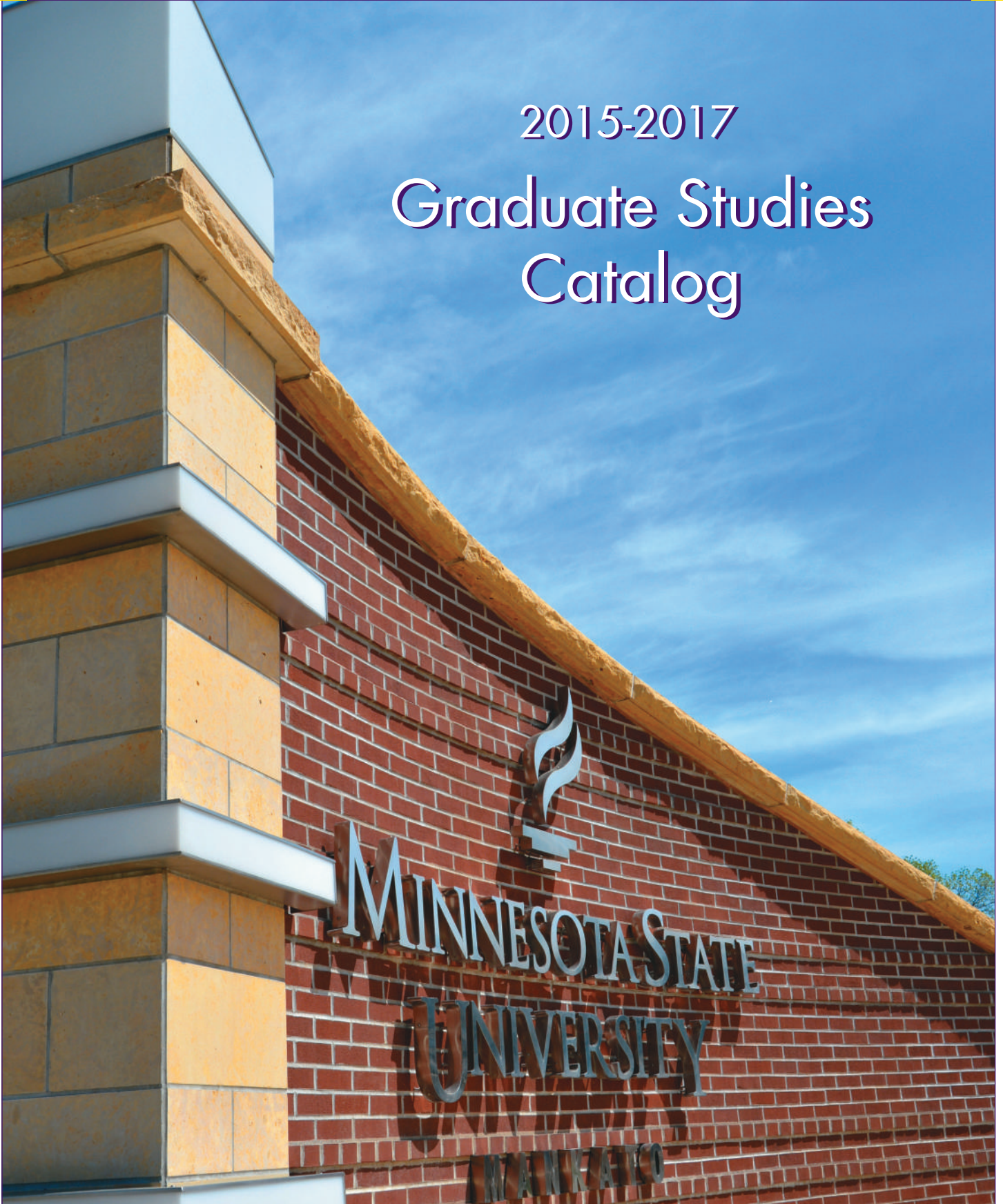


 MINNESOTA STATE UNIVERSITY MANKATO

2015-2017

# Graduate Studies Catalog





## 2015-2017 Graduate Catalog

Minnesota State University, Mankato  
College of Graduate Studies and Research  
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Mankato, Minnesota 56001  
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# GRADUATE CATALOG 2015-2017

## THE COLLEGE OF GRADUATE STUDIES AND RESEARCH

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The University calendar is subject to modification or interruption due to occurrences such as fire, flood, labor disputes, interruption of utility services, acts of God, civil disorder and war. In the event of any such occurrence, the University will attempt to accommodate its students. It does not, however, guarantee that courses of instruction, extra curricular activities or other Minnesota State University programs or events will be completed or rescheduled. Refunds will be made to eligible students in accordance with State University Board policy.

Information in this publication will be made available in alternative format, such as large print or cassette tape, upon request. Contact the College of Graduate Studies and Research, phone 507-389-2321, or 800-627-3529 or 711 (MRS/TTY).

All provisions within this bulletin are subject to changes without notice.



## MINNESOTA STATE UNIVERSITY, MANKATO MISSION STATEMENT

*Minnesota State University promotes learning through effective undergraduate and graduate teaching, scholarship, and research in service to the state, the region and the global community.*

### ADMISSION

College of Graduate Studies and Research

115 Alumni Foundation Center • 507-389-2321 • Fax 507-389-5974

Students possessing a four-year bachelor's degree earned at a regionally accredited college or university may apply for admission to graduate study. Admission to the graduate school is open to all who qualify with no limitation based on race, religion, color, veteran's status, sex, age, national origin, marital status, physical and mental disability, sexual orientation, creed, status due to receipt of public assistance or any group against which discrimination is prohibited.

### Degree Seeking Admission

Students seeking a graduate degree must submit a completed application for a specific graduate degree program. It is the student's responsibility to arrange for an official degree verifying transcript to be sent by the degree-granting institution once it is available. Students are not considered to be fully admitted until an official final degree verifying undergraduate transcript is received by the College of Graduate Studies and Research. Submitting false or fraudulent credentials during the application process may result in a denial of admission and/or termination of registration.

### Non-Degree Admission

Students wishing to take graduate coursework, but who do not wish to seek a graduate degree or enroll in a graduate certificate program, must complete an application as a non-degree seeking student prior to registration. No more than 12 graduate credits taken by a non-degree seeking student may be applied to a graduate degree program. This option is not typically available to international students.

### Application

All applicants must submit an application fee with the application for graduate study. The fee is waived for applicants currently enrolled in the McNair Scholars Program.

Materials filed with the College of Graduate Studies and Research cannot be returned, borrowed or reproduced. Application materials of applicants who do not enroll in graduate courses are destroyed after two years.

A four year accumulated minimum GPA of 2.75 on a 4.0 scale is required in all programs unless otherwise specified. Some programs require a higher GPA.

Once the applicant's file is complete and the applicant meets all the requirements of the College of Graduate Studies and Research, the file is sent to the department for review and admission recommendation. A student is not officially admitted to the College of Graduate Studies and Research until an admission recommendation from the department is reviewed by the Dean of the College of Graduate Studies and Research. A review of an application may require several weeks.

The reviewing department may require the student to complete certain deficiencies in addition to the normal requirements of the graduate program. Upon receipt of the department's recommendation, the Dean of the College of Graduate Studies and Research will admit the student to the program and the College of Graduate Studies and Research. The College of Graduate Studies and Research officially informs the applicant of his/her admission status.

Applicants with poor academic records or limited probability of succeeding in graduate work may be denied admission to a degree program and permission to take graduate courses. Applicants may also be denied if the department involved and the Dean of the College of Graduate Studies and Research concur that the applicant does not meet the professional standards commonly required for a student earning a graduate degree in that area. The limited number of available spaces for new students within some program will also have an impact in the number of students who can be admitted to a program.

### Combined Graduate/Undergraduate Programs

Some graduate programs permit undergraduate students who have completed at least 2 - 3 years of undergraduate study to apply to the graduate program and double count up to 12 graduate credits toward both the undergraduate and graduate programs. At the current time, this option is available to students in electrical engineering, geography/urban studies, information technology, mathematics, and mechanical engineering. The admission and registration process for students admitted to the Combined Undergraduate/Graduate Program is as follows:

1. Students may apply to the combined program at any time after the conclusion of their sophomore year. Applicants must apply to the program prior to the start of their final undergraduate semester.
2. Successful applicants are notified of their admission to the program by the Graduate Office.
3. Newly admitted students are not coded as graduate students on the ISRS until they earn their undergraduate degree. They remain classified as undergraduate students until all undergraduate degree requirements are completed. The Graduate Studies Office will code these students with a graduate classification only after the undergraduate degree has been received.
4. Until the undergraduate degree is earned, the student's advisor will inform the Registrar's Office of the graduate credits the student is authorized to register for. The Registrar's Office will then build special course sections for these students and register the students. After registration, the Registrar's Office will notify the advisor, Graduate Office and the Financial Services of the registrations. Instructional Unit L will be entered on these special course sections so these sections can be tracked for appropriate billing. This notification must be received prior to the start of the term. Students will pay the graduate level tuition for the identified 400/500 courses.
5. The courses/grades on the graduate transcript will remain on the graduate transcript even if the student does not continue in the graduate program after completing undergraduate degree requirements.
6. No more than 12 credits are eligible to be double counted and applied to both the undergraduate and the graduate program.
7. Students must register for double counted courses within the same semester. Backdating courses is not permitted.

### Transfer Credits

A maximum of 10 semester credits of graduate credit, all of which must be related to the program, and completed with an earned grade of "B" or better, may be transferred from other appropriately accredited colleges or universities into a master's degree program. A maximum of 16 semester credits of graduate credit may be transferred from the other Minnesota state universities and applied to a program at Minnesota State University, Mankato.

To be accepted as transfer credit and applied towards a Minnesota State University graduate degree, the following conditions must be met:

1. Credit must be from a regionally accredited educational institution
2. Credits transferred into an accredited program may need to come from an accredited program
3. The courses must be taught by a full-time faculty member with graduate faculty status at the originating university
4. The courses must be part of a regular graduate program at the originating university
5. Evaluation and approval by the student's Examining Committee
6. Evaluation and approval by the College of Graduate Studies and Research.

The following will not be accepted as transfer credit:

1. Correspondence or similar study
2. Individual study
3. Credit earned at a location in Minnesota through a university headquartered in another state or country
4. Credit for courses conducted by proprietary groups
5. Credit applied towards another degree
6. Extended campus credit from a university that does not accept that credit for its own on-campus graduate programs; or
7. Workshops, Continuing Education Courses and In-Service Training credits
8. Courses completed with a Pass/No Pass or a similar evaluation

All work that fulfills the requirements of a master's degree program, including all transferred credit, must be completed within six calendar years.

### Credits from Previously Earned Master's Degree

Students completing a master's degree program may, with the approval of the academic department, include previously earned credit counted toward an earlier awarded master's degree. The award of this credit toward a second master's degree

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## REGISTRATION PROCEDURES

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program must adhere to the following stipulations:

1. Up to 30 % of the credits required for a second master's degree may be allowed by the application of appropriate courses from the first completed master's degree program. Courses applied to a second master's degree program must be approved by the faculty responsible for the second program.
2. Courses accepted for double-counting may not be used to satisfy a second master's degree program's requirements of research seminars, internships, colloquia, theses or other capstone experiences.
3. Courses allowed for double counting must be graduate courses completed with a grade of B or better, earned at a regionally accredited institution.
4. A graduate student may not apply both conventional transfer credit and credit earned from a previous master's degree toward the second master's degree program. The former or the latter, but not both, can be applied to a single program.
5. All work for a master's degree, included work transferred from another program, must be completed within a six-year period.

### Change of Program

To change degree programs, students must complete the admission requirements of the new program including a review and acceptance by that program's admission committee. Students must submit a new application form to the College of Graduate Studies and Research for the change to be effective. No more than 12 graduate credits taken by a degree seeking student can be applied to the new program.

### Part-Time Students

Most graduate programs at Minnesota State University, Mankato accommodate the student who, because of employment, family or other obligation, chooses to attain a degree on a part-time basis. Students may choose to not register for classes for several semesters, and resume a part-time or full-time load at a later date. However, the maximum time limit to complete all master's degree and specialist program requirements, including coursework and the capstone project, is six years.

### Immunizations

All students born after 1956 are required by law to be immunized for measles, mumps, rubella, tetanus and diphtheria. Students will need to provide proof of these immunizations before they are allowed to register.

### International Student Admission

**Requirements for all International Students.** In addition to the standard admission requirements, international applicants must also provide a completed, certified financial statement confirming the availability of adequate financial support must accompany the application form. An official Test of English as a Foreign Language (TOEFL) score must be sent directly to the College of Graduate Studies and Research from the testing service. Unofficial copies of TOEFL scores and transcripts are unacceptable. A transcript evaluation by an approved evaluation agency is required for most academic programs. Applicants are expected to have earned the first university degree from an institution recognized and approved to award the degree.

Because of the additional administrative time required to obtain visa documents, international student applications must be complete and received by the posted application deadlines. International students planning to attend Minnesota State University, Mankato should plan to arrive on campus at least one week before classes begin to participate in the required orientation program coordinated by the Office of International Students. There is typically no summer admission for international students.

International students are required to enroll for a full-time graduate student course load (6 semester credits).

**English Proficiency.** Results of the Test of English as a Foreign Language (TOEFL) or the Academic IELTS are required of all applicants whose native language is not English and who have not recently graduated from an educational institution in the U.S. or an English speaking nation. Prior completion of English coursework at other U.S. colleges does not exempt the student from submitting TOEFL results. Please consult the graduate school's web pages for the minimum test scores required by individual graduate programs.

**International Student Office.** The office serves international students by advising students about academic, immigration, personal, social and financial issues. There are approximately 600 international students representing more than 70 countries at Minnesota State Mankato. The Office of International Students serves as the official contact agent between the U.S. Immigration and Naturalization Service, other government agencies, and the University community.

The ISO also processes immigration paper work for faculty from abroad in J-1 status.

The Office of International Students coordinates and implements international social and cultural activities on campus and within the Mankato community.

**Health Insurance.** Health and Accident insurance is required for all international students and their dependents studying at Minnesota State University on an F-1 or J-1 Visa. All newly arrived international students are required to subscribe to the University's designated health plan prior to enrollment. Health insurance is required for the entire period of study at Minnesota State University - including the summer. Any exception or waiver can only be granted by the ISO Health Insurance Committee.

**New Student Orientation.** All new and transfer international students are required to attend a New Student Orientation program before they receive authorization to register for classes. An orientation fee will be charged to each new international student who enrolls at Minnesota State Mankato.

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## REGISTRATION PROCEDURES

Office of the Registrar

136 Wigley Administration Center • 507-389-6266

Registration procedures are established by the Office of the Registrar. Registration is accomplished via the Internet. Class schedules and registration policies are posted on the University Registrar's web pages. Courses carrying graduate credit are those listed at the 500, 600, or 700 levels. Many courses listed on the 500 level are open to undergraduates as well as graduate students (undergraduates enroll in corresponding 400 numbered courses). The courses listed at or above the 600 level are open only to graduate students. Courses at the 700 level are available only to students admitted to a doctoral program. Graduate students registering for at least six graduate level credits during a semester are defined as full-time graduate students at Minnesota State University, Mankato.

All students wishing to take graduate level courses must complete and submit an Application for Admission to the College of Graduate Studies and Research. Graduate students enrolled in 500 level courses that are also listed at the 400 level will be required to demonstrate graduate level work in the testing process and/or through additional class assignments as required by the instructor, department, and the College of Graduate Studies and Research.

An undergraduate of Minnesota State University, Mankato who has 6 semester credits or fewer remaining on a bachelor's degree and has a cumulative grade point average of 3.0 or better for the last 60 semester credits may, with the consent of the Dean of the College of Graduate Studies and Research, be permitted to register for graduate work to complete a normal load. Usually, no more than two graduate courses may be taken under these circumstances. Forms initiating this procedure are available in the College of Graduate Studies and Research. Minnesota State University, Mankato undergraduate students permitted to register for graduate credits are considered as undergraduate students until they complete all undergraduate degree requirements. They are not eligible for graduate student financial aid or for graduate assistantships.

Students enrolled in courses must fulfill tuition and fee payment obligations by the published deadlines or they will be dropped from all registered courses.

**Academic Transcripts.** Information about ordering academic transcripts is available by contacting the Office of the Registrar.

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## TUITION AND FEES

**Minnesota Residency.** The Minnesota State Colleges and Universities (MNSCU) Board establishes residency requirements for the entire State University system. These residency requirements pertain only to the payment of tuition within the University system.

Non-resident tuition will be charged to students whose permanent homes are outside Minnesota. "Permanent" means family home or home established for a purpose other than for University attendance.

Initial classification of a student as a non-resident, however, does not prevent reclassification at any time when residency requirements are met. Students desiring changes in residency may obtain specific information concerning residency requirements from the Office of the Registrar.

**Tuition and Fees.** Current tuition and fee rates may be found on the University's web pages. Please note that tuition and fees are subject to change without advance notification.

**Reciprocity Tuition.** Students from North Dakota, South Dakota, Wisconsin and Manitoba are eligible to participate in the reciprocity tuition program. Forms are available at the Office of the Registrar.

**Midwest Student Exchange Program.** The Midwest Student Exchange Program is an interstate initiative established by the Midwestern Higher Education Commission (MHEC) to increase educational opportunities for students in its members states. This program enables residents of Illinois, Indiana, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota, South Dakota, and Wisconsin to enroll in designated institutions and programs at reduced tuition levels outside of their home state. Contact the Office of the Registrar for additional information.

## SOURCES OF FINANCIAL ASSISTANCE

### Student Employment

All students seeking employment at Minnesota State University, Mankato must be able to lawfully accept employment in the United States at the time of employment as prescribed in the Immigration Reform and Control Act.

### Need-Based Financial Aid Programs

Programs are available to students who demonstrate financial need and otherwise meet program and application requirements. These programs include Federal Work-Study, Federal Stafford Student Loan, Minnesota State Work-Study, Federal Perkins Student Loans, and Student Education Loan Fund (SELF). To apply, complete the Free Application for Federal Student Aid (FAFSA) for the academic year in which financial assistance is needed. Applications for these financial resources should be filed early in the calendar year. For additional information, please contact Student Financial Services, 120 Wigley Administration Center, 507-389-1866.

### Graduate Assistantships

Graduate assistantships provide academically-related employment for eligible graduate students. The three basic types of assistantships are for teaching, research, or program assistance. **Teaching Assistants** generally assist a professor with teaching his/her courses. Some will teach courses as the instructor of record under faculty supervision. **Research Assistants** assist faculty with various research projects. **Program Assistants** work in a variety of programs and offices throughout the university. Most departments with graduate programs have assistantships available. Applications should be submitted to the department or unit for which the student wishes to work. Students wishing to apply for assistantships in multiple departments or units need to submit a separate application for each.

**Resolution Regarding Graduate Scholars, Fellows, Trainees, and Assistants.** Acceptance of an offer of financial support (such as a graduate scholarship, fellowship, traineeship, or assistantship) for the next academic year by a prospective or enrolled graduate student completes an agreement that both student and graduate school expect to honor. In that context, the conditions affecting such offers and their acceptance must be defined carefully and understood by all parties.

Students are under no obligation to respond to offers of financial support prior to April 15; earlier deadlines for acceptance of such offers violate the intent of this Resolution. In those instances in which a student accepts an offer before April 15, and subsequently desires to withdraw that acceptance, the student may submit in writing a resignation of the appointment at any time through April 15. However, an acceptance given or left in force after April 15 commits the student not to accept another offer without first obtaining a written release from the institution to which a commitment has been made. Similarly, an offer by an institution after April 15 is conditional on presentation by the student of the written release from any previously accepted offer. It is further agreed by the institutions and organization subscribing to the above Resolution that a copy of this Resolution should accompany every scholarship, fellowship, traineeship, and assistantship offer.

**Federal Work-Study Graduate Assistantships.** Federal Work-Study Graduate Assistantships are available to graduate students who are eligible for financial aid. Students must complete the Free Application for Federal Student Aid (FAFSA) for the academic year in which financial assistance is needed. **Apply online at the FAFSA website. Assistance with the FAFSA process is available from Student Financial Services at the Campus Hub, in person at 117 Centennial Student Union, by telephone at 507-389-1866, or email [campushub@mnsu.edu](mailto:campushub@mnsu.edu).**

Assistantship policies are updated from time to time. Please contact the College of Graduate Studies and Research for current assistantship policies.

**Policy Background.** Graduate Assistantships are stipends awarded to assist students in making progress toward their degree. Graduate Assistants provide instructional, research, and/or administrative support to departmental efforts. A graduate assistantship provides the opportunity for a student to practice what is being studied in an applied activity, such as research, teaching, and other sorts of professional practice.

**Policy Statement.** Graduate assistantships are awarded to full-time students who are fully admitted to a graduate program and who are not on academic probation or warning status. Appointments are competitive and are determined on the basis of undergraduate and/or graduate grade point average, test scores, letters of recommendation, pertinent experience, educational preparation, interviews, or a combination of these factors. The amount of compensation and terms and conditions of awards will be maintained and published by the College of Graduate Studies and Research.

**Requirements.** Since the purpose of the award is to assist the student in making progress toward the degree, the maximum time commitment to assistantship activities is normally 20 hours per week (for a teaching assistant, 8-9 semester credits over 2 semesters). Teaching assistants may be assigned extra duties (not to exceed the equivalent of 9 semester credits). In special cases when a student is in the last term of study, additional assignments may be made up to 30 hours per week. For the same reasons, a student must be concurrently enrolled each term for at least 6 graduate semester credits, but not more than 12 semester credits. Some programs require that graduate assistants register for more than six credits. Summer session appointments require a minimum of 1 graduate semester credit. A student who was assigned a limited number of deficiency courses as a condition of admission may petition the Graduate Dean to accept the deficiency credits toward meeting the minimum credits required for the assistantship. No more than nine undergraduate credits may be covered by the graduate assistant tuition waiver during the entire time a student is employed as a graduate assistant (endorsed by the Grad. Submeet and Confer on 2/16/04). The maximum length of appointment (from all sources of funding) is limited to the normal length of time for completing the degree, in most cases 2 years (a few programs which require more than a minimum of 40 credits have a normal length of 3 years to completion).

**Compensation.** The amount of the Graduate Assistant stipend is published each year by the College of Graduate Studies and Research. As far as possible, stipends are set to cover the full cost of attending the institution, as determined by the Office of Financial Aid. Stipends are calculated on a full-time equivalent of "20 hours per week." The stipend is subject to State and Federal taxes. Full awards carry a waiver of 18 credits of tuition for Fall and Spring semesters (normally, 9 each semester). Tuition waivers for more than 9 credits each semester must be approved by the Graduate Dean. No tuition waiver is provided for Summer Session appointments. Partial awards are permitted and may carry a corresponding reduction in tuition waiver. Students may hold multiple concurrent appointments in different departments or administrative units, as long as the total of all appointments does not exceed the maximum allowed. At no time will a graduate assistant be employed concurrently as an adjunct faculty.

Students who hold an assistantship are eligible for Minnesota resident tuition rates during the time of their award, and over the Summer if they held an award the previous Spring semester, during the Summer, or have accepted an award for the following Fall semester.

**Terms and Conditions.** Prior to the beginning date of the award, graduate assistants will receive a letter summarizing their general duties, stipend, and times and flexibility of duties. During the first week of duty, graduate assistants will be given an initial orientation to their assigned duties by their supervisor, including a description of specific duties, standards for evaluation of performance, and training and other resources available.

**Appointment.** The award of a graduate assistantship is made by a letter of offer. Acceptance must also be in writing, and constitutes an agreement between the student and the department that both are expected to honor. Resignation from an appointment before the end of the term initially specified should also be in writing, and should be delivered to the department as early as possible. Students who resign or are released from their appointment prior to the mid-point of a semester will lose the tuition waiver for that term.

**Termination.** Graduate assistants are expected to meet the standards of performance described at their appointment, and to maintain satisfactory academic progress toward their degree. Failure to meet either set of standards can lead to termination of the assistantship. Although, immediate termination may be invoked for serious misbehavior or failure to perform, under normal circumstances of poor performance the following guidelines will be followed:

1. Written notice of warning, with a two-week trial period; followed (if necessary) by
2. Written notice of termination, effective immediately.



## COURSES AND SCHOLASTIC STANDARDS

Copies of this correspondence will be sent to the Graduate Dean and to the department chairperson (for departmental appointments) or to the unit's director (for administrative unit appointments). The notice of termination must also be sent to the Office of Business Affairs, and to the Office of International Students (if appropriate). All compensation accrued prior to receipt of the notice of termination in the Business Office will be charged to the unit responsible for direct supervision of the student.

Both written notice of warning and written notice of termination may be appealed. In case of appeal, the student will send to the department chair or the unit director a copy of the written notice and a letter stating the errors of fact or interpretation, which is the basis of the appeal. The chair or unit director must investigate the appeal and deliver a written response within one week. The appeal may be carried one step further, in writing, to the College dean (for appointments in academic departments) or to the appropriate vice president (for appointments outside the academic departments). The dean or vice president will consult with the Dean of the College of Graduate Studies and Research, and their decision will be final. The initiation of an appeal does not extend the trial period or the termination of duties.

**Policy Implementation.** In support of the terms and conditions outlined in this policy, the following procedures are followed.

- A. The policy addresses the tuition waiver associated with graduate assistantships. To be eligible for resident tuition during the academic year, the signed Work Authorization Form must be received in the College of Graduate Studies and Research no later than the tenth instructional day in a semester in which the appointment is effective.
- B. The policy addresses the number of hours of work that can be expected from a graduate assistant. A graduate assistant can typically be hired only for work completed when the university is in session. Exceptions to this policy must be approved by the Dean of the College of Graduate Studies and Research.
- C. The policy addresses the appropriate process to follow if the assistantship is terminated by the hiring unit. A student who believes s/he is being unfairly treated as a graduate assistant in any other areas unrelated to termination as a graduate assistant may initiate an appeal that is similar to the grade appeal process detailed in the Scholastic Standards.

The appeal process begins with the student discussing the issue with the supervisor. If no resolution is achieved, the student should submit a written petition to the department chairperson or director of the office, and send a copy to the supervisor. The chairperson or director will respond to the petition in writing within two weeks. If no satisfactory resolution is achieved, the student may appeal in writing to the dean of the college or appropriate vice-president, who will respond in writing.

If a satisfactory agreement has not been reached, the student will submit a written statement to the Dean of the College of Graduate Studies. The Dean of the College of Graduate Studies in some cases may convene a committee to serve in an advisory capacity. This committee will be comprised of three members of the Graduate Sub-Meet and Confer and a graduate student.

If such a committee is formed, the chairperson of the committee will respond to the Dean of the College of Graduate Studies within two weeks of the formation of the committee. The student and the supervisor shall be permitted to make a rebuttal to the written record compiled by the committee. This must be completed within two weeks. The Dean of the College of Graduate Studies and Research will then make a final decision concerning the situation, and the decision of the Dean will be communicated in writing to all concerned parties. This decision is final.

Written petitions should describe the nature of the problem, the remedy sought, and a statement that an attempt was made to resolve the issue at the appropriate levels. If witnesses are named in the petition, they should receive copies of the petition.

## COURSES AND SCHOLASTIC STANDARDS

Only courses bearing graduate credit are applicable toward a graduate degree. The minimum number of credits required to be taken in courses restricted to graduate students is specified in the various graduate programs. At least one-half of the credits required for the Master's degree program must be from courses listed as 600-699, excluding thesis or APP credits. These courses are for graduate students only. If a dual numbered course is taken at the undergraduate level, it cannot be taken at the graduate level and counted toward a graduate degree program.

**Graduate Student Load.** To be considered fulltime, a graduate student must enroll for at least 6 semester credits. The student's maximum course load each semester is 12 credits for the regular school year and a maximum of 8 semester credits during the sum-

mer session. Any exception must be approved by the student's advisor and the Dean of the College of Graduate Studies and Research. Any student exceeding the load limit without proper authorization shall lose the credits in excess of the authorized load.

**Credit by Examination.** Students who possess expertise and knowledge in a specific area covered by graduate coursework may, with the approval of the class instructor, department chairperson, and the graduate dean, apply for credit by examination for up to 6 credits. Forms may be obtained from the department offering the specific course(s) to be examined.

**Workshops, In-Service, Tours.** A maximum of 10 credits earned in workshops, in-service courses, and tours may be used in a graduate degree program.

**Individual Studies.** A maximum of 6 credits may be taken for independent study.

### Course Definitions

1. **Contact Hour:** One 50-minute period containing class group activity under supervision.
2. **Regular Course:** Contact hours between professor and students designed more to synthesize content than to present material to be learned. Thus, contact among class members and professor is heavily supplemented by regular assignments and systematic evaluation. A course meets on a regular basis usually for an academic semester, a summer session or as a module.
3. **Workshop:** The principal learning takes place through interchange among class members, the professor and her/his assistants. Thus, most work for credit is frequently done within the scheduled contact hours; however, appropriate evaluation of student performance may include assessment of outside work as well. A workshop has specific focus on an educational problem and occurs in a compact time period.
4. **In-Service:** A professor and a group of students concentrate on cooperatively working toward the resolution of a specific problem clearly relating to professional assignments of students. An in-service course focuses on concerns of a unique clientele. This course is usually offered on-site over an extended period of time. Each new subtitle must be approved by the department chairperson, college dean and, if at the graduate level, the graduate dean. Approval is for an indefinite time.
5. **Seminar:** Characterized by in-depth study and a narrow focus. Students are expected to do extended research outside of class and to present and defend their research in class. A limited number of students is accepted and stringent prerequisites are required.
6. **Practicum, Internship, Field Study or Field Work:** Credit is awarded for an educational experience on an individual basis emphasizing on-the-job training. The student's work is jointly supervised by the academic unit involved and the cooperating agency. Written permission from the individual professor and/or department is required prior to registration.
7. **Tour:** An extended group experience off campus in which major learning results from travel. Tours must be supervised by regular Minnesota State University faculty who accompany it. Credit is awarded and student evaluation is expected. The tour itself constitutes the major learning experience in earning credits.
8. **Field Trip:** A short-term visit off campus to a site of educational significance. This activity is supplemental to a regular course. Credit awarded is for the course involved, with no extra or separate credit awarded for the field trip.
9. **Individually Paced Course:** A series of specifically defined lessons. Each lesson involves an assignment and an evaluation which the student must complete at an acceptable competence level. Learning may involve group and/or individual activity, but the standards established apply equally to all members. A maximum of six credits of independent study may count toward a degree program.
10. **Individual Study:** Permits properly qualified students to undertake independent study under guidance of a faculty member. It is used only where the time sequence and content are especially suited to the individual student and no other students are enrolled in the same work at the same time. Written permission from the individual professor and/or department is required prior to registration. A maximum of 6 credits of independent study may count toward a degree program.
11. **Module:** Identifies a regular course taught in a compact time frame. All other guidelines for a regular course apply.

**Note:** Individual study courses require consent of instructor and department chair. In-service courses carry individual subtitles and are designed to meet special practitioner needs.

## Scholastic Standards

The accumulation of grades below 3.0 in more than two courses of three or more credits each or Incomplete/In-Progress in more than three courses of two or more credits, or a combination of the above in four courses excluding thesis/alternate plan paper credits removes the student from degree status.

The Dean of the College of Graduate Studies and Research will monitor the academic standing of all graduate students each semester and take the following actions based on the review of the graduate students' semester ending grade reports. A student who fails to meet the academic standards may be required by the Dean of the College of Graduate Studies and Research to withdraw from the university. Individual academic programs may have published retention and dismissal policies that differ from those noted below. In these cases, the departmental policy will supersede the general university policy.

Students receiving financial aid (excluding non-federally funded University graduate assistantships) must abide by federal, state, and institutional policies, including but not limited to, satisfactory academic progress standards. For additional information please see the web page of the Student Financial Services Office.

**Academic warning** letters will be sent to graduate students who receive a grade of less than 3.0, an In-Progress (IP), or Incomplete (I) in any graduate course of 2 credits or more, or who have a cumulative grade point average of less than 3.0.

**Probation** letters will be sent to students who received an academic warning letter the previous term and who have subsequently failed to demonstrate significant improvement in their academic record. While under Academic Warning status, students who receive a grade of less than 3.0, a grade point average for the term of less than 3.0, a cumulative grade point average of less than 3.0, or an In-Progress or Incomplete in excess of four graduate courses of 2 credits or more will be placed on probation.

**Dismissal** letters will be sent to all students who were placed on probation the previous term and who failed to demonstrate a significant improvement in his/her academic record and received a grade point average for the term less than 3.0, or a grade of less than 3.0, IP, or I in excess of four graduate courses of 2 credits or more.

No grade lower than a "C" is counted for graduation credit, but all grades earned (including Ds and Fs) are counted in determining the grade point average. Graduate courses may be repeated but credit for the course is applicable toward the degree only once. However, all grades earned for that course shall be used in calculating the grade point average.

A student's work in any course will be evaluated in accordance with the following system of letter grades: A, B, C, D, F, N, and P.

"A" represents work of definitely superior quality.

"B" represents a level of performance that is above average.

"C" represents a below-average level of performance.

"D" represents unacceptable performance.

"F" represents unacceptable performance.

"AU" represents that a course has been audited. Audit courses do not satisfy program requirements, are not used in determining the grade point average, and cannot be applied to a degree. Tuition and fees, however, are paid.

**Incompletes.** The grade of "incomplete" is reserved for special cases and means that, because of extenuating circumstances, the student failed to meet a specific need and an important requirement of the course, but has in other respects done passing work for the semester. The incomplete must be made up in the next semester in which the student is enrolled, unless other arrangements have been made between the student and instructor who assigned the grade. The instructor must file an "Extension of an Incomplete" form with the Office of the Registrar if more time is to be granted. If the deficiency is not made up within the specified time, the grade automatically becomes an F (regular-graded course) or NC (P/NC graded course).

Students making up an incomplete should not re-register for the class. Students making up incompletes cannot be used for enrollment or financial aid verification in subsequent terms.

**In-Progress Courses.** The grade of "in-progress" is reserved for courses that are designed not to be completed by the end of the term. Courses that are In-Progress "IP" must be removed within 2 semesters of registration and replaced with a grade. Otherwise, the In-Progress course will turn to an "F" after one year, if it has not already been changed. (The Registrar's Office reviews them only once a year in August, and it only turns over those that have been on the transcript for no less than one year.)

**P/N Grading System.** Under the P/N (pass or no credit) system a graduate student may choose to register for a course so designated with the understanding that credit

will be received, indicated by the letter "P," if the equivalent of a "B" grade or better is earned. If less than a "B" grade is earned, no credit will be granted, but an "N" will replace the traditional grade on the record. Whether the grade is "P" or "N," the hours taken will not enter into the computation of grade point average.

Graduate students may take any course for which they qualify as general education or elective on a Pass/No Credit basis. (Departments may, with approval of the Dean of the College of Graduate Studies and Research, prohibit P/N students from graduate courses open only to their majors. These courses will be designated in the Class Schedule.)

Departments may use Pass/No Credit grades for theses, individual study courses, practicums, workshops, tours, seminars, and internships in the major field. They may not use Pass/No Credit grades for other courses in the student's major without specific approval of the Dean of the College of Graduate Studies and Research.

Students are requested to check with respective departments for specific information. Students shall have the option of choosing the regular grading system or the P/N system in all courses open to P/N. All grading method changes must be processed through the Office of the Registrar by the posted deadlines. No more than one-third of a graduate degree shall consist of Pass/No Credit grades.

**Quality Points.** Quality points (grade points) are determined on the basis of letter grades. The number of quality points earned for a course may be determined by multiplying the number of points the grade commands by the number of credits the course carries.

Quality point calculations are as follows:

A+ = 4.00	A = 4.00	A- = 3.67
B+ = 3.33	B = 3.00	B- = 2.67
C+ = 2.33	C = 2.00	C- = 1.67
D+ = 1.33	D = 1.00	D- = 0.67
F = 0	P=0	NC=0

**Grade-Point Average (GPA).** The total number of quality points acquired by the student divided by the total number of credit hours attempted on a regular grade basis, is called the grade-point average (GPA). For example, if a student has earned 102 quality points and has completed 48 credits of work, the grade-point average is 102 divided by 48, or 2.125. Grades of NC and P have no effect upon the calculation of a grade-point average.

**Dismissal from a Program.** Students may be dismissed from a graduate program "for cause" by the Dean of the College of Graduate Studies and Research on the basis of recommendations from the advisor, examining committee (if one exists), and the department chairperson. "For cause" includes professional judgment of the department involved and the Dean of the College of Graduate Studies and Research that the student does not meet the academic or professional standards required for a student earning a graduate degree in that area.

**Registration Hold.** On the recommendation of the appropriate department and concurrence of the Dean of the College of Graduate Studies and Research, a hold may be placed on future registration of graduate students who are not making satisfactory progress toward a degree.

**Appeal Review Process.** A graduate student who feels he/she has been unfairly treated concerning grades or actions taken at the departmental level may appeal such treatment as follows:

The appeal process is initiated by a personal visit with the professor involved. In the case of a grade appeal, a written petition must be submitted within two weeks of university notification of a final grade, to which petition the instructor must respond in writing within two weeks.

If no resolution is achieved, the student should submit a written petition to the department chairperson with a copy to the instructor. The department chairperson may arrange a hearing with the student and the faculty member involved, and will, in any case, respond to the petition in writing within two weeks with copies to the student and the instructor.

If no satisfactory resolution is achieved, the student may appeal to the dean of the college in writing with copies sent to the department chairperson and the instructor. The dean may convene a College Grade Appeals Committee, if appropriate, which shall serve in an advisory capacity to the dean. Within two weeks the College Grade Appeals Committee will make a recommendation to the dean who will respond in writing to the student of the decision reached with copies to the instructor and the department chair.

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## POLICIES AND REGULATIONS OF THE GRADUATE COLLEGE

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If a satisfactory agreement cannot be reached, the student will submit a written statement to the Dean of the College of Graduate Studies and Research with copies to the instructor, the department chairperson, and the college dean. The Dean of the College of Graduate Studies and Research may convene a Grade Appeals Committee to serve in an advisory capacity. This ad hoc committee will be comprised of three members of the Graduate Sub-Meet and Confer and a graduate student. The chairperson of the Grade Appeals Committee will respond to the Dean of the College of Graduate Studies and Research within two weeks with copies to the student, the instructor, the chairperson, and the dean of the college. Both the student and the faculty shall be permitted to make a rebuttal to the written record compiled by the committee; this must be done within two weeks. The decision of the Dean of the College of Graduate Studies and Research shall be communicated in writing to all concerned parties. This decision is final.

Written petitions should describe the nature of the problem including relevant information, the remedy sought, and a statement that an attempt was made to resolve the issue at the appropriate levels. If witnesses are named in the petition, they should receive copies. The student should always keep a copy of all paperwork.

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## POLICIES AND REGULATIONS OF THE GRADUATE COLLEGE

The Graduate Dean enforces established graduate policy, administers the affairs of the College, and reports to the Vice President for Academic Affairs. The Graduate Sub Meet and Confer is consulted on all proposed graduate policy changes at Minnesota State Mankato.

**Student Involvement.** The Student Senate and the Graduate Student Association are invited to select a group of graduate students who will serve as an advisory committee to the Dean of the College of Graduate Studies..

**Waiving of Regulation by Petition.** Graduate students may petition the Dean of the College of Graduate Studies and/or the Graduate Sub-Meet and Confer Unit for waiving of certain regulations based on the existence of extenuating circumstances. Such a petition must be endorsed by the student's advisor before it will be considered.

**Graduate Faculty.** The Dean of the College of Graduate Studies approves graduate and research faculty status based on the recommendation of the department chair and the college dean as well as a review of their credentials by the graduate committee.

**Advisors.** Students are assigned an initial advisor upon admission to a program. Students frequently change advisors after taking some courses and meeting faculty who share their interests. The proposed advisor must be a member of the graduate faculty at the Regular or Research Status. See [http://grad.mnsu.edu/grad\\_faculty\\_policy.html](http://grad.mnsu.edu/grad_faculty_policy.html) for a discussion of the Graduate Faculty Policy. A Change of Advisor form must be submitted to the College of Graduate Studies for the change to be effective.

Students are encouraged to work closely with their advisors in:

1. developing a Plan of Study and selecting their courses;
2. meeting all departmental and College of Graduate Studies and Research requirements;
3. organizing an examining committee (if required);
4. completing the required research course and capstone project;
5. arranging for comprehensive examinations (if required).

Non-degree seeking students graduate students are not assigned an advisor. They may, however, seek advice from a member of the faculty.

## Graduate College and Program Requirements

**Time Limit.** All work for a master's degree, a certificate, or a specialist degree must be completed within a six-year period; and, seven years for a doctoral program. The time limit is calculated similar to the following example: credits completed in the fall semester 2009 will no longer apply or be counted towards your degree at the end of summer session 2015. This six year limit starts with the first course taken that applies to the program and includes all credit transferred to a Minnesota State Mankato program.

**Financial Aid.** Students receiving financial aid (excluding non-federally funded University graduate assistantships) must abide by federal, state, and institutional policies, including but not limited to, satisfactory academic progress standards. For additional information, please see the web page of the Student Financial Services Office.

**Required Graduate Enrollment Policy.** Graduate students must register for at least one graduate credit during the semester that they plan to graduate.

**Examining Committees.** A Graduate Committee supervises a student's program and the completion of the capstone experience. Students should consult with their advisor prior to asking faculty to serve on their committee.

All masters and doctoral students writing a thesis or dissertation must form a graduate committee. The College of Graduate Studies and Research does not require the formation of a committee for students enrolled in a non-thesis program, but individual degree programs may require students to form examining committees.

A student's thesis or dissertation committee must consist of at least two members of the University's Graduate Faculty, although individual programs may require committees of more than two members. The committee chairperson shall be the student's advisor, who must be a Regular or Research member of the graduate faculty and in the student's area of concentration. Other members of the committee must also be members of the Graduate Faculty. Doctoral programs have additional requirements concerning who is eligible to serve on a student's committee. Please consult the University's policies concerning graduate and research faculty appointments ([http://grad.mnsu.edu/grad\\_faculty\\_policy.html](http://grad.mnsu.edu/grad_faculty_policy.html)).

Faculty from other institutions may serve without compensation as a member of a student's committee. These external or visiting members must be approved by the student's advisor and need to obtain Graduate Faculty Status at Minnesota State University, Mankato at the "Visiting and Collaborative Faculty" rank.

