and practices will be discussed in the areas of developmental disabilities. Students will understand the impact of learners' academic and social abilities, attitudes, interests, and values on instruction and career development.

**SPED 550. Special Education Assessment. 2-4 Hour.**

This course provides a description of processes of assessment for screening special education, eligibility, program planning, and evaluation. Legal requirements, professional roles and responsibilities, and terminology are covered.

**SPED 551. Inclusive Practices. 3 Hours.**

Students will learn methods for differentiating instruction to meet the needs of a diverse range of learners in inclusive settings. Concepts of the shared model of Response to Intervention (RTI) and Universal Design for Learning (UDL) will be emphasized. A variety of co-teaching practices will be modeled within this course. In addition, collaborative partnerships with school personnel and community members for integrating individuals with exceptional learning needs will be demonstrated.

**SPED 555. Explicit Academic Instruction. 3 Hours.**

This course provides advanced, evidence-based intervention strategies to support academic learning for students with high incidence disabilities. Candidates will apply systematic, explicit teaching methods in literacy, math, and other academic subjects.

**SPED 556. Introduction to Learning and Emotional/Behavioral Disabilities. 3 Hours.**

Students will understand the characteristics of individuals with specific learning disabilities, emotional/behavior disorders, and other common conditions such as ADD/ADHD. Students will understand prevalence, etiology, and diagnostic criteria of these disabilities as well as gain awareness of evidence-based practices to support these learners.

**SPED 561. Classroom Management and Positive Behavior Support. 3 Hours.**

This is an exploratory course in the application of effective and practical positive behavior support principles for special education teachers and pre-service school psychologists. Principles and strategies introduced in this course are derived from an extensive research base in positive behavior supports and effective teaching with learners who have special needs and with those who are typically developing learners.

**SPED 563. Family and Community Systems in Early Intervention. 3 Hours.**

This course identifies and validates ecological variables that impact early intervention services. Emphasis is placed on a family-centered approach as it impacts service delivery formats, related service, support services, parent involvement, inter-agency collaboration, and program design. Family structure and dynamics are emphasized.

**SPED 564. Strategic Leadership in Learning Organizations. 3 Hours.**

This course is designed to prepare disability human services professionals with the knowledge and skills necessary to strategically create and nurture the environment and culture of learning in a human services agency. The course will cover the philosophical and practical features of developing or transforming a human services organization into a learning organization. In addition, strategic leadership principles will be introduced.

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

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

**SPED 581. Financial Administration in Special Education. 3 Hours.**

Teachers will build an understanding of the principles of special education finance. Exploration of policies, practices, and issues related to special education finance at the local, state, and federal levels, including sources, legal mandates, and budgeting is included.

**SPED 583. Strategies to Support Listening and Spoken Language. 3 Hours.**

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

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

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

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

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

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

This course presents assessment and methods of teaching reading, math, social studies, and science to 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 589. Continuing Enrollment. 0 Hours.**

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

**SPED 590. Seminar in Special Education. 1-6 Hour.**

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

**SPED 592. Special Topics. 1-3 Hour.**

Through this course, opportunity is provided to read research literature in special education on an individual basis to meet student needs and interests.

**SPED 595. Capstone Seminar. 3 Hours.**

Taken near the end of the program, the capstone seminar provides initial licensure candidates with summary knowledge and skill application opportunities in preparation for the final practicum.

**SPED 597. Independent Study. 1-3 Hour.**

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

**SPED 598. Research Project. 1-3 Hour.**

An applied/action research project tends to be more practical seeking solutions to immediate problems or issues. The project is more organizationally focused and findings are usually kept private with the results used internally to make decisions and establish strategy. The results are primarily shared through internal reports with those who need the results; may also be shared more broadly through professional conferences and trade/industry publications (e.g., case studies, articles, etc.).

**SPED 599. Thesis. 1-3 Hour.**

This course provides individual research culminating in a thesis.

## Financial Information

### Tuition and Fees

The academic year is divided into two semesters (fall and spring semesters) of 16 weeks each. Some programs offer two 8-week sessions within the fall and spring semester. In addition, there is an annual summer term of eight weeks. Tuition and fees must be paid at the beginning of each semester. All fees are subject to change without notice.

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

### Graduate Tuition and Fees

All admitted graduate students and non-degree students taking graduate course(s) pay graduate fees for graduate course work. The current tuition and fee amounts are available on the MSU Website under the Business Office ([https://www.minotstateu.edu/busoffic/student\\_info.shtml/](https://www.minotstateu.edu/busoffic/student_info.shtml/)), Student Information.

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

Distant education courses may charge additional tuition called an access fee. Current tuition and fees are available on the MSU Website under the Business Office, Student Information.

### Other Fees

|                                                |                       |
|------------------------------------------------|-----------------------|
| Application for admission fee (non-refundable) | \$35.00               |
| Continuing Enrollment fee                      | \$200.00 per semester |
| Commencement fee for regalia                   | Contact MSU Bookstore |

### Cancellation Policy

Registrations will be cancelled for those students who have not paid tuition and fees or requested a deferment by the payment deadline. A fee of \$150 will be assessed to be reinstated in classes. If you need to request a payment deferment, please contact the Business Office.

### Veterans Certification

A graduate student who wishes to receive educational benefits from the Veterans Administration must have their enrollment certified by the Minot State University Military Resource Center to receive appropriate benefits.

### Auditing Course Fee (on-campus courses)

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

### Refunds of Tuition and Fees

#### Refunds on Class Changes

Any student who drops a class during the first 8.999% of the class days of a term will receive a 100% refund of tuition and fees for the credit hours attributable to the class or classes dropped. After the first 8.999% of the class days of a term, there will be no refund for a class which is dropped. However, classes of the same or fewer credits may be substituted when added prior to the 8.999% deadline for the dropped class at no additional tuition and fee charge. If added classes result in an increase in credit hours, or if an added class requires special course fees, the institution will charge the student for the additional credits and any special course fee.

#### Refunds for Officially Withdrawing Students

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

| Percentage of Completed Class Days | Refund Percentage |
|------------------------------------|-------------------|
| 0-8.999%                           | 100%              |
| 9.0-34.999%                        | 75%               |

|              |     |
|--------------|-----|
| 35.0–59.999% | 50% |
| 60.0–100.0%  | 0%  |

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

## Fees

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

## Academic Support Center

The Academic Support Center (ASC), located in the lower level of the Gordon B. Olson Library, is a one-stop location for student tutoring and academic assistance programs. The ASC merges several support offices into one welcoming and comfortable space.

The Academic Support Center serves the entire student body and is committed to helping students achieve success and reach their academic goals.

[MinotStateU.edu/asc/](https://www.minotstateu.edu/asc/) (<https://www.minotstateu.edu/asc/>)

## Access Services

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

In coordination with the Access Services, reasonable accommodations will be provided for qualified students with disabilities (LD, Orthopedic, Hearing, Visual, Speech, Psychological, ADD/ADHD, Health Related, TBI, Speech, PTSD, and Other). Please schedule an appointment with Access Services prior to the start of each semester, to set up reasonable accommodations. Accommodations and alternative format print materials (large print, audio, disk, or Braille) are available through the Access Services, located in the Academic Support Center, lower level of the Gordon B. Olson Library.

Students are also encouraged to meet with their instructors during the first week of class to finalize arrangements. For more information, contact Access Services at (701) 858-3372 or visit the website at [MinotStateU.edu/access\\_services](http://www.minotstateu.edu/access_services). ([http://www.minotstateu.edu/access\\_services.html](http://www.minotstateu.edu/access_services.html)) The website has all the information to apply for services.

## Career Services

[MinotStateU.edu/careers](http://www.minotstateu.edu/careers) (<http://www.minotstateu.edu/careers>)

Career Services assists current students and continues to connect with them as alumni. Career exploration tools such as career assessments, occupation descriptions, labor market information and licensure/certification and education requirements help students explore career options, clarify their career goals, and link those goals to appropriate academic paths. Career Services also offers guidance on job search strategies which include: resume preparation, cover letter writing, and interviewing techniques. Other activities offered are: specialized career workshops, multiple career fairs and an etiquette luncheon.

## 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 offered to students. Offers 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:

- Be a U.S. citizen or eligible non-citizen.
- Be fully admitted into a graduate degree program at Minot State.
- Be enrolled in at least five (5) semester hours per term of attendance, (for financial aid purposes 5 semester hours is considered half time and 9 semester hours is full time).
- Maintain Satisfactory Academic Progress ([https://www.minotstateu.edu/finaid/\\_documents/policies/policy\\_satisfactory\\_academic\\_progress.pdf](https://www.minotstateu.edu/finaid/_documents/policies/policy_satisfactory_academic_progress.pdf)) towards completion of a course of study.



- e. Not be in default on any Federal Student Loan Program.
- f. Not owe repayment of any grant funds previously received.

## How to Apply

Students applying for financial aid must complete a Free Application for Federal Student Aid (FAFSA). When completing the FAFSA, applicants must list Minot State as a university they plan to attend. The Minot State school code is 002994.

All students are encouraged to complete the FAFSA online at StudentAid.gov (<https://studentaid.gov/>). Students enrolling Summer Semester will be offered financial aid once the student has registered for classes. Financial aid will depend on the student's eligibility and credits enrolled.

## When to Apply

Students may apply for financial aid any time throughout the academic year, but students are encouraged to apply by April 15 for the upcoming academic year. Students completing the FAFSA incorrectly or omitting necessary information may be required to correct their FAFSA before aid will be offered. Corrections may cause a delay in determining a student's eligibility.

## How Financial Aid is Offered

Students may receive Federal financial aid based on either their undergraduate or their graduate enrollment but not both. Financial aid is offered based on need and the availability of funds. Need is defined as the difference between the estimated cost of education as determined by the University, and the student aid index (SAI) as determined by the FAFSA. A need exists if the student aid index 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 [MinotStateU.edu/finaid/cost.shtml](https://www.minotstateu.edu/finaid/cost.shtml) (<https://www.minotstateu.edu/finaid/cost.shtml/>).

## How Financial Aid is Disbursed

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

Students whose charges are less than the financial aid received are encouraged to have the excess financial aid direct deposited into their bank account. If a student does not complete a direct deposit request, an excess aid check will be issued by the Business Office and mailed to the student's mailing address listed in Campus Connection.

## Financial Aid Satisfactory Progress Policy

Federal regulations require institutions participating in federal financial admission programs to measure a student's progress towards earning a degree. To be eligible to receive financial aid, students must meet all the institution requirements, be admitted to a degree granting program and must meet the following minimum standards:

- a. **Grade Point Average (GPA).** Graduate students are required to maintain a minimum grade point average of 3.0 at the conclusion of each semester based on all MSU and transfer graduate credits.
- b. **Attempted/Completed Credits.** Students must successfully complete a minimum of 66.667% of the cumulative attempted credits.
- c. **Maximum Time Limit.** Graduate students must complete their degree within 150% of the published number of credits required to complete their program of study. The maximum number of credits includes all graduate credits attempted while attending Minot State University and any transfer credits from other schools whether or not federal financial aid was received while completed those credits.

A detailed copy of Minot State University's satisfactory progress policy for financial aid eligibility may be obtained from the Financial Aid Office or online at [minotstateu.edu/finaid/Policies-and-Consumer-Information.shtml](https://www.minotstateu.edu/finaid/Policies-and-Consumer-Information.shtml) (<https://www.minotstateu.edu/finaid/Policies-and-Consumer-Information.shtml/>).

## Appeal Process

A student with special circumstances may appeal their financial aid status by submitting documentation to the Financial Aid Office explaining those circumstances. Documentation received will be reviewed and students will receive notification by email of the outcome of their appeal.

## Cancellation of Registration / Withdrawing to Zero Credits

Students who find it necessary to completely withdraw to zero credits must complete the **Cancellation/Withdraw to Zero Credits Form** in Campus Connection (<https://www.minotstateu.edu/cc/>). Student Homepage > eForms > Registrar's Office > Cancel/Withdraw to Zero. Students who withdraw from all courses after the start of a semester will be subject to the Return of Title IV Funds Policy and the University's refund policy.



## Return of Title IV Funds Policy

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

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

The impact this federal regulation will have on students who withdraw from school is that they will have to repay, at the time of withdrawal, a portion of the funds they received for the term of attendance. Students who owe a repayment of funds: (1) will not be entitled to enroll in subsequent terms, (2) will not be eligible to receive additional federal funds, and (3) will have a hold put on their grade transcripts until their account is paid in full. In addition, these students may have their account reported to the U.S. Department of Education for further action.

Students who receive institutional scholarships may have to repay a portion of those funds based upon the return of funds formula. The full Return of Title IV Funds Policy is available online at [minotstateu.edu/finaid/Policies-and-Consumer-Information.shtml](https://www.minotstateu.edu/finaid/Policies-and-Consumer-Information.shtml) (<https://www.minotstateu.edu/finaid/Policies-and-Consumer-Information.shtml>).

## Unofficial Withdrawal

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

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

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

## Access to Records

Files containing information regarding individual students are not open to the general public under the provisions of the Family Educational Rights and Privacy Act of 1974.

## Student Consumer Information

The Higher Education Opportunity Act requires that all United States academic institutions provide certain consumer information about the University to future and current students, including financial aid information. For your convenience, Minot State has consolidated that information on the Student Consumer Information website: [minotstateu.edu/finaid/Policies-and-Consumer-Information.shtml](https://www.minotstateu.edu/finaid/Policies-and-Consumer-Information.shtml) (<https://www.minotstateu.edu/finaid/Policies-and-Consumer-Information.shtml>).

## Types of Financial Aid

Minot State University offers the following financial aid for graduate students:

- a. Federal TEACH Grant
- b. Loans
- c. Scholarships and Tuition Awards
- d. 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 Teach Grant

The Federal Teacher Education Assistance for College and Higher Education (TEACH) Grant Program provides up to \$4000 a year in grant assistance to undergraduate and graduate students who are completing course work needed to begin working in a high need teaching field. Students must be admitted into a Teacher Education Program, score above the 75th percentile on one part of an admissions test (such as the SAT, ACT, GRE, etc.) or achieve and maintain at least a 3.25 cumulative GPA for each semester in order to be eligible to receive a TEACH grant. Students receiving a TEACH Grant must sign an Agreement to Serve or Repay each year that explains that each recipient must teach for four years within eight years of completing or ceasing enrollment in a TEACH Grant eligible program as a full-time highly-qualified teacher in a low-income elementary or secondary school in a high need field such as Math, Science, Special Education, Reading Specialists or other high-need fields listed on the US Department of Education's Nationwide Listing of Teacher Shortage Areas. A TEACH Grant recipient who fails to complete the required teaching service requirement must repay the grant as an Unsubsidized Direct Federal Stafford Loan with interest accruing from the date of disbursement.

## Federal Unsubsidized Direct Loans

The Federal Unsubsidized Direct Loan is a low interest rate loan that must be repaid. Students may apply for a Federal Direct Unsubsidized Loan by completing the FAFSA and must be enrolled in five or more credits. Students may be eligible to borrow up to the estimated cost of attendance or \$20,500 per academic year, whichever is less. Interest begins accruing on this loan at the time of disbursement and students may begin paying the interest payments while still enrolled in classes. Principal repayment begins 6 months after the student graduates, drops below half-time status, or withdraws from school.

## Scholarships

Graduate students may apply for scholarships by submitting the Minot State General Scholarship Application online at <https://www.minotstateu.edu/finaid/scholarships/index.shtml> (<https://www.minotstateu.edu/finaid/scholarships/index.shtml/>) by the priority deadline of February 15.

## Graduate Assistantships and Scholarships

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

Graduate Assistantships:

- Provide graduate students an opportunity to work with faculty mentors in research, teaching, or service assignments.
- Benefit all areas and programs on campus as a graduate student may pursue a graduate degree in one program while conducting research, teaching, or service in another area.
- Enhance the graduate education experience and program quality.
- Are awarded as an incentive to potential students who are capable of employment while being enrolled in graduate coursework.

Assistantships are available for 1/8 time and 1/4 time, depending on the position requirements. During the academic year, students may work up to 5 hours per week for 16-weeks at 1/8 time or up to 10 hours per week for 16-weeks at 1/4 time. During the 8-week summer term, students may work up to 10 hours per week at 1/4 time and up to 20 hours per week at 1/2 time. Teaching assistantships are 1/4 time. Assistantships are awarded for one semester at a time and may be renewed providing the student maintains eligibility within the graduate program. International students should review the policy (<https://www.minotstateu.edu/international/pages/international-current/employment-on-campus.shtml/>) for the number of hours of work allowed per semester. Graduate students are eligible for assistantships regardless of the mode of instruction.

The student receiving a graduate assistantship must enroll in a minimum of 6 semester hours of course work during the fall or spring semester or 3 semester hours during summer session or be completing thesis or project credits. Students enrolled in thesis or project credits or who have an in-progress grade and are enrolled in Continuing Enrollment are eligible to receive 2 years of graduate assistantship funding. Students enrolled in the Education Specialist program and have thesis or project credits in-progress are eligible to receive 3 years of graduate assistantship funding.

Graduate assistantships are considered a scholarship to promising students for the opportunity to participate in research, teaching, and service-related tasks under the guidance of a faculty mentor.

Students may apply for a graduate assistant position through MSU Human Resource system (<https://www.minotstateu.edu/hr/jobs/>). Applications are reviewed by faculty requesting graduate assistants. Faculty prepare a job description that is attached to the contract request. Awarding of assistantships is determined by the program director in consultation with the department chair.

## SCHOLARSHIPS

Minot State offers an automatic scholarship to **new** graduate students employed in a K-12 school within a qualifying county. Students who enroll full-time (9 or more credits) receive a \$1,000 scholarship, while students who enroll part-time (fewer than 9 credits) receive a \$500 scholarship. To qualify, you must be new graduate student enrolled in a certificate, master's, or specialist program. To receive the Hometown Pride Scholarship, please upload a letter from your principal or superintendent confirming your employment at the K-12 institution. You may upload this letter in your application.

The Minot State Alumni Foundation offers a scholarship to potential graduate school applicants. For more information, please contact the director of the program in which you are interested.

## **Department Scholarships**

Several MSU Departments may have additional scholarships which are offered on a year-by-year basis pending availability of funds. Students may contact the Financial Aid Office at 701-858-3375 or their respective Program Directors for additional information.

Most departmental scholarships selections are made from the applications received by **Feb. 15 of each year**. Applications will continue to be accepted after Feb. 15; however, most scholarships are granted by the department for those who met the initial Feb. 15 yearly deadline.

To be considered for any scholarships, applicants are required to complete the appropriate Scholarship Web Application (New or Returning) which can be found on the Graduate School website at MinotStateU.edu/graduate/current\_students/index.shtml ([http://www.minotstateu.edu/graduate/current\\_students/index.shtml](http://www.minotstateu.edu/graduate/current_students/index.shtml)).

For those applying to a College of Business Scholarship, applicants will also be required to complete the COB application which is located on the righthand side of the following website: MinotStateU.edu/business/pages/scholarships.shtml. (<http://www.minotstateu.edu/business/pages/scholarships.shtml>)

## **College of Business**

### **Bruce and Diane Walker**

Open to full-time College of Business students.

### **Doris A. Slaaten**

Open to College of Business students with a GPA of 3.0 in financial need.

### **E. James McIntyre**

Open to full-time College of Business students with a minimum GPA of 3.0. Preference given to those participating in MSU Athletics.

### **Jan Barlow**

Open to College of Business students.

## **MSIS Scholarship Endowment**

Open to MSIS graduate students enrolled in at least 6 credits with a GPA of 3.0 or greater.

### **Randy & Pat Burckhard**

As per the Alumni Office, awarded to Business Administration majors on a quadrennial basis.

### **Richard L. Muss Business**

As per the Alumni Office, awarded annually to full-time College of Business students who are residents of North Dakota.

### **Robert Torgerson**

Open to full-time MSU students in the College of Business.

### **Yvonne Schultz**

As per the Alumni Office, open to College of Business graduate students.

## **Communication Disorders-Speech Language Pathology**

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

Open to graduate and undergraduate students at the least junior status majoring in communication disorders.

### **Minot Sertoma Club**

Established by the Minot Sertoma Club to aid students in hearing and speech related programs. Scholarships are awarded to graduate students in Speech-Language Pathology and in Special Education: Education of the Deaf/Hard of Hearing.

### **Hearing and Training Center**

Scholarship for graduate students in Communication Disorders minimum GPA is 3.5.

## **Edna Gilbert**

Open to anyone majoring in Communication Disorders.

## **North Dakota Department of Instruction**

Open to students who agree to be employed in a North Dakota school following graduation.

## **Dr. Audrey Lunday**

Open to a first-year graduate student who is a single-parent graduate student from abroad whose intent is to be employed in a medical setting.

## **St. Joseph's Community Foundation**

Open to a graduate or undergraduate student studying communication disorders.

## **Music**

### **Ruth Schell Overholser Fellowship**

Established for the benefit of graduate Students pursuing the study of music. Students must be enrolled as a graduate student in the Division of Music at MSU, demonstrate financial need, and academic achievements and maintain a GPA of 3.0.

## **Special Education**

### **Elsie May Deeter Hearing Impaired**

Established by Elsie May Deeter, scholarships are awarded to graduate students in deaf/hard of hearing education. Approval from the Chair of the Department of Special Education and the Vice President for Academic Affairs is required.

### **Florence Lake**

Established by Florence Lake, a leader in education of children who are deaf or hard-of-hearing and 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.

### **Frances V. Leach**

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.

### **Minot Sertoma Club**

Established by the Minot Sertoma Club to aid students in hearing and speech related programs. Scholarships are awarded to graduate students in Speech-Language Pathology and in Special Education: Education of the Deaf/Hard of Hearing.

# **Services to Students**

## **Residence Life & Housing**

Residence Life is here to support students by providing a safe, vibrant, and inclusive community to live and learn. Campus housing facilities are located in the heart of campus providing a short commute to campus classes and activities.

Housing is open to all students to reside on-campus. Students must be enrolled in classes to be eligible for on campus housing. The residence life program is administered, without discrimination on the basis of race, color, religion, national origin, sex, marital status, disability, veteran status, age, or sexual orientation.

**First-Year Student Housing Policy (<https://www.minotstateu.edu/life/residence-halls/index.shtml>)-** All first-year undergraduate students at Minot State University who have earned less than 24 semester credit hours and are under 20 years of age must live on campus in our residence halls. All requests for exemption from this policy must submit a Request for Exemption ([https://www.minotstateu.edu/life/\\_documents/First-Year-Exemption-Form.pdf](https://www.minotstateu.edu/life/_documents/First-Year-Exemption-Form.pdf)) [pdf] form to the Residence Life & Housing Office by **July 1** for the Academic Year contract and **Nov. 1** for the Spring Semester contract.

## **Residence Halls**

There are four coed residence halls on campus with the capacity to house 574 students. Rooms include a twin bed, desk, and wardrobe. All residence halls have recreation areas, free laundry, free internet, kitchens, and 24-hour cardlock access.

## **Apartment Housing**

There are 70 student apartment units on campus (studio, one-bedroom, and two-bedroom). **The apartments are available to all students who do not meet the first year live-on requirements.** Amenities included are internet, kitchen, utilities, on-site parking with campus permit, cardlock access, 24 hour maintenance and laundry. All apartments are unfurnished.

**Additional Residence Life information can be found at [MinotStateU.edu/life](https://minotstateu.edu/life). Questions? Contact us at [msu.housing@MinotStateU.edu](mailto:msu.housing@MinotStateU.edu).**

## Photo ID

### Eligibility and Procedures

Following are the eligibility requirements and the procedural steps necessary to obtain a Student or Faculty/Staff ID Card. Please refer to this information as your guide to helping individuals better understand who is eligible to receive an ID card and how, when, and where it can be obtained. ID Cards can be obtained in the Photo ID office located on the second floor of the Student Center.

An individual must meet one of the following criteria prior to obtaining an ID card:

- Students (undergraduate, graduate, and professional) must be admitted or registered with the University. Note: University entitlements are based on current status, not future status.
- Faculty, academic staff, staff, and graduate students must be entered into Campus Connection.

A good indication that an individual is in Campus Connection and is ready to receive a card is when they have received an official University e-mail address.

### Terms and Conditions

Your ID card is the official identification card of Minot State University and, as such, may be required for admission to University functions and certain contracted services. Your card is valuable and should be treated like cash or a credit card. Violations of the following terms and conditions may result in confiscation of the card. The card must be returned upon request. ID card information and photos may be used for various official campus uses. A government issued photo ID must be presented at the time of card issuance. Minot State University issues an ID card to all registered students, and employed faculty and staff subject to the following:

- The ID card is the property of the Minot State University. The University reserves the right to revoke use of the card or any of its accounts at any time. The card is non-transferable and may be used only by the individual to whom it is registered.
- The ID card, transactions related to the use of the card, and any account balances are the sole responsibility of the individual Cardholder until the University is notified in writing that the card is lost or stolen. For all online accounts, the Cardholder will not be held liable for any unauthorized transaction which occurs after the University has been notified of a loss, theft, or possible unauthorized use of the card.
- Money deposited into the debit account (Beaver Bucks Account) is subject to the terms and conditions of the debit account. Any money left in your individual Beaver Bucks Account will revert to the ID card Office two (2) years after becoming inactive. An application for deposit and a complete copy of these terms and conditions can be obtained at the ID Card Office.
- The Cardholder will not damage or alter the card in any manner. This includes, but is not limited to, punching holes in or affixing stickers to the card.
- The Cardholder is solely responsible for all fees associated with the card including the cost of replacing a physically damaged, lost or stolen card. A non-refundable fee of \$20 is charged to replace a lost or stolen card.