**Plan of Study.** The Plan of Study is defined as an official listing of the student's total graduate degree program by department, course number, course title, semester of completion or anticipated completion, and the number of semester hours. The Plan of Study must be endorsed by the student, major advisor, examining committee members, and the Graduate Program Coordinator. The student and the department should keep a copy of this form. The Plan of Study does not have to be submitted to or approved by the College of Graduate Studies and Research. Programs will be responsible for creating their own Plan of Study forms.

**Capstone Experience.** A part of each graduate student's program is the demonstrated ability to do individual, independent work of a creative and/or investigative type in an area related to the student's major field. Such ability may be demonstrated by a thesis, an alternate plan paper, or, in some programs, by another type of capstone experience. Students should consult the [Guidelines to Capstone Experiences](#).

**Thesis.** The thesis must show independent thought in the recognition of a clearly defined problem and in the method of its treatment. It involves extended research resulting in a significant contribution to new knowledge. The thesis content must be relevant to the degree program involved, conform to an approved manual of style, and be approved by the student's examining committee and the Dean of the College of Graduate Studies and Research.

A minimum of three thesis credits must be earned by a student following the thesis plan. A Master of Arts degree student and a Master of Science degree student may earn from 3 to 6 thesis credits.

Students should review the [Guidelines to Capstone Experiences and Thesis/Alternate Plan Paper](#), available in the College of Graduate Studies and Research before starting the thesis. A Thesis Proposal must be approved by the student's examining committee prior to data collection. Papers involving research on human participants require Institutional Review Board (IRB) approval prior to data collection and thesis proposal approval. See the Minnesota State Mankato IRB site for detailed information, <http://grad.mnsu.edu/irb/>.

**Creative Thesis.** The creative/production thesis option is available in certain degree programs. For further information on this option, consult the appropriate program graduate coordinator.

**Alternate Plan.** The student may follow an alternate plan in programs where such an option is available. The alternate plan paper(s) includes a research requirement less extensive in nature than a thesis. However, the research should be significantly greater in quality and quantity than the standard graduate term paper. The thesis is oriented more toward original research, data gathering with statistical analysis, theory testing and theory building; whereas, the alternate plan paper involves the usage of secondary research sources.

The research requirement for the alternate plan paper (APP) may be fulfilled in one of these ways:

- a. As part of a regular course in which no discrete credit is given for the alternate plan paper;
- b. As part of an internship or practicum in which the experiences are cataloged, evaluated and presented in written form as an alternate plan paper; or,
- c. As one or two credits earned in the course entitled "Alternate Plan Paper Research." When this plan is followed, the professor supervising the study will ordinarily be the student's advisor.

Students should review the [Guidelines to Capstone Experiences and Thesis/Alternate Plan Paper](#) before starting work on the project. Research involving human participants requires IRB approval prior to data collection. See section below.

After the APP is approved, a student may submit the alternate plan paper online at the [ProQuest](#) site, although it's not required.

**Guidelines for Graduate Research Involving Human Participants.** Minnesota State University, Mankato policy requires adequate protection for human participants involved in research. All such research, whether or not federally funded, shall be reviewed in accordance with federal regulations requiring review at the institutional level. Students planning to involve human participants in their research for a thesis, alternate plan papers or other projects should review the [Guidelines to Capstone Experiences and Thesis/Alternate Plan Paper](#) and the Institutional Review Board information and guidelines. A completed Human Participants Research Form must be submitted and approved prior to data collection.

**Comprehensive Examinations.** Some graduate programs require students to pass a comprehensive examination. Comprehensive examinations are designed to examine the student's broad understandings of his/her field of study, specific areas of interest and/or the nature and design of the research project. Exams may be oral and/or written. Individual programs may have additional policies and regulations concerning comprehensive examination. Consult the program's graduate coordinator to determine additional program policies concerning comprehensive exams.

**Written Comprehensive Examinations.** Regularly scheduled written comprehensive examinations are administered by the major department. They generally cover coursework and/or designated reading lists. The department decides who shall write and/or grade the examinations. The examinations are graded as pass, fail or decision deferred. Students must pass in all sub-areas to qualify and may retake the examination once. The department reports the results by sending the Written Comprehensive Examination Request and Report form to the student and to the College of Graduate Studies and Research.

**Oral Comprehensive Examinations.** The Oral Examination, sometimes referred to as the Thesis Defense, is held after the examining committee approves the draft of the thesis or alternate plan paper. The student arranges the time and place after consulting the examining committee who conducts the examination.

The examination generally deals with the capstone project and the portion of the candidate's field of specialization in which the capstone project falls, although it need not be confined exclusively to the subject matter of the capstone project. While there are no time requirements, normally the examination requires a minimum of one hour and not usually more than two hours.

The report of the examining committee must be unanimous. The vote on whether a student has passed or failed the oral examination shall be conducted with only the committee members present.

The written and/or oral comprehensive examination may be retaken by filing the necessary request with the graduate coordinator or the examining committee, respectively. Sufficient time should be allowed to correct weaknesses uncovered in the first examination. Comprehensive examinations may be taken a second time only with the consent of the graduate faculty in the department involved.

**Graduation Requirements.** An *Application for Graduation* is required to be submitted to the College of Graduate Studies at the beginning of the semester in which a student plans on graduating.

For all Master's degree programs, at least one-half of the credits, excluding thesis and APP credits, counted toward degree program requirements must be earned in courses restricted to graduate students (listed as 600-699). Additionally, the candidate must complete or meet all special requirements established by the student's examining committee and approved by the Dean of the College of Graduate Studies and Research.

All graduate programs must include a minimum of one research methods or statistics course of at least two credits. Any substitute course or variance must be approved by the Dean of the College of Graduate Studies and Research.

When a student has completed all requirements for graduation, the examining committee endorses a *Recommendation for Awarding the Degree or Certificate Form* and forwards the form to the College of Graduate Studies and Research. This certifies completion of all course requirements, research requirements, comprehensive examinations and the capstone activity. The student must also have maintained a 3.0 grade point average for all graduate work that counts toward the fulfillment of a certificate or degree program.

The *Application for Graduation and Recommendation for Awarding the Degree Form* can be found at the College of Graduate Studies website at <http://grad.mnsu.edu/forms/>. Deadlines for submission are listed at <http://grad.mnsu.edu/importantdates.html>.

Each recipient of a graduate degree is invited to hold an exit interview with the Dean of the College of Graduate Studies and Research for the purpose of program evaluation. The graduate is encouraged to participate in commencement ceremonies, but participation is not required.

**Diplomas.** After verifying that all requirements have been met, the degree or certificate can be awarded. Diplomas and certificates are sent to graduates about eight weeks after each semester.

## Thesis/Alternate Plan Paper/Capstone Experience

**Capstone Experience.** A part of each graduate student's program is the demonstrated ability to do individual, independent work of a creative and/or investigative type in an area related to the student's major field. Such ability may be demonstrated by a thesis, an alternate plan paper, or, in some programs, by another type of capstone experience. Students should consult the Guidelines to Capstone Experiences.

**Thesis.** The thesis must show independent thought in the recognition of a clearly defined problem and in the method of its treatment. It involves extended research resulting in a significant contribution to new knowledge. The thesis content must be relevant to the degree program involved, conform to an approved manual of style, and be approved by the student's examining committee and the Dean of the College of Graduate Studies and Research.

A minimum of three thesis credits must be earned by a student following the thesis plan. A Master of Arts degree student and a Master of Science degree student may earn from 3 to 6 thesis credits.

Students should review the Guidelines to Capstone Experiences and Thesis/Alternate Plan Paper, available in the College of Graduate Studies and Research before starting the thesis. A Thesis Proposal must be approved by the student's examining committee prior to data collection. Papers involving research on human participants require Institutional Review Board (IRB) approval prior to data collection and thesis proposal approval. See the Minnesota State Mankato IRB site for detailed information, <http://grad.mnsu.edu/irb/>.

**Creative Thesis.** The creative/production thesis option is available in certain degree programs. For further information on this option, consult the appropriate program graduate coordinator.

**Alternate Plan.** The student may follow an alternate plan in programs where such an option is available. The alternate plan paper(s) includes a research requirement less extensive in nature than a thesis. However, the research should be significantly greater in quality and quantity than the standard graduate term paper. The thesis is oriented more toward original research, data gathering with statistical analysis, theory testing and theory building; whereas, the alternate plan paper involves the usage of secondary research sources.

The research requirement for the alternate plan paper (APP) may be fulfilled in one of these ways:

- As part of a regular course in which no discrete credit is given for the alternate plan paper;
- As part of an internship or practicum in which the experiences are cataloged, evaluated and presented in written form as an alternate plan paper; or,
- As one or two credits earned in the course entitled "Alternate Plan Paper Research." When this plan is followed, the professor supervising the study will ordinarily be the student's advisor.

Students should review the Guidelines to Capstone Experiences and Thesis/Alternate Plan Paper before starting work on the project. Research involving human participants requires IRB approval prior to data collection. See section below.

After the APP is approved, a student may submit the alternate plan paper online at the ProQuest site, although it's not required.

**Guidelines for Graduate Research Involving Human Participants.** Minnesota State University, Mankato policy requires adequate protection for human participants involved in research. All such research, whether or not federally funded, shall be reviewed in accordance with federal regulations requiring review at the institutional level. Students planning to involve human participants in their research for a thesis, alternate plan papers or other projects should review the Guidelines to Capstone Experiences and Thesis/Alternate Plan Paper and the Institutional Review Board information and guidelines. A completed Human Participants Research Form must be submitted and approved prior to data collection.

### Doctoral Program Policies

In addition to the policies noted in this publication and on the University's web pages, the following policies are enforced for students enrolled in a doctoral program. Individual doctoral programs may have published retention and dismissal policies that differ from those noted below. In these cases, the departmental policy will supersede the general university policy.

**Advanced Standing.** Students admitted to a doctoral program who have completed graduate courses elsewhere may apply to be admitted with advanced standing. The maximum number of advanced standing credits awarded will vary from program to program; however, with the exception of the DNP program, at least 45 credits of a student's doctoral program must be completed at Minnesota State University, Mankato. Up to twelve of the Minnesota State Mankato credits may be credits associated with the capstone project. Individual doctoral programs may have different credit limits.

Courses accepted as advanced standing do not affect the Minnesota State Mankato graduate grade point average. Please consult the appropriate departmental web pages to determine the doctoral program's additional policies concerning advanced standing.

**Advisory Committee.** During the first semester in the program each doctoral student will be assigned an advisor by the program coordinator. Students may change their advisor by completing the required forms.

The advisory committee consists of at least three members of the faculty, with the chair being a member of the research faculty of the College of Graduate Studies and Research. At least two members of the committee must be from the major area of study. Please consult the program's web pages for additional information about the composition of doctoral student advisory committees.

**Qualifying Examination.** Prior to beginning a doctoral dissertation or other capstone project, and at or near the time of completion of all required course work, doctoral students must pass a qualifying examination or, with the approval of the advisory committee and program, an alternate qualifying activity. This examination process is intended to determine if a student is prepared and qualified to begin work on the dissertation or other capstone project.

Qualifying examinations may contain written and oral components; in the case of oral examinations, a written evaluation will serve as documentation of the student's performance. Students who fail some or all portions of the qualifying examinations may be allowed to retake these portions. This decision is made by the student's advisory committee and the department chair, and is based on the student's overall program performance and the extent of the deficits on the qualifying examinations. No more than two attempts to pass the qualifying examination will be permitted. Second examinations should be scheduled so that sufficient time is provided to address weaknesses identified during the initial examination.

In order to be eligible to take the qualifying examination, a student must have an appointed doctoral advisory committee and have completed sufficient doctoral course work as specified by the program. No more than six credit hours may be graded as incomplete. Individual doctoral programs will have additional policies concerning qualifying examinations.

**Admission to Candidacy.** Admission to doctoral candidacy confirms that the student possesses sufficient knowledge of the academic specialty and has demonstrated potential to engage in, and to complete, the capstone project. After successfully completing coursework specified by the doctoral program, passing the necessary exams, and satisfying all other program requirements, the student is prepared to apply for Doctoral Candidacy. Please consult the appropriate departmental web pages to determine the doctoral program's policies concerning admission to candidacy.

A doctoral student is admitted to candidacy only with the approval of the Dean of the College of Graduate Studies and Research, acting upon the recommendation of the members of the student's advisory committee, and if applicable, the Dean of the college of the student's content area.

**Continuous Registration.** Students enrolled in a doctoral program must register for at least three academic credits within the doctoral program each fall and spring semester until all courses and examinations are completed, and the student is admitted to candidacy. Thereafter, doctoral students are required to register for at least one credit every semester until they receive their degree. Registration for summer sessions will not substitute for the mandatory registration during both semesters of the academic year.

Students who fail to register each semester after passing qualifying examinations must arrange to register for the missing semester credit hours, or the student will not graduate.

**Dissertation.** Doctoral programs often require a dissertation as the program's capstone project. At the very least, the dissertation must make a unique contribution to what has previously been written and known. The dissertation must be approved by the majority of the members of the student's advisory committee and must be presented in a standard scholarly format as established by the program and the College of Graduate Studies and Research.

Approved dissertations must be submitted to the College of Graduate Studies and Research by the deadlines established by the College. Students should consult the graduate program's policies concerning the dissertation and other capstone projects.

**Doctoral Student Time Limit.** Students must complete all doctoral program requirements, including the dissertation or other capstone project, within seven years of being admitted into the doctoral program. After seven years, doctoral candidacy is terminated for students who have not completed the dissertation or other capstone project. Students may apply for readmission by submitting a letter requesting readmission to the Dean of the College of Graduate Studies and Research. If readmitted, such students must again pass a qualifying examination and fulfill other conditions imposed by the department in order to establish currency. If the qualifying examinations are passed and the other conditions are met, students are readmitted to candidacy. They then have three years from this date to complete a dissertation (or other applicable) capstone project. The Psy.D. program imposes a different time limit for students completing the Psy.D. program, and students should review that program's specific doctoral policies.

### CURRENT ACCREDITATIONS

Minnesota State University, Mankato is reviewed for accreditation every 10 years by the North Central Association of College and Secondary Schools. In addition, individual programs undergo periodic reviews, generally every five years. Some professional associations also accredit specific programs. The following accreditations have been awarded to Minnesota State University.

#### General Accreditations

1916: Higher Learning Commission (last renewed 2006)

1952: The American Association of University Women

1954: The National Council for Accreditation of Teacher Education

#### Program Accreditations

Art - 1974: National Association of Schools of Art

Athletic Training - 1969: Board of Directors, Commission on Accreditation of Allied Health Education Programs - Joint Review Committee on Educational Programs in Athletic Training

Automotive Engineering Technology - 1996: Technology Accreditation Commission (TAC) of the Accreditation Board for Engineering and Technology (ABET)

Business, College of - 1997: The Association to Advance Collegiate Schools of Business (AACSB) (Accounting; Finance; International Business; Management; Marketing)

Chemistry - 1970: American Chemical Society

Communication Disorders - 1993: American Speech-Language Hearing Association (MS in Speech Language Pathology), Certification of Clinical Competence (CCC), Educational Standards Board of the American Speech-Language Hearing Association (ESB)

Counseling and Student Personnel (School Counseling, College Student Affairs, Community Counseling) - 1985: Council of Accreditation of Counseling and Related Educational Programs

Dental Hygiene - 1970: Commission on Accreditation, American Dental Association Dietetics - 1972: American Dietetic Association

Electrical Engineering - 1987: Commission of the Accreditation Board for Engineering and Technology (ABET)

Electronic Engineering Technology - 1984: Technology Accreditation Commission (TAC) of the Accreditation Board for Engineering and Technology (ABET)

Manufacturing Engineering Technology - 1990: Technology Accreditation Commission (TAC) of the Accreditation Board for Engineering and Technology (ABET)

Mechanical Engineering - 1994: Commission of the Accreditation Board for Engineering and Technology (ABET)

Music - 1971: National Association of Schools of Music

Nursing - 1953: Minnesota State Board of Examiners of Nurses (Minnesota Board of Nursing), 1972: National League for Nursing Accrediting Commission.

Online Programs - 2005: Certified by the Higher Learning Commissions

Recreation, Parks and Leisure Services - 1986: National Recreation and Park Association/ American Association for Leisure and Recreation

Rehabilitation Counseling - 1977: Council on Rehabilitation Education, Certified Rehabilitation Counselor (CRC)

Social Work - 1974: Council on Social Work Education

#### Certifications

Law Enforcement - Certified by the Minnesota Board of Peace Officer Standards and Training (P.O.S.T.)

Social Work - Certification

## UNIVERSITY VISION, VALUES & MISSION

**Mission.** Minnesota State University, Mankato promotes learning through effective undergraduate and graduate teaching, scholarship, and research in service to the state, the region and the global community.

**Vision.** Minnesota State Mankato will be known as a university where people expect to go further than they thought possible by combining knowledge and the passion to achieve great things.

Our foundation for this vision is our heritage of both dedicated teaching and the direct application of knowledge to improve a diverse community and world. We will achieve it by actively nurturing the passion within students, faculty and staff to push beyond possibility on the way to realizing dreams.

**Core Values.** Minnesota State University, Mankato is an innovative, student-centered learning community that values:

- **Integrity** and respect in the way we conduct ourselves;
- **Diversity** in who we are and what we do;
- **Access** to our programs and services that create opportunities for all to pursue their dreams;
- **Responsibility** to those we serve by providing an education that inspires solutions to society's challenges; and
- **Excellence** in our academic and non-academic pursuits.

#### Statement of Goals

- The University will foster an actively engaged and inclusive learning community based upon civility, trust, integrity, respect, and diversity in a safe, welcoming physical environment.
- The University will prepare students for careers and for life-long learning by providing a clearly defined general education program and focused undergraduate pre-professional, professional, and liberal arts programs.
- The University will strengthen its role as a major provider of graduate education, offering intensive, scholarly graduate programs including collaborative efforts with other institutions and professionals, culminating in student expertise at professional levels.
- The University will enhance advising, support services, and learning experiences that aid students in identifying life goals, planning academic careers, and achieving timely graduation.
- The University will increase the quantity and quality of service to the state, region, and global community through collaborations, partnerships, and opportunities for cultural enrichment and continuous learning.
- The University will invest in the professional development of all members of the University Community and in the appropriate technologies necessary to achieve excellence in learning through teaching, research, and service.
- The University, as a whole and in all of its parts, will establish priorities through planning and assessment processes that anticipate our needs and focus our efforts and resources in support of our mission and goals.

## UNIVERSITY POLICIES

The activities of the University are administered in accordance with a variety of federal and state laws, Minnesota State Colleges and Universities (MnSCU) Board policies, assorted rules and regulations, and staff and student rights and responsibilities. For more information concerning applicable University and system policy, contact the Office of Academic Affairs or go to <http://www.mnsu.edu/acadaf/policies/>.

**The Family Education Rights and Privacy Act (FERPA)** affords students certain rights with respect to their education records. They are:

1. **The right to inspect and review the student's education records within 45 days of the day the University receives a request for access.** Students should submit to the Office of the Registrar, dean, head of the Department of Academic Affairs, or other

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

2. **The right to request the amendment of the student's education records that the student believes are inaccurate or misleading.** Students may ask the University to amend a record that they believe is inaccurate or misleading. They should write the University official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the University decides not to amend the record as requested by the student, the University will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.
3. **The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent FERPA authorizes disclosure without consent.** One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the University in an administration, supervisory, academic or research, or support staff position (including health or medical staff) and also clerical staff who transmit the education record; a person or company with whom the University has contracted (such as an attorney, auditor, or collection agent); a person who is employed by Minnesota State Mankato Security Department acting in a health or safety emergency; or a student serving on an official committee, such as disciplinary or grievance committee, or assisting school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

**Nondiscrimination in Employment and Education Opportunity.** Minnesota State Mankato is committed to a policy of nondiscrimination in employment and education opportunity. No person shall be discriminated against in the terms and conditions of employment, personnel practices, or access to and participation in programs, services, and activities with regard to race, sex, color, creed, religion, age, national origin, disability, marital status, status with regard to public assistance, sexual orientation, or membership or activity in a local commission as defined by law.

Discrimination because of race, sex, or disability is prohibited by state and federal law. Discrimination because of sexual orientation is prohibited by state law. Discrimination is defined as conduct that is directed at an individual because of his/her race, color, national origin, sex, sexual orientation, mental/physical disability or that of his/her partner and which subjects the individual to different treatment by agents or employees so as to interfere with or limit the ability of the individual to participate in, or benefit from, the services, activities, or privileges provided by the university or otherwise adversely affects the individual's employment or education.

Harassment because of race, sex, or disability is a form of discrimination prohibited by state and federal law. Harassment because of sexual orientation is prohibited by state law. Harassment is defined as verbal or physical conduct that is directed at an individual because of his/her race, color, national origin, sex, sexual orientation, or disability or that of his/her partner and that is sufficiently severe, pervasive, or persistent so as to have the purpose or effect of creating a hostile work or educational environment. Harassment may occur in a variety of relationships, including faculty and student, supervisor and employee, student and student, staff and student, employee and employee, and other relationships with other persons having business at or visiting the educational environment.

Sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, sexually motivated physical conduct and other verbal or physical conduct of a sexual nature. Sexual harassment may occur when it is directed at members of the opposite sex or when it is directed at members of the same sex.

Acts of sexual violence are criminal behaviors and create an environment contrary to the goals and missions of Minnesota State Mankato. These acts will be investigated and may subject an individual to complaints and disciplinary sanctions as well as possible referral to appropriate law enforcement agencies.

Inquiries regarding compliance should be referred to the Office of Affirmative Action, 112 Armstrong Hall, or at 507-389-2986 (V) or 1-800-627-3529 or 711 (MRS/TTY).

**Student Records Policy.** Federal law and state statute allow current and former students access to their education records. While the primary record is located in the Office of the Registrar, other records may be located in Admissions, Financial Aid, Business Affairs, Career Development Center, Student Health Service, Student Affairs, Graduate Studies, Office of International Students and academic departments.

Minnesota State Mankato has designated the following items as Directory Information.

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## UNIVERSITY SERVICES

As such, this information may be released to the public without the consent of the student: name, date and place of birth, local and permanent address, major field of study, local and permanent telephone number, dates of attendance, previous college/university attended, degrees received, email address, awards and honors, height and weight information for athletic participation, performance records and participation in competitive events, and participation in officially recognized activities, sports and organizations. Students may request that directory information be kept private by contacting the Office of the Registrar, 132 Wigley Administration Center.

**Equity In Athletics Disclosure Act 1994.** U.S. Department of Education guidelines now require post-secondary institutions participating in federal student aid programs to publish annual reports on gender equity in intercollegiate sports. In compliance with the EADA, Minnesota State Mankato prepared its first Equity Act report by October 1, 1996. Updated reports are released by October 15 of each subsequent year. Included is data on the amount of money spent on men's and women's teams and recruiting efforts, participation rates, personnel and operating expenses, revenues generated, and sports related financial aid allocations. The report is readily accessible to students, prospective students and the public. Contact Finance and Administration, 238 Wigley Administration Center, 507-389-6621.

**Student Right-to-Know and Campus Security Act 1995.** The Student Right-to-Know and Campus Security Act increased the level of information universities must collect and provide to current and prospective students and employees and to the Department of Education. The first part of the act, entitled the Student Right-to-Know Act, requires colleges and universities to compile and release institution-wide graduation rates for all students, with more detailed statistical information submitted on the graduation rates of athletes. The graduation rate for Minnesota State Mankato new entering first year students, fall term 2001 cohort, is 50 percent. This percentage reflects the number of first time, full-time four-year degree seeking students either who received a baccalaureate degree within six years or an associate degree within three years. The 2001 cohort is the most recent one for which a six year graduation rate is available.

Part II of the act, entitled the Campus Crime Awareness and Campus Security Act of 1990, requires colleges and universities to annually make available to all current employees and students as well as to applicants for enrollment or employment the following information: 1) a description of policies concerning the security of and access to all campus facilities; policies and procedures for reporting campus crime; and policies concerning law enforcement along with crime prevention educational programs relating to campus security, and 2) statistics concerning the occurrence of certain categories of campus crimes. Institutions are also required to issue timely warnings to the campus community about criminal activities representing a continued safety threat to aid in crime prevention. In addition, the University complies with the 1998 Higher Education Amendments Act that amended the Campus Security Act by expanding the geographic scope and categories of offenses that must be included in the annual statistics. This information is available in Minnesota State's "Partners in Safety" brochure, which is made available to each enrolled student and employee annually. Copies are available from the Security Department, 222 Wiecking Center, 389-2111, the Women's Center, 246 Centennial Student Union, 389-6146, New Student & Family Programs Office 103 Preska Residential Community, and Human Resources, 325 Wigley Administration Center, 389-2015. The brochure is also available at [www.mnsu.edu/safety](http://www.mnsu.edu/safety).

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## UNIVERSITY SERVICES

### ACADEMIC FACILITIES

Minnesota State University, Mankato consolidated all programs and facilities onto the 400-acre Highland Campus in 1979. All academic buildings and on-campus housing facilities are located on a level terrain close to parking. Extensive modifications made to existing buildings facilitate mobility for disabled students. Most academic buildings are connected by enclosed passageways.

Campus accessibility maps that indicate location of parking places, curb cuts, accessible entrances and elevators are available.

**AFFIRMATIVE ACTION, OFFICE OF**  
112 Armstrong Hall • Phone: 507-389-2986

The goal of the Office of Affirmative Action is to help individuals obtain a prompt and equitable resolution of problems related to discrimination and harassment. Individuals who believe they have been harassed or treated unfairly because of their race, religion, color, national origin, sex, sexual orientation, age, marital status, disability, creed, or on any other basis prohibited by state laws, federal laws, or MnSCU System policy are encouraged to contact the Office of Affirmative Action.

**CAREER DEVELOPMENT CENTER**  
209 Wigley Administration Center • Phone: 507-389-6061

The Career Development Center (CDC) facilitates undergraduate and graduate student success through a variety of career planning services and resources. The CDC also hosts on-campus recruiters and has a comprehensive Career Resource Library and website.

**COUNSELING CENTER**  
245 Centennial Student Union • Phone: 507-389-1455

The Counseling Center provides confidential counseling to help students cope with personal, social, and educational concerns that may be interfering with their ability to succeed at the University. Services include short-term counseling, educational programming, crisis intervention, consultation, national testing, and referral to outside resources.

**OFFICE OF ACCESSIBILITY RESOURCES**  
132 Memorial Library • Phone: 507-389-2825

The Office of Accessibility Resources ensures equal access and opportunity for students with disabilities to programs and activities offered through Minnesota State University, Mankato. The office also acts as a resource and referral agency for students needing additional services. The office assists with advocacy; alternative format of printed materials; alternative testing services; assistive technology; early registration; note taking; sign language interpreters; and text on tape. The office also acts as a resource and referral agent for community contacts and disability-related information.

**EXTENDED LEARNING**  
116 Alumni Foundation Center • Phone: 507-389-2572 or 800-722-0544  
Office of the Dean: 507-389-1094 • email: [ext@mnsu.edu](mailto:ext@mnsu.edu)

Extended Learning serves the public and private sectors of our region by providing access to educational programs, professional and workplace development and lifelong learning consistent with the mission of Minnesota State University, Mankato. Complete graduate programs and certificate programs are offered in the Twin Cities Metro area, other off-campus locations, and on-line.

**INFORMATION AND TECHNOLOGY SERVICES (ITS)**  
3010 Memorial Library • Phone: 507-389-6651 • Fax: 507-389-6115

Information and Technology Services serves the faculty, staff and student members of the Minnesota State Mankato community in providing and supporting technology services. The Academic Computer Center and the Office of Instructional Technologies are areas within ITS.

**OFFICE OF INSTITUTIONAL DIVERSITY**  
265 Morris Hall • Phone: 507-389-6125

The Office of Institutional Diversity coordinates facilities at Minnesota State University, Mankato to meet the needs of students developing in a multicultural society and provides direct services to underrepresented students, faculty, and staff including assisting students in financial aid concerns, housing, tutoring, social-cultural isolation issues, personal counseling, etc.

An extension of the program, the Intercultural Student Center, located at 269 Centennial Student Union, provides social and cultural opportunities.

**OFFICE OF MULTICULTURAL AFFAIRS**  
243 Centennial Student Union • Phone: 507-389-6300

The goal of the Office of Multicultural Affairs is to provide a vehicle for the four departments within the Center: African American Affairs, American Indian Affairs, Asian American Affairs & Chicano, Mexicano, Latino Affairs to provide support to help the students a successful academic career at Minnesota State University, Mankato.

**ELIZABETH & WYNN KEARNEY INTERNATIONAL CENTER**  
238 Centennial Student Union • Phone: 507-389-6669

The Elizabeth & Wynn Kearney International Center is located in Centennial Student Union 250. The Center is made up of two services areas: International Student and Scholar Services (ISSS) and Office of International Programs (IPO/Study Abroad).

**LESBIAN, GAY, BISEXUAL, TRANSGENDER CENTER**  
242 Centennial Student Union • Phone: 507-389-5131 (phone and calendar announcements) • Fax: 507-389-5632

Through education, programming, and activism, the Center heightens campus and community awareness of concerns and strives to ensure every individual has equal opportunity to learn, work, and grow in a supportive and safe environment.

### LIBRARY SERVICES

Reference Services: 507-389-5958

The mission of library Services is to support the University curriculum by providing students and faculty with information resources available through traditional methods and evolving technologies. Assistance and instruction in the use of information resources is available through reference services, formal classes, web access, and individual consultations with librarians. The library's resources consist of almost 2 million volumes including 2,700 print periodical subscriptions, 25,000 full-text electronic periodicals and over 200 electronic databases. Circulation services include check out of materials from all areas of print, audio, video, and equipment collections. Interlibrary loan services complement the collections by providing access and delivery of materials at other libraries.

Memorial Library is a depository for Minnesota state documents, Federal government publications, and U.S. Geological Survey maps. The library provides the specialized services and materials of the University Archives and the Southern Minnesota Historical Center. The Music Library, housed in the Performing Arts building, provides a broad collection of scores and recordings.

Additional services include internet access from more than 200 dedicated terminals, print and electronic reserve materials, study carrels, seminar rooms, and a complete copy shop with paper and microform copiers. Wireless Internet access is provided for personal laptop computers in all study areas of Memorial Library.

### NONTRADITIONAL STUDENT PROGRAM

Phone: 507-389-5127

It is our mission to build a strong and supportive community for nontraditionally aged and parent students within the university community in order to enrich the educational experience and to help ensure success for all adult students.

### RESIDENTIAL LIFE

112 Carkoski Commons • Phone: 507-389-1011 • Fax: 507-389-2687

The residence life program at Minnesota State University, Mankato is designed to provide a variety of opportunities and services that enhance and support students' academic experiences. There are a number of living-area choices available. Please contact the Department of Residential Life for additional information.

### SPEECH AND HEARING CLINIC

103 Armstrong Hall • Phone: 507-389-1414

Audiology and speech therapy services are available for students requiring the services of the Clinic.

### STUDENT HEALTH SERVICES

Carkoski Commons • Phone: 507-389-6276

The Student Health Services provides medical care, pharmacy services, laboratory services, and health education services including care for illnesses and injuries, sports medicine, contraception, STD screening, and physical exams. There may be a small charge for seeing a physician or nurse practitioner, certain medical procedures, laboratory tests, and prescriptions. A health insurance plan is available to students, spouses and dependents. Information is available at the Student Health Services and The Hub or Cashier's Window in the Wigley Administration Center. The office also emphasizes prevention through health education.

### STUDENTS' ATTORNEY

280 Centennial Student Union • Phone: 507-389-2611

A service provided by the Minnesota State Student Association, the students' attorney is available on a part-time basis to all currently enrolled students.

### VETERANS RESOURCE CENTER

192 Centennial Student Union • Phone: 507-389-5726

The Veterans Resource Center (VRC) provides veterans, current military members, and their families with information and assistance regarding educational benefits, resources, and policies. The VRC also provides information and referrals to a broad range of service providers such as service-connected disability claims, employment help, counseling resources, and more.

### WOMEN'S CENTER

218 Centennial Student Union • Phone: 507-389-6146 • Fax: 507-389-5539  
Understanding Sexual Assault website

The mission of the Women's Center is to foster a healthy, safe, and engaging campus community by enabling the full and active participation of women students in both their personal and educational pursuits at Minnesota State University, Mankato. The Women's Center provides programs, connections, advocacy, services, and leadership opportunities for all students.

### RESIDENTIAL LIFE HOUSING

112 Carkoski Commons • Phone: 507-389-1011 • Fax: 507-389-2687

The residence life program at Minnesota State University, Mankato is designed to provide a variety of opportunities and services that enhance and support students' academic experiences. There are a number of living-area choices available. Please contact the Department of Residential Life for additional information.



## ACCOUNTING MS

College of Business  
Department of Accounting  
150 Morris Hall • 507-389-2965

The graduate accounting program is designed to prepare students for public and private accounting and to provide students with the 150 credit hours required by most states before taking the Uniform Certified Public Accountant (CPA) Exam. This program enables students to complete the program in one year and contains fifteen two credit courses or 30 credit hours in total. The program includes graduate accounting courses and graduate business electives from the Minnesota State University, Mankato MBA program. The program is designed to not only prepare students for the CPA examination but also to provide a strong knowledge of accounting principles and business applications.

### MASTER OF ACCOUNTING CURRICULUM

#### Common Core

#### Required Courses Choose 18 Credit(s).

MAcc	655*	Fundamentals of Federal Income Tax (2)
MAcc	615	Accounting Theory (2)
MAcc	620	Financial Statement Analysis (2)
MAcc	625*	Accounting for Government and Non-Profit Entities (2)
MAcc	630	Corporate Governance and Professional Ethics (2)
MAcc	640	External Auditing and Other Attest Services (2)
MAcc	661	International Accounting (2)
MAcc	680	Controllorship (2)
MBA	610	Writing in the Workplace (2)

#### Restricted Electives

#### Electives Choose 12 Credit(s).

A minimum of 6 elective credits must come from MAcc courses. Only 6 credits from combined courses of MAcc 670 and MAcc 690, MAcc 691 and MAcc 692 can count towards graduation requirements. Only 4 credits from CPA Examination Immersion courses can count towards graduation requirements.

MAcc	635*	Special Topics in Accounting (2)
MAcc	645*	IT Auditing (2)
MAcc	642	Fraud Examination and Forensic Accounting (2)
MAcc	650	Tax Research and Consultancy (2)
MAcc	651	Taxation of Partnerships (2)
MAcc	652*	Taxation of C-Corporations (2)
MAcc	653*	Federal Taxation of S Corporations (2)
MAcc	670	Internship (1-4)
MAcc	690*	CPA Examination Immersion - Financial Accounting and Reporting (2)
MAcc	691*	CPA Examination Immersion - Auditing and BEC (2)
MAcc	692*	CPA Examination Immersion - Regulations (2)
MBA	645	Information Technology and Systems Management (2)
MBA	663	Negotiation (2)
MBA	665	Leadership (2)
MBA	676	International Finance (2)
MBA	690	Executive Seminar (2)

### COURSE DESCRIPTIONS

#### MAcc 615 (2) Accounting Theory

The theoretical structure underlying financial accounting will be discussed. The relationship of accounting theory to basic financial statements and standard setting will be analyzed. Case analysis will require research in accounting standards and application of those standards to various situations.

#### MAcc 620 (2) Financial Statement Analysis

This course provides in-depth coverage of contemporary tools and techniques available for analyzing financial statements and other relevant data to derive measurements and relationships useful in decision making.

#### MAcc 625 (2) Accounting for Governmental and Not-for-Profit Entities

MAcc 630 (2) Corporate Governance and Professional Ethics  
The course provides an overview of organizing, financing and managing corporations, risk management, bankruptcy and foreclosure. SEC oversight of publicly traded securities, insider trading restrictions, and liability issues are also examined. Professional and ethical responsibilities of accountants are discussed.

#### MAcc 635 (2) Special Topics in Accounting

This course addresses specialized topics in accounting, auditing, or taxation. Topics will vary by semester.

#### MAcc 640 (2) External Auditing and Other Attest Services

This course examines the audit of investments, equity, estimates, going concern issues, and other advanced topics related to the audit of financial statements. The course also covers nonaudit services such as compilations, SSARS reviews, and agreed upon procedures engagements.

#### MAcc 642 (2) Fraud Examination and Forensic Accounting

This course examines the principles and methodology of fraud detection and deterrence. Topics include skimming, cash larceny, check tampering, register disbursement schemes, billing schemes, payroll and expense reimbursement schemes, non-cash misappropriations, corruption, fraudulent financial statements, and interviewing witnesses.

#### MAcc 643 (2) Audits of Governmental and Not-for-Profit Entities

This course is an analysis and discussion of the requirements and standards related to audits of government entities, not-for-profit organizations, and employee benefit plans.

#### MAcc 645 (2) IT Auditing

This course is designed for those interested in financial auditing. The course focuses on the processes involved in information technology (IT) auditing, from planning an IT audit to auditing controls. Topics include general controls, application controls, and audit technology applications. Auditing standards and frameworks, including the COSO and COBIT frameworks, are examined. The approach to performing a SOX audit for the IT infrastructure that supports key financial applications is discussed.

#### MAcc 650 (2) Tax Research and Consultancy

This course concentrates on the skills needed to research tax questions. The research process employed to ascertain the state of the Federal tax law applicable to the facts, and the formulation of conclusions and professional recommendations is also explored.

#### MAcc 651 (2) Taxation of Partnerships

This course examines the tax impact of the conduit rule, partnership formation, operation, sale and dissolution of a partnership; income to the partners, withdrawal and retirement of partners; and basis calculations.

#### MAcc 652 (2) Taxation of C-Corporations

This course examines issues and rules governing the taxability of C-corporations and their shareholders. The tax concepts and rules related to the activities of formation, operations, distributions, and liquidation are reviewed for the C-corporation entity and its shareholders.

#### MAcc 653 (2) Federal Taxation of S Corporations

To identify and analyze the federal income tax issues that result with ownership and the results of operation of S Corporations.  
(S, Summer) On demand

#### MAcc 655 (2) Fundamentals of Federal Income Tax

The course examines significant principles of the federal tax system as applied to individuals and entities to provide a deeper understanding and appreciation of tax rules and underlying policies. The course will utilize the study of critical tax cases and application of tax laws to factual scenarios.

#### MAcc 661 (2) International Accounting

The course examines the IFRS reporting practices of various countries and examines recognition and disclosure differences of the major classes of assets and liabilities reported in accordance with IFRS and US GAAP. Hedging transactions of multinational corporations are also discussed.

#### MAcc 662 (2) Electronic Banking and Financial Instruments

This course provides an overview of US electronic banking rules, commonly used financial instruments and collateralizing lending. Discussion will focus on equity, debt and convertible securities, as well as common uses of derivatives.

**MACC 670 (1-4) Internship**

Participation in a paid full-time position with a cooperating business, governmental, or civic organization whose program has been approved in advance by the department in which the student has an approved major. Credits provided upon completion of all requirements.

**MACC 680 (2) Controllership**

This course will employ hands-on application of accounting and tax concepts to case applications. Applications will include completion of the accounting cycle as well as researching in accounting standards and tax law to address appropriate treatment of transactions.

**MACC 690 (2) CPA Examination Immersion-Financial Accounting and Reporting**

This course is designed to prepare students to sit for the Uniform Certified Public Accounting examination Financial Accounting and Reporting Section. Successful CPA candidates must have a thorough academic understanding of exam material, as well as the ability to apply their knowledge instinctively. The Financial Accounting and Reporting section tests knowledge and understanding of the financial reporting framework used by business enterprises, not-for-profit organizations, and governmental entities. The financial reporting frameworks that are included in this section are those issued by the standard-setters identified in the references to these CSOs, which include standards issued by the Financial Accounting Standards Board, the International Accounting Standards Board, the U.S. Securities and Exchange Commission, and the Governmental Accounting Standards Board.

(Summer)

**MACC 691 (2) CPA Examination Immersion-Auditing and BEC**

This course is designed to prepare students to sit for the Uniform Certified Public Accounting examination sections: Auditing and Business Environment and Concepts. Audit and Attestation topics include professional standards; Auditing standards promulgated in the USA, governmental entities, not-for-profit entities, employee benefit plans, attestation and assurance engagements and professional responsibilities of CPAs. Business Environment and Concepts topics include the general business environment; business concepts; corporate governance; economic concepts essential to understanding the global business environment and its impact on an entity's business strategy; financial risk management; financial management processes; information systems and communications; strategic planning; and operations management.

(Summer)

**MACC 692 (2) CPA Examination Immersion-Regulation**

This course is designed to prepare students to sit for the Uniform Certified Public Accounting examination Regulation section. Successful CPA candidates must have a thorough academic understanding of exam material, as well as the ability to apply their knowledge instinctively. The Regulation section tests knowledge and understanding of ethics, professional and legal responsibilities, business law, and federal taxation.

(Summer)

**AGING STUDIES**

College of Social & Behavioral Sciences  
Department of Sociology & Corrections: Aging Studies  
113 Armstrong Hall • 507-389-5188

The program, in cooperation with the Center on Aging, coordinates the delivery of the curriculum in human aging and facilitates activities of education, research and service which create, disseminate and apply knowledge about aging. The primary purpose of the graduate curriculum in aging is to provide a knowledge base in aging studies which, when combined with professional knowledge and skills, prepares the student for practice in the aging network. The program offers both general and administrative tracks of study at the graduate level. In addition to the Master of Science in Aging Studies, Minnesota State also offers a Graduate Certificate of Study in Aging Studies and specialized coursework leading to original licensure as a nursing home administrator in Minnesota. The University is a member of the Association for Gerontology in Higher Education.

**Admission.** Applications for admission to the MS in Aging Studies program may be submitted at any time. Although entrance in fall semester is preferred, permission may be granted for study to commence at other times during the academic year. Full admission requires a baccalaureate degree, a minimum 3.0 GPA, at least 16 credits of

social and behavioral science and evidence of promise for successful graduate study and professional practice with older adults. The GRE is not required.

**Financial Assistance.** One or more graduate assistantships in Aging Studies are normally available each year on a competitive basis. Other financial assistance may become available from time to time, e.g., research assistance or special project work. Contact the program director for current information.

One-half of the total credits for the degree must be 600 level credits (excluding the thesis or alternate plan paper credits). A minimum of 24 credits of age-related courses are required under either plan. Within these 24 credits, a maximum of six credits of internship and either four credits of thesis or two credits of alternate paper research may be included.