## Student Center

### Dining Services

#### Student Center Director's Office

**Second Floor Student Center, across from the Beaver Dam  
(701) 858-3364**

Students' dining experience is more than great food. It is community experience centered on culinary expertise, fresh ingredients, healthy options, and a shared sense of environmental and social responsibility. Our team is committed to creating the best possible dining experience. Join us to experience the comfort, convenience, outstanding food, and inviting atmosphere designed especially for students. Additional information on various plans can be obtained from the Student Center Director's Office in the Student Center, second floor, between the hours of 8:00 a.m. and 4:30 p.m.

#### HOW TO OBTAIN MEALS

##### Dining Locations

- The Beaver Creek Café is located on the second floor of the Student Center. Our dining program has been designed with students in mind. Features include a wide variety of fresh food to satisfy everyone's appetite that include fresh salads, authentic pizza, a traditional grill platform, and a variety of home-style comfort foods. The icing on the cake is our indulgence station featuring a variety of fresh baked desserts.
- Wake up and smell the fresh brewed coffee from the Java Lodge! Complement a coffee with a fresh bakery item or grab-and-go sandwich or salad.

- The Convenience store is located on the second floor of the Student Center. Grab a favorite soda or snack or stock up for the weekend with milk and frozen meals.

### **Dietary Requirement and Sick Trays**

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

### **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 The Beaver Creek Café, Convenience Store, Copies for U, and Barnes & Noble Bookstore at MSU. A statement of all transactions can be provided for all cardholders upon request. Meal plans and Beaver Bucks are activated in the Student Center Directors office. Your account will remain active until you graduate or terminate employment with the University. Beaver Bucks deposits to all accounts can be made through the Student Center Director's Office, Monday–Friday during regular business hours.

## **PARKING**

All vehicles parked on the campus must have a parking permit. Permits are available through Campus Connection and can be picked up in the Parking Office located in the Student Center. Parking areas are identified as "E" for Employees, "S" for Students, and "S/E" for lots where employees or students may park. 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 at the mail room/information center in the Student Center or at 701-858-3318.

## **Student Services**

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

The office of Student Affairs is committed to advocating for and connecting our students to meaningful and engaging social and learning opportunities. The Student Affairs Team is centered around serving you, the student, and our teammates around us. Our team includes residence life, university policies and procedures pertaining to students, student health and counseling, student government and activities, international programs, Native American cultural services, veterans' services, parent programming, behavior intervention, dining services, and wellness. Questions should be directed to the Vice President for Student Affairs on the third floor of the Administration Building or the specific office providing the service.

### **Bookstore**

The University Bookstore, located on the lower level of the Student Center, is operated by Barnes and Noble. The bookstore is an integral part of the University and functions as a link between students, faculty, and staff by providing high quality educational products and service to enhance the educational experiences at Minot State University.

### **Office of International Programs**

#### **International Student Services**

The Office of International Programs provides immigration documentation and advising to international students, scholars, and their families. International Student services include pre-arrival information, on-campus orientation, cross-cultural adjustment, and advising information. The Office of International Programs also serves as a liaison to academic departments, other campus offices, and embassies.

For additional information regarding international student services, admission requirements or immigration regulations, please refer to the International Student Admissions section on page 12 or visit our website at MinotStateU.edu/international (<http://www.minotstateu.edu/international/>).

## **Student Health and Counseling**

The Student Health Clinic and Counseling Services are located on the lower level of Lura Manor. Elevator access is available at the northwest door.

### **Student Health Clinic**

The goal of the Student Health Clinic is to improve the status of health and the quality of life of MSU students while they are on campus and as they plan for the future. Focus is on health promotion, risk reduction through surveillance and control of health hazards, health education, and referral to other campus or community services as needs are identified.

The Student Health Clinic is staffed by a nurse practitioner and a registered nurse with referral services as needed. The provider can diagnose and treat a variety of acute health problems in an ambulatory clinic setting and make referrals as indicated by the health care needs of students. Student health care is intended to supplement private health care. It is not intended to provide comprehensive medical care.

At the discretion of the Student Health Clinic staff, assistance provided may include but is not limited to:

- Immunizations and Immune Titers
- Women's healthcare
- Sexually Transmitted Infection education and testing
- Blood pressure monitoring
- General health needs
- Health education/promotion programs
- General sick care
- Prescriptions as necessary
- Tuberculosis screening/testing
- Reporting required illness to public safety agencies
- Reporting required injuries/crimes to public safety agencies
- Sports and employment physicals

#### **Immunizations and Tuberculosis Screening: Reference: NDUS Procedure 506.1**

1. Any student enrolled at any NDUS institution shall provide documentation of immunity against measles, mumps, and rubella (MMR). The Chancellor shall adopt procedures implementing this policy.
2. Effective fall 2017, newly admitted students ages twenty-one and younger shall provide documentation of immunity against meningococcal disease. The Chancellor shall adopt procedures implementing these requirements.
3. Each institution will establish procedures for exemption, which may include students enrolled only in distance learning courses, courses taught off campus, continuing education or noncredit courses, and students in attendance at camps, workshops, or programs and classes delivered under contract to a third party. NDUS benefited employees are exempt from the policy and procedures; however, each institution will implement procedures for staff and faculty enrolled in classes. Institutions may grant additional exemptions upon application to and approval by the authorized institution official under established institution procedures, when:
  - a. Immunization is contraindicated by a medical condition that is certified by a licensed provider.
  - b. The student's beliefs preclude participation in an immunization program; or
  - c. Instances when the student has had one MMR immunization and agrees to have a second one no less than 28 days later.
4. Each institution shall establish procedures for tuberculosis (TB) screening of international students. Testing is required of new students from all countries except those classified by United States health officials as low risk for tuberculosis.

To upload documentation and complete the tuberculosis questionnaire go to [MinotStateU.edu/health/immunization.shtml](https://www.minotstateu.edu/health/immunization.shtml) (<https://www.minotstateu.edu/health/immunization.shtml>). For further information or to schedule an appointment visit the website at [MinotStateU.edu/health/](https://www.minotstateu.edu/health/) (<https://www.minotstateu.edu/health/>), or contact the Student Health Clinic at (701) 858-3371.

## **Counseling Services**

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

Other services include:

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



For further information or to schedule an appointment visit the website a MinotStateU.edu/counseling/ (<https://www.minotstateu.edu/counseling/>), or contact Counseling Services at (701) 858-3371.

## Veteran Educational Benefits

The Military Resource Center is your point of contact for Department of Defense (DoD) and United States Department of Veterans Affairs (VA) educational benefits.

The office exists to ensure DoD and VA educational benefited individuals, currently serving, veteran, spouse, or dependent, are able to put those earned benefits to use at Minot State University.

The MRC provides academic and financial guidance along with access to physical and mental health wellbeing support, that includes campus and community service referrals as needed. The office works with the Academic Advising, Financial Aid, Access Services, Career Services, and other campus departments to assist entitled individuals and their families with finding answers to the questions they may have about individual or transferred military educational benefits.

We will sit down with you to help navigate the application process and completion of any additional benefit requirements, including DoD, ESO, or VA, approval, prior to enrolling in classes.

To contact the MRC call (701)858-4003, stop in the MRC (Model Hall 208 ([https://www.minotstateu.edu/parking/pdf/parking\\_map.pdf](https://www.minotstateu.edu/parking/pdf/parking_map.pdf))) or email the MRC [MRC@MinotStateU.edu](mailto:MRC@MinotStateU.edu) ([MRC@minotstateu.edu](mailto:MRC@minotstateu.edu)), with your questions.

Additional US Air Force resources

### MAFB - US Air Force active duty

(701)727-9044 - [MAFBcord@MinotStateU.edu](mailto:MAFBcord@MinotStateU.edu) ([MAFBcord@minotstateu.edu](mailto:MAFBcord@minotstateu.edu))

The Air Force maintains an Education Services Office at Minot Air Force Base. The University provides a coordinator at the installation base office providing a coordinator that assists Air Force personnel and their families in planning academic programs, selecting courses, completing financial aid procedures, and registration.

### GEM and AU-ABC - US Air Force active duty

(701)858-3218 - [online@MinotStateU.edu](mailto:online@MinotStateU.edu) ([online@minotstateu.edu](mailto:online@minotstateu.edu))

## Drop and Withdrawals—Military

All DoD or VA Educational benefited students who wish to drop courses or withdraw from the semester must complete the Universities drop/withdrawal procedures, visit with Military Resource Center / installation ESO, and if receiving federal aid the Financial Aid office, to adjust their account. Failure to follow the drop/withdrawal procedures may result in a failing grade and or the requirement to repay benefits.

### **Evaluation of Educational Experiences of Military Personnel**

Service personnel currently on active duty who have acquired certain educational experiences, or have attended service schools, or have passed college AP/CLEP/DANTES tests can have these evaluated for transfer credit. Minot State University accepts the following towards a bachelor's degree:

- a. Military service courses are given credit as recommended in the Guide to the Evaluation of Educational Experiences in the Armed Services published by the American Council on Education (ACE).
- b. Advanced Placement (AP), The College Level Examination Program (CLEP), and DANTES subject standardized tests are accepted in some areas. Check with the Registrar's Office for the current AP/CLEP/DANTES Policy, as it is subject to revision. (See also Credit by Examination (<http://catalog.minotstateu.edu/undergraduate/academicinformation/generalinformation/>)).

### **Military Tuition Assistance Refund Policy**

([MinotStateU.edu/busoffic/pages/military-tuition-arp.shtml](https://www.minotstateu.edu/busoffic/pages/military-tuition-arp.shtml) (<https://www.minotstateu.edu/busoffic/pages/military-tuition-arp.shtml/>))

Minot State University returns unearned military tuition assistance funds on a proportional basis through at least the 60% portion of the term for which they were provided regardless of the reason for withdrawal (service-related or otherwise). Any unearned TA funds will be returned directly to the military service, not to the service member.

MSU will work with service members that stop attending due to a military service obligation in identifying solutions that will not result in a student debt for the returned portion. Military tuition assistance is awarded based on students completing the entire term it was awarded. When a student withdraws, they may no longer be eligible for the full amount.

### **Policy**

Tuition Assistance eligibility will be recalculated for students who officially withdraw from the course prior to completing 60% of the enrollment period. The official last date of attendance is used to determine the number of days completed. Recalculation of eligibility is based on the percentage of TA benefits earned by using the military tuition assistance refund policy (<https://www.minotstateu.edu/busoffic/pages/military-tuition-arp.shtml/>).

The Department of Defense requires that the university return any unearned TA applied to institutional charges. The student will then owe the university the amount that was returned.\

### Background

Section 103 of Public Law (PL) 115-407, 'Veterans Benefits and Transition Act of 2018,' amends Title 38 US Code 3679 by adding a new subsection (e) that requires disapproval of courses of education, beginning Aug. 1, 2019, at any educational institution that does not have a policy in place that will allow an individual to attend or participate in a course of education, pending VA payment, providing the individual submits a certificate of eligibility for entitlement to educational assistance under Chapter 31 or 33.

### Pending Payment Compliance

In accordance with Title 38 US Code 3679(e), Minot State University adopts the following additional provisions for any students using U.S. Department of Veterans Affairs (VA) Post-9/11 G.I. Bill® (Ch. 33) or Vocational Rehabilitation & Employment (Ch. 31) benefits, while payment to the institution is pending from VA. Minot State University will not:

- Prevent the student's enrollment;
- Assess a late penalty fee to the student;
- Require the student to secure alternative or additional funding;
- Deny the student access to any resources (access to classes, libraries, or other institutional facilities) available to other students who have satisfied their tuition and fee bills to the institution.

However, to qualify for this provision, such students may be required to:

- Produce the VA Certificate of Eligibility (COE) by the first day of class;
- Provide a written request to be certified;
- Provide additional information needed to properly certify the enrollment as described in other institutional policies

GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA).

## Vocational Rehabilitation

The student must obtain approval from Vocational Rehabilitation which specifies in detail the funds that will be provided for tuition, fees, and other expenses. This approval should be obtained well in advance of the beginning of classes. Vocational Rehabilitation will provide written authorization to the Veterans Center.

## Campus Buildings

### Administration

Offices for the President, Vice President for Academic Affairs, Assistant Vice President for Academic Affairs, Vice President for Administration and Finance, Vice President for Student Affairs, Vice President for Enrollment, Marketing, and Outreach, Director of Academic Assessment, Center for Extended Learning, Business Office, Registrar's Office, Academic and Institutional Projects, Financial Aid, Marketing, Design and Print services, Human Resources, Dakota College at Bottineau, International Programs, Graduate School, and Enrollment Services/Admissions are housed here. Also included are 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 Amphitheatre in 1988, the observatory houses a 16-inch diameter Schmidt Cassegrain telescope used primarily by astronomy students. It is viewed on specified evenings.