**AGING STUDIES MS**

(Thesis Plan - 30 credits;  
Alternate Plan Paper - 34 credits)

**Common Core****Social - Psychological**

Choose 3 credit(s):

ANTH 536	*Anthropology of Aging (3)
PSYC 566	Psychology of Aging (3)
SOC 504	Sociology of Aging (3)
SOC 505	Sociology of Death (3)

**Bio Medical**

Choose 3 credit(s):

ANTH 521	Health, Culture and Disease (3)
BIOL 517	*Biology of Aging and Chronic Diseases (3)
HLTH 555	Health and Aging (3)

**Elective Policy / Applied Theory**

Choose 3 credit(s):

GERO 550	Innovations in Aging Policy (3)
GERO 585	Topics in Gerontology (1-3)
GERO 603	Transformative Leadership in Aging (3)
SOWK 519	Social Work and Aging (3)

**Required Electives**

Choose 8-14 credit(s):

*Note:* SOC 517 is also listed as CORR 517

FCS 574	Residential Management for Families and Special Needs (3)
GERO 580	Nursing Home Administration (3)
GERO 601	Current Health Issues in Aging (3)
GERO 677	Individual Study (1-4)
HLTH 541	Death Education (3)
RPLS 582	Leisure and Older Adults (3)
SOC 517	Program Administration (3)
SOC 566	Program Planning (3)

**Required Thesis or APP Credits**

Choose 1-6 credit(s):

GERO 694	Alternate Plan Paper (1-2); or,
GERO 699	Thesis (3)

**Required Core**

Choose 12 credit(s):

A 600 level research course from any department (3 credits) is required. Six (6) credits of internship are required.

GERO 600	Gerontology Theory and Practice (3)
GERO 697	Internship (1-6)

\* - Course has prerequisite courses

**AGING STUDIES MS: MANAGEMENT OF AGING SERVICES**

(Thesis Plan – 33 credits, Alternate Plan Paper - 35 credits)

**Required Core Courses**

**Aging Core:** Choose one course from each of the following areas.

## AGING STUDIES

### Social-Psychological

ANTH	536	Anthropology of Aging
PSYC	566	Psychology of Aging
SOC	504	Sociology of Aging

### Bio-medical

BIOL	517	Biology of Aging
HLTH	555	Health and Aging

### Policy/Applied Theory

GERO	585	Topics in Gerontology: Public Policy and Aging
SOWK	519	Social Work and Aging
GERO	601	Seminar in Gerontology

### Gerontology Core:

GERO	600	Gerontology: Theory and Practice
GERO	697	Internship (6)

### Sociology Core:

SOC	517	Program Administration (3)
SOC	566	Program Planning (3)
SOC	607	Program Evaluation (3)
SOC	605	Seminar: Social Research (3)

### Thesis or Alternate Plan Paper

GERO	694	Alternate Plan Paper* (2); OR
GERO	699	Thesis (3)

\*Students completing an APP program must complete an additional 3 credits of electives.

### Approved electives:

FCS	574	Residential Management for Families & Special Needs People (3)
GERO	580	Nursing Home Admin (3)
GERO	677	Individual Study (1-4)
RPLS	582	Leisure Needs of the Aging (3)
SOC	505	Sociology of Death (3) or HLTH 541 Death Education (3)

Or any course not taken to fulfill one of the required categories.

**TOTAL: 33 credits (Thesis); 35 credits (Alternate Plan Paper)**

## AGING STUDIES MS: MANAGEMENT OF HEALTH SERVICES

(Thesis Plan – 34 credits, Alternate Plan Paper - 37 credits)

### Required Courses

#### Aging Core:

Choose one course from each of the following areas.

#### Social-Psychological

ANTH	536	Anthropology of Aging
PSYC	566	Psychology of Aging
SOC	504	Sociology of Aging

#### Bio-medical

BIOL	517	Biology of Aging
HLTH	555	Health and Aging

#### Policy/Applied Theory

GERO	585	Topics in Gerontology: Public Policy and Aging
SOWK	519	Social Work and Aging
GERO	601	Seminar in Gerontology

#### Gerontology Core:

GERO	600	Gerontology: Theory and Practice (3)
GERO	697	Internship (6)

#### Health Sciences Core:

HLTH	580	Community and Program Development for Health (4)
HLTH	630	Techniques of Research in Health (3)
HLTH	659	Health Administration (3)
HLTH	668	Grant Proposal Writing for Health Professionals (3)

Students completing an APP program must complete an additional three (3) credits of electives.

### Thesis or Alternate Plan Paper

GERO	694	Alternate Plan Paper (2); or,
GERO	699	Thesis (3)

### Approved electives:

FCS	574	Residential Management for Families & Special Needs People (3)
GERO	580	Nursing Home Admin (3)
GERO	677	Individual Study (1-4)
RPLS	582	Leisure Needs of the Aging (3)
SOC	505	Sociology of Death (3) or HLTH 541 Death Education (3)

Or any course not taken to fulfill one of the required categories.

**TOTAL: 34 (Thesis) 37 (APP)**

## GRADUATE CERTIFICATE IN AGING STUDIES

The Certificate of Study in Aging Studies is granted upon completion of 15 credits of coursework in Aging Studies and related courses. The Certificate program includes 5 specific courses that are designed to build and enhance skills in the areas of leadership, program administration and policy development. The goal of this certificate is to develop transformational leaders that can become a force for positive social change related to aging within their communities and organizations. This program is fully online and is designed to support the ability of working professionals to meet their educational goals without disrupting their careers. Admission to the Certificate program requires formal application to the Aging Studies. The Director of the Aging Studies serves as the academic advisor for students pursuing this certificate.

### Common Core

GERO	550	New Directions in Aging Policy (3)
GERO	600	Gerontology Theory and Practice (3)
GERO	603	Leadership and Transformation in Aging (3)
SOC	517	Program Administration (3)
SOC	566	Program Planning (3)

## GRADUATE CERTIFICATE IN LONG-TERM CARE ADMINISTRATION

The Graduate Certificate in Long-Term Care Administration provides multidisciplinary perspectives and coursework which culminates in a professional practicum experience. Students engaging with this certificate typically expect to enter careers in long-term care administration in skilled nursing facilities, nursing homes or rehabilitation facilities. Most students will also take both the Minnesota and federal nursing home administrator license exams once all coursework is completed.

### Organizational Management Core

(Choose 3 credits)		
HLTH	659	Health Administration (3)

### Managerial Accounting Core

(Choose 2 credits)		
MBA	630	Accounting for Managers (2)

### Gerontology Core

(Choose 3 credits)		
GERO	600	Gerontology Theory and Practice (3)
SOC	504	Sociology of Aging (3)

### Health Care and Medical Needs Core

(Choose 3 credits)		
HLTH	555	Health and Aging (3)

### Nursing Facility Services Core

(Choose 3 credits)		
GERO	580	Nursing Home Administration (3)

### Human Resources Core

(Choose 3 credits)		
MBA	642	Management of Human Resources (2)
POL	662	Seminar: Human Resources Management (3)

### Practicum Experience

(Choose 6 credits)		
GERO	698	NHA Practicum (1-6)

COURSE DESCRIPTIONS

**GERO 580 (3) Nursing Home Administration**

Issues and trends, programs and services, funding mechanisms and regulations. Meets state educational requirements for specific content areas.

**GERO 585 (1-3) Topics in Gerontology**

Topics vary as announced in class schedule. May be retaken for credit if topic is different.

**GERO 600 (3) Gerontology Theory and Practice**

This course will provide students with an integrated knowledge of theory and practice in gerontology and examine the challenges involved in studying and providing services to the elderly, as well as ethical and advocacy-related issues in an aging society.

**GERO 601 (3) Current Health Issues in Aging**

Topic varies with offering. May be taken more than once.

**GERO 603 (3) Transformational Leadership in Aging**

This course will focus upon the critical examination of leadership in the context of organizations serving older populations. The course will include exploration of decisions, processes and ideas exhibited by transformational leaders in aging in the US and globally.

**GERO 677 (1-4) Individual Study**

Prerequisite: consent

**GERO 694 (1-2) Alternate Plan Paper**

Prerequisite: consent

**GERO 697 (1-6) Internship**

Prerequisite: by application and consent

**GERO 698 (1-6) Practicum: Nursing Home Administration**

For students following the program of study for nursing home administration  
Prerequisite: by application and consent

**GERO 699 (1-3) Thesis**

Prerequisite: consent

**ANTHROPOLOGY MS**

*College of Social and Behavioral Sciences*

*Department of Anthropology*

359 Trafon Science Center N • 507-389-6318

Anthropology is the study of origins and diversity of human biology and culture. Students who complete the Masters of Science program in Applied Anthropology at Minnesota State University are competitive either for the applied professional career market or for admission to nationally recognized doctoral degree programs. Graduate work at Minnesota State University, Mankato offers students a generalist, holistic foundation in the discipline and one of the four subfields of Archaeology, Biological Anthropology, Cultural Anthropology, or Linguistic Anthropology. The program includes a series of core seminars in anthropological theory, research methods and professional practice. Electives are chosen from within the department or in a cognate field relevant to the students' professional goals.

**Admission.** The GRE is required. Prospective students should submit the application provided by the Minnesota State Mankato College of Graduate Studies and Research. For the Department of Anthropology, students need to provide three letters of recommendation and write a personal statement which describes their previous training in Anthropology and reasons for pursuing a graduate degree. Submit these materials to the Anthropology Graduate Coordinator. Anthropology attracts people from a wide variety of backgrounds, so we welcome applicants from any field. Students who do not have the equivalent of at least an undergraduate minor in Anthropology may need to take some undergraduate core courses before taking the Master's seminars.

**Financial Assistance.** We are able to offer some financial support to most of our students at some point in their training. Graduate teaching and research assistantships are granted each year in Anthropology, on a competitive basis. The Andreas Gradu-

ate Scholarship in Anthropology is also awarded annually. Some scholarships and assistantships are available for incoming students. Advanced students can apply for adjunct teaching positions.

**To Apply for Financial Assistance,** complete a Graduate Assistantship Application, submit a statement about your relevant experience (if you have taught or done research, etc.) with the other materials that you send to the Department of Anthropology. You can apply for other types of financial aid (such as Federal work-study or loans) through the Office of Financial Aid.

**Comprehensive Exam Policy.** All students are required to take a written comprehensive exam during or following the semester in which the core theory seminar courses are completed. The exam will consist of five questions submitted by the department faculty in two areas: 1) a special area of concentration selected by the student, and 2) general anthropological history and theory in biological anthropology, archaeology, cultural anthropology, and linguistic anthropology. These exams will be graded independently by all members of the anthropology faculty, and the results will be summarized by the graduate coordinator. Students may pass or fail any question. Failed questions may be repeated only once. A student must pass all questions to continue in the program.

**Thesis Policy.** Students are required to complete a thesis as part of the degree program. The Department of Anthropology follows the basic guidelines found in the Minnesota State University, Mankato Graduate Studies Bulletin. Prior to commencing work on the thesis a student must present a thesis proposal to the examining committee. This proposal should be complete and presented to the student's committee no later than the end of the eighth week of the semester prior to commencing the thesis project. The student will present an oral defense of the thesis to the examining committee at least two weeks prior to the end of fall or spring semester. No thesis defense can be scheduled during the summer.

**ANTHROPOLOGY MS**

(Thesis - 30 credits)

**Required core (18-21 credits)**

ANTH 601 must be taken twice (A and B) in different semesters, once in Fall and once in Spring, for a total of 6 credits. 601A is only offered Fall semesters and 601B is only offered Spring semesters.

A minimum of three ANTH 697 Internship credits are required. No more than ten credits earned as individual study, fieldwork, internship, or laboratory can be applied to the total elective course credit. A minimum of three and a maximum of six ANTH 699 Thesis credits are required.

- ANTH 601 Seminar (3)
- ANTH 602 Seminar: Research Methods (3)
- ANTH 603 Practicing Anthropology (3)
- ANTH 697 Internship (1-12)
- ANTH 699 Thesis (3-6)

**Electives (9-12 credits)**

In consultation with an advisor, choose credits from the list of Anthropology courses below or choose one or more courses or seminars in a related field as appropriate to your career goals. In accordance with the Graduate College policies, at least one half of the credits earned for the Master's degree must be from courses at the 600 level. Also, no more than 10 credits earned as individual study, fieldwork, internship, or laboratory can be applied to the total elective course credit for the Master's degree.

- ANTH 510 \*Archaeology of Minnesota (3)
- ANTH 511 \*Archaeology of Native North America (3)
- ANTH 512 \*Archaeology of Latin America (3)
- ANTH 514 Museology (3)
- ANTH 515 Cultural Resource Management (3)
- ANTH 520 \*Human Osteology (3)
- ANTH 521 \*Health, Culture, & Disease (3)
- ANTH 522 Forensic Anthropology (3)
- ANTH 523 \*Evolution and Behavior (3)
- ANTH 524 Bioarchaeology (3)
- ANTH 525 Anthropology of Death (3)
- ANTH 530 \*Peoples and Cultures of Latin America (3)
- ANTH 531 \*Applied Cultural Research (3)
- ANTH 532 \*Kinship, Marriage and Family (3)
- ANTH 533 \*Anthropology of Gender (3)
- ANTH 534 Ethnographic Classics (3)
- ANTH 535 \*Origins of Civilization (3)

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## ANTHROPOLOGY

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ANTH 536	*Anthropology of Aging (3)
ANTH 537	Applied Anthropology (3)
ANTH 538	Anthropological Theory (3)
ANTH 539	Qualitative Research Methods (3)
ANTH 540	Native American Cultures of North America (3)
ANTH 542	Anthropology of Religion (3)
ANTH 543	Peoples and Cultures of East Asia (3)
ANTH 580	*Fieldwork: Archaea/Ethno (3-6)
ANTH 585	Topics in Anthropology (1-3)
ANTH 586	Workshop (1-3)
ANTH 591	Archaeology Laboratory (1-3)
ANTH 592	Biological Anthropology Lab (1-3)
ANTH 593	Ethnology Lab (1-3)
ANTH 604	Seminar: Advanced Topics (1-3)
ANTH 677	Individual Study (1-6)
ANTH 698	Internship: Teaching Anthropology (1-6)
MUSE 697	Internship (3)
MUSE 699	Individual Study (1-6)

\*No more than 10 credits can be earned from this group.

### Graduate certificate program in Museum Studies

The aim of this program is to provide a perspective on the theory and practice of museums in an expanding global environment of technological, social and political change for current and future museum professionals. It emphasizes the role of technology as a pervasive aspect in today's museum, examines new models of education, exhibition, and business strategies, and explores the role of the museum as an agent of social change. We welcome students interested in all types of museums including history, technology, science, art, special topic or themed museums, historic sites, national parks and zoos and those interested in exhibitions for corporations, government agencies and private organizations.

### Common Core

#### Foundational course

Choose 6 credit(s):

AIS 555	Museum Science and Representation (3)
ANTH 514	Museology (3)

### Restricted Electives

#### Expanded Courses

Choose 9 credit(s):

Choose 3 courses for a minimum of 9 credits

ANTH 515	Cultural Resource Management (3)
ART 534	Arts Administration (3)
MUSE 697	Internship (1-6)
MUSE 699	Individual Study (1-6)
NPL 673	Nonprofit Management and Leadership (3)
PHIL 560	Philosophy of the Arts (3)
URBS 553	Grants Administration (3)

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## COURSE DESCRIPTIONS

### ANTH 510 (3) Archaeology of Minnesota

A detailed study of Minnesota archaeology from ca. 12,000 years ago to ca. 1900, with a focus on diverse and changing Native American populations.

Prerequisite: ANTH 102 or 210/310 or permission of instructor

### ANTH 511 (3) Archaeology of Native North America

A survey of current knowledge about the prehistoric Native American inhabitants of North America from ca. 15,000 years ago until ca. 1900. Topics will focus on the processes of cultural development, change, and disruption by Euro-American influences.

Prerequisite: ANTH 101, 102, or 210/310, or permission of instructor

### ANTH 512 (3) Archaeology of Latin America

A detailed study of Latin American archaeology from ca. 12,000 years ago to ca. 1900, with a focus on diverse and changing Native American populations.

Prerequisite: ANTH 101, 102, or 210/310, or permission of instructor

### ANTH 514 (3) Museology

A review of the history and philosophy of museums, the legal and ethical issues impacting museums, the nature and treatment of collections, creation, exhibition and exhibit design, the role of museums in education, museum personnel and management, and museums in the technological/electronic age.

### ANTH 515 (3) Cultural Resource Management

Review of how cultural resources are being preserved and managed under current laws and regulations. Emphasis on examination of conservation, preservation and rescue methods in modern archaeology, and problems and issues in historic preservation and resource management.

### ANTH 516 (3) Archeological Methods

An intensive exploration of how to identify, catalogue, and curate archeological materials in a laboratory setting. Topics will include lithics, pottery, faunal, floral, metal, and other materials as well as data structure and recordation. (F) On demand

### ANTH 520 (3) Human Osteology

An advanced examination of the human skeletal system and the application of this information in the fields of bioarchaeology, paleoanthropology, and forensic anthropology. This course features hands-on identification and analysis of human skeletal material, with an emphasis on laboratory techniques.

Prerequisite: ANTH 220, 221, 320, and 321 or permission of instructor

### ANTH 521 (3) Health, Culture, & Disease

Cross-cultural examination of the response of peoples in non-Western societies to the human universal of illness. Non-Western concepts of disease, health, and treatment.

Prerequisite: ANTH 101, 220, or permission of instructor

### ANTH 522 (3) Forensic Anthropology

This course will acquaint students with the application of human osteological techniques in civil and criminal investigations, including assessment of the recovery scene, determination of identity and analysis of evidence relating to cause and manner of death.

### ANTH 523 (3) Evolution and Behavior

An examination of the biological basis of human behavior and organization from an evolutionary perspective. Prerequisite: ANTH 101 or 220 or consent.

### ANTH 524 (3) Bioarchaeology

Bioarchaeology focuses on the diet, health, and occupations of past populations through the analysis of their skeletal remains. Readings and lab work will promote a practical understanding of the methods used in the discipline.

### ANTH 525 (3) Anthropology of Death

The biological and cultural aspects of death, as seen anthropologically, are the focus of this course. Mortuary behavior, ritual, and treatment of the human body will be addressed both temporally and cross-culturally.

### ANTH 530 (3) Peoples and Cultures of Latin America

The contemporary peoples and cultures of Mexico and Central and South America. Emphasis is on cultural patterns and contemporary issues of the region.

Prerequisite: ANTH 101, 103, or 230/330, or permission of instructor

### ANTH 531 (3) Applied Cultural Research

This course introduces concepts and methods of applying anthropological understanding to contemporary problems to bring about the empowerment of affected peoples. Case studies illustrate the impact and problems of culture change with special attention to its affect on powerless groups of people. Students will also design their own applied projects.

Prerequisite: ANTH 101, 103, or 230/330, or permission of instructor

### ANTH 532 (3) Kinship, Marriage, and Family

Kinship is the most basic principle of organization for all human societies. The course analyzes the main theories and methods of studying social organization, and explores cross-cultural variations in kinship, marriage and family systems.

Prerequisite: ANTH 101, 103, or 230/330, or permission of instructor

### ANTH 533 (3) Anthropology of Gender

Major anthropological theories of gender relations are read, discussed, and applied to a variety of contemporary ethnographic case studies.

Prerequisite: ANTH 101, 103, or 230/330, or permission of instructor

**ANTH 534 (3) Ethnographic Classics**

This course provides an opportunity for students to examine several of the "classic" ethnographies not used in regular course offerings. A different group of ethnographies will be used each year and students may register for the course as many times as they wish.

**ANTH 535 (3) Topics: The Rise of City-States and Nations**

A pivotal moment in cultural development is when city-states and nations arrive to change the structure of a cultural group. This course has varying topics to present each cultural area in its unique context. May be repeated with different topic.

Prerequisite: ANTH 101, 103, or 230/330, or permission of instructor

**ANTH 536 (3) Anthropology of Aging**

An evolutionary and cross-cultural examination of the aging process, status, and treatment of the elderly.

Prerequisite: ANTH 101, 230/330, or 220/230, or permission of instructor

**ANTH 537 (3) Applied Anthropology**

Examines the practical applications of anthropological knowledge to problem-oriented research and the problems of directed sociocultural change among contemporary populations. Selected projects and case studies are used to illustrate the complexity of applied sociocultural change.

**ANTH 538 (3) Anthropological Theory**

Examination of the intellectual history of anthropology from its nineteenth century roots to today's current theoretical trends. Students will learn about major school of thought in anthropological theory and practice critical examination of their applications.

**ANTH 539 (3) Qualitative Research Methods**

The aim of this course is to make students methodologically literate. Students will learn how to develop research designs that rely on qualitative research methods such as participants observation. They will learn how to apply these methods by participating in small scale studies of human behavior. Some quantitative methods will also be discussed. Students will learn to critically examine published data and conclusions.

**ANTH 540 (3) Native American Cultures of North America**

American Indians adapted to environmental systems in North America with cultures ranging from small groups of foragers to cities supported by intensive agriculture. This course presents a variety of perspectives of this cultural diversity from the Ice Age to the 21st Century.

**ANTH 542 (3) Anthropology of Religion**

The variability and universality of human religious expression are explored in specific cross-cultural contexts.

**ANTH 543 (3) People and Cultures of East Asia**

Survey of East Asian cultural region. Cultural diversity, change and continuity examined in China, Japan and Korea through institutions and cultural settings. Focus includes how modern East Asian societies face internal social changes and their changing international status.

**ANTH 580 (3-6) Fieldwork: Archaeology/Ethnology**

Field experience in which method and theory are learned through participation in and ongoing field project.

Prerequisite: one of the following: ANTH 101, 103, 102, 210/310, or 220/320, or permission of instructor

**ANTH 585 (1-3) Topics in Anthropology**

This course allows faculty the flexibility to consider the challenges of new developments in anthropology. Content will vary from one course to the next. Students may take the course, with the permission of the instructor, more than one time.

**ANTH 586 (1-3) Workshop**

A brief intensive hands-on introduction to an anthropological topic usually as it applies to a particular issue or skill. Topics vary but might include: Understanding that race is not a scientific concept; combating racism and ethnocentrism; participant observation methods; culture shock; cultural diversity and communication; forensics; cultural resource conservation.

Prerequisite: depends on topic and instructor

**ANTH 591 (1-3) Archaeology Laboratory**

An introduction to archaeological laboratory techniques and museological practice, through participation in the various processes involved.

**ANTH 592 (1-3) Anthropology Laboratory**

Guided advanced laboratory work in biological/physical anthropology.

Prerequisite: ANTH 221 and 321, or permission of instructor

**ANTH 593 (1-3) Ethnology Lab**

Individual projects are done in close coordination with faculty member. Prerequisite: permission of instructor

**ANTH 601 (3) Seminar**

A comprehensive historical overview of the major theoretical schools of thought in anthropology. Special emphasis given to assumptions, methods of data collection and analysis, and major issues surrounding each theoretical perspective. This course is often taught as a two semester sequence.

Prerequisite: permission of instructor

**ANTH 602 (3) Seminar: Research Methods**

Advanced review of major qualitative and quantitative methods used in anthropological research. Course is also intended to aid students in the preparation of the thesis proposal.

**ANTH 603 (3) Practicing Anthropology**

An advanced seminar examining the ways anthropologists practice anthropology. The course explores theoretical foundations and issues related to the professional practice of anthropology and focuses on developing necessary skills for sound professional practice.

**ANTH 604 (1-3) Seminar: Advanced Topics**

A seminar on a topic from one of the major sub disciplines in anthropology. Topic is announced. Seminar may be taken more than once for credit, as the topic changes.

Prerequisite: permission of instructor

**ANTH 677 (1-6) Individual Study**

Prerequisite: permission of instructor

**ANTH 697 (1-12) Internship**

Practical field experience, usually under the supervision of some off-campus professional

Prerequisite: permission of instructor

**ANTH 699 (3-6) Thesis**

Preparation on the master's thesis

Prerequisite: permission of instructor

**MUSE 697 (3) Internship**

Arranged internship allows students to have a hands on experience applying theories and methodology from course work in the field to area of interest. Requires coordination with a faculty member.

**ANTH 698 (1-6) Teaching Internship**

Practical classroom experience under the supervision of faculty. This course will prepare students to assist faculty in the delivery of courses as well as prepare them to teach on their own.

**MUSE 699 (1-6) Individual Study**

This course allows pursuit of individual avenues of study that may not be offered in the curriculum and for advanced level pursuit of special projects of research on an independent basis. Requires coordination with a faculty member.

**ART**

*College of Arts & Humanities*

*Department of Art*

136 Nelson Hall • 509-389-6412

The graduate art faculty, diverse in educational and professional experience, shares the objective of quality education in a stimulating and creative environment. Small classes ensure personalized instruction from a faculty committed to excellence in their various studio and academic specialties. Graduates from the program are placed not only in education and business but often pursue additional work toward advanced degrees. The flexibility acquired by art graduate students as they develop their ideas and skills is attractive to potential employers.

The serious student with appropriate undergraduate art credentials may select courses in various specialized areas leading to a Master of Arts degree. Successful applicants must have a four-year baccalaureate degree from an accredited institution with a minimum undergraduate grade point average of 2.75/4.0 for the last two undergraduate years for the degree. A portfolio must be submitted and approved with the application for full admission. Applications are considered for each term and summer session. A comprehensive oral examination is required for the MA degree. Program options are flexible to accommodate specific needs or objectives in art education or in the studio areas of ceramics, drawing, fiber design, graphic design, painting, photography, printmaking or sculpture. An attractive feature of the studio curriculum, for example, is the creative thesis option, which includes a brochure and exhibition.

Students enjoy the advantages of excellent facilities, including the Conkling Art Gallery, a versatile, contemporary space providing exhibitions in all media from local, regional and national artists and collections. Student exhibitions, along with gallery openings, lectures and workshops, contribute significantly to a feeling of community among students, faculty and gallery patrons. In addition to the department's own slide collection, the Memorial Library provides a number of resources for art students. A vigorous art community in the Mankato, southern Minnesota and Minneapolis-St. Paul areas offers valuable off-campus stimulation and exhibition opportunities.

**Admission.** Candidates must complete departmental admission requirements as well as the requirements specified by the College of Graduate Studies and Research. An undergraduate major in art or its equivalent is required to pursue a graduate degree.

**Student Work.** The department may request the retention of at least one student work from the creative thesis exhibition for its permanent instructional and exhibition collection and the right to use photographs of students and their work. Additionally, the department cannot insure student work, material and equipment or take responsibility for its loss or damage.

**P/N Grading.** Students from other fields may elect graduate courses in art for P/N grading if prerequisites have been fulfilled or special consent is given by the instructor. Art majors are required to take art courses under the regular letter grade system except as indicated under general Graduate College requirements.

**Studio Course Costs.** Notations showing the costs of individual courses are included in the semester course schedules. In some cases, student fees are charged for materials used. Verifying such information with the individual instructor is suggested.

**ART MA** (Discipline-based)  
(Thesis Plan only - 30 credits)

The Art MA degree is offered as a studio arts emphasis only.

#### Required Core (6 credits)

ART 601 Introduction To Research (3)  
ART 699 Thesis (3)

#### Required Art History (3-6 credits)

Choose any 500 level Art History courses (3-6 credits)

#### Required Art Studio (15-18 credits)

Choose any 5/600 level Art Studio courses (15-18 credits)

#### Required Related (non-art) Electives (2-8 credits)

Choose any 5/600 level related elective courses (2-8 credits)

#### Required Thesis or Alternate Plan Paper

ART 699 Thesis (3-6)  
ART 694 Alternate Plan Paper (1-2)

## COURSE DESCRIPTIONS

### 500 (3) Graphic Design

Advanced level graphic design and communication problem solving. May be repeated. (F,S)  
Pre: consent

### 501 (3) Advanced Graphic Design

Advanced level graphic design and graphic communication problems. (F,S)  
Pre: Art 401, Art 402, and Art 403 or consent

### 502 (3) Interactive Graphic Design

Advanced study of motion, sound, and interactivity in design. Students build on existing skills to create conceptually and technically advanced works of digital communication. (F,S)  
Pre: Art 402 or consent

### 510 (3) Drawing Workshop

Continued in-depth exploration of drawing techniques and concepts. (F,S)  
Pre: Art 410 or consent

### 512 (3) Life Drawing

Advanced experience in drawing from the human figure. (F,S)  
Pre: Art 412 or consent

### 513 (3) Scandinavian Art

Overview of representative examples of the history of Scandinavian art from pre-Viking to modern times, concentrating on elements typical of each country or period and on developments that were particularly influential in the broader history of Western art.

### 516 (3) Art of Africa, The Americas and the South Pacific

Introduction to the art and architecture of indigenous peoples. Examination of representative works of art and major styles and cultures of preliterate societies in Africa, the Americas, Oceania, and of Pre-Columbian civilizations in the Americas.

### 517 (3) Medieval Art and Architecture

Introduction to art and architecture of Western Europe, the Byzantine Empire, and the Islamic world, from the second to the fifteenth centuries. Examination of representative works of art and major styles of Christian, Jewish, and Islamic cultures, including the Romanesque and Gothic periods.

### 519 (3) Gender in Art

Historical survey of the representation of gender with comparison of the artistic efforts of males and females and examination of art used to present gender-based issues including homosexuality, feminism, censorship and pornography.

### 521 (2) Art Methods Elementary School

Art expression related to child growth, development and teaching strategies. Emphasis on two-dimensional projects. (Required for student teaching and certification.) (F,S)

### 524 (3) Art for the Exceptional Child

Theory and practice of teaching mentally challenged, physically handicapped and other exceptionals.  
Pre: Art 421 or Consent

### 526 (3) Art Methods Secondary School

The characteristics and evaluation of junior and senior high art expression: the status, curricula and strategies of teaching. (Required for student teaching)  
Pre: Art 421 or Consent

### 528 (3) Teaching Art History & Appreciation

Application of instruction in art history and appreciation to elementary and secondary schools.  
Pre: Art 260, 261, 421 or consent

### 529 (1) Graduate Art Education Seminar

This course focuses on professional development and graduate research in art education. Topics include thesis, APP, and capstone project proposal writing, curriculum development, teaching with technology, developing a philosophy of education, professional conferences, and creating a teaching portfolio. (F)  
Pre: consent of advisor

### 530 (3) Fibers

Advanced fabrication of textiles using loom and off loom techniques. (F,S)  
Pre: Art 430 or consent

### ART 534 (3) Arts Administration

Theoretical and practical aspects of administering arts organizations. Examines the management, budgeting, marketing and administration of arts programs and organizations in the postmodern era.

### 540 (3) Painting

First course in introductory graduate painting in oil and/or acrylics. May be taken by non-majors. (F,S)  
Pre: consent

**545 (3) Watercolor**

Advanced experience in watercolor. (F,S)

Pre: consent

**550 (3) Graduate Ceramics I**

An advanced course which emphasizes individual research in technical, aesthetic and conceptual considerations. (F,S)

Pre: Art 450 or consent

**560 (3) Ancient Art**

Introduction to the art and architecture of the ancient era in its historical and cultural frameworks. Examination of representative works of art and major styles of ancient Mesopotamian, Egyptian, Aegean, Greek, Etruscan, and Roman cultures.

**562 (3) Renaissance Art**

Origins and development of Northern and Italian Renaissance art and architecture as an expression of historical, cultural and religious issues.

**563 (3) Mannerism to Romanticism**

Historical survey of art, architecture and urban planning in Europe and America from the late sixteenth to mid-nineteenth century: Mannerism, Baroque, Rococo, Neoclassicism and Romanticism.

**566 (3) Realism to Postmodernism**

Historical survey of art, architecture and urban planning in Europe and America from the mid-nineteenth century to the present: Realism, Impressionism, Expressionism, Surrealism, Abstract Expressionism, Minimalism, Op Art, Pop Art, and Postmodern issues and trends. (F)

**567 (3) Art of the Islamic World**

Historical survey of art and architectural developments from Islam's origins through the twentieth century. Course focuses on contextualizing monuments, paintings, and other arts from various regions around the world.

**568 (3) Design: History and Theory**

Survey of Graphic Design, Industrial Design and Architecture from historical and theoretical perspectives. Design issues examined from formal and contextual point of view, using analysis strategies that consider style, composition, historical context, functional/propagandistic significance and communicative ability.

**569 (3) Asian Art**

Historical survey of the art and architecture of China, India, Korea and Japan from pre-history to the 19th century.

**570 (3) Printmaking: Advanced Studio**

Continued investigation of advanced print making techniques and concepts. (F,S)

Pre: Art 470 or consent

**575 (3) Photography**

Expanding technical knowledge and visual awareness while building a portfolio in selected areas. (F,S)

Pre: consent

**580 (3) Sculpture**

Continuing development of a strongly personal means of aesthetic expression in three dimensions. (F,S)

Pre: Art 480 or consent

**585 (3-6) Advanced Installation**

This studio course focuses on the planning and implementation of site-specific work. Students' personal interests will be paramount in the development of works that address site and audience. Professional practices necessary to carry out installations will be emphasized, including proposal development, project planning, and documentation. Environmental impact, health, and safety will be addressed. The course will cover a variety of installation artists and related readings. May be repeated.

**590 (1-6) Workshop**

In depth investigation of a selected topic. (F,S)

**592 (1-6) Art History Seminar**

Specific problems in art emphasizing both individual research and contributions to the seminar group on advanced, in-depth topics.

Pre: consent

**594 (3) Topics**

Lecture/discussion/studio course on a selected area of discourse relating to the study of Art History, Art Criticism, Art Education or Art Studio. May focus on a specific artist, style period, cultural group or technical or methodological problem.

**600 (3) Graphic Design**

Advanced level graphic design and communication problem solving. May be repeated. (F,S)

Pre: consent

**601 (3) Introduction to Research in Art**

Introduction to the modes of research appropriate to art including creative research studies and investigative thesis research.

Pre: consent

**602 (3) Interactive Graphic Design****605 (1-9) Graduate Art Studio**

Graduate level course for all studio specializations. May be repeated.

Pre: one 500 level course in the studio specialization.

**610 (1-9) Drawing**

Continued exploration of drawing techniques and concepts at the graduate level. May be repeated. (F,S)

Pre: Art 510 or consent

**630 (1-9) Fibers**

Advanced graduate level textile fabrication. Should produce a consistent body of work. May be repeated. (F,S)

Pre: Art 530 or consent

**640 (1-9) Painting**

Graduate painting, emphasizing development of individual vision. May be repeated. (F,S)

Pre: Art 540 or consent

**645 (1-9) Watercolor**

Independent creative development. May be repeated.

Pre: Art 545 or consent (F,S)

**650 (1-9) Graduate Ceramics II**

A graduate course emphasizing further development and refinement of a body of work in preparation for a thesis and examination. May be repeated. (F,S)

Pre: Art 550 or consent

**670 (1-9) Printmaking: Advanced Studio**

Graduate level printmaking. May be repeated. (F,S)

Pre: Art 570 or consent

**675 (1-9) Photography**

Refinement of technical skills, seeing, and critical abilities while producing a significant body of work. May be repeated. (F,S)

Pre: Art 575 or consent

**677 (1-9) Individual Study**

Creative and technical problems or research in selected area. All students must file a special form in department office at time of registration. (F,S)

Pre: consent

**680 (1-9) Sculpture**

Continuing development of a strongly personal means of aesthetic expression in three dimensions. May be repeated. (F,S)

Pre: Art 580 or consent

**685 (3-6) Installation**

This studio course focuses on the planning and implementation of advanced site-specific work. Students' personal interests will be paramount in the development of works that address site and audience. Professional practices necessary to carry out installations will be emphasized, including proposal development, project planning, and documentation. Environmental impact, health, and safety will be addressed. May be repeated. (F, S)



## ART

### 692 (1-6) Art History Grad Seminar

Specific problems in art emphasizing both individual research and contributions to the seminar group on advanced, in-depth topics appropriate for graduate students.  
Pre: consent

### 694 (1-2) Alternate Plan Paper

Alternate plan paper in lieu of thesis, done in cooperation with major professor. (Credit is "incomplete" until final approval by student's graduate committee.) (F,S)  
Pre: consent

### 697 (1-12) Internship

Field experience in professional setting relating to the specialization: graphic design, museum or arts administration, etc. (F,S)  
Pre: consent

### 699 (3-6) Thesis

Required of all candidates for the Master of Science or Master of Arts degrees. May be creative project or brochure exhibition option. (Credit is "incomplete" until final approval by student's graduate committee.) (F,S)  
Pre: consent

MBA	614	Economic Analysis for Managers (2)
MBA	642	Management of Human Resources (2)
MBA	645	Information Technology and Systems Management (2)
MBA	651	Managing Behavior in a Changing World (2)
MBA	657	Managing Service and Manufacturing Operations (2)
MBA	665	Leadership (2)
MBA	667	Organizational Development and Change (2)

### Emphasis: Capstone

Three (3) credits of Thesis, or two (2) credits of Alternate Plan Paper plus three (3) additional credits of Automotive or Manufacturing coursework.

### Capstone

#### Choose 2-3 credit(s):

Two (2) credits of Alternate Plan Paper or three (3) credits of Thesis.

AET 694 Alternate Plan Paper (1-2)

AET 699 Thesis (1-3)

\* Course has prerequisite courses

## AUTOMOTIVE ENGINEERING TECHNOLOGY

*College of Science, Engineering & Technology*  
*Department of Automotive and Manufacturing Engineering Technology*  
205 Trafton Science Center E • 507-389-6383 • Fax 507-389-5002

The MS Automotive Engineering Technology degree program prepares graduates for careers in product research, design, and development, along with manufacturing in the original equipment and aftermarket industries. Fields include passenger cars, trucks, motorcycles, recreational vehicles, vehicle emissions, safety, fuels and lubricants, construction, industrial, and agricultural equipment.

### Thesis – 32 Credits

### Alternate Plan Paper – 34 Credits

#### Common Core

AET	661	Automotive Experimental Research I (2)
AET	662	Automotive Experimental Research II (2)
AET	663	Automotive Experimental Research III (2)
MET	600	Manufacturing Research Methods (2)
MET	625	*Advanced Project Management (3)
MET	627	*Six Sigma from an Industrial Perspective (3)
MET	654	*Design of Experiments (3)

#### Restricted Electives

##### Choose 3 to 15 credits from the courses listed below.

AET	535	Automotive Design & Construction (1-4)
AET	568	*Automotive Research Methods and Design of Experiments (4)
AET	592	Seminar: Automotive (1-4)
AET	637	Automotive Emission Design and Measurement (1-3)
AET	638	High Performance Engineering (1-3)
AET	647	Advanced Automotive Emissions and Measurement (1-3)
AET	648	Advanced High Performance Engineering (1-3)
AET	664	Automotive Experimental Research IV (3)
AET	677	Individual Study (1-4)
AET	697	Internship: Automotive (1-5)
MET	507	Manufacturing Resource Planning and Control (3)
MET	525	Project & Value Management (3)
MET	526	Logistics & Transportation (3)
MET	527	Quality Management Systems (3)
MET	528	Lean Manufacturing (3)
MET	628	Advanced Quality Tools (3)
MET	645	CAD Applications (1-3)

#### Unrestricted Electives

A total of 11 credits from the list of courses below can be taken. Only 8 credits of the 11 can be from MBA courses

ENG	574	Research and Writing Technical Reports (4)
ENG	675	Technical Communication for STEM Professionals (3)
MBA	612	Data Analysis and Statistics for Managers (2)

## COURSE DESCRIPTIONS

### AET 535 (1-4) Automotive Design & Construction

Involves designing and building of prototype vehicles. Topics include: vehicle design decisions, rules, budgets, chassis design, body and aerodynamics, drive train choices, construction techniques, and test procedures. An actual experimental car will be built in this class. May be repeated.

### AET 536 (3) Hybrid and Electric Vehicles

This course covers advanced vehicle propulsion systems within the electric and hybrid electric category. Fundamentals of the operation of electric motors, controllers, inverters, and batteries utilized in electric and hybrid platforms will be covered. In addition a significant focus will be placed on the application, modeling, integration, testing, and optimization of the systems in electric and hybrid electric vehicles.

### AET 568 (4) Automotive Research Methods & Design of Experiments

Automotive research techniques and equipment form the basis for this course. Environmental measurement, air flow testing, engine dynamometer testing, and vehicle performance measurement are covered. Emphasis is placed on research procedures, data acquisition and interpretation, and technical report writing. Current research projects from the automotive industry are also examined.

Prerequisite: AET 366, STAT 154

### AET 592 (1-4) Seminar: Automotive

Selected automotive topics.

### AET 637 (1-3) Automotive Emission Design and Measurement

An in-depth laboratory experience involving the evaluation of existing automotive emission control systems and the design or modification of those systems. Emission testing using chemical analysis and chassis dynamometer as required in state and federal test procedures is also included.

### AET 638 (1-3) High Performance Engineering

This course is intended for individuals wishing to be employed in professional automotive racing as a product development engineer, technical representative for a race product supplier, or race engineer. An in-depth study of vehicle dynamics and engine design utilizing on-board data acquisition, air flow measurement, and the engine dynamometer.

### AET 647 (1-3) Advanced Automotive Emissions and Measurement

A continuation of AET 637.

### AET 648 (1-3) Advanced High Performance Engineering

A continuation of AET 638.

### AET 661 (2) Automotive Experimental Research 1

The course is the first in a three course sequence focused on the specific skills important for the design of research and development programs. This course will primarily focus will be on four areas: the US Code of Federal Regulations as it relates to mobile source air quality; the measurement of evaporative emissions from vehicles; the process of measuring diluted emissions; and the measurement of raw gas emissions. A research question will be identified and students in the course will work as a research team and carry out the activity.

**AET 662 (2) Automotive Experimental Research 2**

This course is the second of a three course sequence in applied research methods. The course will focus on the specific skills important for the design of research and development programs. The course will specifically cover the following areas: US Environmental Protection Agency testing standards for vehicles and engines; the calibration procedures for chassis and engine dynamometers and the calibration procedures for exhaust gas analysis equipment. A research question will be identified and students in the course will work as a research team and carry out the activity.

**AET 663 (2) Automotive Experimental Research 3**

This course is the third of a 3 course sequence in applied research methods. The course will focus on the specific skills important for the design of research and development programs. The topics covered in this course relate to the management of research projects including: research plan development; budget development; scheduling and time management; leadership; and report preparation. A research question will be identified and students in the course will work as a research team and carry out the activity.