## Campus Heights Apartments

There are 30 student apartments in Campus Heights, two of which are designed for accessibility. Each floor has four two-bedroom apartments and six studio apartments. Campus Heights apartments are unfurnished except for stove, refrigerator, and drapes. Amenities include cardlock access to the building and coin operated laundry facilities.

## Pioneer Hall

Pioneer Hall features 40 one-bedroom apartments for students, four of which are designed for accessibility. Pioneer apartments are unfurnished except for stove, refrigerator, and drapes. Amenities include cardlock access to the building and coin operated laundry facilities.

## Cyril Moore Science Center

This building houses administrative offices for the life and physical sciences. A lecture-demonstration auditorium seating 233, and classrooms, laboratories, and research facilities for biology, chemistry, geoscience, physics, and science education are located here.

## Dakota Hall

Dakota Hall is the most historic residence hall on campus, built in 1931. It is located to the south of the Student Center.

## Dome

The administrative office of the Department of Athletics is housed in this building. This structure also provides facilities for a wide variety of activities such as handball, racquetball, basketball, volleyball, tennis, wrestling, and indoor track with seating for over 10,000 people. The building also has lockers, showers, classrooms, and offices, plus other use areas.

A seasonal air-supported bubble next to the Dome enables the turf to be utilized for a number of additional events such as weekend tournaments in youth, adult and collegiate soccer and softball, and non-tournament usage such as MSU softball, soccer, baseball and football, area schools soccer, softball, baseball, football, public walking and jogging, community events, Minot Recreation Commission activities, a golf driving range, and much more.

## Facilities Management

This building is the base of operations for campus maintenance, custodial, carpentry, electrical, heating and cooling, motor pool, security, and horticulture.

## Hartnett Hall

The administrative offices of the School of Arts and Humanities are located in this building. There are classrooms and studios for art, broadcasting, communication arts, English, and foreign languages. A 200-seat theater for lectures, recitals, and theater productions, as well as the office of the Red and Green (student newspaper) and a computer lab.

## Library

The Gordon B. Olson Library houses basic library facilities and two computer lab centers. Containing over 420,000 volumes in books, bound periodicals, and government documents, it also houses special collections of North Dakota materials, a children's collection, media materials (over 14,000 video recordings, filmstrips, slides, and other non-print material) and microfilms. The library currently subscribes to over 600 periodicals and is a depository for United States Government and State of North Dakota publications. The library building provides study accommodations for 800 students. The lower level of the Library houses the Northwest Arts Center, Walter Piehl Gallery, the Native American Artifact Collection, and the Academic Support Center which offers many services to ensure the success of our students. These include tutoring, advising, writing assistance, access services, career planning assistance, Starfish and POWER program.

## Memorial Hall

In 1996, Memorial Hall was remodeled and expanded. It houses five academic departments, and the North Dakota Center for Persons with Disabilities. The five departments located in Memorial Hall are Communication Sciences and Disorders, Special Education; Criminal Justice; Nursing; and Addiction Studies, Psychology and Social Work. A computer lab is in this building.

## Model Hall

Completely renovated in 1990, this building houses administrative offices for mathematics and computer science. There are two instructional computer labs, four-tiered multimedia classrooms, and numerous classrooms for lecture. The Military Resource Center is also located in Model Hall.

## Old Main

This first building on campus underwent an \$8.6 million remodel between 2001-2003. It provides classroom and office space for the School of Business, the Division of Social Science, and the Division of Performing Arts. It also houses the office of Information Technology, Honors Program, Looyenga Leadership Center, and the Severson Entrepreneurship Academy. Ann Nicole Nelson Hall provides facilities for the performing arts with seating capacity for 950.

## Residence Halls

### Cook Hall

Cook Hall is the largest residence hall on campus. This hall is co-ed by floor and can accommodate 187 students. It is located on the west side of campus. Its amenities include cardlock entry, internet, kitchen, microwaves on each floor, community style bathrooms, free laundry facilities and a large lounge with a TV, pool table and table tennis.

### Crane Hall

Crane Hall is a modern co-ed residence hall with suite-style housing, where two rooms share a bathroom. The hall is coed by suite and can accommodate 88 students. Amenities include full kitchens, free laundry facilities, and recreational lounges on every floor.

### Lura Manor

Lura Manor is a co-ed suite style residence hall and can accommodate 144 students. Other amenities include study nooks, recreational lounges, microwave access on every floor, a few kitchen options, and free laundry facilities throughout the building.

Located on the lower level are The Student Health Center and University Counseling.

### McCulloch Hall

McCulloch Hall is a co-ed by floor residence hall that can accommodate 154 students. It is located very near the Student Center. Amenities include free laundry facilities, community-style bathrooms, a kitchenette, microwave access on every floor, and two recreational lounges with a TV, a pool table, and table tennis.

## Student Center (SC)

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

In 2007, a \$1.1 million facelift of an antiquated ballroom in the Student Center created the new student activity center called the Beaver Dam. The sumptuous lounge contains pool tables, electronic shuffleboard, a digital jukebox, a 20-foot big-screen TV, plasma TVs, soft furniture and a fireplace.

The Student Government Association offices are located near the Beaver Dam. The offices of the Student Center Director, and Student Activities Coordinator, and Residence Life are located nearby, as well as meeting space for student clubs and organizations.

Other amenities in the Student Center include laptop computer stations, a convenience store, a swimming pool and the MSU Bookstore, which is affiliated with Barnes & Noble. The residence dining center, Beaver Creek Cafe, is located on the second floor.

The Student Center also houses the Native American Cultural Center, Advancement/Alumni offices, University Communications, the campus post office, men's and women's wrestling floor and lockers, the Flat Tail Press Art Gallery, and the contracted food service provider.

While the Student Center has been designed to serve students, it also houses a functional conference center on the third floor that is used for numerous campus and community events.

### Swain Hall

Swain Hall is named in honor of Carl Swain, the fourth president of MSU. Swain Hall houses the Department of Teacher Education and Kinesiology with program options in Early Childhood Education, Elementary Education, Secondary Education, Physical Education, Athletic Training and Corporate Fitness.

## Wellness Center

The Wellness Center houses activity courts for basketball, volleyball, floor hockey and other activities. It also contains space for fitness classes, weightlifting, cardio equipment, spinning classes, intramural sports, personal training, student dances, and other student activities. Campus ministries and the campus food pantry are also located in the Wellness Center.

## Services to Region

### North Dakota Center for Persons with Disabilities

NDCPD is North Dakota's University Center for Excellence in Developmental Disabilities (UCEDD). We are part of a national network of 67 UCEDDs in the United States. At NDCPD, it is our mission to *"provide service, education, and research which empowers communities to welcome, value, and support diverse people of all abilities to advance self-determination and inclusion throughout the lifespan."* Faculty and staff at NDCPD fulfill this mission by providing services, training, research, and information to individuals in the disability community, professionals, service providers, agencies, and the

general public. For MSU Students, we offer student employment, leadership opportunities as well as interdisciplinary training experiences across all the disciplines to equip students with an understanding and skills to work with individuals with disabilities. NDCPD's offices are located in Memorial Hall 203. For information, contact one of our staff members at 701-858-3580 or visit our website @ [ndcpd.org](http://www.ndcpd.org) (<http://www.ndcpd.org>).

## Center for the Applied Study of Cognition and Learning Sciences (CASCLS)

All learning occurs through the process of building, changing, or reinforcing of neural networks in the mind/brain. From the moment we are born until the moment we die: people are naturally designed to take in new information through our senses as we experience situations in our environment. We process that information back and forth with what we already hold in our mind/brain, in order to make sense of those new inputs as we grow in our understanding of the world around us—and how we might be successful in that world.

The Center for the Applied Study of Cognition and Learning Sciences (CASCLS) at MSU is designed to help educators at all levels connect information on how the mind/brain functions in learning, to appropriate applications in P-12, undergraduate, graduate, and community education. The initiative includes a Cognitive Science concentration within the Master of Education degree.

Participants in the CASCLS initiative have opportunity to learn, apply and test research regarding what we know about:

- biophysical structures, functions, and mechanisms brain,
- observed individual and social behaviors, mental representations and thinking processes (mind), and
- how human beings change over time as they develop in all quadrants: cognitive, social, emotional, and physical growth (education).

Over 80% of those in the education profession in the U.S. are prepared in colleges of education, many with 100-200 year roots in the study of learning sciences, working interactively with P-12 teachers in schools. As the CASCLS initiative at MSU continues to grow, it represents a new mindset in how we approach the learning sciences and prepare professional educators. This mindset is a necessary response by the profession to the increasing complexity of teaching and learning.

**Contacts:** Dr. Lisa Borden-King, [lisa.borden-king@MinotStateU.edu](mailto:lisa.borden-king@MinotStateU.edu) ([lisa.borden-king@minotstateu.edu](mailto:lisa.borden-king@minotstateu.edu)), CASCLS Field Director

## Minot Symphony Orchestra

The Minot Symphony, a university and community orchestra, aims to enrich lives by providing opportunities for musicians and inspiration to patrons through education and the performance of diverse orchestral repertoire.

## 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 Mt. Vernon, 500 University Ave, Minot. The Alliance holds an annual meeting, summer institute, and offers other types of geography-related programs.

## Communication Disorders Clinic

Each year children and adults with disabilities come to the clinic for diagnostic services and to take advantage of sophisticated equipment and expert faculty. A unique team of professionals provides assessment and designs individual habilitative programs which are carried out at home, in the public schools through cooperative planning with teachers and parents, or in the clinic itself. Undergraduate and graduate students, under the close supervision of faculty members, work with clients. Services are free of charge to full-time MSU students and their immediate family and are reduced for part-time students. Call (701) 858-3030 for additional information.

## Western Plains Opera Company

Western Plains Opera Company's mission as an organization is to blend the best of professional, community, and Minot State University resources to produce outstanding opera in the north central plains and to foster in local youths the love of good singing and good singing practices.

# Student Life and Activities

## Student Government

All registered university students automatically belong to the Student Government Association. Governmental matters which pertain to student affairs are regularly handled by the Student Senate, which elects its officers and senators in the spring. An election is held in the fall to elect two first-year student (freshman) senators. Participating students have the opportunity to view democracy in action. Student Government Association meetings are open to the public.

## Student Activities

The purpose of the committee is to provide a well-rounded entertainment and educational program. It offers an excellent opportunity for university students to educate and entertain their peers. Student Activities are free with your MSU ID unless otherwise specified. Student Activity programs are

under the direction of the Student Activities Committee (SAC) which consists of the Director of Entertainment, Student Senate officers and senators and any student interested in helping with SAC. Interviews are held for the Director of Entertainment in the spring.

## Athletics

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

## Intramural Programs

A variety of sport activities are offered for both men and women throughout the school year. This program is sponsored by the Student Government Association and the Wellness Center. Interviews are held for the Intramural Directors in the spring.

## Homecoming

The annual Homecoming has become a tradition in Minot. Each year, in the fall, the University sets aside a week for the entertainment of graduates, current, and former students. The celebration includes a parade, a football game, and many other features conducive to the renewal of old acquaintances.

## Music

The University's Division of Music is an accredited member of the National Association of Schools of Music and provides exciting opportunities for the study and performance of all disciplines within music. Concert and lecture offerings are listed on the Division of Performing Arts website. Performance opportunities available to all University students include choir, women's chorus, band, orchestra, and jazz ensemble.

## Publications

There are two student publications on campus. The Red & Green, the student newspaper, is published weekly during the regular school year. The Coup, the student literary magazine, is published annually. Student editors receive salaries paid from student activity fees. Students may earn one hour of journalism credit for working on the Red & Green. The publications are advised by faculty members and governed by policy developed by the Board of Student Media.

## Radio Station (KMSU)

KMSU, the campus radio station, operates over the local access television channel. Students who live in the dorms may listen by tuning their television to channel 19. The signal is also broadcast over the local cable access channel (KMSU TV) to over 15,000 homes in the local area.

Students who wish may work with KMSU as a disc jockey doing on air shows or working in one or more of the behind-the-scenes jobs connected with the radio station by registering for radio activities. This one-credit class is available to all MSU students.

The Media Ink Club is open to all students interested in the media, be it electronic print, advertising, or public relations.

## Native American Cultural Center

The Native American Cultural Center provides counseling, advising, and academic student transitional assistance to Native American/American Indian students at Minot State University. Student personal, social, financial, and career concerns are also addressed at this "home away from home" rest and relaxation student center.

Coordination and correspondence with area tribal councils, offices, and colleges is also maintained to benefit and support our students.

Campus and community events are developed and presented to promote public awareness, understanding, and appreciation of Native American people and their culture. A portion of the MSU Native American Collection of cultural artifacts is also on display for public viewing. The Native American Cultural Center is open Mon.–Fri., 8 a.m. to 4:30 p.m.