**AET 664 (2) Automotive Experimental Research 4**

The course will focus on the specific skills important for the design of research and development programs. A research question will be identified and students in the course will work as a research team and carry out the activity. The primary activity will be the creation of a mathematical model that can be used in relation to the applied research activity. The course is an elective and would be taken after the AET 661, AET 662 and AET 663 sequence.

**AET 677 (1-4) Individual Study****AET 694 (1-2) Alternate Plan Paper**

A minimum of 2 credits is required.

**AET 697 (1-5) Internship: Automotive**

Automotive work experience in an area pertinent to the student's objective. Registration required prior to beginning employment.

**AET 698 (2) Professional Science Masters Capstone Experience**

An integral part of every Professional Science Masters degree, regardless of field, is the Capstone, develop a workforce project, produce a written report, and present it as an oral report. The capstone project is developed and supervised collaboratively by faculty and employers, and evaluated or graded by faculty with input from the employer. For a student who is not already employed, a semester-long internship with a private firm or public agency is established. The intent of the Capstone is to integrate the practical application of scientific and professional knowledge, behavior, and skills.

**AET 699 (1-3) Thesis****BIOLOGY MS****BIOLOGY EDUCATION MS**

(DISCIPLINE-BASED)

College of Science, Engineering, & Technology  
Department of Biological Sciences  
242 Trafton Science Center S • 507-389-2786

Thesis Plan - 30 credits; Alternate Plan Paper - 34 credits

The Biological Sciences graduate program is designed flexibly to allow students, with their advisors, to mold and focus their program of study on professional interests and specific needs. To do this, students can draw from a broad range of graduate courses and select from a diverse and well-trained faculty for direction in research.

The Department of Biological Sciences is located in Trafton Science Center, one of the best science buildings in the state university system. Trafton Science Center presents an open, collaborative atmosphere for graduate study and research, and includes well-equipped research and classroom laboratories. Another attractive feature is Biology's proximity to other science departments, whose faculty members provide opportunities for multidisciplinary study in chemistry, mathematics, computer science, physics and electrical engineering.

The department's modern facilities provide opportunities for research and teaching, with 18 research laboratories, plus support areas. Among those are a media kitchen, environmental chambers, animal complex, greenhouse, dishwashing facility, herbarium, museum and a garage for field equipment. The department's equipment is suitable for biological investigations ranging from ecosystem analysis to subcellular physiology.

Instrumentation available includes transmission and scanning electron microscopes, ultracentrifuges, diode array spectrophotometers, graphite furnace AA, scintillation counter, gas chromatographs with FID, ECD and MSD, ultrafreezers, computer-controlled physiology data acquisition, Coulter counter, fermentation facility, freeze dryers, thermocyclers (PCR), high performance liquid chromatography (HPLC), UV/Vis/NIR spectrophotometers, chlorophyll fluorometers, infrared gas analyzer, flow cytometer, and other equipment necessary for modern biological research opportunities.

All members of the department's graduate faculty hold doctorates and have extensive research experience. Areas of concentration in research and teaching are Biology Education, Microbiology, Biomedical Sciences, Environmental Science, Toxicology, Ecology, Zoology, and Plant Science. Sub areas of teaching specialization include physiology, cellular biology, developmental biology, plant and animal ecology, genetics and evolutionary biology, parasitology, immunology, entomology, and aquatic biology.

Approximately 35 graduate teaching assistantships (TA) are available each year to qualified applicants. A minimum 3.0 GPA in undergraduate courses in math, chemistry, biology and physics and a qualifying TOEFL score are required for consideration of a TA. Research assistantships are also offered, depending on external funding. Preference is given to Assistantship Applications submitted to the Department of Biological Sciences by March 1. However, applications will be accepted at any time for review.

**Admission.** See the Department of Biological Sciences website ([cset.mnsu.edu/biology/prospective/gradstudent/](http://cset.mnsu.edu/biology/prospective/gradstudent/)) for admissions information.

**Deficiencies.** Students who do not meet the admission requirements, or students who do not have an equivalency (a grade of C or better) in the core courses required for admission, have a scholastic deficiency (listed on your acceptance letter).

**Deficiencies may be corrected by:**

1. Formal coursework, or
2. Approved examination given by the instructor in charge (with a C or better).

*Undergraduate courses taken to correct a deficiency will not count toward the graduate degree.*

Any **graduate** course designated as a deficiency may be applied toward the **graduate** degree, provided it is first approved by the student's advisor, the **Biology Graduate** Committee, and the **Biology** Department Chairperson.

Applications will not be considered complete until all required items have been received.

**Requirements.** The Written Comprehensive Examination may be required at the discretion of the Examining Committee. The Oral Comprehensive Examination is required for each degree candidate and includes an open seminar on the candidate's research. The candidate distributes seminar announcements to department faculty at least two weeks prior to the seminar.

**BIOLOGY MS****Common Core**

(Thesis Plan - 30 credits) (Alternate Plan Paper - 34 credits)

**Choose 7 Credit(s).**

3 credits of BIOL 695 is required.

BIOL 601	Biometrics (2)
BIOL 602	Research Methods (2)
BIOL 695	Seminar (1)

**Restricted Electives**

Choose 4 Credit(s).

BIOL 605	Ethical Issues in Biological Research (2)
BIOL 606	Paradigms in Ecology (2)
BIOL 619	Selected Topics in Biology (2-3)
ENVR 619	Selected Topics in Environmental Science (2-3)

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## BIOLOGY

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### Unrestricted Electives

#### General Electives

#### Biology Courses

Choose 13 - 22 Credit(s)

APP requires 21-22 credits; Thesis requires 13-16 credits.

BIOL 500 - 698 Choose any 500/600 level Biology courses in consultation with an advisor.

#### Capstone Course

Choose 1 - 6 Credit(s)

APP requires 1-2 credits; Thesis requires 3-6 credits

BIOL 694 Alternate Plan Paper (1-2)

BIOL 699 Thesis (1-6)

At least half of the required graduate credits for the program must be at the 600-level, not including the thesis or alternate plan paper credits. For example: \* The thesis track requires at least 12 credits of 600-level courses (not including BIOL 699). \* The alternate plan paper track requires at least 16 credits of 600-level courses (not including BIOL 694).

### BIOLOGY EDUCATION MS

#### (Discipline-based)

(Thesis Plan - 30 credits)

(Alternate Plan Paper - 34 credits)

This degree does not lead to initial teaching licensure. Students who desire initial licensure should consult the Master of Arts in Teaching (MAT) program. Please see the section concerning the MAT program that is listed in this bulletin.

#### Required Core (11 credits)

BIOL 601 Biometrics (2)

BIOL 602 Research Methods/Proposal (2)

BIOL 695 Graduate Seminar (1) [3 Seminar credits required]

BIOL 619 Selected Topics (2-3) [4 Selected Topics credits required]

ENVR 619 Selected Topics (3)

[may be taken to satisfy 3 credits of the BIOL 619 requirement]

#### Required Biology Electives (1-10 credits)

Choose any 500/600 level Biology courses in consultation with an advisor.

#### Required Professional Education (6 credits)

Choose 6 credits of professional education courses in consultation with an advisor.

#### Required Related Science Electives (6 credits)

Choose 6 credits of related science courses in consultation with an advisor.

#### Required Thesis or Alternate Plan Paper

BIOL 694 Alternate Plan Paper (1-2)

BIOL 699 Thesis (3-6)

**Note:** At least half of the required graduate credits for the program must be at the 600-level, not including the thesis or alternate plan paper credits.

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### COURSE DESCRIPTIONS

This course focuses on the fundamental concepts of stream/river ecology and the physical, chemical and biological processes that characterize running water ecosystems. Students learn principles, concepts and methods of study in a field setting, and obtain hands-on experience in the examination and characterization of stream systems. Lab (fieldwork) included. (Summer)

#### BIOL 503 (3) Conservation Biology

Applications of principles from ecology, genetics, behavior, demography, economics, philosophy, and other fields to the conservation and sustainable use of natural populations of plants and animals. Lectures and discussions address topics such as habitat fragmentation, parks and reserves, genetic diversity, population viability, and extinction. (S) Prerequisite: BIOL 215 or consent

#### BIOL 504 (4) Wetlands

This course expands and applies the general principles of ecology to community and ecosystem ecology. This course emphasizes the primary factors that affect wetland functions and how these factors are altered by landscape changes and on-site management. Lab (fieldwork) included. (S)

#### BIOL 505 (3) Fisheries Biology

An introduction to fish biology and fisheries management, diversity, form and function in the aquatic environment, functional physiology, evolution and speciation, identification and use of keys, ecology, and management topics. (ALTF)

#### BIOL 508 (4) Vertebrate Ecology

Ecology and evolution of birds, mammals, amphibians, reptiles, and fishes. Topics include energetics, behavior, mating systems, life histories, physiology, and population biology. Lab includes field sampling techniques, population modeling, and species identification.

Lecture and Laboratory. (F)

#### BIOL 509 (4) Advanced Field Ecology

A 12-day field course focused on the function and dynamics of various North American ecosystems. Emphases will be on natural history, observations of animal behavior, community dynamics, critical thinking, and experimental design. Students will be trained in a variety of sampling techniques for plant and animal populations. Depending on enrollment there may be additional costs (e.g. camping fees) for the course. (Summer) On demand

#### BIOL 510 (3) Global Change Biology

The natural or human-induced change in climate and the effect on terrestrial and marine ecosystems. The human species' place in the biological world, effects on various communities and potential methods of correcting detrimental effects with economic and social implications.

(F) Prerequisite: One year of general biology plus one general ecology course, or consent

#### BIOL 512 (4) Soil Ecology

Soil ecology will focus on the genesis and classification of soils, the physical properties of soil as they relate to habitat formation, niches, interactions that exist among soil organisms, human impact on soil systems relative to population pressures and management practices. Lab included.

(S) Prerequisite: One year of general biology plus one general ecology course, or consent

#### BIOL 517 (3) Biology of Aging and Chronic Diseases

Emphasis is placed on the biomedical aspects of aging and chronic disease. The course is designed for students majoring in biology, gerontology programs, or other health related programs.

(S) Prerequisite: One semester of general biology

#### BIOL 519 (2-3) Special Topics in Instrumentation

Instruction in specialized biological instrumentation.

(F) Prerequisite: One year of general biology

#### BIOL 520 (3) Diagnostic Parasitology

Clinically important parasites. Protozoans, Flukes, Tapeworms, Roundworms, Ticks, Mites, and Insects. Designed for Medical Technology, Pre-Medicine, Pre-Veterinary, and Biology majors. Identification, clinical disease, epidemiology, and ecology are covered. Lab included. (S)

#### BIOL 521 (3) Entomology

Morphological, ecological, medical, and economic significance of insects.

Prerequisite: One year of general biology or consent.

#### BIOL 524 (3) Developmental Biology

Understanding the process of cell differentiation and development. These principles are then applied to the descriptive study of human embryology including the basis of congenital malformations.

(F) Prerequisite: One semester of general biology

#### BIOL 530 (4) Hematology/Introduction to Immunology

Collection, examination, evaluation, morphology, function, and diseases of blood cells. Hemostasis/coagulation of blood. Immunology theory is presented. Lab included.

(S) Prerequisite: One semester of human physiology

#### BIOL 531 (3) Comparative Animal Physiology

A comparison of adaptation mechanisms, from cell to organ-systems, used by animals in response to "changes in" environmental conditions such as oxygen, carbon dioxide, food availability, temperature, waste, solutes, pressure and buoyancy. (F)

#### BIOL 532 (4) Lake Ecology

This course is an introduction to the physical, chemical and biological characteristics and interactions of inland freshwater lakes. Labs will emphasize field work; including data collection, analysis and discussion from five local lakes. (ALTF)

**BIOL 533 (3) Cardiovascular Physiology**

This course is a functional study of the heart and circulation, with a medical and pathological emphasis. (F)

**BIOL 535 (4) Histology**

Study of types, arrangements, and special adaptations of human tissues. Lab included. (S) Prerequisite: One semester of human anatomy

**BIOL 536 (4) Animal Behavior**

An exploration of behavioral strategy, communication, learning, and social systems of animals, with emphases placed on the causes, evolution, ecological implications, and function of behavior at the individual and population level. Lab included. (S) One year of general biology and one general ecology course, or consent

**BIOL 538 (3) General Endocrinology**

This course provides the basis for understanding hormones and the mechanisms of their actions in both the normal and pathological states. Sample topics to be included are diabetes, osteoporosis, hormones of reproduction, and current social and medical issues related to the course.

(S) Prerequisite: One semester of general biology

**BIOL 541 (4) Plant Physiology**

Plant functions such as water relations, mineral nutrition, translocation, metabolisms, photosynthesis, photorespiration, fat and protein metabolisms, respiration, growth and development, phytohormones, reproduction and environmental physiology. Lab included.

(S) Prerequisite: One year of general biology plus a plant science course. Recommended: one semester of organic chemistry.

**BIOL 542 (4) Flora of Minnesota**

Field identification of plants with emphasis on local flora. History of systematics, techniques, plant biogeography, methods of plant collection, preservation, preparation of herbarium specimens are covered. Lab and field trips included.

(ALTF) Prerequisite: One year of general biology, or consent. Plant Science strongly recommended.

**BIOL 543 (4) Plant Ecology**

Expands upon general principles of ecology and focuses on the factors that affect the distribution and abundance of plants, analysis of plant populations, and dynamics of plant communities. Lecture and lab (field work) included.

(F) Prerequisite: One year of general biology plus one general ecology course, or consent. Plant Science strongly recommended.

**BIOL 551 (4) Plant Biotechnology**

Lecture/laboratory course that presents an integrated view of plant biology, crop science, and current issues in biotechnology. Course focuses on issues of global concern such as sustainable food production, biofuels, genetically modified crops, molecular pharming, and tissue culture.

(F) Prerequisite: One year of general biology, or consent. Plant Science recommended.

**BIOL 552 (3) Biological Instrumentation**

The principle and operation of instruments and their application to biological research. Types of instrumentation examined include spectroscopic, chromatographic, electroanalytic, radiographic, and imaging. Laboratory Information Management Systems (LIMS) will also be examined. Emphasis is placed on GLP, GMP, and ISO9000 practices.

(S) Prerequisite: One year of general biology, or consent

**BIOL 553 (4) Biological Engineering Analysis I**

The application of engineering principles and skills as applied to fermentation and to biological product recovery.

(F) Prerequisite: One semester of general microbiology and one semester each of calculus, physics, and organic chemistry

**BIOL 554 (4) Biological Engineering Analysis II**

Continuation of Biological Engineering Analysis I. The application of engineering principles and skills as applied to fermentation and to biological product recovery.

(S) Prerequisite: BIOL 553

**BIOL 556 (3) Biotechnology Project/Laboratory I**

Practical laboratory experience in biotechnology through the selection and development of a research project. Students are expected to spend an average of 12 hours per week on the project.

(S) Prerequisite: concurrent enrollment in BIOL 553

**BIOL 557 (3) Biotechnology Project/Laboratory II**

Continuation of Biotechnology Project/Laboratory I. Practical laboratory experience in biotechnology through the selection and development of a research project. Students are expected to spend an average of 12 hours per week on the project.

(S) Prerequisite: BIOL 556, concurrent enrollment in BIOL 554

**BIOL 560 (3) Introduction to Toxicology**

A lecture course covering basic principles of toxicity evaluation in living organisms, mechanisms of responses to chemicals or physical agents within an overview of practical medical, environmental and science policy implications. Presentation of comparisons of specific organ and tissue reactions to toxins in a variety of species follow these introductory concepts.

(ALTF) Prerequisite: One year of general biology, and one year of general chemistry

**BIOL 561 (4) Environmental Toxicology**

A lecture/laboratory course that focuses on anthropogenic and natural toxicants, mathematical modeling of the dispersion of chemical and physical agents in the environment, and effects on species and ecosystems with a special section on aquatic risk assessment. The laboratory includes techniques in environmental toxicity and a genuine research project.

(ALFS) Prerequisite: BIOL 460/560

**BIOL 562 (1) Toxicology Seminar**

A seminar course that involves critical evaluation of published studies in toxicology, student presentations of a selected published manuscript, and requires students to write a paper on one aspect of the course's topic area that semester. Topic areas vary each time the course is offered.

(ALTF) Prerequisite: One year of general biology, and general chemistry

**BIOL 564 (3) Methods of Applied Toxicology**

A lecture/laboratory course focusing on the steps necessary to start a research project from project definition through methods testing and evaluation, and a final report that includes a project flow chart. Third year students will have senior and/or graduate mentors.

(ALTF) Prerequisite: One year of general biology, and general chemistry

**BIOL 565 (3) Applied Toxicology Project**

A lecture/laboratory course where students perform all aspects of their own designed research topic in toxicology while critically evaluating the progress of other projects as well. Students will be expected to keep timelines or develop modified timelines as necessary. The inverted triangle approach of project design will be examined and then included in all designs.

(ALFS) Prerequisite: BIOL 464/564

**BIOL 566 (3) Principles of Pharmacology**

A lecture course that examines mechanisms of drug action, physiological responses and adverse reactions from sensitivities or allergies through overdose.

(ALFS, and ALT-Summer) Prerequisite: One year of general biology, one semester of human physiology, and one year of general chemistry

**BIOL 567 (3) Industrial Hygiene**

A lecture course that examines Minnesota State University as your own work place to develop reports on a selected group of chemical and physical hazards of the workplace. Evaluation methods and solutions to existing problems are developed with concise reporting skills.

(ALTF) Prerequisite: One year of general biology, and one year of general chemistry

**BIOL 572 (4) Microbial Ecology & Bioremediation**

Role of microorganisms in soil, air, water, and sewage processes as well as methods of measurement and detection. Special emphasis on the role of microorganisms in bioremediation. Lab included.

(ALFS) Prerequisite: One year of general biology, plus one semester of general microbiology

**BIOL 574 (4) Immunology**

Fundamental principles of humoral and cell mediated immunity and the application of these principles. Current experimental work in the different areas of immunology will be discussed. Lab included.

(F) Prerequisite: One year of general biology, plus one semester of general microbiology

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## BIOLOGY

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### BIOL 575 (4) Medical Microbiology

This course will cover bacterial, fungal, and viral human pathogens: what diseases they cause, how they cause disease, and how humans defend against and prevent those diseases. In the laboratory, the student will isolate and identify pathogenic microorganisms using microbiological, biochemical, and immunological techniques.

(F) Prerequisite: One year of general biology, plus one semester of general microbiology, or consent

### BIOL 576 (5) Microbial Physiology & Genetics

This course presents the physiology and genetics of microorganisms emphasizing those aspects unique to bacteria and archaea. Topics include: energy production; biosynthesis of small molecules and DNA, RNA, and proteins; the formation of cell walls and membranes; microbial differentiation and behavior; and the genetic and biochemical regulation of these processes.

(S) Prerequisite: One year of general biology, plus one semester of general microbiology

### BIOL 578 (4) Food Microbiology & Sanitation

The role microbes play in production and spoilage of food products, as prepared for mass market. Topics include food-borne pathogens, epidemiology and control, and essential principles in sanitation including Hazard Analysis/Critical Control Point and ISO 9000 requirements. Lab included.

(S) Prerequisite: One year of general biology, plus one semester of general microbiology.

### BIOL 579 (4) Molecular Biology

This course will cover both eukaryotic and prokaryotic molecular biology including: DNA and RNA structure, transcription, regulation of gene expression, RNA processing, protein synthesis, DNA replication, mutagenesis and repair, recombination, and insertion elements. A number of important techniques used in recombinant DNA technology will be discussed and practiced.

(S) Prerequisite: One year of general biology, plus one semester of general microbiology and one semester of cell biology or genetics.

### BIOL 580 (3) Biological Laboratory Experiences for Elementary

Provides experience with a wide variety of biological laboratory exercises to prepare prospective elementary teachers. Emphasis is on building knowledge, skills, and confidence. The course will cover major biological concepts and environmental education through classroom-ready examples.

selected to illustrate each concept. (F, S)

### BIOL 585 (4) Biology Teaching Methods & Materials

A basic science methods course designed to prepare prospective junior and senior high life science teachers. Course will cover science teaching methods and support materials as they apply to life science teaching situations.

(F) Prerequisite: 16 credits BIOL and KSP 608

### BIOL 586 (3) Field-Based Teaching Methods & Materials

A lecture/laboratory course that provides opportunity for prospective junior and senior high life science teachers to observe, practice, and refine their teaching skills. Students will work in a school setting and experience actual classroom.

Prerequisite: BIOL 485/585

### BIOL 590 (1-4) Workshop

A variable topic course designed for a selected topic in Biology. Workshops provide an intensive learning experience on a new topic in the biological sciences and/or hands-on experiences in a current area not covered by other course offerings. The course involves background reading, demonstrations, and laboratory or field experiences. (F,S)

### BIOL 591 (1-4) In-Service

(F, S)

### BIOL 601 (2) Biometrics

Principles of statistical methods applied to the planning and analysis of biological research. This course helps graduate students plan their research and make statistical inferences in data analysis. (F)

### BIOL 602 (2) Research Methods

The design, planning, and writing of a biological research proposal will be discussed in terms of scientific method application, problem selection, methods, and assessments. The students will apply information from the class to prepare their research/thesis proposals and other professional communications. (S)

### BIOL 603 (2) Research in the Biological Sciences I

### BIOL 604 (2) Research in the Biological Sciences II

### BIOL 605 (2) Ethical Issues in Biological Research

What does it mean to do biological research ethically? This course will discuss scientific integrity and misconduct, human and animal research, conflicts of interest and the ethical dimension of other topics in modern biological and biomedical research. (ALTF)

### BIOL 606 (2) Paradigms in Ecology

How does contemporary dogma influence the development of hypotheses and theory? Using primary literature, this course explores paradigms on topics such as equilibria in community ecology, information flow in molecular biology, the naturalist and mechanistic schools, and levels of natural selection. (ALTS)

### BIOL 612 (3) Practicum in Electron Microscopy

A laboratory course of basic training in the instrumentation and methodology use in scanning and transmission electron microscopy. With a hands-on approach, students will learn instrument operation and techniques necessary to process and examine a variety of samples, and whenever possible, to examine specimens related to their own research interests.

(S) Prerequisite: BIOL 418/518

### BIOL 615 (2) Advanced Fisheries Assessment

Course will build on fisheries science foundations and provide opportunities for students to evaluate and integrate complex fisheries ecology and management scenarios. Students will examine and critically evaluate fisheries case histories and data sets to develop strategies to achieve desired aquatic community outcomes. Students will participate in an applied fisheries research project, evaluate published literature, and prepare findings in the format following the guide for authors of a peer-reviewed fisheries journal. Students will engage each other, faculty, and guest speakers to discuss and debate challenging modern fisheries issues. (S) Even Years

### BIOL 618 (2) Biological Monitoring

### BIOL 619 (2-3) Selected Topics in Biology

Selected study of graduate level topics. Course may be repeated for topics of different titles. (F,S)

### BIOL 677 (1-5) Individual Study

Prerequisite: consent

### BIOL 681 (1-2) Laboratory Supervision

Practical experience in preparing and teaching laboratory courses.

(F,S) Prerequisite: consent

### BIOL 685 (2) Teaching Assistant Methods

This course is design to provide teaching assistants (TAs) with the knowledge and skills needed to prepare and teach college-level science courses. Special emphasis will be placed on the attainment of skills that maximize the effectiveness of material that will be presented to students. (F)

### BIOL 691 (1-5) In-Service

(F,S)

### BIOL 694 (1-2) Alternate Plan Paper

(F,S)

### BIOL 695 (1) Seminar

Students will attend and critique seminars presented by other students, faculty, and by people from external agencies and institutions.

Prerequisite: none (F,S)

### BIOL 697 (1-12) Internship

(F, S)

### BIOL 699 (1-6) Thesis

(F,S)

## BUSINESS ADMINISTRATION MBA

College of Business  
150 Morris Hall • 507-389-2967  
Website: [www.cob.mnsu.edu/mba/](http://www.cob.mnsu.edu/mba/)

The MBA at Minnesota State University, Mankato is designed to provide the leaders of tomorrow with the knowledge and skills required to succeed in a global business economy. The program emphasizes critical and strategic thinking, developing managerial skills, real-world applications, ethics, and leadership taught in a technologically-advanced, active learning environment.

The MBA will also provide opportunities for students to think critically and strategically, and to be able to apply and integrate the knowledge they have accumulated to specific business situations. The program features an executive seminar to provide the student with an opportunity to learn from, as well as, interact with top executives.

Courses are two credit models that meet one evening each week for eight-weeks. A student may choose to attend both eight-week sessions in a semester or just one eight-week session. A student with an undergraduate business degree who meets all the prerequisite requirements may complete the program in approximately two years.

### MASTER OF BUSINESS ADMINISTRATION

(34 credits total; all courses are two credit hours)

#### Common Core

MBA 610	Writing in the Workplace (2)
MBA 612	Data Analysis and Statistics for Managers (2)
MBA 614	Economic Analysis for Managers (2)
MBA 623	Legal and Ethical Environment of Business (2)
MBA 630	Accounting for Management (2)
MBA 634	Investment and Financial Decisions (2)
MBA 642	Management of Human Resources (2)
MBA 645	Information Technology and Systems Management (2)
MBA 651	Managing Behavior in a Changing World (2)
MBA 657	Managing Service and Manufacturing Operations (2)
MBA 681	Global Business Strategy (2)
MBA 683	Marketing Strategy (2)
MBA 690	Executive Seminar (2)
MBA 695	Strategic Management and Business Policy (2)

#### Emphasis

Select six credits across the above three emphases, the Unrestricted Electives, or from 600 level courses from other departments on campus with prior approval from the MBA Director.

MBA 663	Negotiation (2)
MBA 665	Leadership (2)
MBA 667	Organizational Development and Change (2)
MBA 672	International Marketing (2)
MBA 674	International Management (2)
MBA 676	International Finance (2)

#### Unrestricted Electives

MBA 696	Special Projects in Business (2)
MBA 697	Seminar Topics in Business (2)
MBA 698	Internship (2)

#### Emphasis: Healthcare

N 708 *	Quality Improvement, Safety, and Risk Management for APNs (3)
N 709 *	Health Care Informatics and Data Management (3)
N 711 *	Health Care Policy and Organizational/Systems Leadership (3)

#### Concentrations

\*credits from one of the following concentrations:

#### 1) Leadership and Organizational Change

MBA 663	Negotiations
MBA 665	Leadership
MBA 667	Organizational Development/Change

#### 2) Global Business

MBA 672	International Marketing
MBA 674	International Management
MBA 676	International Finance

#### 3) General

(select courses across the concentrations or from other departments)

#### Foundation Courses (12 or more credits)

A student must demonstrate competency in the areas of accounting, economics, business statistics, marketing, and finance. The competency can be demonstrated through completion of undergraduate equivalent courses or by completing online equivalent courses. Foundation courses are listed below.

- Minnesota State Mankato Undergraduate Equivalency is ACCT 200; IBC online equivalent is Accounting Foundations For Business Decisions
- Minnesota State Mankato Undergraduate Equivalency is ECON 202; IBC online equivalent is both Microeconomics Foundation and Macroeconomics Foundation
- Minnesota State Mankato Undergraduate Equivalency is ECON 207; IBC online equivalent is Statistics Analysis Foundation
- Minnesota State Mankato Undergraduate Equivalency is IBC online equivalent is Marketing Analysis Foundation
- Minnesota State Mankato Undergraduate Equivalency is FINA 362; IBC online equivalent is Fundamentals of Managerial Finance

**MBA Foundation Courses Online.** In conjunction with the University of Wisconsin Internet Business Consortium MBA Foundation Program, Minnesota State Mankato students may complete some of their MBA Foundations courses online. This online program is utilized by AACSB International accredited MBA programs in both Minnesota and Wisconsin. Students should first consult with their Minnesota State Mankato MBA advisor to determine which courses would serve as equivalent courses. After meeting with the Minnesota State Mankato MBA advisor, students should then contact Marilyn Bergmann who is the Internet Business Consortium MBA Foundation Program director ([bergmama@uwec.edu](mailto:bergmama@uwec.edu) or 715-836-3880). Courses are offered each semester in 8 week modules. Please click on the following link for information related to this online option: <http://www.wisconsinonlinemba.org/>.

**Foundation Deficiencies.** Any undergraduate deficiencies will be specified at the time of application review. If all deficiencies are completed, an applicant may receive full admission to the MBA program. An applicant may also receive a conditional admission to the MBA program based on completion of the deficiencies before any 600 level graduate courses are taken.

**600-Level MBA Courses.** A student may take up to 8 semester credits of 600-level MBA courses without being admitted to the MBA program. However, students not admitted to the MBA Program and desiring to take MBA credits must be admitted to the Graduate School as well as being admitted to another graduate program at Minnesota State University, Mankato. Students must also meet all prerequisites before taking any graduate courses in the College of Business.

## COURSE DESCRIPTIONS

### MBA 610 (2) Writing in the Workplace

This course provides an advanced overview of the production and management of workplace communication. Participants will analyze and produce documents typical of workplace communication (ranging from memos and reports to business plans and Websites) and research presentations, documentation, and management of communication projects appropriate to their industry or business concerns.

### MBA 612 (2) Data Analysis and Statistics for Managers

This course provides an understanding of the role of statistics related to the gathering and creation of information used in business decision making. Data analysis concepts covered include hypotheses testing, ANOVA, multiple regression, and time series analysis. The statistical program EXCEL will be utilized extensively throughout the course.

### MBA 614 (2) Economic Analysis for Managers

The course develops and integrates principles and ideas from economic and business and applies them to managerial decision making and policy formulation within a firm.

### MBA 623 (2) Legal and Ethical Environment of Business

Managers need a good understanding of law to be effective businesspersons as well as good citizens. Law is fundamental to maintaining social order, and social order is necessary for successful and efficient markets. Additionally, law facilitates the creation and operation of efficient markets by, for example, providing necessary assurance to market players

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## **BUSINESS ADMINISTRATION**

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(buyers, sellers, investors, employers, employees, etc.) that their reasonable commercial expectations will be realized. In keeping social order, facilitating markets, and other ways, law places a pervasive external constraint on business decisions and transactions. Thus law plays a central role in business. This course will address some of the legal principles that are most relevant to business. The course will also consider how ethics (the branch of philosophy that addresses what conduct is right and what is wrong) affects business.

### **MBA 630 (2) Accounting for Management**

Provides an in-depth analysis of managerial accounting concepts and procedures, including product and service costing, cost-volume-profit analysis, planning and control systems, capital budgeting, and contemporary managerial systems and issues. Students will become familiar with contemporary computer applications.

### **MBA 634 (2) Investment and Financial Decisions**

This course involves an application of the quantitative techniques used by organizations to evaluate the investment in capital assets, the factors affecting security valuations, and the overall financing or capital structure decision. These issues heavily emphasize the risk and return interaction in the investment decision.

### **MBA 642 (2) Management of Human Resources**

The course will cover a range of topics, including the strategic management of human resources, job analysis, hiring, performance appraisal, training and development, compensation, as well as labor relations.

### **MBA 645 (2) Information Technology and Systems Managements**

The MBA MIS course integrates contemporary technology concepts with an emphasis on the managerial aspects of information systems. A review of contemporary technology examines data management, analysis, modeling, and design, and data communications, and networking in the most recent generation of technology. Project and change management, and information systems policy and strategy emphasize the managerial aspects of information systems. Project and change management examines how systems and technologies are implemented. It includes consideration of project planning, scheduling, and budgeting, as well as consideration of the change management required to implement projects, MIS policy, and strategy examines the IS project portfolio from the view of the senior IS executive and from the view of the business executive. It shows students how policy and strategy considerations affect every aspect of IS and, conversely, how IT transforms organizations and, indeed, the very nature of business.

### **MBA 651 (2) Managing Behavior in a Changing World**

This course will focus on an area of study that attempts to explain, predict, control, and increase understanding of human work behavior in organizations both in the U.S. and internationally. Using a variety of techniques, students will learn about the nature of people as well as how individual and group behavior is influenced by organizational factors. The intent is to use various theories and principles to help diagnose and solve organizational problems. The goal is to more effectively manage in today's environment so employees are engaging in ethical, creative, and productive behaviors on the job. Learning tools include some lecture/discussion, active learning groups, original readings, exercises, projects, cases, library research and presentations.

### **MBA 657 (2) Managing Service and Manufacturing Operations**

This course addresses the concepts, techniques, and technology necessary to manage and control operations in services and manufacturing. The emphasis is on operations strategy, project management, quality management, and supply chain management.

### **MBA 663 (2) Negotiation**

This class is designed to enhance negotiating skill. Students will learn techniques for generating beneficial outcomes from bargaining situations with regard to contracts, purchasing, and dispute resolution. A number of different bargaining models will be introduced and students will engage in simulated negotiations.

### **MBA 665 (2) Leadership**

This course is designed to combine the "why" of leadership thinking with the "how" of leadership skill development. The class is both philosophical and practical, so you will have to both think and apply what you are learning. The course will provide students with opportunities to use theories to analyze leader behaviors, and with personal awareness and development. You will come out of the class with a Leadership Development Plan of your own to help you apply the class to your own development as a leader and manager.

### **MBA 667 (2) Organizational Development and Change**

This course is designed to provide students with the theory and practical applications to diagnose organizational problems and to develop appropriate interventions and solutions to those problems. Students also use theory to guide practice in designing and implementing successful organizational change. These activities require students to use research and data analysis skills to gather data to learn about organizations.

### **MBA 672 (2) International Marketing**

This course uses a strategic and integrative approach to global marketing decision making in a global economy. It provides an understanding of international marketing strategies and operations of both beginning and multinational firms. The web based Global Marketing Management Online software will be utilized extensively throughout the course.

### **MBA 674 (2) International Management**

Comparison of major management systems within differing cultural environments. The course looks at cultural differences in value systems and human resource issues.

### **MBA 676 (2) International Finance**

Financing investments and working capital management problems in multi-national environments.

### **MBA 681 (2) Global Business Strategy**

The purpose of this course is to provide a comprehensive understanding of the policies, strategies and operations of companies doing business internationally.

### **MBA 683 (2) Marketing Strategy**

Provides a comprehensive framework for the application of marketing concepts to the development and implementation of marketing strategy. The course emphasizes the activities and processes needed to design a marketing plan.

### **MBA 690 (2) Executive Seminar**

The Executive Seminar provides the opportunity for students to interact directly with visiting executives in order to gain insight into the challenges in leading a modern complex business organization. Personal communication skills, reflective learning, critical thinking assignments, and career planning exercises help shape executive development.

### **MBA 695 (2) Strategic Management and Business Policy**

This course examines policy problems of profit and non-profit organizations, including top management problem solving and decision making; planning; appraising the business environment; evaluating financial, human and physical resources; forecasting; developing and implementing objectives and strategies; evaluating alternatives; and monitoring results and social responsibility through case analysis and/or management simulation. This course also emphasizes the evaluation and development of capabilities and competencies in pursuit of competitive advantage.

## **ACCOUNTING AND BUSINESS LAW**

### **ACCOUNTING**

ACCT 677 (1-4) Individual Study

ACCT 690 (2) Seminar: Accounting

### **BUSINESS LAW**

BLAW 677 (1-4) Individual Study

BLAW 698 (1-6) Internship

### **FINANCE**

FINA 677 (1-4) Individual Study

FINA 695 (3) Seminar: Finance

This course is provided on demand to interested graduate students who want to pursue further study in investigating the empirical and theoretical issues in the financial literature.

### **MANAGEMENT**

MGMT 677 (1-4) Individual Study

MGMT 691 (1-3) In-Service

MGMT 696 (3) Seminar: Management

MGMT 698 (1-6) Internship

## **MARKETING AND INTERNATIONAL BUSINESS**

### **MARKETING**

MRKT 677 (1-4) Individual Study

MRKT 697 (3) Seminar: Marketing

Prerequisite: consent of instructor

**MRKT 698 (1-6) Internship**  
(F) Prerequisite: consent of instructor

## INTERNATIONAL BUSINESS

**IBUS 677 (1-4) Individual Study**  
(S) Prerequisite: consent of instructor

**IBUS 696 (1-3) Seminar in International Business**  
Prerequisite: consent of instructor

**IBUS 698 (1-6) Internship**  
(F) Prerequisite: consent of instructor

## CHEMISTRY

*College of Science, Engineering, and Technology*  
*Department of Chemistry and Geology*  
242 Trafon Science Center N • 507-389-1963  
Website: <http://cset.mnsu.edu/chemgeol/>

The Department of Chemistry and Geology does not offer graduate programs. Graduate courses are available that might supplement other graduate programs or be part of a cross-disciplinary studies program. Graduate courses in the Department of Chemistry and Geology offer students an opportunity to strengthen their academic education in the field of chemistry and to develop the necessary research skills for future careers.

### COURSE DESCRIPTIONS

#### CHEM 507 (3) Water Chemistry

A broad introduction to the chemistry of natural waters and chemical analysis of such systems. Topics covered may include: macromolecular analytes, organic analytes, inorganic analytes, major component/minor component/trace component determinations, matrix effects, equilibrium processes, modeling of chemical/physical transport, regulatory monitoring, and compliance issues. Laboratory exercises will provide students with goal-orientated, cooperative experiences in sampling and measurement of complex samples.  
Prerequisite: CHEM 305 (or equivalent) V

#### CHEM 523 (4) Spectroscopic Determination of Structure

Spectroscopic techniques including structural nuclear magnetic resonance, infrared, and mass spectrometry for determining structural features of molecules will be covered. Spectroscopic methods emphasize interpretation of spectra and also provide hands-on operation of the corresponding electronic instruments. The laboratory uses these techniques for the determination of the structures of a series of unknown compounds.  
Prerequisite: CHEM 321 and 331 (or equivalent) F

#### CHEM 524 (3) Advanced Organic Chemistry

Advanced synthetic organic reactions and their mechanisms. Laboratory will include examples of some of this chemistry and techniques for reaction monitoring and product purification.  
Prerequisite: CHEM 325 (or equivalent) SE

#### CHEM 534 (2) Industrial Chemistry

The synthesis and properties of organic macromolecules, especially industrially important polymers, and the chemistry of other industrially important chemical reactions and processes.  
Prerequisite: CHEM 321 (or equivalent) SO

#### CHEM 537 (4) Food Chemistry

This lecture laboratory course will cover the fundamental principles of food chemistry. Chemical and physical properties of major and minor food components will be discussed. The laboratory will involve both traditional wet chemical methods and more sophisticated instrumental analyses.

#### CHEM 560 (3) Biochemistry I

Detailed analysis of the structures, properties, and functions of proteins, carbohydrates, lipids, and nucleic acids; theory for the purification and analysis of proteins and nucleic acids. Concurrent enrollment in CHEM 565 is recommended.  
Prerequisite: CHEM 321 and 331, and BIOL 105 and 106 (or equivalent) F

#### CHEM 561 (3) Biochemistry II

Detailed analysis of the reactions involved in intermediary metabolism, translation, and replication.  
Prerequisite: CHEM 460/560 (or equivalent) S

#### CHEM 565 (1) Biochemical Techniques I

A lecture/laboratory course which presents methodology and instrumentation used to purify and analyze biomolecules. Techniques include chromatography, autoradiography and radioisotope techniques, agarose and polyacrylamide gel electrophoresis, and spectrophotometry.  
Prerequisite: CHEM 460/560 previously or concurrently. CHEM 305 is recommended. F

#### CHEM 566 (2) Biochemical Techniques II

Students work in teams to solve biochemical research problems by conducting and analyzing experiments which they design.  
Prerequisite: CHEM 460/560 and 465/565 S

#### CHEM 574 (2) Chromatography

Theory and applications of thin layer, paper, liquid, and gas chromatography.  
Prerequisite: CHEM 320 previously or concurrently is recommended F-E

#### CHEM 575 (4) Instrumental Analysis

Theory and practice of modern instrumental methods including basic electronics. Special emphasis placed on sampling methods, analog and digital electronics, electrochemistry, spectrophotometric and chromatographic methods, surface and thin-film analysis, and computer acquisition and data processing techniques.  
Prerequisite: CHEM 305; PHYS 212 or 222 previously or concurrently S

#### CHEM 577 (1-3) Special Topics in Instrumental Analytical Chemistry

Detailed study and focused discussion of a specific analytical technique such as electrochemistry, X-ray analysis, etc., or an area of analysis such as metals, bioanalytical, etc. May be taken more than once for credit, if the topic is different.  
Prerequisite: CHEM 305 (or equivalent) V

#### CHEM 579 (4) Teaching Physical Science

Methods and materials for teaching physical sciences in middle school through high school. Clinical experiences required for the course.  
Prerequisite: consent S

#### CHEM 582 (1-3) Problems in Teaching Science

Investigation of current issues and topics related to the teaching of science in K-12 grades.  
V

#### CHEM 585 (1-2) Seminar in Environmental Chemistry

Study of current environmental problems or issues with emphasis on the relevant chemical principles and understanding necessary to monitor or alleviate the problems.  
Prerequisite: CHEM 305 (or equivalent) V

#### CHEM 590 (1-6) Workshop

#### CHEM 591 (1-6) In-Service

#### CHEM 597 (1-16) Internship

#### CHEM 602 (1-6) Topics: Analytical Chemistry

Recent advances in analytical chemistry or detailed study of advanced techniques or areas of analytical chemistry. This course may be taken more than once for credit if the topic is different.  
Prerequisite: CHEM 305 (or equivalent) V

#### CHEM 616 (1-6) Topics: Inorganic Chemistry

Topics from inorganic chemistry which may include such fields as bioinorganic chemistry, organometallic chemistry, solid state chemistry, and other topics of current interest. This course may be taken more than once for credit if the topic is different.  
Prerequisite: CHEM 413/513 (or equivalent) V

#### CHEM 621 (2-6) Topics: Organic Chemistry

Topics may include the chemistry of heterocyclic compounds or natural products, control of stereochemistry, photochemistry, advanced NMR techniques, or other areas of current interest not covered in other courses. This course may be taken more than once for credit if the topic is different.  
Prerequisite: CHEM 321 and 331 (or equivalent) V



## CHEMISTRY

### CHEM 642 (2-6) Topics: Physical Chemistry

Advanced consideration of some fundamental area in physical chemistry with application to a topic of current interest to the instructor and students. The course will depend on reading and discussion of current primary literature. Possibilities include: quantum mechanics and molecular structure calculations, condensed phase structure, development of novel materials, etc.