## 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 Theater, the Black Box for less formal and locally-written shows, and the Amphitheatre located on the north side of the campus. The Theatre Arts Program also hosts workshops, guest lectures, and touring professional companies.

## Student Safety

### Title IX Policy Statement

Minot State University adheres to all federal, state, and local civil rights laws prohibiting sex-based harassment in employment and education. The University does not discriminate in its admissions practices (except as permitted by law), in its employment practices, or in its educational programs or

activities on the basis of sex/gender. A report may be made at any time (including during non-business hours) by email, in person, or by online reporting and will be addressed confidentially by the University.

For more information regarding Title IX, inquiries should be directed to the Title IX Coordinator, Lisa Dooley, Ed.D.

Lisa Dooley, Ed.D., Title IX Coordinator  
Office of Title IX  
Memorial Hall, 4th Floor, Room 412  
500 University Ave W., Minot, ND 58707  
(701) 858-3447  
Email: [lisa.dooley@MinotStateU.edu](mailto:lisa.dooley@MinotStateU.edu) • Web: [MinotStateU.edu/title9/index.shtml](http://MinotStateU.edu/title9/index.shtml) (<https://www.minotstateu.edu/title9/>)

### **Equal Opportunity and Non-Discrimination Statement**

Minot State University (MSU) does not engage in discrimination or harassment against any person because of race, color, religion or creed, sex, gender, gender identity, pregnancy, national or ethnic origin, disability, age, ancestry, marital status, sexual orientation, veteran status, political beliefs or affiliations, or information protected by the Genetic Information Nondiscrimination Act (GINA); and complies with all federal and state non-discrimination, equal opportunity and affirmative action laws, orders and regulations, including remaining compliant and consistent with the Civil Rights Act, the Americans with Disabilities Act, the Rehabilitation Act of 1973, and Title IX of the Education Amendments of 1972. This policy on non-discrimination applies to admissions, enrollment, scholarships, loan programs, participation in University activities, employment, and access to participation in, and treatment in all University programs and activities.

MSU prohibits retaliation against any individual or group who exercises its rights or responsibilities protected under the provisions of state law, federal law and/or MSU policy. Employees or students who violate this policy may face disciplinary action up to and including separation from the University. Third parties who commit discrimination or harassment may have their relationships with the University terminated and/or their privileges of being on University premises withdrawn.

Questions, comments, or complaints regarding sexual discrimination or sexual harassment may be directed to the Title IX Office. All other forms of discrimination (e.g. racial) or harassment may be directed to the Vice President for Student Affairs or the Director of Human Resources, as appropriate. Complaints may also be filed with the U.S. Department of Education, Office for Civil Rights.

Title IX Office - Lisa Dooley, Ed.D.  
Title IX Coordinator  
Memorial Hall, 4th Floor, Room 412  
500 University Ave W, Minot, ND 58707  
701-858-3447 | [Lisa.Dooley@MinotStateU.edu](mailto:Lisa.Dooley@MinotStateU.edu)

Kevin Harmon (student inquiries) Vice President of Student Affairs  
500 University Ave W, Minot, ND 58707  
[Kevin.Harmon@MinotStateU.edu](mailto:Kevin.Harmon@MinotStateU.edu)

Director, Human Resources/EEO/AA  
500 University Ave W, Minot, ND 58707  
[hr@MinotStateU.edu](mailto:hr@MinotStateU.edu)  
701-858-4610

Office for Civil Rights – Chicago Office  
U.S. Department of Education, Citigroup Center  
500 W. Madison Street, Suite 1475, Chicago, IL 60661-4544  
Phone: 312-730-1560, FAX: 312-730-1576, TDD: 800-877-8339 OCR.  
[Chicago@ed.gov](mailto:Chicago@ed.gov)

## **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. In addition, CEL provides 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.

### **Minot State Online**

Minot State University is dedicated to the development of anytime, quality, flexible, online education. Our online courses allow students to take graduate courses in the convenience of their home, office, or school. These courses reflect the same rigorous academic standards that apply to the University's



traditional programs. A current listing of certificate and degree programs is available on the Minot State Online website (<https://www.minotstateu.edu/online/degrees.shtml/>).

### **Out of State Students**

State laws require colleges and universities to be authorized to offer online degree programs in the states where their students reside. As a result, Minot State joined the National Council for State Authorization Reciprocity Agreements (NC-SARA), allowing Minot State to offer online programs to residents in other SARA states. If you reside outside of North Dakota and would like to take online courses from Minot State, please visit the State Authorization ([https://www.minotstateu.edu/online/pages/state\\_authorization.shtml/](https://www.minotstateu.edu/online/pages/state_authorization.shtml/)) page for information on programs available in your area.

State and federal laws also require Minot State to provide notifications regarding whether or not our programs lead to licensure in the states where our students are located. For information on programs leading to licensure outside of North Dakota, please visit the State Authorization and Licensure (<https://www.minotstateu.edu/licensure/index.shtml/>) page for more information.

## **Programs and Courses for the Military**

CEL graduate courses and degree programs are available to military personnel, their dependents, and civilians online and on the Minot State campus. The University provides a coordinator at the MAFB in the Francis X. Deignan Building to assist Air Force personnel with selecting courses, tuition assistance, and registration.

Prior to enrollment eligible service members must receive approval from your ESO, military counselor, or military service.

### **Computer Literacy**

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

### **Drop and Withdrawals—Military**

All military members using tuition assistance who wish to drop courses or withdraw from the semester must complete the appropriate drop/withdrawal procedures with Minot State and visit with their Education Center to adjust their tuition assistance account. Failure to follow the drop/withdrawal procedures will result in a failing grade for each course for which the student has enrolled.

The Military Resource Center is your point of contact for Department of Defense (DoD) and United States Department of Veterans Affairs (VA) educational benefits.

#### **Military Resource Center - all service branches**

Andy Heitkamp (701) 858-4003 or [MRC@MinotStateU.edu](mailto:MRC@MinotStateU.edu) ([MRC@minotstateu.edu](mailto:MRC@minotstateu.edu))

#### **MAFB - US Air Force active duty**

Brigitte Mikula (701) 727-9044 or [MAFBcord@MinotStateU.edu](mailto:MAFBcord@MinotStateU.edu) ([MAFBcord@minotstateu.edu](mailto:MAFBcord@minotstateu.edu))

#### **GEM and AU-ABC - US Air Force active duty**

Jolina Miller (701) 858-3218 or [online@MinotStateU.edu](mailto:online@MinotStateU.edu) ([online@minotstateu.edu](mailto:online@minotstateu.edu))

## **Registration for CEL Credit Activities**

Registration for CEL credit activities must be completed via Campus Connection (<http://www.minotstateu.edu/cc/>). Campus Connection allows you to choose courses offered by several delivery methods. When registering for a course, review the Instruction Mode for delivery options. Courses not listed as On Campus Face to Face or Hybrid/Blended are distance education courses offered by CEL. Any student interested in enrolling in a distance education course must be fully admitted to Minot State, either as a degree-seeking or non-degree seeking student.

## **Immunization Waiver**

A student who enrolls in only distance education courses (online, independent study, or off-campus sites) may be exempt from submitting proof of Measles, Mumps, and Rubella (MMR) and meningococcal immunization for admission to Minot State. A student immunization waiver request (<https://www.minotstateu.edu/health/immunization.shtml/#exemption>) must be completed to grant an exemption. Students who choose to attend the campus at a later time will be required to submit proof of MMR immunization.

For more information, please visit the CEL website (<https://www.minotstateu.edu/cel/>).

# Student Conduct Policy

\*Information on this section taken from the current Student Handbook. The complete handbook is available online at [MinotStateU.edu/student\\_handbook.pdf](http://www.minotstateu.edu/student_handbook.pdf) ([http://www.minotstateu.edu/student\\_handbook.pdf](http://www.minotstateu.edu/student_handbook.pdf)).

## I. Scope of Regulations

General Note:

When a student fails to maintain a reasonable standard of conduct whether on or off campus, he or she becomes subject to disciplinary action. All penalties provided for misconduct on the campus may be applied for similar misconduct off the campus.

### a. Introduction:

As is the case with any other community, Minot State University has regulations reflecting the values to which the University is committed and which are designed to help ensure order in the University community. Students enrolled at Minot State University will be expected to conform to the ordinary rules of polite society; to be truthful; to respect the rights of others; to maintain integrity in scholastic work; and to have regard for the preservation of state property as well as the private property of others. A student is expected to be responsible for his/her actions whether acting individually or in a group. This judicial system has been established to deal with students who are accused of violating university policies and is comprised of students, faculty, and staff. The members of this system are committed to conducting fair hearings and following due process as well as being concerned with both the education of individual students and upholding the values to which Minot State University is committed.

In all disciplinary proceedings it shall be recognized that Minot State University is an educational institution and not a court of law. The concept of fair treatment shall be the norm for all settings and the guiding disciplinary philosophy shall be educational in nature. Every attempt will be made to resolve disciplinary incidents in an informal setting with the following goals in mind:

- i. To assist the student/student organization in understanding why his/her/their behavior was inappropriate.
- ii. To assist the student/student organization in confronting the value questions involved in the behavior.
- iii. To encourage the student/student organization to understand the importance of considering in advance the consequences of his/her/their behavior so he/she/they might make better decisions in the future.

### b. When the University Rules and Regulations Govern:

Students who are enrolled in the University are subject to the rules and regulations of the institution. In addition, persons who are not enrolled but are occupying University housing are subject to the rules and regulations of the institution.

Students are expected to conduct themselves in accordance with the laws of the federal government and the state of North Dakota, Board of Higher Education policies, Minot city ordinances, and University regulations. Students may be disciplined by the University for violating these standards of conduct even though the students may be punished by federal, state or city authorities for the same act. However, institutional disciplinary action shall not be used merely to duplicate penalties by civil authorities.

## II. Standards of Conduct

### a. Financial Transactions with the University:

The Business Office is responsible for matters relating to student financial transactions. Students who owe debts to the University may be denied enrollment or readmission and may have official transcripts withheld until the debt is paid.

### b. Other Offenses:

Notwithstanding actions taken by civil authorities, the Vice President for Student Affairs or his/her designate may initiate disciplinary proceedings as outlined in Section IV against a student who:

- i. Violates either singly or in concert with others the laws of the state of North Dakota or the United States, whether or not the violation occurs on University property or in connection with any University-oriented activity.
- ii. Possesses or uses firearms or fireworks on University property without written permission from the Physical Plant Director.
- iii. Conducts himself/herself in a manner that significantly interferes with the operation of the University.
- iv. Conducts himself/herself in a manner that significantly endangers the mental or physical health or safety of members of the University or visitors on the campus.
- v. Damages, defaces, or destroys University property.
- vi. Engages in hazing. Hazing by University groups is prohibited on or off campus. Hazing is defined by North Dakota Century Code 12.1-17-10. A person is guilty of an offense when, in the course of another person's initiation into or affiliation with any organization, the person willfully engages in conduct that creates a substantial risk of physical injury to that person or a third person. As used in this section, "conduct" means any treatment or forced physical activity that is likely to adversely affect the physical health or safety of that other person or a third person, or which subjects that other person or a third person to extreme mental stress, and may include extended deprivation of sleep or rest or extended isolation, whipping, beating, branding, forced calisthenics, overexposure to the weather, and forced consumption of any food, liquor, beverage, drug, or other substance. The offense is a class A misdemeanor if the actor's conduct causes physical injury, otherwise the offense is a class B misdemeanor.
- vii. 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.

- viii. Misuses, alters, or forges a student identification card.
- ix. Falsifies, defaces, alters, or mutilates any University document —ID card, receipt, transcript, etc.—or withholds or falsifies information on an admissions or financial aid application.
- x. Possesses unauthorized keys to University buildings. The duplication of a key issued to a student is prohibited.
- xi. Illegally uses, possesses and/or sells a drug or narcotic. Students are expected to abide by local ordinances, State Board of Higher Education policy and state and federal laws regarding the consumption or possession of drugs.
- xii. Engages in disruptive activity such as disorderly conduct which is defined by North Dakota Century Code 12.1-31-01.
  - 1. 1. An individual is guilty of a class B misdemeanor if, with intent to harass, annoy or alarm another person or in reckless disregard of the fact that another person is harassed, annoyed or alarmed by the individual's behavior, the individual:
    - a. Engages in fighting, or in violent, tumultuous, or threatening behavior;
    - b. Makes unreasonable noise;
    - c. In a public place, uses abusive or obscene language, or makes an obscene gesture.
    - d. Obstructs vehicular or pedestrian traffic, or the use of a public facility;
    - e. Persistently follows a person in or about a public place or places;
    - f. While loitering in a public place for the purpose of soliciting sexual contact, the individual solicits the contact;
    - g. Creates a hazardous physically offensive, or seriously alarming condition by any act that serves no legitimate purpose; or
    - h. Engages in harassing conduct by means of intrusive or unwanted acts, words, or gestures that are intended to adversely affect the safety, security, or privacy of another person.
    - i. Uses a fixed optical device that enhances or records a visual occurrence to view through any window of another person's property; or uses a surveillance camera to capture an image from the dwelling or accessory structure of another person; however, an individual using a surveillance camera has seven days from notice by a law enforcement officer to direct or shield the camera so as to not capture an image from another person's dwelling or accessory structure before there is an offense.
    - j. This section does not apply to constitutionally protected activity. If an individual claims to have been engaged in a constitutionally protected activity, the court shall determine the validity of the claim as a matter of law and, if found valid, shall exclude evidence of the activity.
- xiii. Maliciously and/or negligently tampers with fire equipment on the MSU campus.
- xiv. Violates the campus tobacco policy.
- xv. Engages in any form of academic dishonesty including but not limited to the misrepresentation of another's work as one's own.

### III. Establishment of Judicial Bodies

- a. Student Welfare and University Affairs Committee:  
The committee consists of four faculty and/or staff members appointed by the President, and four student members appointed by the Student Senate.
- b. Students Rights Committee: The committee consists of six faculty or staff members appointed by the Faculty Senate and three student members, appointed by the Student Senate.
- c. Inter-residence Hall Council: This committee consists of one staff member and one student from each hall plus a chairman. Committee membership is rotated among the housing staff  
(Applies to residence hall violations only; see Residence Hall Handbook for Specific Process.)

### IV. Handling of Complaints or Violations of Disciplinary Rules and Regulations

- a. Any student, University faculty or staff member, or administrator may file a report of a University policy violation. The report should provide the name of the accused student, the specific details of the violation, and the signature of the person filing the report. The report form is available from residence hall staff, campus police, the Student Affairs Office, or online at [MinotStateU.edu/pdf/incident\\_report\\_form.pdf](http://MinotStateU.edu/pdf/incident_report_form.pdf).
- b. Allegations of violations of disciplinary rules or regulations shall be referred to the Vice President for Student Affairs or his/her designate.
- c. Upon receipt of allegations of violations of disciplinary rules or regulations, the Vice President for Student Affairs or his/her designate shall investigate the alleged violations, gather additional information and witnesses, if necessary and appropriate; and, determine whether or not there is sufficient information to charge a student with the alleged violation.
- d. After the initial investigation is complete, the Vice President for Student Affairs or his/her designate may:
  - i. Take no action.
  - ii. Take administrative action to counsel, advise or admonish the student.
  - iii. Initiate hearing procedures.
- e. Pending action on any charges, the status of a student may not be altered, or the right to be present on the campus to attend classes suspended, except when necessary for the student's physical or emotional safety and well being, or for reasons relating to safety and well being of other students, faculty or university property.
- f. When hearing procedures are initiated the Vice President for Student Affairs or his/her designate may:

- i. Hear and make a decision concerning the case (Administrative Hearing).
  - ii. Refer the case to the Student Welfare and University Affairs Committee. The accused may indicate a preference for an Administrative or Committee hearing but final determination shall rest with the Vice President for Student Affairs or his/her designate.
- g. The Vice President for Student Affairs or his/her designate shall schedule hearings on allegations or violations of Disciplinary Rules or Regulations, and shall notify all parties of the matter of concern. The hearing shall not be scheduled less than seventy-two (72) hours after issuance of the notice of hearing.
- h. The notice of hearing shall include the following:
  - i. A statement of the time, place, and nature of the hearing;
  - ii. A reference to the particular sections of the rules or regulations involved;
  - iii. A short and plain statement of the matters asserted;
  - iv. A statement of the student's rights under these regulations.
- i. Hearing Procedures:
  - i. Hearings on allegations of violations of disciplinary rules or regulations shall be conducted informally.
  - ii. Opportunity shall be afforded all parties to respond to the allegations and to present evidence and argument on all issues involved.
  - iii. The burden of proof will rest upon the party attempting to prove the violation of a University regulation.
  - iv. Unless precluded by law, informal disposition may be made of any individual proceedings by mutual agreement of all concerned parties.
  - v. 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.
  - vi. Upon conclusion of the hearing, the person conducting the hearing shall issue written findings of act and, if a violation is found, shall impose sanctions in accordance with paragraph (IV) (K) of these regulations.
- j. The Appeals Procedure:
  - i. The Student Welfare and University Affairs Committee shall hear all appeals from decisions rendered by the Vice President for Student Affairs or his/her designate with regard to violations of disciplinary rules and regulations, when such decision imposes a sanction of probation, suspension, expulsion, or the imposition of specified restrictions on a student's activities. The Student Rights Committee shall hear all appeals from the Student Welfare and University Affairs Committee with regard to violations of disciplinary rules and regulations, when such decision imposes a sanction of probation, suspensions, expulsion, or the imposition of specified restrictions on a student's activities. Students shall have the right to one appeal before the appropriate committee.
  - ii. Any student adversely affected by a decision of the Vice President for Student Affairs or his/her designate or a committee relating to a violation of disciplinary regulations may appeal such decision to the appropriate body. The appeal shall be instituted by filing a written notice of appeal with the appropriate committee within 96 hours after the decision was rendered. For the purposes of this subparagraph, a notice of appeal shall be deemed to have been filed if delivered to the Student Affairs Office within 96 hours after the decision was rendered. The period of 96 hours will not include Saturdays, Sundays, holidays, or any day when the Office of Student Affairs is not open for at least four hours.
  - iii. Upon receipt of notice of appeal, the Chairman of the committee, or in his or her absence the Vice Chairman, shall schedule a hearing on such appeal as soon as practical, after consultation with the student and the university officials concerned with the hearing.
  - iv. Stay of Sanctions Pending Appeal: The filing of a notice of appeal shall stay the imposition of any sanction imposed as result of a hearing except that such stay shall not apply to removal of a student from the campus and from campus housing to ensure the safety of other members of the University community or to prevent damage to University property.
- k. Disciplinary Sanctions:
  - i. A FINE is the imposition of monetary penalty. Besides its use as a disciplinary sanction, it may also be used to compensate the University for a monetary loss resulting from a student's misconduct.
  - ii. PARENTAL NOTIFICATION will occur after second offense involving alcohol and a student who is under age 21. (See Parental Notification Policy.)
  - iii. A WARNING is a discussion of misconduct which becomes a matter of at least temporary record (in the Student Affairs Office only).
  - iv. 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.
  - v. EVICTION is the formal removal of a student from University housing.
  - vi. SUSPENSION is a temporary withdrawal of the privilege of enrolling in the University for a specific period. Suspension may be deferred to allow completion of an academic term, after which it is automatically invoked unless a provision for review was made at the time of the original decision. During a period of deferment, the suspension will be enacted immediately by administrative staff decision if additional misconduct occurs.
  - vii. EXPULSION is the withdrawal of enrollment privileges with no promise of reinstatement at any time and no opportunity for review for at least one year. Suspension and expulsion are the only actions reflected in the official transcript. In each case, the words "may not register" appear without explanation. Reinstatement after suspension follows an interview with a staff member in the Student Affairs Office, who will inform the Registrar that the student may enroll again. Reinstatement after expulsion depends upon a recommendation to the President from both the Student Affairs Office and the academic college.
  - viii. 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.

I. 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:

- i. To be given written notice of the charges in sufficient time to ensure an adequate opportunity to prepare for the hearing.
- ii. To present information on their own behalf, including written and oral statements and physical exhibits when appropriate.
- iii. To hear all information presented and to question all who present it.
- iv. To be advised by an advisor or attorney for consultation during questioning.
- v. To receive a timely written decision.
- vi. To appeal decisions involving the imposition of specified restrictions, probation, suspension, or expulsion.

## **V. EMERGENCY SUSPENSION AND CONDITIONS**

The University is committed to providing an optimal educational environment for all of its students. Any person who has information that indicates the continued presence of a student on the University campus poses a substantial threat should provide the information to the vice president of student affairs. The VPSA or designee will convene the Behavioral Intervention Team (BIT) to review information that indicates:

- a. A student's behavior poses a significant threat of danger and/or injury to self or others,
- b. A student's behavior poses a threat of disruption to the educational process for others, and/or
- c. A student's behavior poses a threat of destruction of property.

Upon review, the BIT will provide a recommendation to the VPSA or designee. The BIT has the authority to recommend an emergency suspension and/or other conditions. The VPSA or designee has the authority to impose an emergency suspension and/or other conditions.

An emergency suspension is the immediate suspension, pending action on charges, of a student's right to be present on campus and/or to attend classes (including on-campus, on-site, practicum, or on-line environments). Unless otherwise noted, the student will be able to communicate with members of the University community at a distance during the emergency suspension period.

Other conditions that may be imposed include but are not limited to:

- a. Restricting a student from physically being on campus or specific campus locations. If permitted, a student may request from their faculty member(s) consideration in adjustments of course timelines or methods of teaching or testing. Faculty member(s) are under no obligation to agree to such requested accommodations,
- b. Requiring further evaluation of the student through appropriate experts. In such a case, the VPSA or designee may postpone a final decision until after further evaluation results are received.

Emergency suspension and/or other conditions are effective immediately following the notification of the student. The VPSA or designee may initially notify the student verbally of an emergency suspension and/or other conditions. The VPSA or designee will notify the student in writing within three business days.

Emergency suspension and/or other conditions remain in effect until the conclusion of the student conduct process or until lifted by the VPSA or designee.

A student may request, in writing to the VPSA, a review of an emergency suspension and/or other conditions that have been imposed. After receiving such a request, the VPSA or designee will meet with the student within five business days. At this time, the student may present and/or provide additional information for consideration by the VPSA or designee. The student may have a personal advocate during the emergency suspension review process. A process advisor will be assigned to the student upon the student requesting a review of the emergency suspension and/or conditions or upon the initiating of a student conduct process, whichever initiates first.

Upon review of the information, the VPSA or designee will determine if the emergency suspension and/or other conditions should remain in effect until the matter is resolved. The student will be notified in writing of the review decision within three business days. The VPSA or designee may notify the student of the decision verbally prior to the student receiving the written notification. July 2019

## **Tobacco Free Campus Policy**

Effective Jan. 1, 2009.

**Tobacco-Free Campus** Source: SBHE Policy Manual, Section 917

North Dakota Century Code 50-11.1-02.2 and 23-12-10

Minot State University is a tobacco-free campus. This policy is established to protect the health and promote the wellness and safety of all students, employees, and visitors. The use of tobacco or any plant product is prohibited within university buildings, parking structures, walkways, arenas, in university or state fleet vehicles, and on university-owned property.

1. Definitions:

For the purpose of this policy, “tobacco use” is defined as inhaling, exhaling, burning, or carrying any lighted or heated cigar, cigarette, pipe, or any other lighted or heated tobacco or plant product intended for inhalation, in any manner or in any form. Smoking also includes the use of an e-cigarette, which creates a vapor, in any manner or any form, or the use of any oral smoking device for the purpose of circumventing the prohibition of smoking in this Policy.

2. All administrators, directors, department chairs, and supervisors will communicate the policy to everyone within their areas of responsibility.
3. The Human Resources Office will determine policy applicability and will answer policy related questions.
4. It is the responsibility of the Minot State University Wellness Center, Student Services, and the Human Resources Office to provide information regarding tobacco prevention and cessation.
5. The policy will be communicated to all members of the campus community. Education regarding the University’s tobacco-free policy and smoking cessation will be included in formal orientation for all incoming students and employees and via information distributed through announcements, postings and special events throughout the year.
6. Sufficient signage will be posted to inform members of the campus community and its visitors, including contractors and vendors, of the policy.
7. Compliance with this policy is the shared responsibility and the right of all Minot State staff, students, and faculty members. The success of this policy will depend upon the courtesy, respect, and cooperation of users and non-users of tobacco products.
8. Ceremonial Use Exception - The tobacco-free policy may not apply to specific activities used in connection with the practice of cultural activities by American Indians that are in accordance with the American Indian Religious Freedom Act, 42 U.S.C. 1996 and 1996a. All ceremonial use exceptions must be approved in advance by the President of Minot State University or designee.

## Additional Policy Statements

### Nondiscrimination Policy

The University adheres to all federal and state civil rights laws and regulations prohibiting discrimination in public institutions of higher education.

Minot State University does not engage in discrimination or harassment against any person because of race, color, religion or creed, sex, gender, gender identity, pregnancy, national or ethnic origin, disability, age, ancestry, marital status, sexual orientation, veteran status, political beliefs or affiliations, or information protected by the Genetic Information Nondiscrimination Act (“GINA”); and complies with all federal and state non-discrimination, equal opportunity and affirmative action laws, orders and regulations, including remaining compliant and consistent with the Civil Rights Act, the Americans with Disabilities Act, the Rehabilitation Act of 1973, and Title IX of the Education Amendments of 1972. This policy on non-discrimination applies to admissions, enrollment, scholarships, loan programs, participation in University activities, employment, and access to participation in, and treatment in all University programs and activities. The University prohibits retaliation against any individual or group who exercises its rights or responsibilities protected under the provisions of state law, federal law and/or University policy. Employees or students who violate this policy may face disciplinary action up to and including separation from the University. Third parties who commit discrimination or harassment may have their relationships with the University terminated and/or their privileges of being on University premises withdrawn.