Prerequisite: CHEM 442/542 (or equivalent) V

### CHEM 660 (2-6) Topics: Biochemistry

Detailed study of the literature in one selected area of biochemistry. This course may be taken more than once for credit if the topic is different.

Prerequisite: CHEM 461/561 (or equivalent) V

### CHEM 677 (1-6) Individual Study

### CHEM 682 (2) Chemistry for the Elementary Teacher

### CHEM 685 (1-3) Laboratory Supervision & Maintenance

### CHEM 690 (1-6) Workshop

### CHEM 692 (1-6) Research

### CHEM 694 (1-2) Alternate Plan Paper

### CHEM 695 (1-2) Graduate Seminar

Students will present a seminar on either a research proposal for their graduate research or the results of their thesis research.

S

### CHEM 698 (1-8) Internship

### CHEM 699 (3-6) Thesis

## COMMUNICATION DISORDERS MS

*College of Allied Health & Nursing*

*Department of Speech, Hearing, and Rehabilitation Services*

103 Armstrong Hall • 507-389-1414

Communication Disorders is a discipline in human services offering graduates rewarding careers in speech and language pathology. A Master of Science program is available for students who have an undergraduate major in communication disorders or its equivalent. Individuals without an undergraduate degree in CDIS who are interested in a Master of Science degree in CDIS should contact the department graduate coordinator. Employment opportunities are commonly available in schools, hospitals, rehabilitation centers, and private practice. The thesis or the alternate plan programs, when combined with students' undergraduate preparation, lead to the academic and practicum requirements for the Certificate of Clinical Competence (CCC) in Speech-Language Pathology issued by the American Speech, Language and Hearing Association (ASHA). Effective January 1, 1994, all graduate work applied toward the CCC must have been initiated and completed at a program accredited by the Council on Academic Accreditation (CAA) of ASHA. The Graduate Program in Communication Disorders is accredited by CAA.

**Program Purpose.** It is the purpose of the Master of Science Program in Communication Disorders to provide a high quality of student preparation leading to careers in human services for persons with communication disorders and to promote scientific investigation in the normal and abnormal development and use of speech, language, hearing, and swallowing.

**Admission.** Applications for admission are competitive and must be received by February 1st for the following fall semester. If a vacancy occurs during the academic year, mid-year admission is possible. Approximately 15 new admissions are accepted each year. To take graduate level courses, applicants must have been admitted by the College of Graduate Studies and Research. Competitive applicants should have attained (1) a Graduate Record Examination (GRE) score of at least 400 on the verbal and quantitative test sections (writing scores considered on a case-by-case basis), (2) a grade point average (GPA) of 3.0 or better on a 4.0 scale, and (3) professional coursework. Applicants who have not attained the above GPA (3.0) may be admitted provisionally on the basis of their performance on the GRE (contact department for

specific requirements and prior experience). Three statements of recommendation are also required as well as submission of a writing sample in the form of a letter of intent.

**Financial Assistance.** A limited number of graduate assistantships in Communication Disorders are available. Applications can be obtained online from the College of Graduate Studies and Research and should be filed by February 1st for the following academic year or until positions are filled.

**Additional Information.** Graduate study in Communication Disorders is fundamentally different than undergraduate work, as graduate students are expected to demonstrate superior academic performance. To be recommended by the faculty for graduation, each student's Plan of Study is reviewed individually for deficiencies.

Since ASHA allows both graduate and undergraduate credits to be applied to certification in speech, graduate students must complete the residual course credits between their undergraduate credits and the total ASHA requirements, as well as the University minimums for theses or alternate plan paper options. Similarly, they must meet the ASHA standard for clock hours of clinical practicum and at least 325 of these hours must be earned at the graduate level. At least 50 percent of students' academic credits must be at the 600-level, excluding the thesis and APP credits. With its emphasis on competency in becoming a speech-language pathologist, students must have experienced clinical supervision by at least two different faculty supervisors. Graduate students are required to enroll in two nonconcurring sections of CDIS 695. Assignments for CDIS 695 will involve an off-campus facility that requires travel. Two semesters of Internship 698 are also required of all graduate students.

**Honesty Policy.** As members of Minnesota State University, Mankato community, students assume the responsibility to meet the academic obligations in a fair and honest manner. This responsibility includes avoiding such activities as cheating, plagiarism, or collusion. Please refer to the University policy on academic honesty for definitions of terms and explanations.

## COMMUNICATION DISORDERS MS

(Thesis Track – 51 credits)

(Alternate Plan Paper Track – 52 credits)

### Required Core (37-47 credits)

CDIS 518	Seminar: Stuttering (2)
CDIS 540	Organization and Management of Clinical Pro.(2)
CDIS 577	Augmentative and Alternative Communication (2)
CDIS 613	Naturalistic Eval. Children (3)
CDIS 614	Language Therapy and Children (3)
CDIS 615	Seminar: Speech Sound Disorders (2)
CDIS 616	Seminar: Voice Problems (2)
CDIS 619	Adult Language Disorders (3)
CDIS 621	Motor Speech Disorders (3)
CDIS 688	Multicultural Issues (3)
CDIS 692	Dysphagia (3)
CDIS 695-01	Clinical Practicum SLP (2)
CDIS 695-02	Clinical Practicum SLP (2)
CDIS 522	Clinical Practicum Aud (2)
CDIS 698	Internship (1-1.2) May take more than two internships.

### Other courses to complete certification requirements.

CDIS 610	Research and Information Technology in Communication Disorders (4)
CDIS 675	Selected Topics (3)
CDIS 694	Alternate Plan Paper (2); <b>OR</b>
CDIS 699	Thesis (3)

## COURSE DESCRIPTIONS

### CDIS 502 (2) Child Language Disorders

Types and characteristics of language disorders in children.

Prerequisite: admission to major or concurrent enrollment in CDIS 503, consent of instructor, special education majors F

### CDIS 503 (1) Child Language Disorders Lab

Lab associated with CDIS 4/502. Practice in applying course content to the language of children.

Prerequisite: admission to major, or concurrent enrollment in CDIS 502, consent of instructor, special education majors F

**CDIS 522 (1) Clinic Practicum: Audiology**

Clinical practice with audiometry, tympanometry, and patient counseling.  
Prerequisite: admission to major; CDIS 301, 421; GPA 2.8 in major F,S

**CDIS 540 (2) Organization & Management of Clinical Speech Programs**

Delivery of clinical services in schools, hospitals, rehabilitation centers, and other settings.

**CDIS 577 (2) Augmentative and Alternative Communication**

Explains and demonstrates the use of augmentative and alternative communication in the acquisition of knowledge about human communication disorders.  
S

**CDIS 610 (3) Research and Information Technology in Communication Disorders**

Strategies for identifying, designing, and critiquing research and professional information from classic and evidence-based practice perspectives.  
F

**CDIS 613 (3) Naturalistic Eval Child**

Non-standardized, informal assessment techniques of children's language disorders.  
Prerequisite: CDIS 402 S

**CDIS 614 (3) Language Therapy Children**

Remedial procedures and intervention programs for language impaired children.  
Prerequisite: CDIS 402 S

**CDIS 615 (2) Sem: Speech Sound Disorder**

Advances in basic research and practices as they pertain to speech sound problems.  
Prerequisite: CDIS 438 S

**CDIS 616 (2) Sem: Voice Problems**

Advances in basic research and practice related to voice and resonance problems.  
Prerequisite: CDIS 416 S

**CDIS 617 (3) Stuttering**

Description, etiology, assessment, and management of fluency disorders.

**CDIS 619 (3) Adult Language Disorders**

Advances in basic research and practice related to aphasia traumatic brain injury, right hemisphere dysfunction, and the dementias. F

**CDIS 621 (3) Motor Speech Disorders**

Apraxia and dysarthria of speech and dysphagia. Causes, assessment, and management.  
Prerequisite: CDIS 410 S

**CDIS 675 (1-3) Sem: Selected Topics**

Course content varies among communication disorders topics with each offering.  
V

**CDIS 677 (1-6) Individual Study**

Advanced individual study in a specific area. All terms

**CDIS 688 (3) Multicultural Issues in Speech, Hearing and Rehabilitation Services**

Recognition and differentiation of linguistic and cultural differences and disorder in the multicultural population.

**CDIS 692 (3) Dysphagia**

Description, etiology, assessment, and treatment of swallowing disorders across the life span. Bedside and instrumental techniques for the study of swallowing are presented.

**CDIS 694 (1-2) Alternate Plan Paper****CDIS 695 (1) Clinic Prac: Comm Disord**

Supervised delivery of clinical services.  
Prerequisite: admission to graduate program and 25 hours of observation

**CDIS 698 (1-12) Internship**

Prerequisite: CDIS 692 and a minimum of 25 clinical hours.

**CDIS 699 (3) Thesis****COMMUNICATION STUDIES**

*College of Arts and Humanities*

*Department of Communication Studies*

230 Armstrong Hall • 507-389-2213

Communication Studies offers programs leading to the Master of Arts, Master of Fine Arts, and the Master of Science degrees. Programs are available for all students who have a bachelor's degree. Students must complete graduate courses in communication theory and research methods and may design the remainder of their program with the approval of the Graduate Coordinator in Communication Studies.

**Admission.** In addition to completing the minimum requirements for the College of Graduate Studies and Research, students must also have a GPA of 2.75 or better in overall undergraduate studies and a 3.0 for the last two years of undergraduate work. In one packet, students should submit the following items: three letters of recommendation from individuals qualified to judge competence in speech communication scholarship (e.g., a writing sample demonstrating research, sound analysis, organization and evidence such as a term paper, convention paper, professional report); and a statement of personal, educational and professional goals.

The Graduate Coordinator examines applications and determines if requirements have been met. If an applicant does not meet the requirements, admission may be provisional. Probationary status may be provided for applicants with an undergraduate degree whose GPA is below admission standards under the following conditions: Acceptable performance on the GRE and/or acceptance of a student petition and contingency of adherence to contract terms formulated by graduate faculty.

Students with a major in Communication Studies may repeat any course in the department in an effort to improve grades. A student may repeat a specific course only once. In exceptional circumstances, a student may appeal to the department chair for a second repeat of a course. The official grade for the course, listings on a student's transcript, and other matters related to course repeats will adhere to appropriate university policies.

A maximum of six (6) graduate credits from "NFL" courses may be applied toward satisfactory completion of the Master of Arts, Master of Science, and Master of Fine Arts-Forensics in Communication Studies. The limit may be waived with consent of a student's graduate advisor.

A maximum of three (3) credits from CMST 677-Individual Study may be applied toward completion of the Master of Science in Communication Studies. The limit may be waived with consent of the graduate advisor.

A maximum of six (6) combined credits from CMST 677-Individual Study and/or CMST 697-Internship (i.e., 3 cr. 677 + 3 cr. 697; 6 cr. 677; 6 cr. 697) may be applied toward completion of the Master of Arts or Master of Fine Arts in Communication Studies. The limit may be waived with consent of the graduate advisor.

**COMMUNICATION STUDIES MA**

(Thesis Plan 33 credits)

(Alternate Paper Plan 35 credits)

**Required Core (6-9 credits)**

CMST 600 Seminar in Communication Theory (3)

CMST 601 Communication Research Methods (3)

CMST 602 Communication Pedagogy (3)

CMST 603 Strategies: Basic (0)\*

CMST 650 Capstone Prospectus (0)

\*required only of Graduate Teaching Assistants

**Required Electives (12-15 credits)**

Choose 5/600 level electives in consultation with an advisor

**Required Supporting-Field Electives (6-9 credits)**

Choose any 5/600 level related elective in consultation with an advisor

**Required Thesis or Alternate Plan Paper (2-6 credits)**

CMST 694 Alternate Plan Paper (2 credits)

CMST 699 Thesis (3-6 credits)

## COMMUNICATION STUDIES

Appropriate research tools such as ethnography, critical analysis, language, statistics or others may be required by the department. No P/N credit is acceptable in fulfilling major requirements except in the case of theses, practicums, internships, in-service courses and individual study, and then only by special permission of the department. Fifty percent (50 percent) of all coursework must be at the 600 level, not including thesis or alternate plan.

### COMMUNICATION STUDIES MFA – FORENSICS

(Thesis Option - 48 credits)

The Master of Fine Arts Forensics degree is a terminal degree for forensic professionals. Students who wish to teach and direct forensics programs at the college level will find the MFA is appropriate, tenurable degree at many four-year institutions around the country. The degree additionally certifies intense study of the theory and practice of communicative public performance for those students whose career aspirations are outside of collegiate forensics and teaching. Those students will find the degree as appropriate training for careers as a communication consultant, a motivational speaker and a communication trainer.

Admission to the online MFA Program is contingent on approval from the Graduate Coordinator, Director of Forensics, and the Assistant Director of Forensics in the Department of Communication Studies.

Criteria used when granting admission to the online program:

1. Significant experience as a forensic competitor and/or coach.
2. Documented need to complete program online rather than on-campus.
3. Documentation the student can complete the practicum course (CMST 630) with a forensic program the Director of Forensics approves as providing the necessary experiential components.
4. Documentation of an "on-site supervisor" who can verify required hours for CMST 630.
5. Number of students currently enrolled in the online MFA program.

#### Major Common Core

Note: 603 required only of Graduate Teaching Assistants.

CMST 509	Performance Studies (3)
CMST 535	Forensics Pedagogy (3)
CMST 600	Seminar in Communication Theory (3)
CMST 601	Communication Research Methods (3)
CMST 602	Communication Pedagogy (3)
CMST 603	Strategies: Basic (0)
CMST 630	Forensics Practicum (3)
CMST 650	Capstone Prospectus (0)
CMST 651	Comprehensive Exams (0)
CMST 699	Thesis (3)

#### Restricted Electives

Organization/Conflict

Choose 3 credits:

CMST 512	Organizational Communication (3)
CMST 545	Conflict Management (3)

#### Intercultural/Interpersonal

Choose 3 credits:

CMST 613	Advanced Intercultural Communication (3)
CMST 621	Advanced Interpersonal Communication (3)

#### Rhetoric

Choose 3 credits:

CMST 515	Topics in Rhetoric and Culture (1-3)
CMST 620	Modern Rhetorical Criticism (3)

#### Professional

Choose 3 credits:

CMST 605	Teaching Communication Studies Online (3)
CMST 633	Communication for Professionals (3)

#### Unrestricted Electives

Required Communication Studies Electives: Choose 9 credits from 5/600-level courses in Communication Studies in consultation with an advisor.

Required Supporting Field Electives: Choose 6 credits from 5/600-level courses in a supporting field in consultation with an advisor.

Appropriate research tools such as ethnography, critical analysis, language, statistics or others may be required by the department. No P/N credit is acceptable in fulfilling major requirements except in the case of thesis, practicums, internships, in-service courses and individual study, and then only by special permission of the department. Fifty percent (50%) of all coursework must be at the 600-level, not including thesis or alternate plan.

### COMMUNICATION STUDIES MS

(Project Option - 36 credits)

#### Required Core (15 - 18 credits)

CMST 600	Seminar in Communication Theory (3)
CMST 601	Communication Research Methods (3)
CMST 602	Communication Pedagogy (3)
CMST 603	Strategies: Basic Course (0)*
CMST 650	Capstone Prospectus (0)
CMST 697	Internship (6-9)

\*required only of Teaching Assistants

#### Required Electives (12 - 15 credits)

Choose 5/600 level electives in consultation with an advisor

#### Required Supporting-Field Electives (6 credits)

Choose any 5/600 level related elective courses

## CERTIFICATES IN COMMUNICATION STUDIES

### Graduate Certificate in Professional Communication

12-credit online program

Employers routinely cite the need for effective oral, interpersonal and group communication skills. The Graduate Certificate in Professional Communication, offered by the Department of Communication Studies at Minnesota State University, Mankato, integrates communication theory, research and practical skills to provide students with the necessary abilities to succeed in a variety of professional arenas.

Our program has been developed primarily for working professionals who are unable to enroll in a traditional face-to-face graduate degree program. The graduate certificate program is offered entirely online. Prospective students can complete our program while continuing to work, and need not travel to Mankato for coursework. There is no residency requirement for this certificate.

Our program meets the needs of working students who have a bachelor's degree in a communication-related field and are employed in an occupation in which they are using communication skills. Our program provides these students with advanced training in communication skills for job enhancement, promotion opportunities, and/or career re-training.

The graduate certificate is 12 credits, all of which are available online and all of which will also transfer into the MA program in Communication Studies should students decide to continue. The program consists of two core courses, and then students may select two additional courses from four more offerings. The program is designed to be completed in two years or less. Each course listed below will be offered at least once every two years.

#### Core (6 credits)

CMST 604	Communication Training and Development
CMST 633	Communication for Professionals

#### Required Electives (Choose 6 credits)

CMST 512	Organizational Communication
CMST 515	Topics in Rhetoric and Culture
CMST 545	Conflict Management
CMST 601	Communication Research Methods

### Graduate Certificate in Communication Education

16-credit online program

Designed for individuals interested in teaching at technical and community colleges. Minnesota and many other states have a standard requirement that community and

technical college faculty must hold a master's degree and a minimum of 16 credit hours in discipline. This graduate certificate provides a means for anyone who holds a master's in another discipline but also wishes to teach in speech communication/communication studies.

#### Common Core

CMST 633 Communication for Professionals (3)

#### Restricted Electives

##### Choose three credits:

CMST 602 Communication Pedagogy (3)  
CMST 605 Teaching Communication Studies Online (3)

##### Choose 10 credits:

CMST 515 Topics in Rhetoric and Culture (3)  
CMST 535 Forensics Pedagogy (3)  
CMST 545 Conflict Management (3)  
CMST 550 NFL-Pedagogy (1-3)  
CMST 551 NFL-Introduction to Debate (1-3)  
CMST 552 NFL-Advanced Debate (1-3)  
CMST 553 NFL-Basics in Forensics (1-3)  
CMST 554 NFL-Introduction to Interpretation (1-3)  
CMST 555 NFL-Forensics Theory and Practice I (1-3)  
CMST 556 NFL-Forensics Theory and Practice II (1-3)  
CMST 557 NFL-Forensics Theory and Practice III (1-3)  
CMST 620 Modern Rhetorical Criticism (3)  
CMST 621 Advanced Interpersonal Communication (3)

### COMMUNICATION AND COMPOSITION MS

36 credits (APP or Internship program)

A multi-disciplinary program designed for individuals with an interest in teaching both communication AND composition at community colleges and technical colleges. Most states require a minimum of in-discipline credit hours to teach at community and technical colleges.

Students are encouraged to contact the appropriate state agency and confirm the number of credit hours required for certification to teach at a technical or community college.

#### Common Core

ENG 621 or ENG 622 may be taken, with the permission of advisor, as a substitute for ENG 655. ENG 621 and 622 are only offered on-campus.

CMST 633 Communication for Professionals (3)  
ENG 555 Advanced Writing Workshop (4)  
ENG 625 Seminar: Composition Theory (3)  
ENG 655 Topics in Teaching Writing (3)

#### Restricted Electives

##### Communication Instruction

##### Choose 3 Credit(s).

CMST 602 Communication Pedagogy (3)  
CMST 605 Teaching Communication Studies Online (3)

##### Communication Electives

##### Choose 10 Credit(s).

CMST 515 Topics in Rhetoric and Culture (1-3)  
CMST 535 Forensics Pedagogy (3)  
CMST 545 Conflict Management (3)  
CMST 550 NFL-Pedagogy (1-3)  
CMST 551 NFL-Introduction to Debate (1-3)  
CMST 552 NFL-Advanced Debate (1-3)  
CMST 553 NFL-Basics in Forensics (1-3)  
CMST 554 NFL-Introduction to Interpretation (1-3)  
CMST 555 NFL-Forensics Theory and Practice I (1-3)  
CMST 556 NFL-Forensics Theory and Practice II (1-3)  
CMST 557 NFL-Forensics Theory and Practice III (1-3)  
CMST 620 Modern Rhetorical Criticism (3)  
CMST 621 Advanced Interpersonal Communication (3)

#### English Electives

##### Choose 6 - 8 Credit(s).

ENG 553 Topics in Rhetoric and Composition (4)

ENG 554 Persuasive Writing on Public Issues (4)  
ENG 584 Pedagogical Grammar and Academic English (4)  
ENG 649 Topics in Creative Writing (1-3)  
ENG 657 Teaching Writing with Literature (3)  
ENG 658 Argumentation Theory (3)

#### Research Methods

##### Choose 3 Credit(s).

Consult with your advisor.

CMST 601 Communication Research Methods (3)  
ENG 656 Teacher Research in the Writing Classroom (3)

#### Capstone

##### Choose 1 Credit(s).

Consult with your advisor. CMST 650 required if selecting CMST 694 or CMST 697.

CMST 650 Capstone Prospectus (0)  
CMST 694 Alternate Plan Paper (1-2)  
CMST 697 Internship (1-12)  
ENG 694 Alternate Plan Paper (1-2)  
ENG 698 Internship (1-6)

### COURSE DESCRIPTIONS

#### CMST 503 (3) Gender and Communication

This course is designed to develop an understanding of how gender and communication interact. Students learn the basic theories and principles of communication as it applies to gender and develop skills to enhance communication between and among gender groups.

#### CMST 509 (3) Performance Studies

This course is an overview of key performance studies concepts, including cultural performance, performance of everyday life, theories of play, social influence, and identity performance. Students will develop and present performances as a means to understand theoretical concepts.

#### CMST 510 (1-3) Topics in Relational Communication

Special interest courses devoted to specific topics within relationship communication. Topics vary, and course may be retaken for credit under different topic headings. (Fall, Spring, Summer on demand)

#### CMST 512 (3) Organizational Communication

This course is designed to develop an understanding of speech communication in the organizational context. The course will aid each individual in working more effectively within any type of organization through exposure to major theories and works in the area of organizational communication.

#### CMST 515 (1-3) Topics in Rhetoric and Culture

Special interest courses devoted to specific topics within the intersecting fields of rhetoric and culture. Topics vary, and course may be retaken for credit under different topic headings.

#### CMST 516 (1-3) Topics in American Public Address

Special interest courses devoted to specific topics within the field of American Public Address. Topics vary, and course may be retaken for credit under different topic headings.

#### CMST 535 (3) Forensics Pedagogy

Course is designed to give students a theoretical understanding of competitive speech and debate.

#### CMST 540 (1-3) Special Topics

A course designed for students who have a general interest in communication studies. Content of each special topics course will be different. May be retaken for credit.

#### CMST 545 (3) Conflict Management

This theory and research-oriented course examines the relationship between communication and conflict, and is designed to provide students with knowledge and skills in dealing with conflict situations.

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## COMMUNICATION STUDIES

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### CMST 550 (3) (1-3) NFL- Pedagogy

Course reserved for graduate students taking online NFL modules.

### CMST 551 (1-3) NFL-Introduction to Debate

Course reserved for graduate students taking online NFL modules.

### CMST 552 (1-3) NFL-Advanced Debate

Course reserved for graduate students taking online NFL modules.

### CMST 553 (1-3) NFL-Basics in Forensics

Course reserved for graduate students taking online NFL modules.

### CMST 554 (1-3) NFL-Introduction to Interpretation

Course reserved for graduate students taking online NFL modules.

### CMST 555 (1-3) NFL-Forensics Theory and Practice I

Course reserved for graduate students taking online NFL modules.

### CMST 556 (1-3) NFL-Forensics Theory and Practice II

Course reserved for graduate students taking online NFL modules.

### CMST 557 (1-3) NFL-Forensics Theory and Practice III

Course reserved for graduate students taking online NFL modules.

### CMST 600 (3) Seminar in Communication Theory

An introduction to the communication field focusing on theory construction and the function of communication theory/models in the human experience. Contemporary theories of communication will be reviewed.

### CMST 601 (3) Communication Research Methods

Graduate students will gain a basic understanding of the research process as it applies to the field of communication. Research designs, methods, and data analysis procedures will be explored. Students will research, prepare, and write a research document.

### CMST 602 (3) Communication Pedagogy

Required for all graduate students in the Department of Communication Studies. Surveys traditional pedagogical theories as well as critical pedagogical theories as they pertain to teaching communication courses.

### CMST 603 (0) Strategies: Basic

Open only to teaching assistants of the basic course in Communication Studies. Covers course design, course evaluation, methodologies for skill development, and related topics.

### CMST 604 (3) Communication Training and Development

This course focuses on preparing professional trainers and developers in communication teaching, training and development.

### CMST 605 (3) Teaching Communication Studies Online

Course is designed to prepare students to teach communication courses online. This course is not intended to teach communication pedagogy, but rather to teach how to prepare units, modules, and courses for an online environment.

### CMST 613 (3) Advanced Intercultural Communication

This course explores the reasons we have difficulty communicating with people from other cultures, why misunderstandings occur, and how to build clearer and more productive cross-cultural relationships.

### CMST 620 (3) Modern Rhetorical Criticism

This course includes the skills in the analysis, application, and evaluation of argumentative communication.

### CMST 621 (3) Advanced Interpersonal Communication

This course explores and critically examines interpersonal communication theory development, current research and leading theoretical perspectives, and potential applications in contemporary interpersonal communication contexts and relationships.

### CMST 630 (3) Forensics Practicum

This course is designed to help prepare students for their professional roles as directors or assistant directors of collegiate or high school forensics programs.

### CMST 633 (3) Communication for Professionals

This course is designed to enhance the communication skills of professionals. Students will learn theory and techniques of presentation for academic conferences, professional meetings, business and industry presentations, interviews, and group meetings. The use of technology in professional communication will be highlighted.

### CMST 640 (1-3) Special Topics

This course provides both graduate students and faculty the opportunity to work together with a specific theme that is timely and relevant to the field. May be repeated for credit.

### CMST 650 (0) Capstone Prospectus

Capstone Prospectus requires a student seeking an MA, MS, or MFA to complete a research proposal. The student defends the prospectus before their committee. See advisor for specifics.

Prerequisite: CMST 601

### CMST 651 (0) Comprehensive Exams

The course requires a graduate student seeking an MFA to successfully pass comprehensive exams. The student is required to enroll and take the exams at least one semester before graduation. See advisor for specifics on the comprehensive exam.

Prerequisite: CMST 601.

### CMST 677 (1-6) Individual Study

Advanced independent study. A maximum of three (3) credits of CMST 677 may be applied toward completion of the MS in Communication Studies. The limit may be waived with consent of the graduate advisor. A maximum of six (6) combined credits from CMST 677-Individual Study and/or CMST 697-Internship (i.e., 3 cr. 677 + 3 cr. 697; 6 cr. 677; 6 cr. 697) may be applied toward completion of the MA or MFA in Communication Studies. The limit may be waived with consent of the graduate advisor.

### CMST 690 (1-4) Workshop

Topics vary as announced in class schedules.

### CMST 694 (1-2) Alternate Plan Paper

Review and interpretation of a body of research.

### CMST 697 (1-12) Internship

Provides first-hand experience in applying communication theories in the workplace under the direction of an on-site supervisor. Must complete minimum of 18 graduate credits before taking CMST 697-Internship. A maximum of six (6) combined credits from CMST 677-Individual Study and/or CMST 697-Internship (i.e., 3 cr. 677 + 3 cr. 697; 6 cr. 677; 6 cr. 697) may be applied toward completion of the MA or MFA in Communication Studies. The limit may be waived with consent of the graduate advisor.

### CMST 699 (3-6) Thesis

Original research which meets accepted research standards.

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## COUNSELING AND STUDENT PERSONNEL MS

*College of Education*

*Department of Counseling and Student Personnel*

107 Armstrong Hall • 507-389-2423

The need for professional counselors in schools, colleges and social agencies is increasing. The professional counselor is a product of an intensive graduate program which specifically prepares students to take their place in this expanding occupation. The staff of this nationally accredited program are dedicated to offering three challenging specialization areas.

The Council for the Accreditation of Counseling and Related Educational Programs (CACREP), a specialized accrediting body recognized by the American Counseling Association and the Council on Post-secondary Accreditation (COPA), has conferred national accreditation to the following program areas in the Department of Counseling and Student Personnel: Mental Health Counseling, Professional School Counseling, and Student Affairs Practice in Higher Education.

COUNSELING AND STUDENT PERSONNEL MS

Choose one of the following specialization areas:

**COLLEGE STUDENT AFFAIRS (50 CREDITS)**

College Student Affairs is a broad program designed to prepare individuals for positions on the college campus in admissions, counseling, financial aid, student housing, student activities, career development and student affairs administration. A comprehensive overview of the field of student affairs is offered with the opportunity to work in several areas. Emphasis is placed on the developmental issues confronting college students, philosophical bases, and the multi-disciplinary foundations of student affairs.

**Required Prerequisite:** A course in statistics.

CSP	570	Group Procedures (3)
CSP	620	Introduction to College Student Affairs in Higher (3)
CSP	622	Administration in Student Affairs (3)
CSP	635	Budget and Finance in Higher Education (3)
CSP	645	Counseling Procedures & Skills I (3)
CSP	647	Crisis Intervention Strategies (3)
CSP	648	Counseling in a Multicultural Society (3)
CSP	652	Human Development Through the Family Life Cycle (3)
CSP	658	Career Development I (3)
CSP	662	American College Student (3)
CSP	664	Management & Assessment of Campus Environments (3)
CSP	665	Counseling Theories (3)
CSP	666	Counseling Procedures & Skills II (3)
CSP	675	Research and Writing in Counseling & Student Personnel (3)
CSP	685	Practicum in College Student Affairs (1-4)
CSP	686	Internship I in College Student Affairs (1-4)
CSP	687	Internship II in College Student Affairs (1-4)
CSP	694	Alternate Plan Paper (2)

**MENTAL HEALTH COUNSELING (60 credits)**

The Mental Health Counseling program prepares individuals through coursework and supervised experience to serve in a variety of clinical settings: mental health centers, family counseling and community agencies; consultation in business and industry settings; career counseling settings; and private practice. Professional preparation includes counseling theories and skills, specialized skills with individuals, groups, and families, assessment and treatment planning, counseling through the life span (children, adolescents, adults, and senior adults), social and cultural factors in counseling, use of technology in counseling, research methods, and supervised clinical experience. .

**Required Prerequisites:**

Statistics, Developmental Psychology and Abnormal Psychology or equivalents.

**Required Core Courses (21 credits)**

CSP	645	Counseling Procedures and Skills I (3)
CSP	647	Crisis Intervention Strategies (3)
CSP	648	Counseling in a Multicultural Society (3)
CSP	652	Human Development Through the Family Life Cycle (3)
CSP	658	Career Development (3)
CSP	665	Counseling Theories (3)
CSP	666	Counseling Procedures and Skills II (3)
CSP	675	Research and Writing in Counseling and Student Personnel (3)

**Mental Health Counseling Required Courses (39 credits)**

CSP	573	Counseling the CD Family (3)
CSP	618	Introduction to Mental Health Counseling (3)
CSP	650	Child & Adolescent Counseling Techniques (3)
CSP	653	Professional Issues in Mental Health Counseling and Family Counseling (3)
CSP	661	Appraisal Techniques: Mental Health Counseling (3)
CSP	667	Family Counseling (3)
CSP	668	Couples Counseling (3)
CSP	669	Intervention: Treatment Planning and Evaluation (3)
CSP	673	Group Counseling (3)
CSP	678	Practicum I: Mental Health Counseling (1)
CSP	679	Internship I: Mental Health Counseling (2)
CSP	680	Internship II: Mental Health Counseling (3)
CSP	689	Technology in Counseling and Student Affairs (3)

The Department of Counseling and Student Personnel prepares students at the graduate level through the following specialization areas: College Student Affairs, Professional Community Counseling and Professional School Counseling (K-12 licensure). The department also provides service courses for students from a variety of majors within the university for professional development, including an undergraduate course in Decision Making/Career Life. This course is specifically designed to assist students in the decision-making processes that are necessary for effective personal planning.

**Admission.** All applicants should submit the following to the College of Graduate Studies and Research:

1. A completed Application for Graduate Study;
2. Verification of the Baccalaureate degree from a regionally accredited college or university;
3. Two official transcripts listing undergraduate/graduate degree(s) to be sent directly from the degree granting institution to the College of Graduate Studies and Research (including Minnesota State Mankato students, undergraduates, faculty, and staff); and
4. Any additional information required for international students, if appropriate.

Where the GRE or MAT is required (see number 4 below), the applicant must request that the testing institution send the official scores directly to the College of Graduate Studies and Research. Upon receipt of these materials, the College of Graduate Studies and Research will forward the applicant's file to the Department of Counseling and Student Personnel for admission recommendation.

In addition to the College of Graduate Studies and Research' requirements, the applicant must submit the following directly to the Department of Counseling and Student Personnel:

1. Three letters of recommendation (forms are available from the Department of Counseling and Student Personnel) focusing on the applicant's academic potential as well as the individual's promise to become an effective counselor/helping professional (if possible one of these recommendations should be from an undergraduate/graduate instructor and/or academic advisor);
2. A completed Personal Statement form (available from the Counseling and Student Personnel department office) summarizing the applicant's experiences and professional goals;
3. The applicant's professional resume or vita;
4. Attainment of a minimum grade point average of 3.0 on a 4.0 scale during the last two years of undergraduate study. If the applicant's GPA is below 3.0, the student must have obtained a minimum GRE score of 900 in the Verbal plus Quantitative subtests and a minimum of 500 in either the Verbal or Quantitative subtest, with an overall minimum GRE score of 1350 for the verbal, quantitative and analytical combined. NOTE: GRE scores must be received in the College of Graduate Studies and Research prior to the applicant's file being forwarded to the Department of CSP for departmental admission recommendation. A student may choose to submit results from the MAT and attain a score of 405 or higher in lieu of the GRE to meet admission requirements.

Admissions will occur summer session and fall semester only. There will be no consideration for admission until all of the above admission criteria have been met. All materials must be received in the Department of Counseling and Student Personnel office by the posted deadline. Early application is recommended as enrollment is limited. Applicants will be notified regarding their application status following the receipt of all required application materials. Complete applications will be reviewed starting in February 15.

Admission does not guarantee continuation in the department, admission to a practicum, internship, or graduation. As part of the admission process and throughout the program, the student's personal characteristics and professional potential are evaluated. Formalized reviews are conducted at the following times:

1. on completion of the student's Plan of Study (within the first 15 credits of work);
2. during completion of skills acquisition courses;
3. during completion of the pre-practicum application and during the practicum and internship experiences;
4. on completion of comprehensive examinations.

**Graduate Assistantships.** A limited number of graduate assistantships are available to students enrolled in the Department of Counseling and Student Personnel. Graduate assistantships are also available through the Office of Student Affairs at 336 Wigley Administration Center, Phone 507-389-2121 or the Office of Residential Life, 111 Carkoski Commons, Phone 507-389-1011. All graduate assistants must be full-time graduate students. Full assistantships pay a stipend of \$9,000 plus a tuition waiver of up to nine credits a semester. Other types of financial assistance are available through the Office of Financial Aid, 143 Wigley Administration Center, Phone 507-389-1866.

## COUNSELING AND STUDENT PERSONNEL

### Optional Electives

ED	590	Fall Play Therapy Conference (Graduate Credit Option) (1)
CSP	654	Play Therapy Theories and Techniques (3)
CSP	656	Advanced Play Therapy Theories and Techniques (3) or
CSP	670	Issues in Counseling Women (3)
CSP	671	Assessment of Intellectual Functioning (3)
CSP	681	Internship III in Mental Health Counseling (Summer Internship, if needed) (1)

### LICENSURE OPTIONS FOR M.S. IN MENTAL HEALTH COUNSELING

Licensure requirements vary by state, and state licensing boards may make changes to these requirements from time to time. Graduate students in the Mental Health Counseling program preparing for licensure should stay current with licensing requirements for the state(s) where they plan to work, and should include this information when seeking academic advising from CSP faculty.

### Licensed Professional Counselor (LPC) or Licensed Professional Clinical Counselor (LPCC)

The M.S. in Mental Health Counseling includes the coursework currently required for application to the National Board for Certified Counselors (NBCC) to take the National Counseling Examination (NCE), and the National Clinical Mental Health Counseling Examination (NCMHCE) or Examination of Clinical Counseling Practice (ECCP). These exams are used by Minnesota and a number of states as part of the licensing process for LPC and/or LPCC. Details on current Minnesota LPC/LPCC licensure can be found at the Minnesota Board of Behavioral Health and Therapy website at [www.bbht.state.mn.us](http://www.bbht.state.mn.us). Details on counseling licensure requirements throughout the United States can be found at the American Association of State Counseling Boards website at [www.aascb.org](http://www.aascb.org).

### Licensed Marriage and Family Therapist (LMFT)

The M. S. in Mental Health Counseling includes the coursework currently required for application to the Minnesota Board of Marriage and Family Therapy to take the Examination in Marital and Family Therapy (EMFT) offered by the Association of Marital and Family Therapy Regulatory Board (AMFTRB). The EMFT is used by Minnesota and a number of states as part of the licensing process for Licensed Marriage and Family Therapist (LMFT). Details on current Minnesota LMFT licensure can be found at the Minnesota Board of Marriage and Family Therapy website at [www.bmft.state.mn.us](http://www.bmft.state.mn.us). Details on MFT licensure requirements throughout the United States can be found at the Association of Marital and Family Therapy Regulatory Board website at [www.amftrb.org](http://www.amftrb.org).

### PROFESSIONAL SCHOOL COUNSELING: K-12 (50 credits)

The Professional School Counseling program prepares individuals for careers as school counselors in K-12 schools. Areas of training include individual and group counseling, crisis intervention, and classroom developmental guidance, all of which are designed to foster the personal, educational, and career development of K-12 students. Particular emphasis is placed on the professional school counselor's role in enhancing the mental health of children and adolescents, as well as the early identification of potential mental health concerns among K-12 students. Training in the use various appraisal instruments, research data, and consultation strategies is also provided.

### Required Prerequisites:

Statistics and Abnormal Psychology or equivalents. May be taken during the first year of coursework after admission to the program.

### Common Core

CSP	645	Counseling Procedures & Skills I (3)
CSP	647	Crisis Intervention Strategies (3)
CSP	648	Counseling in a Multicultural Society (3)
CSP	650	Child and Adolescent Counseling Techniques (3)
CSP	652 *	Human Development through the Family Life Cycle (3)
CSP	655	Mental Health in the Schools (3)
CSP	658	Career Development I (3)
CSP	659	Introduction to Professional School Counseling (3)
CSP	660	Appraisal Techniques: Educational (3)
CSP	665	Counseling Theories (3)
CSP	666	Counseling Procedures & Skills II (3)
CSP	673	Group Counseling (3)
CSP	674	Developmental Guidance (3)

### Internship Experience

#### Choose 5 Credit(s).

CSP	686	may be repeated.
CSP	682	Practicum in Professional School Counseling (1-4)
CSP	683	Internship I in Professional School Counseling (1-4)
CSP	684	Internship II in Professional School Counseling (1-4)

### Research Methods

#### Choose 3 Credit(s).

CSP	675	Research and Writing in Counseling & Student Personnel (3)
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### Restricted Electives

### Capstone Experience

#### Choose 2 - 3 Credit(s).

CSP	694	Alternate Plan Paper (2)
CSP	699	Thesis (3-6)

Strongly recommended, but not required: Counseling Chemically Dependent Families (CSP 573) and a course in Special Education (in consultation with an advisor).

**Adding Areas to Existing Licensure.** The Professional School Counseling program makes efforts, on a space-available basis, to respond to the needs of current licensed practitioners who wish to add additional grade-level areas to an existing school counselor license. Consultation with program faculty is required to determine specific coursework necessary to fulfill licensure requirements.

The Minnesota Board of Teaching allows individuals with existing master's degrees to take coursework in a school counseling program leading to licensure in the field. Such individuals should consult with a member of the Professional School Counseling Program as to the number of courses required to lead to licensure by the state of Minnesota.

**Licensure for Non-Educators.** The Minnesota Board of Teaching allows individuals without teaching licenses to take coursework in a school counseling program leading to licensure in the field.

Individuals without a teaching license or experience are strongly recommended to take coursework in the teaching sciences during their studies in the Professional School Counseling Program. Course selection should only be undertaken in consultation with an advisor. Evidence of such coursework on a non-teacher licensed individual's transcript and resumé provides evidence of efforts to familiarize oneself with K-12 educational strategies and enhances employment prospects in the job market.

**Special Admission Notice for Professional School Counseling Candidates.** Due to the large number of individuals who annually apply to the Professional School Counseling Program, applicants are strongly advised to submit application materials as early as possible. Admission review priority is given to those whose completed files reach the program as soon as possible. Priority is given to those individuals seeking full-time admission.

The program is dedicated, as well, to working with the part-time student. All courses in the program are offered at night, late afternoon, or in the summer at least once during each two-year cycle of classes.

## DOCTORAL PROGRAM

The Doctor of Education (Ed.D.) program in Counselor Education and Supervision addresses the professional development needs of counseling and student affairs professionals who seek a Doctoral degree in order to (a) obtain college teaching positions in counselor education; (b) advance or enrich their careers in counseling and student affairs; (c) become license-eligible; (d) position themselves for supervision and leadership roles within the counseling and student affairs professions; and/or (e) upgrade and expand their clinical skills to prepare for specialized positions in advanced counseling practice. Course content and clinical experiences build upon the education of Master's prepared counselors and student affairs professionals already practicing in a variety of advanced roles (e.g., educator, administrator, clinical supervisor, guidance director). The curriculum, which is structured around the Council for the Accreditation of Counseling and Related Educational Programs (CACREP) standards for Doctoral programs, focuses upon the development of advanced competencies for increasingly complex professional practice, faculty, and leadership roles. The program emphasizes both advanced practice preparation and applied research.

## COURSE DESCRIPTIONS

**CSP 570 (3) Group Procedures**

Strategies for establishing a group. A review of concepts related to group membership, group member roles, and group techniques, therapeutic factors, and leadership roles. An experiential component is included in this course.

Prerequisite: CSP 4/571

**CSP 571 (3) Interpersonal Helping Skills**

Provides the developing helping professional with an introduction to basic helping skills: attending, listening, responding to content and affect, probing, and providing feedback. The course is experiential in nature and includes small group interaction, videotaping, and role playing simulations.

**CSP 573 (3) Counseling the Chemically Dependent Family**

Understanding the impact of chemical dependency on the family. Family counseling skills and relapse prevention strategies will also be included.

Prerequisite: CSP 4/571 or 645

**CSP 591 (1-4) In service****CSP 618 (3) Introduction to Mental Health Counseling**

Philosophies and strategies of professional counseling. Overview of counseling literature, field of counseling, and development of the professional counselor.

**CSP 620 (3) Introduction to College Student Affairs in Higher Education**

Students will explore the functional areas represented by the student affairs profession and will examine current issues and problems facing student affairs and higher education. Philosophical and historical underpinnings of the student affairs profession will also be examined.

**CSP 622 (3) Administration in Student Affairs**

Current theories and practices in the administration of student affairs programs in higher education. Includes: theories of leadership, management, and change; models of planning, budgeting, staffing, and evaluation. Current issues and trends are also explored.

Prerequisite: CSP 620

**CSP 635 (3) Budget and Finance in Higher Education and Student Affairs**

Provides prospective college and university administrators with a theoretical and working knowledge of the finance of higher education including national, state, and university processes, challenges, and techniques; budget management practices and techniques of student affairs administrators in higher education; and policy and political issues of students affairs and higher education budgets in the United States.

**CSP 645 (3) Counseling Procedures & Skills I**

Focus on helping skills model, professional issues, and skill acquisition of basic listening responses.

Prerequisite: CSP 665, or take concurrently

**CSP 647 (3) Crisis Intervention Strategies**

A combination of classroom lecture and interaction with community professionals involved in crisis intervention. Designed to give students practical experience in distinguishing between crisis intervention, theory, and practice.

**CSP 648 (3) Counseling in a Multicultural Society**

This course is specific to the counseling profession, focusing on both the cultural and sociopolitical forces influencing people in a multicultural society, as well as the microskills necessary for engaging in cross-cultural counselor-client interactions.

**CSP 650 (3) Child and Adolescent Counseling Techniques**

Provides an overview of theory, research, and practice regarding counseling with children and adolescents. Developmentally and culturally appropriate counseling strategies are stressed. Relevant current topics are examined.

**CSP 652 (3) Human Development through the Family Life Cycle**

Theories of human development and the family cycle are presented as the basis for multi-contextual assessment, case conceptualization, and treatment skills when working with contemporary families.

**CSP 653 (3) Professional Issues in Mental Health Counseling and Family Counseling**

An overview of professional issues for mental health counselors providing marriage and family counseling, including certification/licensure, professional development, ethical guidelines, multicultural issues, and recent developments in theory, research, and practice.

**CSP 654 (3) Play Therapy Theories and Techniques**

Major theories of play therapy and play therapy techniques are reviewed and applied to a range of mental health, learning, and developmental needs of children. Readings, lectures, class demonstrations, and role-play experiences are included.

**CSP 655 (3) Mental Health in the Schools**

This course provides an overview of mental disorders and disabilities impacting children and adolescents, with particular attention devoted to early identification and intervention in a school setting.

**CSP 656 (3) Advanced Play Therapy Theories and Techniques**

Students through classroom and online experiences will learn the theoretical bases and therapeutic strategies for individual, group, and family interventions for play therapy theories including Ecosystemic, Developmental, Filial, Gestalt, Experiential, and Family Play Therapy.

**CSP 658 (3) Career Development I**

Overview of theories of career development, career guidance, career choice, and decision-making. Career counseling interviews and assessment techniques are also emphasized.

Prerequisite: CSP 645 and 665, or concurrently

**CSP 659 (3) Introduction to Professional School Counseling**

Roles and functions of the professional school counselor in a school setting. Survey of guidance programs and services.

**CSP 660 (3) Appraisal Techniques: Educational**

Nature and use of measurement tools in counseling with particular emphasis on representative standardized tests, norms, and basic research procedures.

Prerequisite: permission from instructor

**CSP 661 (3) Appraisal Techniques in Mental Health Counseling and Family Counseling**

Basic appraisal principles and applications of projective and objective personality assessment tools in counseling practice.

Prerequisite: permission from instructor

**CSP 662 (3) American College Student**

Provides theoretical and outcomes perspectives on human development during the college years. Includes the theory and application of developmental perspectives on gender, race, ethnicity, religion, age, and sexual orientation. Application to college student affairs programs is stressed.

**CSP 664 (3) Management & Assessment of Campus Environments**

Provides the developing student affairs practitioner with an understanding of the dynamic relationship between students and the college environment. Includes the study of physical, social, and organizational environments and the assessment of environmental impact on students' development.

Prerequisite: CSP 662

**CSP 665 (3) Counseling Theories**

A review and analysis of major counseling theories coupled with empirical support and specific counseling theory techniques and theoretical case analysis.

**CSP 666 (3) Counseling Procedures & Skills II**

Emphasis on knowledge and skill acquisition of advanced listening responses, helping interventions, and counseling strategies.

Prerequisite: CSP 645

**CSP 667 (3) Family Counseling**

Overview of family theories and family functioning. Focus on techniques and skills to address issues of contemporary families.

Prerequisite: CSP 645, 666, 665

**CSP 668 (3) Couples Counseling**

Overview of major theories of couples counseling; skill and strategies for effective couples counseling and case analysis.

Prerequisite: CSP 665, 666



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## COUNSELING AND STUDENT PERSONNEL

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### **CSP 669 (3) Intervention: Treatment Planning/Evaluation**

Fundamentals of treatment plan development in counseling, with particular focus on the integration of personality assessment, intake interviewing and diagnostic classification data.

Prerequisite: CSP 661

### **CSP 670 (3) Issues in Counseling Women**

This course provides an introduction to the developmental, socio-cultural, and psychological issues unique to women and explores the ways in which such issues affect women's mental health. The course includes an introduction to the basic helping skills necessary to effectively respond to women's developmental and mental health needs.

### **CSP 671 (3) Assessment of Intellectual Functioning**

This course will provide students with an awareness of best practices and current issues in the assessment of intellectual functioning. Students will receive introductory training in the administration, interpretation, and responsible use of selected intellectual assessment measures.

### **CSP 673 (3) Group Counseling**

Provides students with an understanding of the dynamics and therapeutic elements of group counseling, as well as group development theories and group leadership styles. An experiential component is included to provide an opportunity for students to personally experience the process of group development.

Prerequisite: CSP 665, 645

### **CSP 674 (3) Developmental Guidance**

Developmental needs and characteristics of children and adolescents. School guidance programs and interventions that respond to these needs. Prerequisite: permission from instructor; CSP 679; taken in conjunction with Internship I: K-12 School Counseling

### **CSP 675 (3) Research and Writing in Counseling and Student Personnel**

The primary product of the course will be a scholarly review of literature on a topic mutually acceptable to the student, the faculty advisor, and the instructor of the course. Students will learn to effectively analyze and utilize the results of research in their chosen field.

### **CSP 676 (3) Workshop Design & Development**

Skills and knowledge base of critical components of workshop design. Prerequisite: permission from instructor

### **CSP 677 (1-4) Individual Study**

Individual study focusing upon a curricular or instructional topic under the direction of graduate faculty.

Prerequisite: consent

### **CSP 678 (1-4) Practicum in Mental Health Counseling**

Supervised Practicum experiences. Admission by prior application. Prerequisite: permission from instructor.

Prerequisite: CSP 645, 618, 665, 666, 673

### **CSP 679 (1-4) Internship I in Mental Health Counseling**

Supervised practicum experiences. Admission by prior application.

Prerequisite: permission from instructor

### **CSP 680 (1-4) Internship II in Mental Health Counseling**

Supervised practicum experiences. Admission by prior application.

Prerequisite: permission from instructor

### **CSP 681 (1-4) Internship III in Mental Health Counseling**

Supervised practicum experience in Student Affairs. Admission by prior application.

Prerequisite: permission from instructor

### **CSP 682 (1-4) Practicum in Professional School Counseling**

Supervised Practicum experiences. Admission by prior application. Prerequisite: permission from instructor.

### **CSP 683 (1-4) Internship I in Professional School Counseling**

Supervised integrative experiences. Admission by prior application. Prerequisite: permission from instructor.

### **CSP 684 (1-4) Internship II in Professional School Counseling**

Supervised integrative experiences. Admission by prior application. Prerequisite: permission from instructor.

### **CSP 685 (1-4) Practicum in College Student Affairs**

Supervised Practicum experiences. Admission by prior application. Prerequisite: permission from instructor.

### **CSP 686 (1-4) Internship I in College Student Affairs**

Supervised integrative experience. Admission by application only.

Prerequisite: permission from instructor

### **CSP 687 (1-4) Internship II in College Student Affairs**

Supervised integrative experience. Admission by application only.

Prerequisite: permission from instructor

### **CSP 688 (1-4) Supervised Clinical Experience**

Supervised practical integrative experience. Admission by application only.

Prerequisite: permission from instructor

### **CSP 689 (3) Technology in Counseling & Student Affairs**

The course provides an introduction to the use and applications of hardware and software in the fields of counseling and student affairs. The course is based on the technology standards that are identified by the Association of Counselor Educators and Supervisors (ACES) and the literature on the application of technology to the fields of counseling and student affairs.

### **CSP 690 (3) Clinical Supervision: Theory and Practice**

A didactic and experiential course that meets guidelines for approved supervisor status for counselors and family therapists, with topics that include the history and philosophy of supervision, social and cultural contexts, supervision models and dynamics, approaches for individual and group supervision, technology in supervision and legal and ethical guidelines in supervision.

### **CSP 691 (3) Counseling Adolescents with Addiction Issues**

The purpose of the course is to allow students the opportunity to explore the fundamental principals of addictions counseling as they relate to working with adolescents. These fundamentals will include theories, assessment, and biological aspects of addiction.

### **CSP 694 (2) Alternate Plan Paper**

### **CSP 699 (3-6) Thesis**

For students desiring to conduct experimental applied research in their graduate specialization's career.

Prerequisite: permission from advisor.

### **CSP 720 (3) Contemporary Issues in College Student Affairs**

Provides a broad understanding of contemporary issues affecting college students, student affairs practice, and higher education. Prepares students to analyze current information about higher education and to understand the historical, contemporary, and future relevance of current issues in student affairs practice.

### **CSP 722 (3) Organization and Governance in Higher Education**

This course introduces students to a variety of perspectives on organizational behavior as well as classical and contemporary theories of organization as they relate to the field of higher education.

### **CSP 723 (3) Budgeting and Finance in Higher Education**

Provides prospective college and university administrators with both a theoretical and working knowledge of techniques, issues, policies, and practices related to the financial management of higher education institutions in the United States.

### **CSP 729 (3) Ethical and Legal Issues in Counselor Education and Supervision**

This course provides counseling professionals with an understanding of the dynamics of the legal system; common legal and ethical dilemmas facing counselors, and strategies for facilitating and maintain.

### **CSP 730 (3) Ethical and Legal Issues in Counselor Education and Supervision**

This course provides school counseling professional with an understanding of: the dynamics of the school legal system; common legal and ethical dilemmas facing school counselors and strategies for facilitating and maintaining ethical and legal decision making processes within the schools.

### **CSP 731 (3) Legal Issues in Higher Education**

This course provides student affairs professionals with an understanding of: the dynamics of the legal system; common legal areas in post-secondary education; legal terminology; the analysis and processing of decision making related to laws which guide institutional operations in colleges and universities.

**CSP 732 (3) Diversity in Higher Education**

This course is designed to develop the ability to critically evaluate the issues of diversity in higher education especially as they relate to the role of Student Affairs. The course examines the efforts to promote diversity in higher education, the role of student affairs profession in these efforts, initiatives to promote and sustain organizational diversity and the major challenges such efforts encounter.

**CSP 748 (3) Diversity in Counselor Education & Supervision**

This course is designed to encourage counselors to critically examine in greater depth issues and the research in the field of multicultural counseling. The course will examine more depth the cultural context of issues in a pluralistic society as they relate to culture, ethnicity, nationality, age, gender, sexual orientation, mental and physical characteristics, education, religious and spiritual values, and socioeconomic status.

**CSP 758 (3) Advanced Career Development**

This course is designed to provide students with more in-depth examination of the field of career development and career counseling. Major theories, assessments and techniques in field will be discussed. Students will also conduct an in-depth examination of the current trends, issues and resources in the area of career development.

**CSP 759 (3) Contemporary Issues in School Counseling**

This course provides students with an understanding of current and emerging professional issues impacting the school counseling profession. Students will develop an appreciation for the historical roots of contemporary issues and the variety of issues impacting school counselors.

**CSP 762 (3) Advanced Theories of College Student Development**

Examines patterns of intellectual, identity, psychosocial, spiritual, and emotional development among older adolescents and adults, especially as they relate to desired learning and development outcomes of post secondary education.

**CSP 765 (3) Advanced Counseling Theories and Techniques**

The course is designed to allow doctoral candidates the opportunity to further explore and expand their "self-as-instrument" theoretical base. Candidates will pursue in-depth analysis of specific theoretical orientations in developing their own "best fit" approach to working with clientele.

**CSP 767 (3) Contemporary Issues in Mental Health Counseling and Family Counseling**

An advanced review and application of major family counseling theories in clinical practice, clinical supervision, and counselor education, with emphasis on social/contextual factors, challenges faced by contemporary families, self-of-therapist, and legal/ethical guidelines.

**CSP 769 (3) Advanced Assessment and Treatment Planning**

Didactic and skills based course that covers multimodal assessment and diagnosis of psychological disorders. Emphasis on using assessment results to plan evidence-based interventions and monitor treatment outcomes.

**CSP 772 (3) Counseling and Addictions**

Counseling and Addictions is designed to provide doctoral candidates the opportunity to learn about the mechanics of biochemical and cognitive addictions and their impact on wellness. Addiction is framed as an impediment to the client's achievement of potential, not as pathology.

**CSP 773 (3) Advanced Group Counseling**

This course is designed to assist doctoral students in developing knowledge and skills in the domains of advanced group counseling practice, supervision of group leaders, research in group counseling, and teaching group counseling courses.

**CSP 774 (3) School Consultation with Individuals and Systems**

School Consultation with Individuals and Systems is designed to provide doctoral candidates with the tools necessary to make effective analyses and recommendations within various models of consultation. Specific emphasis is placed on candidates' making accurate consultations within the context of institutional and individuals systems models.

**CSP 775 (1-4) Research Seminar**

The purpose of this course is to assist students in developing the skills to conduct program evaluations and original research in the fields of counseling and student affairs. Students will use this course to begin work on their dissertation proposals.

**CSP 776 (3) Intermediate Statistics**

This course is designed to provide students with an understanding of the statistical techniques used in fields of counseling and student affairs. The course will emphasize a conceptual understanding of statistical methods and practice analyzing data with a statistics package.

**CSP 777 (1-6) Doctoral Individual Study**

This course will assist doctoral students to work more in-depth on an area of interest in Counselor Education and Supervision. The instructor and student will develop a learning contract identifying the readings, class assignments, and related materials for the course.

**CSP 778 (3) Quantitative Research Methods**

This course provides an overview of quantitative research methods in counseling and student affairs. Topics include sampling, measurement and instrumentation, design, and analysis. The course provides a conceptual understanding of quantitative research methods.

**CSP 779 (3) Advanced Counseling Practicum**

Advanced Counseling Practicum is designed to provide doctoral candidates with experiential opportunities to expand their practice and supervision skills. The focus of the course is on candidates' utilization of existing knowledge and skills in their respective counseling practice area.

**CSP 780 (3) Qualitative Research Methods**

This course is intended to introduce doctoral level students to the variety of methodologies within qualitative research, the proper way to determine the methodology that is most appropriate for the research, and the ways in which to collect and interpret data.

**CSP 786 (3) Advanced Counseling Internship**

Advanced Counseling Internship is designed to provide doctoral candidates with additional practice and supervision skills based on successful completion of Advanced Practicum (CSP 779). The focus of the course remains on enhancing candidates' utilization of existing knowledge and skills in their respective counseling practice area.

**CSP 790 (3) Supervision in Counselor Education**

A didactic and experiential course for doctoral program students to meet guidelines for approved supervisor status for counselors and family therapists. Topics include historical foundations, supervision models and dynamics, social and cultural contexts, individual and group supervision, technology in supervision, and legal/ethical guidelines. Course includes a mentoring experience in supervision and the writing of a philosophy of supervision paper.

**CSP 791 (1-6) Advanced Doctoral Seminar in Counselor Education and Supervision**

This doctoral seminar provides an opportunity for investigation into relevant topics for students in the area of Counselor Education and Supervision. It is designed as a seminar in order to allow for maximum student engagement and discussion.

**CSP 794 (1-6) Dissertation**

The successful completion of an approved dissertation that contributes to the field of Counselor Education and Supervision. Must be repeated for a minimum of 12 semester hours (we require 12 credits for dissertation). Students may register for dissertation credits over several semesters. As per the requirement of the Graduate College, students must register for at least one credit during the semester they intend to graduate. Prerequisites: Doctoral candidacy. Successful completion of core counseling courses, core research courses, successful completion of comprehensive exam and approval of doctoral advisor.

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**CROSS-DISCIPLINARY STUDIES MS**

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**Cross-disciplinary Studies Program Requirements**

The MS program in Cross-disciplinary Studies permits students to combine courses from two academic areas, and is designed for the highly motivated, self-directed student whose personal, educational, and/or career goals require an educational experience that might not be provided by a graduate program with a single area of emphasis. One primary academic discipline provides two-thirds of the total number of credits, with courses from a second academic area constituting the remaining one-third of the program. A student may complete a 30 credit thesis program, a 34 credit alternate plan paper (APP) or, if applicable, another 34 credit capstone project program. A listing of available graduate programs that you might select for a primary or secondary field of study can be found at <http://grad.mnsu.edu/programs/>.

At this time, the College of Business, the Public Administration program, the psychology programs (except for students enrolled in the doctoral program), and the Department of Social Work are not participating in the Cross-disciplinary Studies Program. The Counseling and Student Personnel program can serve only as a secondary program within the Cross-disciplinary Studies program.

Because every admitted student will have a unique individualized academic program, it is essential that strict program requirements and policies be enforced. Please read the follow program requirements prior to starting the application process.

**Application Considerations.**

1. Applicants to the cross-disciplinary studies program are expected to complete the Minnesota State Mankato graduate application form, submit the required application fee, and complete a program Plan of Study. Applicants to the program must have earned a baccalaureate degree from a regionally accredited college or university, or the overseas equivalent. International students must submit the additional documents required for international applicants. All application documents and graduate policies are available on the web pages of the College of Graduate Studies and Research.
2. Applicants must have earned an undergraduate grade point average of at least a 3.0.
3. Applicants must provide all of the application credentials required to apply to the primary discipline's graduate degree program. For example, if the primary academic discipline requires the GRE for consideration for admission to the graduate degree program, then the interdisciplinary studies applicant would also be expected to submit GRE results. Requirements for graduate degree programs are posted on the web pages of the College of Graduate Studies and Research.
4. Each applicant must provide a statement of at least 300 words that informs the admissions committee of the applicant's personal and professional goals, and that also addresses why enrolling in an existing graduate program offered by Minnesota State Mankato will not assist in meeting these stated goals.
5. The applicant must provide a brief synopsis of how each suggested course included in the Plan of Study will assist him/her in achieving the goals mentioned in the required essay. Course descriptions are available in the Graduate Catalog on the College of Graduate Studies and Research web page.
6. Provisional admission to the program is not permitted. All undergraduate deficiencies must be completed prior to being admitted to the graduate program.
7. The application must be approved by Graduate Coordinators of each of the selected academic departments and by the College of Graduate Studies and Research. If one member of this group does not endorse the application, the applicant will be notified and alternatives will be suggested.

**Program Considerations**

1. Fifty percent of the credit in the program (excluding thesis and APP credits) must be completed at the 600 level. At least one 600 level course must be completed within each selected academic discipline.
2. A research methods course must be completed as part of the degree program. Students must select a research methods course offered by their primary academic area.
3. No more than three credits of independent study may be used to complete the program.
4. The primary academic program must be a program that offers a graduate degree at Minnesota State University, Mankato. The admitted student's initial advisor will be assigned by the Graduate Coordinator of the primary academic area. The student's committee shall be composed of two graduate faculty members from the primary academic program, and one member from the secondary

program. Exceptions to this policy must be approved by the student's advisor and the Dean of the College of Graduate Studies and Research. The Plan of Study submitted as part of the application will be considered the official plan of study unless changes are approved by all committee members.

5. Students must complete the graduate degree capstone experience requirements of the primary academic program. The capstone experiences must include concepts and research gleaned from both of the selected academic disciplines.
6. All graduate students should be familiar with the current policies of the College of Graduate Studies and Research. These policies include a six year time limit to complete all program requirements, and are available in the Graduate Catalog.
7. Students completing a thesis are expected to complete at least thirty appropriate credits. Students who do not write a thesis must complete at least thirty-four approved credits.

**Checklist of Required Application Documents**

- Application for the degree program.
- Proposed Plan of Study
- 300 word statement of objectives, including a statement that addresses why an existing Minnesota State University, Mankato graduate program does not assist you in meeting your stated goals.
- Explanation of how each proposed course will assist you in reaching the goals discussed in your essay
- Application fee
- International applicants must submit additional credentials and documents
- Additional application credentials required by the primary academic program

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**CURRICULUM & INSTRUCTION SPECIALIST**

313 Armstrong Hall • 507-389-5710

The Specialist Degree in Curriculum and Instruction prepares curriculum coordinators, special education directors and classroom teachers in their area of competency. Students may choose to specialize in any of the following areas: early childhood, elementary, secondary, general, or a subject matter specialty. The Specialist degree consists of 30 credits in approved graduate coursework, of which there will be 6 credits of Research, including a thesis, 8 credits of course work in curriculum and instruction, 3 practicum credits, 8 credits of related field courses, and 5 credits of electives to be selected with consent of the major advisor. Students may also choose the Curriculum and Instruction: Physical Education program, offered in conjunction with the Department of Human Performance.

**Admission.** For admission, applicants for the Specialist's degree must have earned a Master's degree in an education-related area from an accredited college or university, and have a minimum grade point average of 3.0 or a score of 500 on the verbal, quantitative, or analytical portions of the aptitude portion of the Graduate Record Examination. The Miller Analogies Test may be taken in place of the Graduate Record Examination. They must have a valid Minnesota teaching license and submit letters of recommendation to the department. Contact the department for further information.

**CURRICULUM AND INSTRUCTION SPECIALIST**

(Thesis Plan - 30 credits)

**Required Research Core (6 credits)**

KSP 681	Quantitative Research (3)	OR
SPED 601	Quantitative Research (3)	OR
KSP 682	Qualitative Research (3)	OR
SPED 602	Qualitative Research (3)	AND
KSP 579	Grant Writing and Program Funding (3)	
KSP 699	Thesis (3)	

**Required KSP Courses (8 credits)**

Choose 8 credits of 500-600 level KSP courses chosen in consultation with an advisor.

**Required Practicum Course (3 credits)**

KSP 660	Practicum (3)
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**Related Area Elective Courses (8 credits)**

8 elective credits in related academic area, chosen in consultation with an advisor.

**Electives (5 credits)**

Choose any 500-600 level elective courses chosen in consultation with an advisor.

## ECONOMICS

College of Social & Behavioral Sciences  
Department of Economics  
150 Morris Hall • 507-389-2969

Students may use economics courses as electives in other programs or as part of a Cross-disciplinary Studies program.

### COURSE DESCRIPTIONS

#### ECON 503 (3) Labor Economics

Employment, wages, and economic security. The structure and impact of labor organizations and labor legislation.  
Prerequisite: ECON 201 and 202

#### ECON 504 (3) Economics of Human Resources

Quantitative and qualitative aspects of human resources; human capital; changing population structure; economic decisions within the household; intergenerational transfers; earnings differentials by race and gender; pensions and social security; public policy towards human resources.  
Prerequisite: ECON 201, 202

#### ECON 505 (3) Central Banking

A detailed examination of the Federal Reserve System and monetary policy. The topics will include a history of the Federal Reserve and its monetary tools and strategies: Monetarism, the demand for money, the money supply process, and the impact of financial deregulation on federal policy.  
Prerequisite: ECON 305

#### ECON 506 (3) Collective Bargaining

Emphasis on philosophy, structure, process of negotiation, grievances, arbitration, important developments and trends, and economic impact of collective bargaining.  
Prerequisite: ECON 201 and 202

#### ECON 508 (3) Government Regulation of Labor Relations

An historical review of the past public policy concerning labor organizations, an analysis of the economic causes and effects of the negotiations of labor, current economic problems in labor legislation, and the role of federal and state governments in the industrial relations.  
Prerequisite: ECON 201 and 202

#### ECON 510 (3) Quantitative Analysis in Economics

This course will introduce the student to the use of mathematics in economic analysis. Topics include equilibrium analysis, metric algebra and linear models, comparative statistics and derivatives, optimization, dynamics and integration, and first-order differential equations.  
Prerequisite: ECON 355, 356, 207, and MATH 112

#### ECON 511 (3) Urban Economics

Economics forces which account for the development of cities and application of principles to some of the major problems of the modern urban community.  
Prerequisite: ECON 201 and 202

#### ECON 512 (3) Resource & Environment Economics

Concepts and techniques for evaluating the alternative uses, management and development of natural resources.  
Prerequisite: ECON 201 and 202

#### ECON 516 (3) Sports Economics

This course examines the economics of professional and collegiate sports and sports institutions. Students examine the market for sports competitions, the labor market for player talent, and the role government plays in the business of sports. Prerequisite: ECON 202

#### ECON 520 (3) International Economics

The economic rationale for interregional trade: emphasis on current problems.  
Prerequisite: ECON 201 and 202

#### ECON 525 (3) Social Control Economic Activity

Considers the role of government in the implementation of social values such as freedom, equality, efficiency, and justice in those areas where markets are imperfect or fail. Theoretical, historical, and philosophical treatment of these issues as manifested in the development of the antitrust laws and economic and social regulation.  
Prerequisite: ECON 201 and 202

#### ECON 529 (3) Economic Education

Fundamental ideas and structure of economics with emphasis on the application of such ideas in the K-12 school curriculum.

#### ECON 540 (3) Public Finance

Public expenditures, taxes and other revenues, debts and financial administration at federal, state, and local levels.  
Prerequisite: ECON 201 and 202

#### ECON 545 (3) Survey of Economic Ideas

A survey and analysis of the development of economic ideas treated in historical perspective.  
Prerequisite: ECON 201 and 202

#### ECON 546 (3) American Economic Development

An examination of major trends and events of U.S. history from colonial times to the present using tools of economic analysis. Major topics include the role of transportation, economic impact of the Civil War, the role of government in the economy, trends in money and banking, and the Great Depression.  
Prerequisite: ECON 201 and 202

#### ECON 550 (3) Economic Development

Economic underdevelopment and the relationships between mature economies and developing nations.  
Prerequisite: ECON 201, 202

#### ECON 562 (3) Econometrics

The study of methods and techniques for building econometric models with the goal of forecasting and measurement of the economic relationships by integrating economic theory and statistics in it.  
Prerequisite: ECON 201, 202, and 207

#### ECON 563 (3) Applied Econometrics of Financial Markets

This course is designed to cover basic tools in time series analysis and to equip students with quantitative skills to analyze the financial market.

#### ECON 571 (3) Economics, Ethics, & Society

Analysis of theoretical constructs of society and economics. Specific attention will be given to economic questions which have a specific relationship to policy questions and the discrimination of values.  
Prerequisite: ECON 201 and 202

#### ECON 580 (1-3) Seminar: Economics

Prerequisite: ECON 201 and 202

#### ECON 605 (3) Managerial Economics

To develop and integrate principles and ideas from economics and business and to apply them to management-making decisions and policy formulation within the firm.  
Prerequisite: ECON 201 and 202

#### ECON 606 (3) Applied Macroeconomics

Application of macroeconomics models to analyze current consumer investment and foreign trade behavior. Emphasis on effects of government policy upon interest rates, taxes, foreign trade, the distribution of income and wealth, and the impact of a changing population.  
Prerequisite: ECON 201 and 202

#### ECON 622 (3) Statistical Analysis for Business/Research

A comprehensive course in research design in business and in the application of statistical methods in business decision making. Data files handling and data analysis using mainframe and PC based computer packages such as SPSS will be integrated and emphasized throughout the course.  
Prerequisite: ECON 207, and MATH 112

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## ECONOMICS

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### ECON 655 (3) Microeconomic Theory

This course provides the student with an understanding of microeconomic theory. Among the topics covered are optimization, consumer theory, the theory of production and the firm, perfect and imperfect competition, monopoly, factor markets, economic efficiency and market failure, social choice theory, and social welfare.  
Prerequisite: ECON 355 and 510

### ECON 656 (3) Macroeconomic Theory

This course provides the student with an understanding of macroeconomic theory. Among the topics covered are goals and measurement, business cycles, aggregate demand and supply, Classical and Keynesian analyses, and stabilization theory and policy.  
Prerequisite: ECON 356 and 510

### ECON 660 (1-3) Seminar: Economics

### ECON 670 (1) Alternate Plan/Thesis Proposal Seminar

Designed for students engaged in meeting the thesis/alternate plan paper requirement for the MBA degree. Each student will select, outline, research, and present a proposal on the paper/thesis they will write. Advisor's permission and a submitted plan of study are required for enrollment.  
Prerequisite: ECON 622

### ECON 677 (1-3) Individual Study

Prerequisite: ECON 201 and 202

### ECON 680 (2) Cost-Benefit Analysis

This course provides the student with an understanding of the application of economic analysis to the evaluation of private projects and public programs. Among the topics covered are the theory and practice of cost-benefit analysis, the evaluation of private projects and public programs, shadow prices, economic and environmental impact studies, and regulatory issues.  
Prerequisite: ECON 355

### ECON 681 (1-3) Readings in Economics

### ECON 694 (1) Alternate Plan Paper

### ECON 698 (1-5) Internship

### ECON 699 (3) Thesis

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## EDUCATIONAL LEADERSHIP MS

## EDUCATIONAL LEADERSHIP SPECIALIST

## EXPERIENTIAL EDUCATION MS

## EDUCATIONAL LEADERSHIP Ed.D.

*College of Education*

*Department of Educational Leadership*

115 Armstrong Hall • 507-389-1116

Website: <http://ed.mnsu.edu/edleadership/>

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The Master of Science in Educational Leadership program prepares people for leadership in a wide spectrum of educational settings – formal, informal, traditional, alternative, and innovative. Students include those focused on careers in public and private K-12 schools, higher education, non-profit agencies, and governmental arenas.

Core leadership courses increase knowledge, skills, and dispositions in organizational change, ethics, leadership models and philosophy, and research. Elective courses focus on communication, equity, technology, educational reform, group dynamics, program evaluation, and adult learning. A Capstone Project and Graduate Portfolio are completed as culminating requirements.

The M.S. in Educational Leadership uses a hybrid instructional model and is offered consistently at two locations, Minnesota State University Mankato campus and our Edina-Twin Cities metro site, 7700 France Avenue.

**Admission.** Complete the general admission requirements of the College of Graduate Studies and Research.

## EDUCATIONAL LEADERSHIP MS (34 credits)

### Required Leadership Core (10 credits)

EDLD 651 Seminar: Ethics and Leadership (3)  
EDLD 652 Seminar: Leadership Studies (3)  
EDLD 647 Seminar: Organizational and Systems Change (3)  
EDLD 695 Portfolio Development (1)

### Required Research Core (3 credits)

EDLD 662 Research in Educational Leadership (3)

### Required Capstone Project (Choose one)

EDLD 688 Project Demonstration (capstone) (1-3)  
EDLD 694 Alternate Plan Paper (3)  
EDLD 699 Thesis (3)

### Electives

Choose 500/600-level electives in consultation with an advisor. Minimum 24 credits total must be in the Department of Educational Leadership.

## DIRECTOR OF COMMUNITY EDUCATION, LICENSURE MS (34 credits, minimum)

To earn this licensure in Minnesota, there is a Human Relations course required. If that requirement has not been satisfied for a Minnesota teaching license, then it must be done prior to completion of this program. It is an undergraduate course and does not count for this program.

### Required Leadership Core (9 credits)

EDLD 651 Seminar: Ethics and Leadership (3)  
EDLD 652 Seminar: Leadership Studies (3)  
EDLD 647 Seminar: Organizational and Systems Change (3)

### Required Research Core (3 credits)

EDLD 662 Research in Educational Leadership (3)

### Required Educational Administration Courses (12 credits)

EDLD 671 Introduction to School Administration (beginning of program) (3)  
EDLD 670 Portfolio Review (Capstone) (3)  
EDLD 698 Internship in Administration (6)

### Elective Administration Courses (10 credits)

EDLD 645 Intro to School Public Relations (3)  
EDLD 672 Policy and Administration (3)  
EDLD 674 Supervision and Administration (3)  
EDLD 665 Legal Issues in Administration (3)  
EDAD 634 Practicum (1-3)

## EDUCATIONAL LEADERSHIP SPECIALIST DEGREE (30 credits)

This is an advanced degree, which requires a Master's degree for admission. This program leads to recommendation for administrative licensure as a K-12 Principal or a Director of Special Education.

### Required Courses

EDLD 671 Introduction to School Administration (3)  
EDLD 672 Policy and Administration (3)  
EDLD 673 Leadership of Special Programs (3)  
EDLD 674 Supervision and Administration (3)  
EDLD 665 Legal Issues in Administration (3)  
EDLD 682 Field Based Research (3)  
EDLD 679 Advanced School Administration and Finance (3)  
EDLD 698 Internship in Administration (6)  
EDLD 670 Portfolio Review (3)

## SUPERINTENDENT AND ADDITIONAL LICENSURE

Prerequisite: Must have a Specialist degree with administrative license before taking these courses.

EDLD 635 Second License Internship (6)  
EDLD 670 Portfolio Review (1)  
EDLD 636 Superintendent Internship (6)  
EDLD 637 Superintendent Portfolio (1)

**Other Options.** Students who are pursuing graduate work in more specialized fields such as higher education administration, general administration, and community education administration should consult with their advisor for designing their master's and/or specialist degree program.

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**EXPERIENTIAL EDUCATION MS** (34 credits)

The Master of Science degree program in Experiential Education at Minnesota State University, Mankato is the oldest graduate degree program in experiential education in the United States. Originally started in 1972 as a joint venture between Mankato State University (now Minnesota State University, Mankato) and the Minnesota Outward Bound School (now Outward Bound), the Master's program is now housed in the Department of Educational Leadership and has expanded its vision and developed an ever-increasing number of options for graduate students. Although there is a strong and still viable tradition of involvement in outdoor oriented activities, the department is committed to the idea that experiential education is much broader than wilderness programming.

The first fundamental assumption of the Master's program is that there is more to the knowing process than much of traditional education assumes. Graduate students in the program are encouraged, even required, to leave the classroom and develop meaningful learning experiences for themselves. Whether their interest is outdoor programming, classroom teaching, administration, psychological interventions or others, the program gives students academic credit for testing ideas. This program is designed for strongly self-directed individuals who want to experiment with new educational ideas.

The other fundamental assumption of the Master's degree program in Experiential Education is that raw, direct experience must be complemented with careful thought and reason. In this light, the core seminars are oriented toward the analysis and questioning about the fundamental theory of experiential education. In addition to core seminars, students can develop their reasoning abilities by taking graduate-level elective courses of the students' own choosing. The goal of the program is to unite practical skills with scholarly abilities in the interests of the individual student. Graduate seminars include topics such as Philosophy and Theory of Experiential Education, Experience and Nature, Trends and Issues in Experiential Education, Experiential Education and School Reform, Controversial Issues in Experiential Education, Research Problems in Experiential Education, Leadership Studies, and Ethics and Leadership.

**Recommended Core (9 credits)****Common Core**

EXED	644	Seminar: Philosophy of Experiential Education (3)
EXED	646	Research Methods in Experiential Education (3)
EXED	648	Controversial Issues in Experiential Education (3)
EXED	650	Teaching Methods in Experiential Education (3)
EXED	695	Portfolio Development (1)

**Restricted Electives**

EXED	603	Experience and Education (3)
EXED	604	Development of Experiential Education (3)
EXED	634	Practicum (1-6)
EXED	635	Internship (1-4)
EXED	645	Selected Topics in Experiential Education (1-3)
EXED	649	Experiential Learning and Education Reform (3)
EXED	688 *	Creative Project (1-3)
EXED	694	Alternate Plan Paper (1-3)

One course must be a graduate level research methods course, either within or outside the department.

**Ed.D. PROGRAM IN EDUCATIONAL LEADERSHIP**

The degree is designed for educational practitioners who seek an Ed.D. in Educational Leadership in order to obtain positions as PK-12 public school administrators, leaders of alternative educational organizations and charter schools, administrators of nonprofit organizations, administrators in higher education, leaders in experiential education organizations, or as university/college faculty. The program will address the need for advanced preparation of educational leaders and will focus on applied research in the field of education. The program of study will be designed in consultation with an advisor and combine core courses, professional development colloquia, research, internship, and dissertation credits with other learning experiences so students may pursue their unique educational and professional passions and goals. The program will be grounded in strategies for adult learning and the development of inquiry research.

**Core [Must take 3 of the below core listings] (9 credits)**

EDLD	751	Advanced Leadership Ethics (3)
EDLD	752	Leadership Exemplars (3)
EDLD	747	Organizational Theory and Analysis (3)
EDLD	759	Influences & Assessment of Public Policy (3)

**Professional Development Colloquium (6 credits)**

EDLD 734 Professional Development Colloquium (3 credits required x 2)

**Research Core (9 credits)**

EDLD	782	Design and Method in Qualitative Inquiry (3)
EDLD	792	Quantitative Research Methods (3)
EDLD	793	Focused Research Investigations I (3)

**Electives [options] (9 credits)**

Choose three electives at 600- or 700-level; or, two electives and EDLD 794, Focused Research Investigations II (3)

**Internship (12 credits)**

EDLD 798 Doctoral Internship (variable - up to 12 credits)

**Dissertation (11 credits)**

EDLD 799 Dissertation (variable - up to 11 credits)

**TOTAL CREDITS: 56 credits beyond 34-credit master's degree**

**COURSE DESCRIPTIONS****EDUCATIONAL LEADERSHIP****EDLD 634 (1-6) Practicum**

Practical experience in Educational Leadership.

**EDLD 635 (1-6) Second License Internship**

This course provides students who are pursuing a second administrative license with an experiential experience as a school administrator.

**EDLD 636 (3-6) Superintendent Internship**

This course is designed for aspiring educational leaders and is intended to provide experiential experience with the roles and responsibilities of a school superintendent. Embedded in the course are the internship requirements for Minnesota state administrative licensure for superintendent.

**EDLD 637 (1-6) Superintendent Portfolio**

The intent of the Portfolio Review is to provide the student with a focused opportunity to construct and present a professional portfolio that will ultimately lead to Superintendent licensure. Students will document and present evidence of mastery of required competencies.

**EDLD 640 (3) Leadership Communication in Educational Settings**

Communication and Leadership is a three credit graduate course designed to prepare aspiring leaders in PreK-12 and higher educational settings with the communication skills needed to lead effectively. Students will demonstrate knowledge and skill development through understanding, applying, analyzing, and evaluating communication practices to improve personal and professional effectiveness. Course design will offer a combination of readings, collegial discussion, individualized projects, presentations, and interactive exercises.

**EDLD 641 (3) Equity and Education**

Equity and Education serves as a fundamental course of study in preparation of educational leaders. Students engage in discourse and examination of issues related to racial equity, achievement, teaching and leadership gaps. Through the lens of race, students will explore, read, discuss, write about and observe content that describes local and national educational issues. Students will study the work of leading authors who introduce protocols and practices for holding conversations about race. Students will apply and transfer knowledge about racial equity to educational settings.

**EDLD 642 (3) Program Evaluation in Educational Leadership**

Program Evaluation in Educational Leadership is a three credit graduate course designed to prepare aspiring leaders in PK-12 and higher educational settings. Students will demonstrate knowledge and skill development in understanding, applying, analyzing, and evaluating data collected. These steps will result in the design of a meaningful evaluation of a program within a PK-12 or higher education institution. Course design will offer a combination of readings, collegial discussion, program evaluation projects, presentation, and/or interactive exercises.

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## EDUCATIONAL LEADERSHIP

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### **EDLD 643 (3) 21 Century Leadership**

This course is designed to prepare educational leaders for the PreK-12 and higher education settings with the skills, knowledge, and dispositions to prepare learners for the 21C workforce. Students will demonstrate knowledge and skill development through applying, analyzing, and evaluating technological advances, changing practices and paradigms in educational systems, and leading system change. Course design will offer a combination of readings, collegial discussion, individualized projects, presentations, and interactive exercises. The effective use of various technologies will be used to enhance the students' awareness and use of applications for leadership, teaching and personalized learning.

### **EDLD 644 (1-3) Selected Topics in Educational Leadership**

This seminar provides an avenue for the exploration and investigation of special study topics in educational leadership.

### **EDLD 645 (3) School Public Relations**

A philosophic framework combined with a practical focus on school organizations and their relationships to community will be studied, including the school as a focal point of the community.

### **EDLD 647 (3) Seminar: Organizational & Systems Change**

This seminar explores the dynamics of organizational and systems change in theory and practice.

### **EDLD 650 (3) Colloquium in Leadership**

This is the introductory course for the Masters' in Educational Leadership program. The purpose of this course is to provide students with foundational knowledge in the area of leadership. Throughout this course students will explore what it means to be a leader and will review current research on leadership. They will also investigate the personal side of leadership and focus on skills needed to lead an organization.

### **EDLD 651 (3) Ethics in Leadership**

Selected ethical/moral philosophies are studied using theoretical paradigms. Students become skilled at making ethical and moral decisions regarding every day dilemmas facing educational leaders.

### **EDLD 652 (3) Leadership Studies**

This course examines past and current research theory and philosophy relative to leadership development in both formal and informal educational settings.

### **EDLD 653 (3) Women in Leadership**

Surveys past and current research about women in leadership roles. The course will examine leadership through the lives of culturally diverse women who had both traditional and non-traditional roles.

### **EDLD 662 (3) Research in Educational Leadership**

Introduction to research methods as well as tools for becoming a critical consumer of the body of research that exists in educational leadership.

### **EDLD 665 (3) Legal Issues in Administration**

This course examines legal issues in educational settings.

### **EDLD 667 (3) Seminar: Advanced Legal Issues in Administration**

In this course students apply advanced knowledge and skills around legal issues in the educational setting.

### **EDLD 670 (1-6) Portfolio Review**

The process by which candidates for school administration licensure document and present mastery level evidence of required competencies.

### **EDLD 671 (3) Introduction to School Administration**

This course provides an overview of leadership in the educational setting.

### **EDLD 672 (3) Policy and Administration**

This course examines how political influence and governance affect school policy.