Questions, comments, or complaints regarding sexual harassment may be directed to the Title IX Office. All other forms of discrimination (e.g. racial) or harassment may be directed to the Vice President for Student Affairs or the Director of Human Resources, as appropriate. Complaints may also be filed with the U.S. Department of Education, Office for Civil Rights.

When brought to the attention of the University, any such discrimination will be promptly and fairly addressed and remedied by the University according to the appropriate grievance process.

Questions, comments, or complaints regarding sexual discrimination or sexual harassment should be directed to the Title IX Office (<https://www.minotstateu.edu/title9/index.shtml>). Complaints may also be filed with the U.S. Department of Education, Office for Civil Rights (<https://wdcrobcolp01.ed.gov/CFAPPS/OCR/contactus.cfm?contactstate=IL>).

The following people have been designated to handle inquiries regarding non-discrimination policies:

Sara Abrahamson  
 Director, Human Resources / EEO/ AA  
 500 University Ave W  
 Minot, ND 58707  
 701-858-4610  
[sara.abrahamson@MinotStateU.edu](mailto:sara.abrahamson@MinotStateU.edu)

Lisa Dooley, Ed.D.,  
 Title IX Coordinator  
 Memorial Hall, 4th Floor, Room 412  
 500 University Ave W.



Minot, ND 58707  
 701-858-3447  
[lisa.dooley@MinotStateU.edu](mailto:lisa.dooley@MinotStateU.edu)

Kevin Harmon  
 Vice President of Student Affairs  
 Administration Bldg., 3rd Floor  
 500 University Ave W  
 Minot, ND 58707  
[kevin.harmon@MinotStateU.edu](mailto:kevin.harmon@MinotStateU.edu)

The Office for Civil Rights/Chicago  
 U.S. Department of Education, Citigroup Center  
 500 W Madison Street, Suite 1475, Chicago, IL 60661  
 Telephone: (312) 730-1560, FAX: (312) 730-1576,  
 TDD: (800) 877-8339, email: [OCR.Chicago@ed.gov](mailto:OCR.Chicago@ed.gov), website: [ed.gov/ocr](https://ed.gov/ocr) (<https://ed.gov/ocr/>).

EEO and Non-Discrimination Policy ([https://www.minotstateu.edu/hr/\\_documents/policies/equal-opportunity-and-nondiscrimination.pdf](https://www.minotstateu.edu/hr/_documents/policies/equal-opportunity-and-nondiscrimination.pdf))  
 Report an Incident (<https://www.minotstateu.edu/sa/report-a-concern.shtml/>)  
 EEO is the Law ([https://www.minotstateu.edu/hr/\\_documents/policies/equal-opportunity-is-the-law.pdf](https://www.minotstateu.edu/hr/_documents/policies/equal-opportunity-is-the-law.pdf))

## University Policies

### Non-Discrimination Statement

Minot State University (MSU) does not engage in discrimination or harassment against any person because of race, color, religion or creed, sex, gender, gender identity, pregnancy, national or ethnic origin, disability, age, ancestry, marital status, sexual orientation, veteran status, political beliefs or affiliations, or information protected by the Genetic Information Nondiscrimination Act (GINA); and complies with all federal and state non-discrimination, equal opportunity and affirmative action laws, orders and regulations, including remaining compliant and consistent with the Civil Rights Act, the Americans with Disabilities Act, the Rehabilitation Act of 1973, and Title IX of the Education Amendments of 1972. This policy on non-discrimination applies to admissions, enrollment, scholarships, loan programs, participation in University activities, employment, and access to participation in, and treatment in all University programs and activities.

MSU prohibits retaliation against any individual or group who exercises its rights or responsibilities protected under the provisions of state law, federal law and/or MSU policy. Employees or students who violate this policy may face disciplinary action up to and including separation from the University. Third parties who commit discrimination or harassment may have their relationships with the University terminated and/or their privileges of being on University premises withdrawn.

Questions, comments, or complaints regarding sexual discrimination or sexual harassment may be directed to the Title IX Office. All other forms of discrimination (e.g., racial) or harassment may be directed to the Vice President for Student Affairs or the Director of Human Resources, as appropriate. Complaints may also be filed with the U.S. Department of Education, Office for Civil Rights.

Lisa Dooley, Ed.D.  
 Title IX Coordinator  
 Memorial Hall, 4th Floor, Room 412  
 500 University Ave W.  
 Minot, ND 58707  
 701-858-3447  
[lisa.dooley@MinotStateU.edu](mailto:lisa.dooley@MinotStateU.edu) ([lisa.dooley@minotstateu.edu](mailto:lisa.dooley@minotstateu.edu))

Kevin Harmon  
 Vice President, Student Affairs  
 Administration Bldg., 1st Floor  
 500 University Ave W.  
 Minot, ND 58707  
 701-858-3410  
[kevin.harmon@MinotStateU.edu](mailto:kevin.harmon@MinotStateU.edu) ([kevin.harmon@minotstateu.edu](mailto:kevin.harmon@minotstateu.edu))

Director, Human Resources / EEO/AA  
 500 University Ave W  
 Minot, ND 58707  
 701-858-4610  
[hr@MinotStateU.edu](mailto:hr@MinotStateU.edu)

The Office for Civil Rights/Chicago  
 U.S. Department of Education, Citigroup Center  
 500 W Madison Street, Suite 1475, Chicago, IL 60661  
 Telephone: (312) 730-1560, FAX: (312) 730-1576,  
 TDD: (800) 877-8339, email: OCR.Chicago@ed.gov, website: ed.gov/ocr (<https://ed.gov/ocr/>).

## 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 head 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 head 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 head of the Graduate School serve for three-year terms. Student members are nominated by the program directors, selected by the head of the Graduate School, and serve one-year terms.

### Graduate Student Rights Committee

The Graduate Student Rights Committee examines issues of academic honesty, grade appeals, and other student rights matters as deemed appropriate. The Graduate Student Rights Committee members include the Vice President for Academic Affairs as chairperson (a non-voting member of the committee), the three student members of the Graduate Council, three Graduate Council members elected by the Council, and the head of the Graduate School. A member of the Registrar's Office is a non-voting, ex-officio member of the committee.

### Student Senate Members

The Minot State University Student Senate contains representatives from the primary campus constituents, including the Graduate School. The Student Senate deals with issues of student governance on the university campus. Graduate students who are interested in serving on the Student Senate should contact the Graduate School and the Student Association offices for further information.

## Charter of the Graduate Council of Minot State University

### Preamble

The graduate faculty and the Graduate Council of Minot State University, in an effort to promote high quality student learning at the graduate level and to provide an opportunity whereby graduate faculty and graduate 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 (MiSU) Graduate Council.

**Section 2.** This Charter becomes effective upon written authorization of the MiSU President. It replaces all previous references to the Graduate Council established prior to Nov. 25, 2019, 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 head of the Graduate School who serves as Chair of Graduate Council, one elected graduate faculty member from each graduate program (not including separate tracks within programs), two graduate faculty members appointed by the Chair of the Graduate School, three graduate students who are enrolled and in good standing, and a Parliamentarian appointed by the Chair of the Graduate Council. At a date to coincide with the annual faculty election as defined by the Faculty Senate bylaws of MiSU, faculty are elected by the graduate faculty from their own programs, and both they and faculty appointed by the Chair of the Graduate Council, serve a three-year term. Student members are nominated by Program Directors, selected by the Chair of the Graduate Council, and each serves a one-year term. The Vice-President for Academic Affairs and Parliamentarian are ex-officio non-voting members.

**Section 2.** To be eligible to serve on the Graduate Council or vote on graduate issues faculty must hold the status of Graduate Faculty. Graduate Faculty members are elected to serve staggered, 3-year terms with one-third (1/3) of the members elected each year. Terms of office for Graduate Council shall be limited to two consecutive three-year terms with one year off before being eligible to serve on Graduate Council again.

### **Article III**

#### **Function**

**Section 1.** Acting within the policies of the Graduate Council Charter, Minot State University, and the State Board of Higher Education, the Graduate Council is the policy and governance body dealing with matters that affect graduate students and graduate programs for Minot State University.

**Section 2.** The Graduate Council cooperates with the Faculty Senate in all matters that lie within the province of both bodies. All graduate curricular issues are approved by the Graduate Council and proceed to the Curriculum Committee and then to the Faculty Senate for final approval.

### **Article IV**

#### **Chair and Secretary**

**Section 1.** The head of the Graduate School chairs the Graduate Council. The chair convenes and presides over all Graduate Council meetings. As the Chair, the head of the Graduate School votes only in the case of a tie. In the absence of the head of the Graduate School, the Vice President for Academic Affairs presides over the meeting. The Vice President of Academic Affairs does not vote on Graduate Council matters.

**Section 2.** The head of the Graduate School appoints a staff person to serve as Secretary of the Graduate Council.

### **Article V**

#### **Meetings and Procedures**

**Section 1.** Meetings of the Graduate Council are open to any MiSU student or faculty except when the Chair determines student or faculty privacy may be compromised.

**Section 2.** The Graduate Council follows Robert's Rules of Order in the conduct of meetings.

**Section 3.** The Graduate Council holds meetings monthly during the academic year. Additional meetings may be called if needed, including during the summer. Meetings of the Graduate Council are called by the Chair of the Graduate Council. The Chair of the Graduate Council shall call a meeting if he/she receives a petition requesting a meeting. The petition must bear the signatures of a least one-fifth (1/5) of the Graduate Faculty members.

**Section 4:** Meeting attendance can take place in person or synchronously using virtual technology.

**Section 5:** Voting on Graduate Council business is conducted by the Graduate Council members. Members may vote in person, by proxy, or synchronously using virtual technology. In unusual cases, when an urgent vote is required for immediate action as decreed by the Chair of the Graduate School, all voting members may cast their vote through email. Voting through email does not replace attendance at monthly meetings.

### **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 policies include admittance, retention, and degree completion requirements.

**Section 2.** Each department is responsible for annual evaluation and/or improvement of existing graduate programs and the development of new graduate programs. Programs directors, representing their respective programs, may bring forward to the Graduate Council proposals for new curricula and programs. These proposals will be considered by the Graduate Council. When approved by the Graduate Council, the proposal will proceed through the MiSU curriculum approval process.

### **Article VII**

#### **Committees**

**Section 1.** The Graduate Student Rights Committee is formed each year no later than October 1. Members include the three (3) student representatives on the Graduate Council, three (3) Graduate Council members elected by the Council, and the head of the Graduate School. The Vice President for Academic Affairs is the chairperson and non-voting member of the Committee. A representative of the Registrar's Office is a non-voting, ex-officio member of the committee. In the event a student rights issue arises from the department of one of the committee members, an alternate member will be chosen by the head of the Graduate School.

**Section 2.** The Graduate Council will establish other standing or ad hoc committees as needed.

### **Article VIII**

#### **Amendments**

**Section 1.** Proposed amendments to the Graduate Charter may be initiated by a two-thirds (2/3) vote of the Graduate Council or by petition of one-third (1/3) of the current graduate faculty holding the status of Graduate Faculty.

**Section 2.** Proposed amendments are distributed by the Secretary of the Graduate Council to the graduate faculty at least seven (7) days prior to a meeting of the graduate faculty. An amendment is approved by a two-thirds (2/3) vote of approval of those graduate faculty members voting. The amendment takes effect when it is approved by the President of the University.

## Article IX

### Bylaws

**Section 1.** By-laws to this charter become effective when they are approved by two-thirds (2/3) of the Graduate Faculty and Professional Graduate Faculty members and approved by the President of the University. Graduate faculty status at Minot State University is based on academic qualifications and/or professional expertise. Three categories of graduate faculty status are available; however, Visiting Graduate Faculty are not eligible to vote or serve on Graduate Council.

# Graduate Faculty Status

Graduate Faculty status at Minot State University is based on academic qualifications and/or professional expertise. Three categories of graduate faculty status are available.

## Graduate Faculty

MSU Graduate Faculty are full-time faculty with an earned doctorate or terminal degree in the field of study or related field. Graduate Faculty may teach graduate courses and serve on graduate students' committees. Only graduate faculty with an earned doctorate or terminal degree may chair graduate students' committees.

## Professional Graduate Faculty

MSU Professional Graduate Faculty are full-time faculty *without* a doctorate or terminal degree in the field of study or related field. Professional Graduate Faculty may teach graduate courses and serve on graduate students' committees.