### **EDLD 673 (3) Leadership of Special Programs**

This course develops skills in leading programs for students of special populations.

### **EDLD 674 (3) Supervision and Administration**

The course examines the role of the school leader within the function of supervision and evaluation.

### **EDLD 675 (3) Organizational Development**

This course is designed to provide students with knowledge about the practical experience in identifying potential funding sources; planning, writing, and evaluating grant proposals and implementing funded projects.

### **EDLD 676 (3) Higher Education Administration**

This course will focus on funding, organization, governance, processes, and structures of higher education.

### **EDLD 677 (1-4) Individual Study**

Individualized study in an area of leadership theory, research, or inquiry. Admission by prior application only.

### **EDLD 679 (1-4) Advanced School Administration and Finance**

In this course students apply advanced knowledge and skills in finance and leadership in the educational setting.

### **EDLD 682 (3) Field Based Research**

This course develops research skills in the educational setting.

### **EDLD 684 (3) Multicultural Leadership**

This course will examine to role of school leaders in a multicultural inclusive learning environment.

### **EDLD 688 (1-3) Project Demonstration**

This course will present a wide range of techniques and models for developing professional academic projects, including portfolios. Students will develop and demonstrate a professional project. This course may replace or be used in addition to an APP or thesis.

### **EDLD 690 (1-4) Workshop**

An experience where the principle learning takes place through interchange among class members and the facilitator.

### **EDLD 694 (1-3) Alternate Plan Paper**

The alternate plan paper includes a research requirement less extensive in nature than a thesis, but significantly greater in quality and quantity than the standard graduate term paper.

### **EDLD 695 (1) Portfolio Development**

Portfolio Development is a 1-credit independent course aligned with the Department of Educational Leadership's assessment plan for the Master's of Science in Educational Leadership degree. In the portfolio, students will demonstrate accomplishments and growth experienced throughout the Master's program in professional knowledge, skills and performance, and dispositions (professional attitudes and character). Permission is required from the student's academic advisor to register for the Portfolio Development course, usually during the graduation semester. The completed portfolio is submitted to the student's academic advisor toward the end of the graduation semester. Permission is required to register for the Portfolio Development course.

### **EDLD 697 (3-6) Internship in Teaching**

### **EDLD 698 (3-12) Internship in Administration**

This course provides students with an experiential experience as a school administrator.

### **EDLD 699 (3-6) Thesis**

The thesis involves extended research resulting in a significant contribution to new knowledge. This reflects a student's ability to do individual, independent work of a creative and/or investigative type in an area of relation to the student's major field.

### **EDLD 734 (4) Professional Development Colloquium**

This course will provide doctoral students with the knowledge and skills required to become a professor or instructor in higher education settings through topics including professional development plans (PDP), professional development reports (PDR), library research, portfolio development, conference presentations, developing lines of research, and writing for publication.

### **EDLD 744 (4) Selected Topics**

This seminar course provides an avenue for the exploration and investigation of special study topics in educational leadership.

**EDLD 747 (3) Organizational Theory and Analysis**

The primary framework of this course is the main theoretical perspectives and issues of organizational decision-making, organizational innovation and organizational identity. Each theory/perspective will be examined with the following questions in mind: what is/are the overarching question(s) with which the theory is concerned? What is the central unit of analysis? What are the key concepts?

**EDLD 751 (3) Seminar: Advanced Leadership Ethics**

Examination of ethics in Leadership which includes student research on ethics in leadership and professional settings.

**EDLD 752 (3) Seminar: Leadership Exemplars**

In depth study of exemplary leaders and research into their applicability to broader leadership contexts.

**EDLD 759 (3) Influences and Assessment of Public Policy**

This course is an required course for the doctorate in Educational Leadership. The seminar is offered so student can acquire the knowledge of how public policy is developed and the influences exerted on public policy.

**EDLD 767 (4) Advanced School Law**

This course is designed for doctoral students to conduct research in school districts to resolve problems that have legal implications. Completed research will be shared with the school districts as well as with fellow doctoral students.

**EDLD 782 (3) Design and Method in Qualitative Inquiry**

This course offers investigations into traditional and exploratory genres of qualitative research and provides the critical analysis tools necessary for doing so. Included will be aspects unique to qualitative design used for sampling, instrumentation, data collection and analysis, and report formats.

**EDLD 792(3) Quantitative Research Methods for Educational Leadership**

The course provides an overview of quantitative research methods, clarifies the role of quantitative methods in the research process, and provides experiences for application of quantitative methods.

**EDLD 793 (3) Focused Research Investigations 1**

This course offers focused investigations into a specific genre or methodology of research. Class members will work individually or in small learning groups in completing individually-constructed learning contracts to gain in-depth knowledge and skills in particular genre or methodology.

**EDLD 794 (3) Focused Research Investigations 2**

This course offers focused investigations into a specific genre or methodology of research different than those investigated in EDLD 793. Class members will work to complete an individually-constructed learning contract to gain in-depth knowledge and skills in research.

**EDLD 798 (1-12) Doctoral Internship in Educational Administration**

This course is designed for doctoral candidates in educational leadership to experience implementation of theory where they are given the opportunity to create, demonstrate, and maintain effective strategies and methodologies from leadership practices in a school or higher education setting.

**EDLD 799 (1-11) Dissertation**

The doctoral dissertation course is designed to guide the student through preparation and defense of the dissertation proposal, assist the student in the dissertation research and writing process and ensure focus and consistency in preparation and defense of the final product.

**EXPERIENTIAL EDUCATION****EXED 590 (1-3) Workshop****EXED 603 (3) Experience and Education**

An independent project-based course intended to immerse beginning graduate students into a 45-hour direct experience upon which they will complete a project and reflect on their own personal growth and learning.

**EXED 604 (3) Development of Experiential Education**

An independent project-based course whereby the student will design and/or facilitate an extensive learning experience for others. Designing and facilitating combined should total 45 hours.

**EXED 634 (1-6) Practicum**

A field experience that will further the learning of the student in Experiential Education. This course can be repeated in the degree plan of study.

**EXED 635 (1-4) Internship**

A field experience which typically entails working with a specific person or organization. This course can be repeated in the degree plan of study.

**EXED 644 (3) Seminar: Philosophy of Experiential Education**

This course examines the writings of historical and current thinkers who have made contributions to the field of experiential education. The philosophical underpinnings of Plato and Dewey, as well as more current experiential education literature will be discussed and examined.

**EXED 645 (1-3) Selected Topics in Experiential Education**

Courses that are routinely taught under Selected Topics include : Selected Topics in Experiential Education: Courses that are routinely taught under Selected Topics include: Experience & Nature, Project-based Learning, Guided Reflection & Processing, and Group Dynamics.

**EXED 646 (3) Research Methods in Experiential Education**

This 3-credit course offers an introduction to research methods as well as tools for becoming a critical consumer of the body of research that exists in experiential education. Class members will conduct secondary research that can be used toward the completion of a Capstone Project. The course design will offer a combination of readings, individualized secondary research, presentations, and interactive learning exercises.

**EXED 648 (3) Controversial Issues in Experiential Education**

This course engages learners in critical examination of definitional and controversial issues in experiential education and utilizes a variety of large and small group discussion, readings, and interactive exercises to investigate these issues. Class members will research and present their positions through group and individual forums.

**EXED 649 (3) Experiential Learning and Educational Reform**

Students will examine the writings of individuals who have made contributions to experiential learning and educational reform. Current national education reform initiatives will provide examples of how K-12 education and higher education has reformed teaching methods and educational practices. Learners will apply information to develop programs or curricula useful to their specific disciplines and interests.

**EXED 650 (3) Teaching Methods in Experiential Education**

Students will acquire a solid foundation of teaching methods in experiential learning. Learners will discuss and practice implementation of various teaching approaches that promote experiential learning including active learning, project based learning, service learning, place based education, and problem based learning. Learners will design curriculum that promotes hands-on learning and develop performance based assessment tools. Learners will collaboratively develop lessons that utilize experiential learning, and create assessment tools to align with lessons. This course meets program needs and introduction of assessment tools that align with experiential learning.

**EXED 677 (1-3) Individual Study**

A field-based course typically used for independent research or projects. This course can be repeated in the degree plan of study.

**EXED 688 (1-3) Creative Project**

This course provides a venue for the completion of the Creative Project, one of the options for the graduate Capstone Experience required by the College of Graduate Studies and Research. The intent of a Creative Project is to develop a professional project that provides evidence of mastery in selected areas within the field of experiential education. (F, S, Summer)

**EXED 694 (1-3) Alternate Plan Paper**

This course is used for students who did not complete their APP during their research class and for students who did or are planning to take their research course through another department, thereby completing the APP independently.

**EXED 695 (1) Portfolio Development**

This course serves as the primary assessment of a student's growth throughout their program.



## EDUCATIONAL STUDIES: ELEMENTARY AND EARLY CHILDHOOD

### EDUCATIONAL STUDIES: ELEMENTARY AND EARLY CHILDHOOD MS

#### READING MS

#### GRADUATE CERTIFICATE IN READING

College of Education  
Department of Elementary and Early Childhood  
328 Armstrong Hall • 507-389-1516

The Department of Elementary and Early Childhood offers graduate programs focusing on the needs of K-6 teachers in deepening their knowledge and skills across the curriculum as well as K-12 teachers and two-year college faculty in Reading. All programs are offered through online delivery with one-on-one advising.

**Admission.** In addition to meeting the general admission requirements of the College of Graduate Studies and Research, requirements for specific degree programs and for licensure endorsements are described in the sections which follow.

#### EDUCATIONAL STUDIES: ELEMENTARY AND EARLY CHILDHOOD MS

(Thesis Plan - 30 credits)  
(Alternate Plan Paper - 34 credits)  
(Creative Project - 34 credits)

The Master of Science in Education Studies emphasizes curriculum planning and improvement of teaching skills. The program is available to all teachers who wish to broaden their base of knowledge, enhance their classroom performance and better serve the needs of their students. Students choose to specialize in a particular focal area. Either the thesis, alternate plan, or creative project may be followed.

For Admission, applications for the Master of Science program must have a valid Minnesota teaching license. They must have earned a bachelor's degree from an accredited college or university, and have a minimum grade point average of 2.75 for the last two undergraduate years. Applicants must also submit a letter stating why they are interested in admission to the program, as well as a recommendation form (available from the dept.) from a school administrator addressing professional competence.

#### Required Tools of Research Core, All Options (9 Credits)

EEC 600 Introduction to Graduate Studies and Technology (3)  
EEC 617 Elementary School Curriculum (3)  
EEC 626 Preparing Students to Read (3)

#### Major Research Core Courses: (9-15 credits)

EEC 604 Teacher as Researcher: Classroom Inquiry (3)  
KSP 609 Research Methods or  
SPED 600 Introduction to Education Research (3)  
EEC 610 Scholarly Writing (3)  
EEC 694 Alternate Plan Paper (1-2)  
EEC 695 Creative Project (1-2)  
EEC 699 Thesis (3-6)

For students completing an Alternate Plan Paper or a Creative Project, EEC 610 - Scholarly Writing is a recommended course.  
Students completing a thesis must complete KSP 609 or SPED 600.

#### Required 500/600 level Focal Courses in Education

(Varies with each option, 9-15 credits)

500/600 level Elective Courses within the College of Education which will provide focus in a particular area of study (e.g., Early Childhood Education, Reading, and Elementary School).

#### Focal Areas of Study (9-15 credits)

The courses listed under each area are meant to be suggestions only. Courses are to be selected in consultation with an advisor.

#### Elementary School

EEC 520 Reading Difficulties (3)  
EEC 528 Teaching Reading And Writing in the Content Areas (3)

EEC 601 Experimentation and Innovation in Elementary Classroom (2)  
EEC 608 Teacher-Parent Relationships (3)  
EEC 617 Elementary School Curriculum (3) or  
EEC 631 Seminar: Elementary Curriculum (2)  
EEC 622 Trends in School Math (3)  
EEC 628 Writing for Teachers (2)

#### Early Childhood

EEC 565 Pre-Kindergarten Curriculum and Methods (2)  
EEC 595 Internship: Early Childhood Family Education (2-4)  
EEC 608 Teacher-Parent Relationships (3)  
EEC 609 Education of Infants and Toddlers (3)  
EEC 612 Language and literacy development (2)  
EEC 614 Cognitive Development in Early Childhood Education (2)  
EEC 640 Seminar: Early Childhood Education (2)  
EEC 685 New Directions in Kindergarten (2)  
SPED 520 Education of young Children with Exceptional Needs (3)

#### Related Area Electives (Area varies with each option, 6 credits)

Choose 6 elective credits in a related academic area (outside of the College of Education), chosen in consultation with an advisor.

To satisfy degree requirements, students following a degree plan must successfully complete a written comprehensive examination. Students completing the thesis plan must also defend the thesis orally. A minimum of 50 percent of all coursework must be taken at the 600 level, excluding thesis or alternate plan paper credits.

#### READING MS

(Thesis Plan - 34 credits)  
(Alternate Plan Paper - 34 credits); (Creative Project - 34 credits)

The Master of Science in Reading emphasizes curriculum planning and improvement of teaching skills. The program is available to all teachers who wish to deepen their knowledge of reading, enhance their classroom performance and better serve the needs of their students. The thesis, alternate plan, or creative project may be followed.

For Admission, applications for the Master of Science program must have a valid Minnesota teaching license. They must have earned a Bachelor's degree from an accredited college or university, and have a minimum grade point average of 2.75 in their undergraduate years. Applicants must also submit two recommendation forms (available from the department) from a school administrator addressing professional competence and another professional familiar with their work with children.

#### Common Core

EEC 610 Scholarly Writing (3)  
EEC 613 Implementing Response to Intervention in Reading for the Gen Educ Class (3)  
EEC 619 Reading Assessment and Diagnosis (3)  
EEC 620 Effective Reading for Content Areas (3)  
EEC 625 Instructional Strategies and Remediation (3)  
EEC 626 Preparing Students to Read (3)  
EEC 630 \* Literacy for Culturally and Linguistically Diverse Learners (3)  
EEC 635 Analysis of Research in Reading (3)  
EEC 661 Practicum (3)

#### Restricted Electives

Choose one course from the following  
EEC 628 Teaching Writing in Elementary School (3)  
ENG 655 Topics in Teaching Writing (3)  
ENG 656 Teacher Research in the Writing Classroom (3)  
ENG 657 Teaching Writing with Literature (3)

#### Capstone

Choose 1 - 4 Credit(s).  
EEC 694 Alternate Plan Paper (1-2)  
EEC 695 Creative Project (1-2)  
EEC 699 Thesis (3-4)

#### Unrestricted Electives

Choose elective 2-7 credits

**GRADUATE CERTIFICATE IN READING**

(18 credits)

This program allows already licensed teachers to complete the requirements for the K-12 Reading Teacher License Endorsement.

- EEC 613 Implementing Response to Intervention in Reading for the Gen Educ Class (3)
- EEC 619 Reading Assessment and Diagnosis (3)
- EEC 620 Effective Reading for Content Areas (3)
- EEC 625 Instructional Strategies and Remediation (3)
- EEC 626 Preparing Students to Read (3)
- EEC 661 Reading Practicum (3)

**COURSE DESCRIPTIONS**

**EEC 502 (3) Introduction to Teaching the LEP Student**

For teachers of students whose dominant language is other than English.

**EEC 504 (2) Curriculum: Applications of Technology in Education**

To prepare pre-service and in-service teachers to use technology in the elementary classroom. Applications to each content area will be considered.

**EEC 514 (2-4) Diagnosis and Corrective Instruction in Elementary Mathematics**

Diagnostic teaching, evaluating deficiencies, skill analysis, use of case studies and tools of diagnosis.

**EEC 517 (3) Teaching Reading to ESL Students**

Foundation level knowledge concerning the reading process and how it pertains to the ESL student including strategy instruction.

**EEC 518 (2) Elementary School Science Activities**

Identification of appropriate science equipment, process skills, concepts and instructional attitudes for science in the elementary school.

**EEC 520 (3) Reading Difficulties**

Foundation level of knowledge concerning the characteristics, causes, diagnosis and treatment of reading difficulties.

**EEC 522 (3) Emergent Literacy**

Presents knowledge base and strategies for literacy development for infants-Kindergarten. Focus on Family Literacy.

**EEC 528 (3) Teaching Reading and Writing in the Content Areas**

Presents strategies for teaching and reading knowledge, attitudes and skills in the various teaching content areas.

**EEC 536 (3) Engineering for Elementary Teachers**

Through hands-on experiences students learn the basics of engineering needed to teach this content at the elementary school level. Topics include the engineering design process, reverse engineering, engineering fields/professions, and experience with instructional strategies. The course focuses on the engineering strand of the K-6 Minnesota State Science Standards.

**EEC 546 (3) Educational Technology-STEM**

Students will develop competency using the specific technology skills needed to become effective Elementary Science, Technology, Engineering, and Math (STEM) teachers.

**EEC 556 (3) Special Topics-STEM**

Students will become familiar with important, emerging topics in the field of elementary STEM education.

**EEC 564 (1) Early Childhood Final Project**

Professional portfolio, self video, career options.

**EEC 565 (2) Pre-Kindergarten Curriculum and Methods**

Planning the curriculum for teaching prekindergarten children.

**EEC 566 (3) I-STEM**

Students will learn to integrate the four disciplines of STEM (science, technology, engineering, and math) into their instruction in the elementary classroom.

**EEC 570 (1) Practicum-STEM**

This practicum provides students with an immersion experience in a supervised Science, Technology, Engineering, and Math (STEM) educational setting.

**EEC 583 (2) Supervision of Student Teachers**

To assist K-12 classroom teachers in developing their skills for supervising pre-service and student teachers.

**EEC 590 (1-3) Workshop**

The workshop format provides teachers and others opportunity to study a specific topic in a shortened, hands-on course. May be repeated.

**EEC 591 (1-4) In-Service**

Special courses designed to meet changing educational trends.

**EEC 595 (2-4) Internship: Early Childhood Family Education**

Principles and practices in Early Childhood/Family Education and programs. On-site experiences are required. Pre: FCS 485, 488; EEC 435

**EEC 600 (3) Introduction to Graduate Studies and Technology**

Introduction to the programs and requirements of graduate studies in education at Minnesota State University, scholarly writing and the classroom technologies necessary for the master teacher.

**EEC 601 (2) Experimentation and Innovation in the Elementary Classroom**

Examination of innovative instructional procedures for implementation, evaluation tools and techniques in K-8 settings.

**EEC 602 (1-4) Improvement of Instruction**

Planning, teaching, skills, instructional procedures, and evaluation with emphasis on classroom implementation.

**EEC 604 (3) Teacher as Researcher: Classroom Inquiry**

Teachers use observations and informal data to learn more about their own classrooms. Designed to provide learning experiences in using research techniques and procedures in actual field research.

**EEC 605 (3) Advanced Practices in Elementary Mathematics**

Students will understand current trends in mathematics instruction for elementary students and develop competencies in the following: promoting reasoning and problem-solving, using mathematical representations, facilitating meaningful mathematical discourse, posing purposeful questions, building procedural fluency from conceptual understanding, supporting productive struggle, eliciting evidence of student thinking, and creating equitable opportunities in teaching and learning mathematics. Emphasis is on National Council of Teachers of Mathematics Principles of effective mathematics teaching and Standards for Mathematical Practice.

**EEC 606 (1-4) Selected Topics**

Selected topics explored for elementary or secondary teaching. May be repeated.

**EEC 608 (3) Teacher-Parent Relationships**

Emphasis on parent-teacher-child relationships for effective learning of children through the elementary grades. Includes Early Childhood Family Education.

**EEC 609 (3) Education of Infants & Toddlers**

Develop mentally appropriate materials and methods for use with infants and toddlers in the home, in HEAD START, in family daycare and in center based day care.

**EEC 610 (3) Scholarly Writing**

Designed to provide learning experiences in utilizing techniques and procedures in actual field research situations. Pre: KSP 602 and EEC 604

**EEC 612 (2) Language and Literacy Development**

Relationship between speaking, listening, reading, and writing; role and techniques of assessment; language development in literacy and writing; effective literacy programs.

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## EDUCATIONAL STUDIES: ELEMENTARY AND EARLY CHILDHOOD

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### EEC 613 (3) Implementing Response to Intervention in Reading for the General Education Class

This course provides an introduction to the Response to Intervention (RTI) initiative. Different implementation models will be reviewed, along with specific factors important to consider when designing programs. An overview of progress monitoring and intervention strategies will be provided.

### EEC 614 (2) Cognitive Development in Early Childhood

Examination of family development and systems, development of children, environmental needs, problem-solving and critical thinking.

### EEC 615 (2) Organize and Direct In-Service Reading Program

To identify special areas of staff needs in literacy: theory and research, cooperation, implementing change.  
Pre: EEC 4/520

### EEC 617 (3) Best Practices Across the Curriculum

Historical foundations; influencing factors, issues, analysis of materials, projects in construction.

### EEC 618 (2) Preparation of Supplementary Reading Materials

Relates basic reading instruction theory to materials used in the classroom and provides guidance in identifying and preparing needed supplementary materials.

### EEC 619 (3) Reading Assessment and Diagnosis

Selection and use of materials and methods; practical application of techniques.

### EEC 620 (3) Effective Reading for Content Areas

Provides strategies in reading for effective instruction in the various content areas.

### EEC 621 (3) Trends in Early Childhood

#### EEC 622 (3) Trends:

Recent research and current developments. Contemporary trends and teaching strategies in K-12.

### EEC 625 (3) Instructional Strategies and Remediation

This course provides an in-depth study of instructional strategies and interventions/remediation strategies for readers at different levels. Effective reading strategies for groups and individual learners, data-based curriculum decisions, and selection of appropriate materials and instructional strategies will be emphasized.

### EEC 626 (3) Preparing Students to Read

Emphasizes recent research, issues, teaching methods, and new materials in developmental reading and K-12 levels.

### EEC 628 (3) Teaching Writing in Elementary School

Presents information about elementary learners' writing development, genres for the elementary curriculum, and assessment of elementary students' writing. Research-validated practices for teaching diverse learners will be the focus of the course.

### EEC 629 (3) Providing Professional Development in Literacy

A study of the role of the reading supervisor in planning, implementing and evaluating the total reading program.

### EEC 630 (3) Literacy for Culturally and Linguistically Diverse Learners

Students will develop expertise in working with culturally and linguistically diverse students in literacy learning. The course focuses on culturally responsive instructional strategies for literacy learning in reading, writing, and oral language to meet the cognitive, linguistic, cultural, and dispositional needs of English learners and culturally diverse learners. English language development, linguistics, academic language, assessment, family engagement, strengthening students' cultural connections, vocabulary development, comprehension strategies, writing instruction, and differentiation are major topics. (F, Summer)

### EEC 631 (2) Seminar: Elementary Curriculum

Critical study of problems and research related to elementary school curriculum.

### EEC 632 (2) Elementary School Supervision

Theory of supervision; models, techniques, in-service, role of cooperating teaching; supervision components. Designed for supervision of student teachers and beginning teachers.

### EEC 634 (3) Designing Interventions with RTI in Reading for the General Education Class

This course provides classroom teachers with the skills to design interventions in reading within a Response to Intervention (RTI) framework. The focus will be on designing evidence-based interventions in phonemic awareness, phonics, fluency, vocabulary and comprehension.

### EEC 635 (3) Analysis of Research in Reading

Examines research and theory in reading and other literacy areas. This course is designed to help students explore recent major research and theoretical thinking in reading.

### EEC 636 (1-6) Clinical Experience in Curriculum Development

Supervised practical experiences in curricular design and development. Admission by application only.

### EEC 640 (2) Seminar: Early Childhood Education

Contemporary issues in early childhood education. May be repeated for a maximum of four semester hours of credit.

### EEC 642 (2) Organization and Administration of Early Childhood Programs

Develops basic principles of organizing and administering early childhood programs.

### EEC 643 (3) Advanced Assessment and Evaluation of Learning

Investigation of effective elementary classroom instruction through multiple methods of formal and informal assessment strategies that support student engagement, student progress monitoring, and guiding instructional decision making. Examination of assessment strategies for instructional planning and evaluation to promote strong intellectual, social, emotional, and physical development which will support all elementary students.

### EEC 644 (3) Assessment and Instructional Strategies in Mathematics

The focus of the course is on understanding assessment and instructional interventions designed to enhance the mathematical thinking of elementary learners. Additionally, it will focus on using that knowledge to design instruction and intervention strategies aimed at student success. This course will address the development of conceptual models, focused practice, feedback during strategy development, and the development of procedural skills with algorithms.

### EEC 645 (2) Seminar

### EEC 647 (3) Effective Reading for Content Areas in the Middle School

This course focuses on practical, best practice strategies to help learners be more successful with textbooks and other kinds of reading materials. Vocabulary, comprehension, and study strategies supported by research-based evidence will be presented along with successful strategies for implementation in a grade or school.

### EEC 650 (1-4) Technology Based Curriculum Materials

To refresh and update skills and knowledge related to technology use in the elementary classroom.

### EEC 658 (2) Pre-Practicum Clinical Experience I

Each student will learn about teaching and learning in a different educational setting, e.g., charter school, four period day. Middle School.

### EEC 660 (1-6) Practicum in the Elementary School

Special teaching projects of an experiential and creative nature in the students' field of preparations.

### EEC 661 (3) Reading Practicum

This field-based course is designed as the capstone experience for students completing the reading teacher program. The focus is on assessment and intervention experiences with struggling readers.

### EEC 663 (3) Curriculum Development

Various theories for organizing curriculum are investigated and experiences are provided in designing an articulate program.

### EEC 670 (2) Advanced Seminar in Elementary Education

May be repeated for a maximum of six semester credits. To provide opportunity to study, analyze and synthesize research findings.

**EEC 673 (3) Documenting Student Progress in Reading with RTI for the General Education Class**

This course provides the information necessary for classroom teachers to document and monitor student progress in reading within the RTI framework. Content will include: which reading assessments to use and why; how to administer, score and interpret them; along with how to manage and make data-based decisions when designing monitored reading interventions within the general education classroom environment.

**EEC 674 (3) Etiology, Symptomatology of Disabilities and Intervention**

Students will learn the etiology, characteristics, and classification of specific disabilities and medical conditions and their developmental and educational implications on infants, toddlers, and young children and their families.

**EEC 675 (1-4) Practicum in Adult Reading**

Special projects of an experimental or innovative nature in elementary instruction, curriculum development of supervision.

**EEC 676 (2) Strategies for Individualized Instruction**

Examine theory and designs for developing implementing and evaluating various individualized instructional strategies.

**EEC 677 (1-4) Individual Study**

Opportunity for individual study on curriculum or instruction topics under direction of graduate faculty.

**EEC 678 (2) Motor Development in Young Children with Special Needs**

This course will present current best practice in the field of early childhood motor development and early intervention reflecting a combination of research of the fields and what academics and educators believe is appropriate to facilitating motor development for special needs children.

**EEC 679 (3) Interdisciplinary Teaming in ECSE**

This course will cover the roles and responsibilities of teachers, paraprofessionals, families, other service providers such as Speech, Occupational, and Physical Therapists, and other agencies such as Public Health and Social Services in Early Childhood Special Education.

**EEC 680 (3) Formal Assessment of Young Children and Ongoing Progress**

This course will teach the core skills that are necessary for early childhood special education teachers to be able to conduct developmental screenings, perform formal child observations, and administer criterion-referenced and standardized assessments.

**EEC 681 (3) Supporting Language, Literacy, and Cognitive Development**

Students in this course will understand communication theory, typical and atypical language development (including bilingual development), and the role of language in learning and cognition.

**EEC 682 (3) Appropriate Services for Culturally and Linguistically Diverse Populations**

Students will learn about bilingual language development and culture as it relates to ECSE assessment and intervention. There will be a focus on culturally sensitive practice and supporting native language development.

**EEC 683 (3) Curriculum and Methods for Young Children with Special Needs**

This course will teach the core skills that are necessary for early childhood special education teachers to develop methods and curriculum to address the IEP goals and objectives of individual children either in self-contained or inclusive preschool settings.

**EEC 684 (1) ECSE Preschool Practicum**

Students will be placed with an ECSE Preschool Teacher in a school district for three weeks and will develop and implement lessons in the setting in which they are placed.

**EEC 685 (2) New Directions in Kindergarten**

Current research, instructional techniques and materials regarding kindergarten curriculum in language arts, reading, science, mathematics, social studies, psychomotor and creative arts.

Pre: EEC 370

**EEC 686 (1-4) Curriculum Design**

Supervised practical experiences in curriculum design and development. Permission required.

Pre: consent

**EEC 687 (3) Social Emotional Development, Mental Health and Positive Behavior**

Students will learn how to support families to nurture healthy social/emotional development in their children and they will learn how to create positive classroom environments that support pro-social behaviors and the expression of a full range of emotions.

**EEC 690 (1-3) Workshop**

Graduate workshops covering a wide range of content.

**EEC 691 (1-4) In-Service**

**EEC 692 (1) Infant Home Visiting Practicum**

Students will be placed with an ECSE Home Visitor in a local school district for three weeks and will participate in home visit by implementing lessons with the children and their families.

**EEC 693 (3) Methods for Home Visiting Infants and Toddlers with Special Needs**

Students will learn how to link assessment data to the development of an Individualized Family Service Plan (IFSP) and will learn how to structure home visits to address the objectives identified on the IFSP.

**EEC 694 (1-2) Alternate Plan Paper**

For students completing a Master's degree with the alternate plan paper option.

**EEC 695 (1-2) Creative Projects**

For students completing a Master's degree with the creative project option.

**EEC 697 (3) ECSE Student Teaching**

Students will be placed with a cooperating ECSE Teacher in either a home-based or classroom-based setting. Students will be in a full time position for 16 weeks and will be expected to take the lead role in lesson planning and teaching during this time.

**EEC 698 (1) ECSE Student Teaching Seminar**

This seminar course is designed to prepare student teachers for professional practice in the field of Early Childhood Special Education. Topics such as reflective practice, professional collaboration, job hunting, interviewing, developing a teaching portfolio, and reading relevant professional articles.

**EEC 699 (1-4) Thesis**

For students completing the Master's or Specialist degree using the thesis option.

**EDUCATIONAL STUDIES: K-12 AND SECONDARY PROGRAMS**

*College of Education*

*Department of Educational Studies: K-12 and Secondary Programs  
313 Armstrong Hall • 507-389-1965*

The K-12 and Secondary Programs (KSP) department prepares graduate students for initial licensure as professional educators in 5-12 and K-12 classrooms, and in School Library and Information Studies. It serves practicing teachers and other professional educators seeking continued development through advanced programs in Curriculum and Instruction, School Library and Information Studies, and Teaching and Learning. Program emphasis is placed upon facilitating graduate students in strengthening and broadening their knowledge, skills, and dispositions needed to function effectively as educators.

Graduate study is not merely a continuation of undergraduate work. It demands scholarship at a higher level of achievement; it places greater emphasis on research and creativity; and it requires much more initiative and responsibility.

The following graduate programs are available:

- Graduate Teacher Licensure Program/ MAT**
- School Library and Information Studies MS**
- Educational Technology MS**
- Teaching and Learning MS**

## EDUCATIONAL STUDIES: K-12 AND SECONDARY PROGRAMS

**Admissions.** Into the Graduate Teacher Licensure (GTL) or Master of Arts in Teaching (MAT) programs at Minnesota State University, Mankato occurs at three distinct levels:

College of Graduate Studies & Research  
115 Alumni Foundation Center, Mankato, MN 56001  
Phone: 507-389-2321  
Fax: 507-389-5974  
Toll Free: 800-722-0544  
Email: Inquiries from the United States [grad@mnsu.edu](mailto:grad@mnsu.edu)  
Email: Inquiries from overseas international students [gradintl@mnsu.edu](mailto:gradintl@mnsu.edu)

Admission into the Graduate Teacher Licensure (GTL) or MAT programs at Minnesota State University, Mankato occurs at three distinct levels:

1. To the College of Graduate Studies
2. To the Department of Educational Studies: K-12 and Secondary Programs (where the GTL Program is housed)
3. To Professional Education

Education coursework is offered at the Minnesota State University, Mankato campus or the Minnesota State University, Mankato 7700 France Ave, Edina campus. However, even if you chose the Edina location, you might still have to take some course work in your content area (such as Mathematics, Music, etc.) at the Minnesota State University, Mankato campus. Please indicate the choice of location on your application form.

**Application to the College of Graduate Studies.** Students wishing to enroll in the KSP graduate licensure program must be admitted to the College of Graduate Studies and Research before they can be considered for admission to the program. Applications are accepted for any term or summer session; however, all required documents should be submitted a minimum of one month before the term of anticipated entry. International students should complete their files and applications three months before the term of anticipated admittance.

All applicants should submit the following to the College of Graduate Studies and Research:

- A completed Application for Graduate Study, plus payment of the application fee.
- Verification of pending baccalaureate degree (a transcript) from a regionally accredited college or university, if undergraduate degree has not been completed;
- One official degree-verifying transcript listing undergraduate/graduate degree(s) sent directly from the degree-granting institution to the College of Graduate Studies and Research (including Minnesota State Mankato students, undergraduates, faculty, and staff);
- A minimum grade point average of 3.0 on a 4.0 scale in your undergraduate study. If the your GPA is below 3.0, you must take the GRE and obtain a minimum score of 500 on one or more portions (verbal, quantitative, or analytical) of the Graduate Record Exam; Note: A candidate may request that the GRE be waived based on the following criteria: three references and 3.0 GPA based on last two years of undergraduate study; or, at least nine credits of graduate course work with a GPA of 3.0; or, successful completion of a Masters degree from an accredited college or university.
- Any additional information required for international students, if appropriate.

Upon receipt of these materials, the College of Graduate Studies and Research will forward the applicant's file to the Department of Educational Studies: K-12 and Secondary Programs for admission recommendation.

**Application to the Program.** In addition, the applicant must submit the following directly to the Department of Educational Studies: K-12 and Secondary Programs.

- Three letter of recommendation forms (online at [PDF] [http://ed.mnsu.edu/ksp/gtl/gtl\\_forms/msu\\_gtl\\_reference\\_form.pdf](http://ed.mnsu.edu/ksp/gtl/gtl_forms/msu_gtl_reference_form.pdf) (365 KiB)) focusing on the applicant's academic potential as well as the individual's promise to become an effective professional educator. Note, one of these recommendations must be from an undergraduate/graduate instructor or academic advisor, and it is highly recommended that one is from a current employer;
- A completed Personal Statement form (online at [PDF] [http://ed.mnsu.edu/ksp/gtl/forms/msu\\_gtl\\_personal\\_statement\\_form.pdf](http://ed.mnsu.edu/ksp/gtl/forms/msu_gtl_personal_statement_form.pdf) (92 KiB)) summarizing the applicant's experiences and professional goals;
- The applicant's professional resume; and
- A completed and signed plan of study (online at [PDF] [http://ed.mnsu.edu/ksp/gtl/forms/msu\\_gtl\\_plan\\_of\\_study.pdf](http://ed.mnsu.edu/ksp/gtl/forms/msu_gtl_plan_of_study.pdf) (82 KiB).) The plan of study must be signed by your advisor and the content specialist.

There will be no consideration of admission until all of the above admission criteria have been met. All material must be received in the Department of Educational Studies: K-12 and Secondary Programs to be considered for the Graduate Teacher Licensure Program. Early application is recommended, as enrollment is limited. Applicants will be notified regarding their admission status following the receipt of all required application materials.

The Program Application materials (the four items listed above) should be submitted to:  
Coordinator of Initial Licensure  
Educational Studies: K-12 and Secondary Programs  
313 Armstrong Hall  
Mankato, MN 56001

**Application to Professional Education.** After meeting all program admission requirements and receiving acceptance into the GTL Program (either Graduate Teacher Licensure or MAT), candidates will need to apply for admittance into professional education. The process, material and requirements will be discussed and completed during the first orientation session. Prior to beginning the program, it is highly recommended that each candidate successfully complete the Praxis 1 Pre-professional Skills Test (PPST). The test score, along with additional information, will be needed prior to acceptance into professional education. ETS will no longer provide printed copies of the PPST (i.e., Tests at a Glance) booklets. They are available online at [www.ets.org/praxis](http://www.ets.org/praxis) under Test Preparation.

**Time Requirements.** Throughout the program, candidates will be taking courses within the program, content courses, as well as completing field experiences. The time involved can and often is demanding. Participation in field experiences and student teaching requires special sacrifices from the candidates, with student teaching being a full-time obligation. Often candidates must plan to take leaves of absence from their employment to participate in the field experiences and complete student teaching. Candidates receive no compensation for field experiences or student teaching and should make allowances for the loss of income.

**Licensure areas approved by the Board of Teaching include:**

**5-12 Licensure.** Business Education (collaborative with Winona), Communication Arts and Literature, Family Consumer Science, Health Science, Mathematics, Science (Life Science, Chemistry, Earth and Space Science, Physics), Social Studies.

**K-12 Licensure.** Dance and Theatre Arts, English as a Second Language, Vocal Music and Instrumental Music, Physical Education, Visual Arts, World Languages and Cultures (Spanish, German, and French), Developmental Adapted Physical Education, Library Media Specialist.  
Background Checks

The amended Minnesota Data Practices Act (1997) requires that we inform all graduate teacher licensure candidates that a background investigation will be conducted as part of the graduate K-12 mentorship placement process. The background investigation is currently used and required in many school districts throughout Minnesota. The background check will be conducted during the first semester in the program.

**Cohorts.** Candidates entering either the GTL or MAT program will be placed into a cohort of 15-25 candidates and work closely with a cohort of faculty. The program is a comprehensive standards-based licensure program, with course work offered either on weekends or Tuesday evenings. Courses are offered face to face and on-line with the use of Desire 2 Learn (D2L).

**Field Experiences.** Candidates are required to actively participate in K-12 field experiences throughout the Graduate Teacher Licensure Program. The field experiences are staggered throughout the program and require that each candidate spend time each semester in the K-12 setting during normal school hours (8:00 a.m. to 4:00 p.m., Monday - Friday). Candidates must plan to take a leave of absence from their employment to participate in field experiences. Candidates receive no compensation for the time spent in the K-12 classroom during their field experiences and should make allowances for the loss of income.

Field experiences provide opportunities for candidates to put theory into practice in a K-12 or 5-12 environment. During field experiences candidates will become familiar with specific school-related issues, strategies to assist student learning and apply strategies to help students study and learn within the classroom environment. Prior to this experience candidates will need to complete a background check.

**Student Teaching.** All candidates must complete all content and program requirements as listed on their plan of study prior to student teaching. Student teaching demands special sacrifices from the candidates, with student teaching being a

full-time obligation. Candidates must plan to take a leave of absence from their employment to participate complete student teaching. Candidates receive no compensation for the student teaching and should make allowances for the loss of income.

**Retention.** Admission does not guarantee continuation in the Graduate Teacher Licensure Program, admission into field experiences, student teaching, or graduation. As part of the admission process and throughout the program, the student's knowledge, skills, and disposition as well as professional potential are evaluated. Formalized reviews are conducted during field experiences and at each transition point.

Students must complete a minimum of 50% of all graduate credit at the 600-level, excluding thesis or APP credits, and must maintain a grade point average of "B" or above in all coursework.

### GRADUATE TEACHER LICENSURE/MAT

#### Required Coursework for Licensure (28 credits)

KSP 600	Technology Integration in the Classroom (2)
KSP 603	Foundations of Education (3)
KSP 605	Introduction to the Learner and Learning (3)
KSP 607	Creating Learning Environments to Engage Children, Families, & Communities (3)
KSP 608	Planning, Instruction, and Evaluation in the Classroom (5)
KSP 660	Practicum in the Middle School (8)
KSP 669	Reading, Literacy, and Differentiated Instruction in Inclusive Classrooms (3)
KSP 674	Professional Seminar (1)

**Note:** Students will be recommended for licensure when all requirements for licensure have been fulfilled. Upon successful completion of the coursework and student teaching, candidates must take and pass the Praxis II content and pedagogy examinations before applying and obtaining a Minnesota Teaching License.

#### Additional Coursework Required for Master of Arts in Teaching

##### Research Core (6 Credits)

##### Required

KSP 609	Research Methods (3)
KSP 610	Scholarly Writing (3)

**Note:** All candidates are required to complete their capstone project (Thesis, Alternate Plan Paper, or Creative Project) prior to awarding the master's degree.

Licensure does not occur automatically through graduation and the awarding of a diploma. The university recommends Minnesota licensure upon completion of all program and licensure requirements. Candidates must successfully complete the PPST examination of skills in reading, writing, and mathematics, as well as the Praxis II and Content examination. Minnesota state law requires that all students applying for initial licensure in this state be fingerprinted for national background checks. A conduct review statement will also need to be completed and signed. There is a fee for the criminal background check. The fee is for issuance of a State of Minnesota teaching license.

Students need to make application for a Minnesota teaching license at the close of the term in which they graduate. The Licensure Coordinator in the College of Education (phone 507-389-1216) coordinates the licensure process.

For additional information about the Graduate Teacher Licensure Program contact the program coordinator at 507-389-1965).

### EDUCATIONAL TECHNOLOGY MS

(Alternate Plan Paper - 34 credits)

The Minnesota State University, Mankato Master of Science degree in Educational Technology responds to the growing needs of P-16 education and industry in providing instruction and training for the technological environment. Program emphasis may be educational technology integration into the classroom, instructional design for education, the technology leader, or instruction for distance learning.

Courses are presented online through the university course management system. Students must complete courses within the program, plus the required research requirements. Fifty-percent of the program, excluding Thesis and APP credits, must be completed at the 600-level.

#### Common Core

KSP 609	Research Methods (a prerequisite for KSP 610) (3)
KSP 610	Scholarly Writing (3)
KSP 665	Professional Teacher, Leader, Scholar (3)
KSP 689	Introduction to Technology in Education (3)

#### Restricted Electives

KSP 665	Professional Teacher, Leader, Scholar (3)
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#### Capstone - Choose one.

KSP 694	Alternate Plan Paper (1-2)
KSP 695	Creative Projects (1-2)
KSP 699	Thesis (3-6)

#### Unrestricted Electives

KSP 684	Instructional Games and Simulations (has a prerequisite of KSP 619) (3)
KSP 687	Instructional Design II: Computer-Based Learning (has a prerequisite of KSP 643) (3)
KSP 665	Professional Teacher, Leader, Scholar (3)

**Note:** Selecting KSP 619 means that prerequisite course KSP 689 must be taken first, totaling 6 elective credits for both courses. Selecting KSP 687 means that prerequisite course KSP 643 must be taken first, totaling 6 elective credits for both courses.