## Visiting Graduate Faculty

Visiting Graduate Faculty are part-time or one-year special contract faculty who are academically qualified in the field of study or related field. Visiting Graduate Faculty may teach graduate courses or serve on graduate students' committees. Only Visiting Graduate Faculty with an earned doctorate or terminal degree may chair graduate students' committees.

### Definition of Academically Qualified

Faculty members are considered academically qualified for graduate teaching positions and serve on students' committees by meeting either of the following requirements:

- a. Have an earned doctorate or terminal degree from a regionally accredited institution.
- b. Have a master's degree from a regionally accredited institution and extraordinary teaching and/or scholarly skills that qualify the faculty member to teach and advise in a specific area of expertise. The faculty may also serve on graduate committees.

Additionally, faculty must provide support to illustrate currency in teaching and scholarship. Currency is defined by each academic unit and these definitions are reviewed and endorsed by the Graduate Council.

## Application Process

### Graduate Faculty

- Submit application with appropriate signatures and current vita
  - Tenured contract faculty must renew status every five years
  - Probationary contract faculty must renew status every three years
  - Special contract faculty must renew status annually

### Professional Graduate Faculty

- Submit application with appropriate signatures and current vita
  - Tenured contract faculty must renew status every five years
  - Probationary contract faculty must renew status every three years
  - Special Contract faculty must renew status annually

## Visiting Graduate Faculty

- Submit application with appropriate signatures along with a letter of support, signed by program director and department chairperson, indicating assignments for which faculty is qualified, specific details of extraordinary teaching or research skills which support this appointment.
- Must renew status annually

## Appointment Process

Completed applications are reviewed and approved by the head of the Graduate School. At their discretion, the head of the Graduate School may request additional information or support, or a consultation with the Program Director regarding an applicant. In the event the head of the Graduate School and the Program Director are unable to reach agreement, exceptions to the policy or process will be determined by the Graduate Council. Should the need arise for exceptions between terms in the absence of Graduate Council availability, the head of the Graduate School is authorized to provide a faculty member temporary status for up to one semester.

## Application Deadlines

All applications are due to the Graduate School April 1, following annual evaluations

Application ([https://www.minotstateu.edu/graduate/graduate\\_faculty/index.shtml/](https://www.minotstateu.edu/graduate/graduate_faculty/index.shtml/))

# Administration and Faculty

## Administration and Faculty

### North Dakota State Board of Higher Education

The North Dakota State Board of Higher Education is a constitutional body created by a vote of the people of North Dakota in 1938 and is charged with the governance of the North Dakota Higher Education System, of which Minot State University is a part.

## Members of the Board

Ms. Danita Bye, '26 Stanley  
 Mr. Jeffry Volk, '25 Fargo  
 Mr. Kevin Black, '24 Minot  
 Mr. Tim Mihalick, '27 Minot  
 Ms. Sadie Hanson, '24 Student Member  
 Dr. Casey Ryan, '25 Grand Forks  
 Dr. John Warford, '24 Bismarck  
 Mr. Curtis Biller, '27 Fargo  
 Dr. Lisa Montplaisir, '24 Faculty Advisor  
 Mr. Michael Linnell, '24 Staff Advisor

## Officers of The University

Dr. Steven W. Shirley, President  
 Dr. Laurie Geller, Vice President for Academic Affairs  
 Mr. Rick Hedberg, Vice President for Advancement  
 Ms. Krista Lambrecht, Vice President for Administration & Finance  
 Mr. Kevin Harmon, Vice President for Student Affairs  
 Ms. Jonelle Watson, Assistant Vice President, Business Services/Controller  
 Dr. Jacek Mrozik, Associate Vice President for Graduate, Enrollment, and Marketing  
 Dr. Alaric Williams, Assistant Vice President for Academic Affairs

## 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

Mr. Tom Rafferty, Executive Chair  
 Ms. Brenda Foster, Past Chair  
 Ms. Brekka Kramer, Chair Elect  
 Dr. Steven W. Shirley, MSU President  
 Ms. Krista Lambrecht, Treasurer

Mr. Rick Hedberg, Secretary  
Mr. Randy Burckhard, 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 four standing committees of the foundation are:

- a. Investment Advisory Committee
- b. Special Gifts Committee
- c. Development Strategies Committee
- d. Nominating Committee

## Foundation Executive Committee

Mr. Jon Backes '84, President  
Mr. Dan Langemo, Vice President  
Dr. Steven W. Shirley, MSU President  
Ms. Krista Lambrecht, Treasurer  
Mr. Rick Hedberg, Executive Director  
Mr. Dan Langemo, Investment Advisory Committee  
Mr. Robert Sando, Vice President Special Gifts Committee  
Ms. Karen Krebsbach, '62, Development Strategies Committee  
Ms. Kathy Aas, '11, Nominating Committee

## Alumni Association

The MSU Alumni Association is a nonprofit, 501(c)(3) I.R.C. organization whose mission is to "promote positive relationships that encourage alumni, students, community, and friends to be actively and emotionally identified with Minot State University." The Alumni Association Board of Directors works closely with the MSU Director of Alumni Relations to accomplish this by sponsoring various special programs and events, such as regional gatherings, reunions, the annual MSU GALA Dinner and Auction, Golden Awards Banquet, travel programs, and the publication of the magazine "Connections." There are no membership dues. Each graduating class is entered in the Alumni database and current addresses are maintained. The Alumni Office is part of the University Advancement team.

## Alumni Officers

Ms. Jaimie Jundt Brunner, President  
Ms. McKenna Gudmunson, Vice President for Outreach  
Mr. Ben Berg, Vice President for Promotions  
Ms. Danielle Rued, Vice President for Events

## Minot State University Office of University Advancement

The Office of University Advancement has been established on the campus of Minot State University to oversee and coordinate all alumni, development efforts. The Vice President for Advancement serves as the chief advancement officer, reports directly to the President of the University, and supervises the activities of the Director of Alumni Relations and Annual Giving, Donor Relations Officer, Director of Marketing, Major Gifts Officer, and Office of Publications and Design. The advancement office is responsible for creating and maintaining a positive public image for the University, cultivating meaningful relationships with the institution's various constituencies, and developing external resources from all available sources.

## Accreditation

Minot State University is accredited by:

- a. 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
- b. National Council for Accreditation of Education Preparation  
2010 Massachusetts Ave. NW, Suite 500  
Washington, DC 20036-1023
- c. National Association of Schools of Music  
11250 Roger Bacon Dr, Suite 21



Reston, VA 20190

- d. National Addiction Studies Accreditation Commission  
1001 North Fairfax Street, Suite 201  
Alexandria VA 22314
- e. Council on Academic Accreditation in Audiology and Speech-Language Pathology of the American Speech-Language Hearing Association  
2200 Research Boulevard, #310  
Rockville, MD 20852-3279
- f. Council on Social Work Education Baccalaureate level  
1600 Duke St.  
Alexandria, VA 22314-3421
- g. Accreditation Commission for Education in Nursing, Inc.  
3343 Peachtree Road NE, Suite 850,  
Atlanta, GA 30326;
- h. National Association of School Psychologists  
PO Box 791089  
Baltimore, MD 21279-1089
- i. International Assembly for Collegiate Business Education  
PO Box 25217  
Overland KS 66215

## Administrative Staff

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

**Abrahamson, Sara;** Director of Human Resources  
B.S., Minot State University (2022)

**Allers, Katy;** Director of POWER/TRiO  
B.S., M.Ed., Minot State University (2016)

**Anderson, Nathan;** Director Institutional Assessment  
B.A., M.S., Minot State University  
Ph.D., North Dakota State University (2022)

**Armstrong, Amy;** Director of Sponsored Programs  
B.S., Minnesota State University Mankato  
B.S., Martin Luther College  
M.Ed., Minot State University. (2001)

**Bertsch, Lynda;** Director of Student Success Center  
B.A., B.S., Minot State University (1983)

**Brekke, Paul;** Director of Wellness Center  
B.A., Concordia College (2007)

**Brekhus, Courtenay;** Director of Alumni Engagement  
B.S., Minot State University  
M. S., T. I. Still University (2012)

**Dooley, Lisa;** Title IX Coordinator  
B.A., M. A. University of Nevada  
Ed.D., University of Mary (2012)

**Francis, Amanda;** Director of Design and Print Services  
B.A., Minot State University (2016)

**Garnes, Lori,** Director North Dakota Center for People with Disabilities  
BSE, Bowling Green University  
M.S., Minot State University  
Ph.D., Utah State University

**Geller, Laurie;** Vice President of Academic Affairs  
B.A., Minot State University

M.S., University of North Dakota  
Ed.D., Montana State University. (2002)

**Haman, Deb;** Director, Student Health  
R.N., Minot State University  
B.S.N., Capella.  
CRT, California College of Health Science (2020)

**Haman, Lisa;** Director of Computer Support Services  
B.A., M.S., Minot State University (1995)

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

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

**Heitkamp, Andy;** Director, Military Resource Center  
B.S., Mayville State University (1995)

**Krueger, Cole;** Director of Marketing  
B.A., M.S., Minot State University (2021)

**Lambrecht, Krista;** Vice President Administration and Finance  
B.S., M.A., North Dakota State University (2023)

**LaPlante, Jane;** Director, Gordon B. Olson Library  
B.S., University of North Dakota  
M.L.S., Indiana University (1989)

**Latif, Maleeha** Director of International Programs  
M.S.M, M.S.I.S, Minot State University (2023)

**Linnell, Michael;** Director of University Communications  
B.A., University of North Dakota (2010)

**Martin, Heather;** Director of Academic Support Center  
B. S., M. S., University of North Dakota (2010)

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

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

**Mrozik, Jacek;** Vice President for Outreach, Enrollment, and Marketing  
B.S., University of Manchester, United Kingdom  
M.S., University of Warsaw  
M.B.A., Clemson University  
Ph.D., University of Warsaw. (2011)

**Norman, Robert;** Director of Continuing Education  
B.A., Valdosta State University  
M.A., University of Oklahoma  
D.E.T., Central Michigan University (2020)

**Olson, Cari;** Director, Institutional Research  
B.S., M.S., Minot State University (2001)

**Olson, Darren;** Director, Network Services  
B.S., Minot State University (2006)

**Orluck, Gary;** Director of Campus Security

B.S., Minot State University (2014)

**Perzinski, Leon;** Student Center Director

B.A., Minot State University (1990)

**Ringham, Rebecca;** Registrar

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

**Sayler, Michelle;** Director of Enrollment Services

B.S., Towson University (2021)

**Sem, Kelli;** Coordinator Access Services

B.A., M.S., Minot State University (2019)

**Shirley, Steven;** President

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

**Smestad, Jessica;** Director of Honors Program

B.A., University of North Dakota

M.A., University of Connecticut (2010)

**Stander, Karina;** Director of Residence Life

B.S., University of North Dakota

M.A., Sioux Falls Seminary (2013)

**Sturm, James;** Director Looyenga Leadership Center

B.S., SUNY Fredonia

M.E., SUNY Buffalo (2020)

**Watson, Jonelle;** Assistant Vice President for Business Services/ Controller

B.S., M.S., Minot State University

C.P.A., North Dakota (1992)

**Weber, Laurie;** Director of Student Financial Aid

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

**Williams, Alaric;** Assistant Vice President of Academic Affairs

B.S., M.S. Ed.D., Texas A & M University - Commerce (2023)

## Graduate Faculty

Note: \*Indicates eligibility to chair student graduate committees

**\*Berg, Kristi-Ann**

Professor of Business Technology (2001)

B.S.E., M.S.M., Minot State University

Ph.D., Capella University

**\*Bertsch, Andrew**

Professor of Management (2002)

B.S., M.S., Minot State University

Ph.D. Henley Business School, United Kingdom

**\*Borden-King, Lisa**

Associate Professor of Education (1997)

B.A., M.S., University of North Dakota

Ph.D., Indiana University

**\*Borisinkoff, Evan Dean**

Associate Professor of Special Education (2014)

A.A., B.S., M.S., Minot State University

Ph.D., University of New Mexico

**\*Bredin-Oja, Shelley**

Assistant Professor of Communication Sciences and Disorders (2021)

B.A., Minot State University

M.A., Washington State University  
Ph.D., University of Kansas

**\*Chen, Yung-Ju "Ruth"**

Assistant Professor of Kinesiology (2020)  
B.E., National Kaohsiung Normal University  
M.Ed., National Taiwan Normal University  
Ph.D., Ohio State University

**\*Conn, Daniel**

Associate Professor of Education (2014)  
B.A., University of Northern Colorado  
M.A., Adams State College  
Ed.D., University of Northern Colorado

**Corneliusen, Lacey**

Assistant Professor of Social Work (2019)  
B.A., University of Montana  
M.A., Walla Walla University  
Ph.D., Cappella University

**\*Craven, Penny**

Assistant Professor of Psychology  
B.S., M.S., Ed.S., Ph.D., Mississippi State University (2021)

**\*Cresap, Linda**

Professor of Business (1986)  
Director of the Graduate School  
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