Students may also earn a graduate certificate by completing the appropriate courses noted below.

Instructional Technologies in the Classroom (9 Credits)	
KSP 619	Using Technology in the Classroom (3 credits)
KSP 624	Differentiation Using Technology (3 credits)
KSP 689	Introduction to Technology in Education (3 credits)

#### Digital Educator (9 Credits)

KSP 667	Social Media Tools (3)
KSP 680	Developing the Online Learning Environment (3)
KSP 619	Using Technology in the Classroom (3)

#### Instructional Technology & Design (9 Credits)

KSP 643	Introduction to Instructional Design (3)
KSP 684	Instructional Games and Simulations (3)
KSP 687	Instructional Design II: Computer-Based Learning (3)

#### Technologist (9 Credits)

KSP 639	Educational Technology Leadership (3)
KSP 673	Technology Funding (3)
KSP 693	Developing Online Training Resources (3)

### TEACHING AND LEARNING MS

(Thesis Plan - 34 credits)  
(Alternate Plan Paper - 34 credits)  
(Creative Project - 34 credits)

The Master of Science in Teaching and Learning emphasizes improvement of teaching skills and an increased understanding of learners. The program is available to all teachers who wish to broaden their knowledge base, enhance their classroom performance and better serve the needs of learners. It is standards based and includes many of the components necessary for preparation for National Board of Teachers Standards Certification.

The MS in Teaching and Learning is designed around a variety of certificate options, including:

- Learning Communities and Leadership
- Student Development and Learning
- Culturally Responsive Teaching
- Instructional Media in the Classroom
- Data Informed Decision Making To Improve Student Learning
- Improving Student Learning

This structure provides students with the flexibility to custom design a Masters degree of their choice, choosing from a combination of courses within certificates listed above. Students have the option of completing three certificate options and the research core, or completing two certificate options, the research core, or in consultation with their advisor, selecting nine courses (27 credits) from any of the course options or any 3 courses from their teaching field.

## EDUCATIONAL STUDIES: K-12 AND SECONDARY PROGRAMS

### Admission Requirements

To be considered, the applicant must complete the following:

1. A completed Application for Graduate Study, plus the application fee;
2. Verification of the Baccalaureate degree from a regionally accredited college or university;
3. One official transcript listing undergraduate/graduate degree(s) to be sent directly from the degree granting institution to the College of Graduate Studies and Research (including Minnesota State Mankato students, undergraduates, faculty, and staff); and
4. Attainment of a minimum grade point average of 3.0 on a 4.0 scale in undergraduate study. If the applicant's GPA is below 3.0, the student must have obtained a minimum GRE score of 500 on one or more portions (verbal, quantitative, or analytical) of the Graduate Record Exam.
5. Two letters of recommendation. [PDF] Recommendation forms (365 KiB) may be obtained from the Department of Educational Studies: K-12 and Secondary Programs website.
6. Any additional information required for international students, if appropriate.

### MSTL Certificate Options

Learning Communities and Leadership (9 credits)

KSP	641	Classroom Learning Communities (3 credits)
KSP	657	The Professional Learning Community (3 credits)
KSP	665	Teacher as Leader (3 credits)

### Student Development and Learning (9 Credits)

KSP	652	Advances in Student Development and Learning (3 credits)
KSP	659	Character Development and Moral/Ethical Reasoning (3 credits)
KSP	672	Spirituality and Learner Development in Education (3 credits)

### Culturally Responsive Teaching (9 Credits)

KSP	601	Education for a Multicultural Society (3 credits)
KSP	638	Literacy and Bilingualism (3 credits)
KSP	644	School, Family and Community Partnerships (3 credits)

### Instructional Media in the Classroom (9 Credits)

KSP	619	Using Technology in the Classroom (3 credits)
KSP	624	Differentiation Using Technology (3 credits)
KSP	629	Assessing Learning Through Technology (3 credits)

### Data Informed Decision Making To Improve Student Learning (9 Credits)

Choose 9 credits. Select any three courses to earn the certificate.

KSP	612	Differentiated Instruction (3)
KSP	640	Data and Assessments (3)
KSP	663	Curriculum Management (3)
KSP	675	Using Data to Improve Student Learning (3)

### Improving Student Learning (9 credits)

KSP	612	Differentiated Instruction (3)
KSP	613	Managing and Monitoring Student Learning (3)
KSP	663	Curriculum Management (3)

### MS Teaching and Learning

#### Common Core (12 credits)

KSP	609	Research Methods (3) [KSP 609 or equivalent is a prerequisite for KSP 610]
KSP	610	Scholarly Writing (3)
KSP	640	Assessment for Learning (3)
KSP	665	Professional Teacher, Leader, Scholar (3)

#### Restricted Electives - Capstone (Choose One)

KSP	694	Alternate Plan Paper (1-2)
KSP	695	Creative Projects (1-2)
KSP	699	Thesis (3-6)

#### Unrestricted Electives - 21 credits required

KSP	601	Culturally Responsive Teaching (3)
KSP	612	Differentiated Instruction (3)
KSP	619	Using Technology in the Classroom (3)
KSP	624	Differentiation Using Technology (3)
KSP	638	Content Area Literacy for English Learners (3)
KSP	641	Problem-Based Learning (3)
KSP	644	Partnering for Student Success (3)
KSP	657	Leading Professional Learning Communities (3)
KSP	663	Curriculum Design (3)
KSP	675	Data Informed Decision Making (3)
KSP	689	Introduction to Technology (3)

**Additional Requirements.** Students must successfully complete a written comprehensive examination during the semester (or prior to) of graduation; and, take a minimum of 50 percent of all coursework at the 600-level, not including thesis or alternate plan paper credits. To satisfy degree requirements, all students must complete a capstone experience. After consulting with their advisor, students may choose a capstone experience of thesis, alternate plan paper, or creative project.

### SCHOOL LIBRARY AND INFORMATION STUDIES MS

(Thesis Plan - 30 credits)

(Alternate Plan Paper - 34 credits)

(Creative Project - 34 credits)

**Admission Requirements.** Applicants file should be completed a minimum of one month before the term of anticipated entry. Applications are accepted for any term or summer session. International students should complete their files and applications three months before the term of session of anticipated admittance. Students wishing to enroll in any KSP graduate or School Library and Information Studies program must be admitted to the College of Graduate Studies and Research and to the program. All applicants should submit the following to the College of Graduate Studies and Research:

1. A completed Application for Graduate Study;
2. Verification of the Baccalaureate degree from a regionally accredited college or university;
3. One official transcript listing undergraduate/graduate degree(s) to be sent directly from the degree granting institution to the College of Graduate Studies and Research (including Minnesota State Mankato students, undergraduates, faculty, and staff); and
4. Any additional information required for international students, if appropriate;
5. Attainment of a minimum grade point average of 3.0 on a 4.0 scale in your undergraduate study. If the applicant's GPA is below 3.0, the student must have obtained a minimum GRE score of 500 on one or more portions (verbal, quantitative, or analytical) of the Graduate Record Exam.

School Library and Information Studies is offered for those who have a current Minnesota teaching license. Candidates entering this program have two options: a certificate in School Library and Information Studies or a certificate with a master's degree in School Library and Information Studies (MS). The School Library and Information Studies program is accredited by NCATE and the Minnesota Board of Teaching according to standards developed by AASL and AECT.

Candidates entering the School Library and Information Studies program will be placed into a cohort of 15-25 candidates and work closely with a cohort of faculty. The program is a comprehensive standards-based licensure program, with course work offered either on weekends or Monday evenings. Courses are offered face to face and on-line with the use of Desire 2 Learn.

**Note:** Although the state of Minnesota does not require a graduate degree in media for licensure as a school library media specialist, many states do require master's degree. Additionally, Information Power, the national guidelines for school library media programs, recommends that the master's degree be considered the entry level degree for professionals in school library media centers. The K-12 and Secondary Programs department also believes that a master's degree with a strong undergraduate general education background provides the best preparation for school library media professionals.

#### Required Coursework for Licensure (28 credits)

KSP	617	Foundations of Information Centers in Society (3)
KSP	631	Organization, Management, Leadership, and Administration of Media Centers (3)
KSP	635	Information Literacy Skills and the Curriculum (3)
KSP	622	Materials for Children (3)
KSP	630	Materials for Young Adults (3)
KSP	621	Information Resources (3)
KSP	698	Internship (4)

plus two technology courses from any of the KSP offered technology coursework, including those in the Ed. Tech program.

**Note:** Students will be recommended for licensure when all requirements for licensure have been fulfilled. Upon successful completion of the coursework and the internship, candidates must take and pass the Praxis II content examination before applying and obtaining a Minnesota Library Media License.

#### Additional Coursework Required for

##### Masters in School Library and Information Studies (MS)

KSP	609	Research Methods (3)
KSP	610	Scholarly Writing (3)

**Note:** All candidates are required to complete their capstone project (Thesis, Alternate Plan Paper, or Creative Project prior to awarding the master's degree.

**Retention.** Admission does not guarantee continuation in the School Library and Information Studies program, admission into the internship, or graduation. As part of the admission process and throughout the program, the student's knowledge, skills, and dispositions as well as professional potential are evaluated. Formalized reviews are conducted during internship and at each transition point.

Students must complete a minimum of 50% of all graduate credit at the 600 level, excluding thesis or APP credits; and must maintain a grade point average of "B" or above in all coursework. Satisfactory completion of a comprehensive examination during the semester (or prior to) of graduation is required. Students must enroll in KSP 685 Written Comprehensive Examination.

The University recommends licensure to a state upon student's completion of a licensure program. Licensure does not occur automatically through graduation and the awarding of a diploma. Students need to make application for a Minnesota Library Media license at the close of the term in which they graduate. The Licensure Coordinator in the College of Education, (phone 507-389-1216), coordinates the process.

In addition to meeting all program requirements, the Praxis II content examination must be taken and passed. Minnesota state law requires that all students applying for initial licensure in this state be fingerprinted for national background checks. A conduct review statement will also need to be completed and signed. There is a fee for the criminal background check. The fee is for issuance of a State of Minnesota licensure.

**CURRICULUM AND INSTRUCTION SPECIALIST (30 credits)**

The Specialist Degree in Curriculum and Instruction is available for professionals who are seeking an advanced level of preparation as curriculum directors, or department chairs managing the human and curriculum materials within a school or department. Within the Specialist program a student obtains an in-depth knowledge in a specific area; i.e., research, curriculum development and/or appraisal.

**Additional Requirements**

See the Graduate Studies Bulletin or the Graduate Studies and Research website for additional information.

**Program Research Core (6 credits)**

- KSP 579 Grant Writing and Program Funding (3)
- KSP 681 Quantitative Research Methods (3) or
- KSP 682 Qualitative Research Methods (3)
- KSP 699 Thesis (3)

**Required C & I Course (8 credits)**

Choose 8 credits of 500/600 level KSP courses chosen in consultation with an advisor.

**Required Practicum Course (3 credits)**

- KSP 636 Clinical Experience in Curriculum Development (1-6)

**Related Area Electives (8 credits)**

8 elective credits in a related academic area, chosen in consultation with an advisor.

**Electives (5 credits)**

Choose any 500/600 level elective courses in consultation with an advisor.

COURSE DESCRIPTIONS

**KSP 504 (2) Curriculum Applications of Technology in Education**

**KSP 507 (1-2) Human Relations: Minnesota Based Native American Licensure Requirement**

Teachers new to Minnesota must show evidence of Human relations competencies and the ability to adapt curriculum, instruction and teaching practices for diverse learners. Currently we offer a 3 credit course for licensure. However, many teachers are only missing a standard on Minnesota Based Native Americans. We usually do an independent study with these people. This new course would improve the delivery of the standards.

**KSP 508 (3) Teaching to the K-12 ELL Student**

For teachers of students whose dominant language is other than English.

**KSP 515 (2) Materials for Younger Children**

Examination of print and audiovisual media for younger children birth to age seven. Identification of selection sources to identify materials. Evaluation of resources and practice in using them. Use of electronic search engines to identify resources, including, but not limited to, research collections, discussion groups, and electronic periodicals.

**KSP 525 (2) Reading and Writing in the Secondary School**

Concepts, objectives, procedures, and reading in subject matter field. Prerequisite: KSP 310

**KSP 550 (3) Human Relations in a Multicultural Society**

Study of interpersonal communication skills, self-esteem, classroom relationships, and cultural diversity applied to educational settings. This course meets the state of Minnesota human relations requirements for teacher licensure.

**KSP 551 (1-3) Cultural Diversity Internship**

Opportunity for "hands-on" learning experience working with students of culturally diverse backgrounds, one-to-one, small group, tutoring, activities supervision and lesson planning, and implementation. Prerequisite: KSP 220 or KSP 4/550

**KSP 560 (1) Global Awareness through Study Abroad**

Online companion course for students traveling abroad. Pre-departure readings, discussions and research prepare you for experience traveling in international locations while incorporating a comparative study of two cultures. The course focuses on development of cultural knowledge, critical thinking and interpersonal communication skills and dispositions that enhance a study abroad experience and the student's ability to engage in a global society. An overview of a variety of topics, including art, architecture, economic development and history enhances the comparison and contrast. Students register for a Short Course in the semester prior to departure and continue on D2L during Study Abroad Experience.

**KSP 561 (3) Service Learning: Theory and Practice**

A focus on service-learning: planning, implementation, evaluation, and celebration of service-learning as program, activity, class, and integration into academic study.

**KSP 565 (3) Filmmaking**

Students will produce a short digital film incorporating the five phases and ten planning stages of filmmaking. The role independent film plays in a culturally diverse society will be illustrated and discussed. Examples of each genre will be examined.

**KSP 579 (3) Grant Writing and Program Funding**

Procedures for designing research, writing proposals and requests for grants, contracts and funding from external sources; grant administration.

**KSP 580 (1-3) Seminar**

In depth study and narrow focus on an educational topic. Students do extended research outside of class and defend their research in class.

**KSP 583 (2) Supervision of Student Teaching**

To assist K-12 classroom teachers in developing their skills for supervising pre-service and student teachers.

**KSP 589 (1-3) Selected Topics**

Specific focus on an educational topic that may be taught as a regular course such as: Topic: Web Resources for the Classroom (usually a group requests a specific topic).

**KSP 590 (1-6) Workshop**

Specific focus on an educational topic that is conducted for a special group. May be repeated.

**KSP 591 (1-4) In-Service**

Special courses designed to meet changing educational trends.

**KSP 600 (2) Technology Integration in the Classroom**

Teacher candidates will develop skills to access information and integrate technology to improve learning for PK – 12 students. Teacher candidates research, select, and evaluate information about diverse populations to design classroom applications using a wide variety of instructional technology. The level of expected performance is in accordance with graduate level expectations.



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## EDUCATIONAL STUDIES: K-12 AND SECONDARY PROGRAMS

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### KSP 601 (3) Culturally Responsive Teaching

This course uses experiential, intercultural activities to examine how our own world view impacts the curricular choices we make while teaching. Learners will develop a plan to integrate a multicultural world-view and culturally responsive teaching into their current curriculum.

### KSP 602 (1) Field Experiences

Candidates are required to take this course twice throughout their teacher licensure program. During field experiences candidates will become familiar with: the communication process about specific school-related issues, restorative measures, strategies to help students comprehend class material, and strategies to help students study and learn within the classroom environment.

### KSP 603 (3) Foundations of Education

Study and application of developing positive relationships in diverse learning communities with social, historical, and philosophical perspectives. Bases on the premise that building a learning community and developing positive relationships with colleagues and learners is basic to teaching and learning.

### KSP 604 (3) Teaching and Learning in the Inclusive Classroom

Theories of human development with a concentrated study of cognitive development, applied to learning in the multicultural and inclusive classroom.

### KSP 605 (3) Introduction to the Learner and Learning

This course will allow the teacher candidate to critically reflect on the various cognitive, language, personal and social developmental factors involved in student learning. In addition, the teacher candidate will apply this knowledge into instructional decision-making for teaching in the inclusive classroom. Dispositions and skills of recognizing exceptionalities in student learning, including learning disabilities, perceptual difficulties, and special physical or mental challenges, gifts, and talents and accommodating and accessing appropriate services and assistive technology will be developed. The level of expected performance is in accordance with graduate level expectations.

### KSP 606 (1) Reading and Writing in the Middle/Secondary School

Reading as it applies to Middle and Secondary schools will be the focus of this course. The course will focus on the current issues and trends in methodologies, linguistics, grammar, composition and applications of reading throughout the course.

### KSP 607 (3) Creating Learning Environments to Engage Children, Families, and Communities

Teacher candidates will further develop processes for creating and sustaining a classroom learning environment that fosters and enables success for all learners. Teacher candidates will develop communities of learners by constructing effective physical environments and interpersonal relationships. Teacher candidates will effectively communicate and interact with diverse families, school colleagues, and representatives from community agencies to support and enhance student engagement and learning. The level of expected performance is in accordance with graduate level.

### KSP 608 (5) Planning, Instruction, and Evaluation in the Classroom

The course guides K-12 teacher candidates through the design, implementation, and assessment of a standards-based curriculum. Analysis of standards, creation of assessments, design and delivery of instruction are integrated with field-site placements. In order to understand the contextual considerations of instructional design and implementation, the course also examines the changing needs of middle and high school students in the context of best instructional practices and philosophies of successful middle and high schools. The level of expected performance is in accordance with graduate level expectations.

### KSP 609 (3) Research Methods

The research process is one that is complicated, and nonlinear, and very often difficult for students to understand and see its strengths and weaknesses. This course will introduce students to research methodologies as applied to research and evaluation. The course will focus on developing skills and applying different methodologies in a research plan.

### KSP 610 (3) Scholarly Writing

Designed to provide a learning experience in utilizing techniques and procedures in scholarly writing.

### KSP 611 (3) Action Research to Improve Student Learning

Classroom teachers will learn how to conduct research in their classrooms that is designed to improve student learning.

### KSP 612 (3) Differentiated Instruction

Improving student achievement through differentiated curriculum and instruction; learning about and applying best practices; teaching for understanding, critical thinking, problem solving and decision-making; and accommodating teaching and learning styles.

### KSP 613 (3) Managing and Monitoring Student Learning

What every classroom teacher should know about management strategies, discipline models, successful classroom environments, planning that facilitates positive behavior, dealing with difficult students, as well as formats for focusing observation, peer observation and collecting data.

### KSP 614 (3) Introduction to Curriculum: Theory and Leadership

An examination of the role of leader, theories of leadership and their applications in school improvement.

### KSP 615 (1-4) Selected Topics

Selected topics explored for secondary teaching. May be repeated.

### KSP 616 (2) Multi-Ethnic Curriculum Materials and Resources

Provides teachers with information needed to develop curriculum and instruction materials, locate resources and enhance awareness of the multi ethnic heritage of this nation.

### KSP 617 (3) Foundations of Information Centers in Society

In this course students will study the current information environment and explore the challenges that the profession of library and information services faces. Participants will identify and discuss issues and topics surrounding and transforming the social, cultural, economic and educational role of the library and become knowledgeable about the issues such as service, technology, intellectual freedom, and professional practices.

### KSP 619 (3) Using Technology in the Classroom

This course includes in-depth modules which present various types of application for the classroom. Current software applications and hybrids will be explored to determine the strengths and weaknesses of each. This course establishes both theoretical and practical application and integration of technology into the classroom.

### KSP 620 (1-3) Trends in:

The trends format provides teachers and others opportunity to study recent research and current developments with an interdisciplinary nature to include a variety of topics. This course may be in a shortened hands-on format. May be repeated.

### KSP 621 (3) Information Resources

This course will examine, acquire, evaluate and use reference media sources to meet the information needs of a media center's clientele. Participants will examine and review bibliographic resources and their relationship to instruction and instructional in-service. Emphasis will be placed on reading, discussing, selecting, and evaluating resources in the context of curricular issues, cooperative endeavors with other libraries and trends in the information and reference services field.

### KSP 622 (3) Materials for Children

Students will learn and practice selecting, evaluating, and using print, audiovisual and electronic media for children in grades K-6. Participants will learn to identify and discuss a variety of genres; using reviewing sources and selection tools; identify major children's book awards; research authors and books; become knowledgeable about current issues such as censorship; locate and prepare a multiple format mediaography of children's materials and demonstrate curricular uses of this media.

### KSP 623 (2) Photography

Introduction to photography. Choice of film-prints and slides. Color film exposure-meters. Color filtration-filters and mounts. Commercial sources. Darkroom equipment and facilities. Utilization of K-12 classroom. Slide duplication. Computer graphics/Quick take photography. Field trips-making the most of yearbook and other PR formats. Future trends.

### KSP 624 (3) Differentiation Using Technology

This course will provide the students with a philosophical, professional, and practical framework for the integration of computer technology into differentiated instruction in the K-12 classroom using integrated instruction and web-based software. Students will explore learner characteristics, student needs and elements of differentiated instruction and will design and implement differentiated technology-integrated lesson plans.

**KSP 625 (3) Philosophy of Education in Historical Context**

Explores how belief systems, expressed in philosophical schools of thought, have shaped the development of the U.S. public school from the Colonial Period to the present.

**KSP 626 (2) Advanced Reference Materials**

Specialized sources in the sciences, arts, and humanities. Patron interviewing techniques.  
Pre: KSP 621

**KSP 627 (2) Advanced Materials for Children**

In-depth examination of authors of a particular genre. Examination of the Caldecott award winning titles. Children's magazines. Examination of award winning titles from other countries. Electronic resources: netscape and microcomputer software.  
Pre: KSP (KSP 417/622)

**KSP 628 (3) Instructional Design and Production for Digital Learning**

Teaching and learning over distance education systems with the main emphasis on distance education across the internet. The history of distance education will be discussed. Proper instructional design techniques when developing of coursework will be examined. Proper selection of content will be stressed.

**KSP 629 (3) Assessing Learning Through Technology**

This course explores how current electronic applications and multiple approaches that can be used to develop and support communication with parents, students, and the community.

**KSP 630 (3) Materials for Young Adults**

This course covers developmentally appropriate library and information services for young adults, ages 15-18 with an emphasis on literature and the uses of literature in schools and libraries. The course includes material on non-book services, programming, and other services specific to this age group.

**KSP 631 (3) Library Leadership and Management**

In this course the management function and leadership role of the school librarian in the school will be explored. The components of effective school library programs including resources, personnel, spaces, budget, planning, organizing, and policy development are studied.

**KSP 632 (3) Educational Issues in Global Context**

Examines systems of education, both Western and non-Western, as they are shaped by social, cultural and political issues; focuses on understanding the United States system more completely by viewing it through a "global" lens.

**KSP 634 (3) Technology for the School Librarian**

The course explores the newest instructional technology for the classroom and for professional presentations. The student will explore the utilization of technology in an instructional setting with presentations of student designed resources.

**KSP 635 (3) 21st Century Multiple Literacies**

The course will examine the role of the school librarian in the literacy development process. This process includes the ability to read, write and interact across a range of platforms, tools and media. The roles of the school librarian as teacher, instructional partner, information specialist, and program administrator will be addressed.

**KSP 636 (1-6) Clinical Experience in Curriculum Development**

Supervised practical experiences in curricular design and development. Admission by application only.

**KSP 637 (2) Materials: Advanced Young Adult Literature**

Examination of trends in recent young adult fiction. Selection, evaluation and use of young adult fiction. Reading and discussion of current young adult fiction.

**KSP 638 (3) Content Area Literacy for English Learners**

This course will focus on the content area classroom and will examine the interaction between first and second language literacy. Students will learn strategies for helping English Learners (ELs) improve reading skills and develop content area literacy.

**KSP 639 (3) Educational Technology Leadership**

Students will identify, analyze, and evaluate the processes and strategies necessary for creating and maintaining technology system administration, including: documentation, financial planning, hardware and software, roles necessary for successful implementation. Students will research, design, and create technology plans using data driven decision making strategies, processes and procedures.

**KSP 640 (3) Assessment for Learning**

Students will align classroom assessments with state or national standards to develop clear and comprehensive learning targets. Students will design and align several types of assessments to learning targets to increase student learning and motivation. Students will also integrate technology into assessment practices.

**KSP 641 (3) Problem-Based Learning**

Students will develop cooperative and collaborative classroom learning communities to address authentic issues through problem-based learning. The course also focuses on effective instructional and assessment approaches that increase student-teacher, student-student, and student-community relationships.

**KSP 643 (3) Introduction to Instructional Design**

This course will include analysis, synthesis, and definitions of the systems designs approach to structuring learning environments. Students will review and understand the ADDIE process and the history of Instructional Design and instructional models used in educational and training modules. Students will be able to define the field, describe the origins and history of the field, discuss leading research and researchers in the field, and describe and analyze at least one ID model for its strengths, weaknesses, and application.

**KSP 644 (3) Partnering for Student Success**

This course will focus on the various stakeholders involved in educating diverse student populations. Students will become familiar with the culture, norms and assets of the broader community and how they influence student learning. The need and strategies for collaborative practice will be examined.

**KSP 645 (1-2) Seminar:**

Critical study of current research, issues, and teaching strategies related to secondary education in a shorten period of time. May be repeated.

**KSP 646 (3) The Middle School**

This course is designed to provide inexperienced and experienced educators with greater insight into the unique position of the middle school in the U.S. system of public education. Throughout the course students will explore topics of concern regarding middle school education.

**KSP 648 (3) Field Experiences in the Middle School**

This 100 hour field experiences will provide opportunities for practicing teachers with a current MN Teaching license to put theory into practice in a 5-8 environment. During field experiences candidates will become familiar with specific school-related issues, strategies to assist students in learning and apply strategies to help students study and learn within the classroom environment. Prior to this experience candidates may need to complete a background check.

**KSP 649 (1-3) Environmental Education Program**

Research, compare, contrast environmental education programs.

**KSP 650 (1-4) Curriculum Materials in:**

Examines state and national education programs and materials with an opportunity to develop materials for classroom use. May be repeated.

**KSP 651 (3) Understanding NBPTS Certification**

Focuses on knowledge of the overall certification process of the National Board of Professional Teaching Standards and includes attention to the Five Core Propositions; the describe, analyze and reflect process; and the requirements of the individual content-area certificates.

**KSP 652 (3) Advances in Student Development and Learning**

This course focuses on study of current advancements in understanding how students learn and develop, including brain-based research, revisions to existing theories, and research studies.

**KSP 653 (3) Writing for NBPTS Certification**

Focuses on the intensive videotaping and writing processes required for Entries One, Two, Three and Four of the NBPTS Portfolio, including peer and facilitator review of draft tapes and writings.

**KSP 654 (3) Secondary School Curriculum**

A look at evolving nature of the secondary school curriculum and the factors influencing development.

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## EDUCATIONAL STUDIES: K-12 AND SECONDARY PROGRAMS

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### KSP 655 (3) NBPTS Portfolio Submission and Assessment

Course focuses on finalization of the intensive videotaping and writing processes and formal submission of the NBPTS Portfolio. It also includes preparation for the NBPTS examination in the various content-area certificates.

### KSP 656 (2) Multicultural Materials

To identify books and other media with multicultural themes and topics for young adults.

### KSP 657 (3) Leading Professional Learning Communities

Students will learn how to develop, lead, maintain, and sustain learning communities focused on increasing student and professional learning and systems thinking. They will assess stages of learning community development in a school setting and develop plans for inclusion of essential elements of effective learning communities.

### KSP 658 (2) Pre-Practicum Clinical Experiences I

Each student will learn about teaching and learning in a different educational setting, e.g., charter school, for period day, Middle School.

### KSP 659 (3) Character Development and Moral/Ethical Reasoning

This course focuses on theories and classroom applications related to character development and ethical and moral reasoning.

### KSP 660 (8) Student Teaching: K-12 and Secondary Programs

Special teaching projects of an experimental or creative nature in the students' field of preparation.

### KSP 661 (3) Networking

This course covers basic networking and infrastructure for a school, district or organization. The course is developed for the technology leader to understand the basic structure of technology networking to make informed decisions regarding the school and/or organization technology.

### KSP 662 (1-6) Practicum in the Secondary School

Special teaching projects of an experimental or creative nature in the students' field of preparation

### KSP 663 (3) Curriculum Design

Students will use theories for organizing and managing curriculum to: align standards with outcomes, curriculum, instruction, and assessment; develop deep curriculum alignment; develop skills for assisting colleagues with aligning school improvements in curriculum, instruction, and assessment.

### KSP 664 (3) Distance Learning

This course covers basic history, theory, and purpose of distance learning. It will include exposure to the various and most recent online management programs.

### KSP 665 (3) Professional Teacher, Leader, Scholar

This course focuses on the examination of the role of the professional teacher as leader and scholar. Students analyze professional standards and theories for teaching, leading, and scholarship in the 21st Century and assess themselves and their school settings for areas of strength and improvements. Students develop plans for professional growth as well plans to implement changes in schools.

### KSP 666 (3) Interdisciplinary Curriculum

Rationale and models for developing cross-disciplinary curriculum (i.e., curriculum mapping, parallel teaching) and learning experiences will be explored.

### KSP 667 (3) Social Media Tools

Through research and hands-on application, students will evaluate and implement various strategies in which Web 2.0 and Web 3.0 can be used to enhance and support technology integrated pedagogies.

### KSP 668 (3) School Leadership: Social, Philosophic & Ethical Action

Focus on the social nature of human life and interaction as a basis for learning and for leading organizations such as schools. Students will complete a written educational philosophy for carrying out responsibilities in schools.

### KSP 669 (3) Reading, Literacy, and Differentiated Instruction in Inclusive Classrooms

This course addresses literacy and differentiated instruction for diverse learners in an inclusive classroom. Students will build on existing knowledge of lesson planning, curriculum and assessment to address learner differences.

### KSP 670 (3) Collegiate Institutions in the United States

An examination and review of history, foundations, current developments, and future role of two-year and four-year collegiate institutions in the United States and how they function to meet evolving needs.

### KSP 671 (3) Learning and Teaching in Higher Education

Exploration and application of adult learning theory and research, including focus on development of critical and reflective thinking. Study of instructional strategies fostering active student engagement in classrooms.

### KSP 672 (3) Spirituality and Learner Development in Education

This course focuses on broad-based definitions of spirituality and how responding to the innate needs for meaning and connectedness can support learning and learner development.

### KSP 673 (3) Technology Funding

The focus is on researching and applying for grants for technology programs within schools and/or non-profit organizations. They will learn what programs are available, eligibility, and grant possibilities within the scope of technology guidelines for No Child Left Behind.

### KSP 674 (1) Professional Seminar

This face-to-face and online seminar spans four semesters of the GTL program and will address professionalism and the overall teaching experience. Students register for this course during student teaching but will participate via D2L during semesters 1-3.

### KSP 675 (3) Data Informed Decision Making

This course is designed to promote a culture of collaboration, inquiry, and student achievement through data informed decision making. Methods of data collection and analysis will be examined and used by students to develop a data driven school improvement plan.

### KSP 676 (3) Adult Development and Learning

Students will analyze major theories and research related to adult development and learning as they apply to adult students in post-secondary and career settings. Students will evaluate adult learning needs and apply strategies for creating positive learning environments (face to face and online). Students will experience, analyze, and develop lessons that use effective adult learning strategies.

### KSP 677 (1-6) Individual Study

Opportunity for individual study on areas germane to the broader disciplines in education under direction of graduate faculty.

### KSP 678 (3) Curriculum Design, Assessment and Evaluation

Students will analyze key elements of effective curriculum design, development, and management for impact on adult learning. They will create curricula that cover the facts while engaging students in more critical thinking and production. Students will select and/or design assessment procedures that lead to reliable, meaningful and valid evaluations of student progress. Additionally, they will design curriculum, assessments and evaluations for a course that improves student learning and academic performance.

### KSP 680 (3) Developing the Online Learning Environment

This course will require students to evaluate and analyze formats of information technology for online learning environments in educational settings, including: interactive video, web-based software Internet protocols, social media tools, and the effect on learning transfer in distance education.

### KSP 681 (3) Quantitative Research Methods

This course will introduce students to quantitative research as applied to educational research and evaluation. The course will focus on developing skills and applying quantitative methodology in a research plan.

### KSP 682 (3) Qualitative Research Methods

This course will introduce students to qualitative research as applied to educational research and evaluation. The course will focus on developing skills and applying qualitative methodology in a research plan.

### KSP 684 (3) Instructional Games and Simulations

Students will identify, evaluate, select, use, adapt, and create game and simulations projects for thematic units, lessons, trainings, and other technology-rich, inquiry-based learning opportunities.

### KSP 685 (0) Written Comprehensive Examination

The written comprehensive exam course should be taken with consultation with your advisor. It should be taken prior to enrolling in any research coursework and planning or completing your capstone experience.

### KSP 686 (1-4) Curriculum Design

Supervised practical experiences in curriculum design and development. Permission required.  
Pre: consent.

**KSP 687 (3) Instructional Design II: Computer-Based Learning**

Students will study the theoretical models and processes for the design and development of computer-based instruction (CBI). Students will analyze and evaluate software development tools and will create a CBI lesson plan.

**KSP 689 (3) Introduction to Technology in Education**

All formats of information technology for educational settings-learning about interactive video, microcomputers, computer networks, Internet, electronic information including bibliographic data bases, electronic newspapers, online encyclopedias, and distance education.

**KSP 690 (1-3) Workshop**

Short term graduate workshops dealing with specific subjects germane to the broader disciplines in education.

**KSP 691 (1-4) In-Service**

An intensive, often semester-long, study in areas germane to the broader disciplines within K-12 and Secondary Education.

Pre; graduate students

**KSP 693 (3) Designing Online Training Technology Resources**

This course is designed for K-12 technologists and teachers with interests in assisting learning through integrated technology lesson plan development. Students will evaluate, analyze, and develop web-based tools, instructional design strategies, and multimedia learning principles in order to educate and train K-12 teachers and staff. Through research and hands-on application, students will evaluate and implement various training strategies which can be used to enhance and support technology integrated pedagogies.

**KSP 694 (1 ) Alternate Plan Paper**

For students completing a Masters degree with the alternate plan option.

**KSP 695 (1-2) Creative Projects**

For students completing a Master's degree with the creative projects option.

**KSP 698 (1-8) Internship**

Undersupervision of both graduate faculty within the K-12 and Secondary Department and appropriate cooperating supervisors of external agencies, the student will complete an internship experience which allows opportunity to apply and strengthen knowledge and skills acquired within the graduate program. (Four credits of internship are required for Media Generalist Licensure).

**KSP 699 (1-6) Thesis**

For students completing a Masters or Specialist degree with the using the thesis option.

**ENGINEERING MS**

*College of Science, Engineering & Technology*

*Department of Electrical and Computer Engineering and Technology  
242 Trafion Science Center N • 507-389-5747*

*Department of Mechanical and Civil Engineering  
205 Trafion Science Center E, 507-389-6383*

The Engineering programs offer a Master of Science in engineering degree program. Students in this program may design their own program of studies by choosing courses from Electrical Engineering, Mechanical Engineering, Civil Engineering, Physics, Mathematics, and Computer Science. The program is designed to serve the following: those engineers in business and industry who want to continue their formal engineering education at the postgraduate level; new engineering graduates who want to increase their depth of knowledge and develop an area of specialization; those graduates from other related science and engineering disciplines who want to broaden their backgrounds by pursuing engineering studies at the graduate level.

**Admission.** Applicants to the electrical engineering program must meet the general admission requirements of the College of Graduate Studies. A BS in Engineering or a closely related field from an accredited program with a minimum GPA of 3.0/4.0 is required. GRE scores are also required and the quantitative section score must be at least 700/800. International applicants must possess a TOEFL score of at least 550

Applicants to the mechanical engineering program must meet the general admission requirements of the College of Graduate Studies. A BS in Mechanical Engineering from an ABET accredited program with a minimum GPA of 3.0/4.0, or a BS in a closely related field with a GPA of 3.0/4.0 and GRE results are required. Admitted applicants typically achieve scores of at least 700 on the quantitative section of the GRE.

Applicants from a non-ABET accredited program will be required to take the ME291 Engineering Analysis course as a pre-requisite during their first semester.

International applicants will only be accepted for admission for the Fall semester.

**Financial Assistance.** A limited number of graduate teaching assistantships are available for those individuals with substantial laboratory experience in Electrical or Mechanical Engineering or related fields. Research assistantships may be available to exceptional candidates. Half-time and quarter-time assistantships include tuition waivers (18 credits maximum). It is recommended that applications for financial assistance be made by February 28 because announcements are typically made prior to the end of April for the Fall semester.

**Master of Science in Engineering (Mechanical or Electrical)**

The engineering programs offer a Master of Science in Engineering (MSE) degree with specializations in either Mechanical or Electrical Engineering. The MSE for Mechanical Engineering carries forward the philosophy of our undergraduate program and is devoted to producing application oriented mechanical engineers. Our programs are built to provide students with experiences and opportunities for growth.

The Mechanical Engineering program is designed to serve the following constituencies:

- New engineering graduates who want to increase their depth of knowledge before entry into the engineering workforce.
- Engineers in business and industry who want to continue their formal engineering education at the postgraduate level.
- Engineering graduates interested in research or pursuing a future doctorate.

**MSE Program Options**

To satisfy the various needs of our students and industry, the program has three MSE options available:

1. **Thesis Option** - The thesis option requires 32 credit hours of which 3-6 credit hours are devoted to thesis research. This option is ideal for students wanting to gain more research exposure.
2. **Alternate Plan Paper** - This option requires a total of 34 semester credit hours with 1-2 credit hours devoted to the preparation of an alternate plan paper. This option is ideal for students intending to enter or return to the engineering workforce.
3. **Design Option** - The design option requires 32 credit hours of which 3-6 credit hours are devoted to a formal design project. The design project is comparable in scope to a research thesis. This option is ideal for students who have been or are currently in the engineering workforce.

**Combined Degree (BS and MS) Program**

Students planning on completing their MSE degrees at Minnesota State Mankato may be granted permission to take classes that would count toward their MSE. In order to be granted permission for this option, students must declare their intent to complete their MSE following their BS in engineering degrees and be "conditionally qualified" for a graduate program. Upon being accepted, students will be assigned a graduate committee by the department. Students need to be aware that acceptance into this option does not guarantee them automatic admission into the graduate school. In particular, students must complete their BSME, BSEE, or BSCE with a 3.0 GPA, and apply to be admitted as per the existing graduate school policy. Please contact the Department Graduate Coordinator for detailed information.

**General Requirements**

Each student must pass the comprehensive exam in order to graduate. The comprehensive exam will be given twice a year and each student has two opportunities to pass the exam. Students planning to take the comprehensive exam must submit a completed Written Comprehensive Examination Request and Report form to their department graduate coordinator. This request must be made one month before the exam in each semester. Students must complete at least 24 credits before they can take the comprehensive exam. The exact date will be posted on Department Bulletin Boards.

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## ENGINEERING

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### Required Thesis or Alternate Plan Paper

EE	694	APP(1) or
ME	694	APP (1)
EE	699	Thesis/Design (3-6) or
ME	699	Thesis/Design (3-6)

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### COURSE DESCRIPTIONS

#### ME 516 (3) Thermal/Fluid Systems Design

The application of the principles of thermodynamics, fluid mechanics, and heat transfer to the design and analysis of selected energy systems of current interest, such as nuclear, solar, geothermal, and also conventional systems. Lecture and design projects. Prerequisite: ME 324, ME 329

#### ME 518 (3) Mechanical Systems Design

The application of mechanics to the design and analysis of motion and force transmitting systems. Optimal design. Prerequisite: ME 417

#### ME 520 (3) Computer Aided Engineering

Theoretical background and practical use of both solid modeling techniques and finite element analysis are provided. The course covers the major features and feature manipulation techniques. It also provides a background in deriving, understanding and applying the stiffness matrices and finite element equations for various types of finite elements and systems. Static stress analyses, sensitivity studies and optimization studies are covered. It includes additional cases beyond ME 420. Includes significant design component.

Co-requisite: senior standing in ME

#### ME 522 (3) Mechanics of Composite Materials

Introduce anisotropic mechanics theories, engineering application of various composite materials, mechanical behaviors and fabrication of composites, experimental and theoretical approach for composite designs, contemporary issues such as nano/microcomposites. Prerequisite: ME 223

#### ME 526 (3) Aerosol Theory and Technology

Introduction to the theory of aerosols and particulate systems. Properties, behavior, and physical principles of aerosols; including particle size statistic, Brownian motion and diffusion, and coagulation. Application in areas such as environmental systems, respiratory deposition, bioterrorism, and materials processing. PRE: ME 324.

#### ME 529 (3) Energy Conversion

Methods of energy conversion. Topics may include hydroelectric, geothermal, wind and solar power generation, as well as unconventional methods of energy conversion. Term design problems.

Prerequisite: ME 324, ME 329

#### ME 533 (3) Design for Manufacture & Assembly

Current design for assembly (DFA) techniques are discussed. Both "manual" and software approaches are utilized, and enforced with numerous examples. Design for manufacturability (DFM) is addressed for many common manufacturing processes including: sheet metal, casting, forging, plastics, machining, snap fits, elastomers, surface finishes/protective finishes, powdered metal, and extrusions. Recent DFM software is utilized. Class project required.

#### ME 539 (3) Air Conditioning & Refrigeration

Refrigeration cycles and equipment, refrigeration properties, heating and cooling loads, psychometric analysis of air conditioning. Distribution of air conditioning medium and air quality as applied to design.

Prerequisite: ME 324, ME 329

#### ME 550 (3) Finite Element Method

Energy method and residual approaches, 2D and 3D problems, in stress analysis, application to steady and transient heat flow, hydrodynamics, creeping flow, solution methods.

Prerequisite: ME 323 and ME 324

#### ME 563 (3) Automatic Controls

Analysis of control systems using the methods of Evans, Nyquist, and Bode. Improvement of system performance by feedback compensation. Introduction to digital control. Prerequisite: ME 341

#### ME 564 (3) Mechatronics

Synergistic combination of mechanical engineering, electronics, controls and programming in the design of mechatronic systems. Sensors, actuators and microcontrollers. Survey of the contemporary use of embedded microcontrollers in mechanical systems, case studies. Pre: ME 417, ME 463

#### ME 591 (1-4) In-Service

Individual studies of problems of special interest. Open only to advanced students.

#### ME 594 (1) Global Experience in Engineering and Technology

This class will provide students pursuing a certificate in "Global Solutions in Engineering and Technology" with an opportunity to explore a set of topics related to achieving success either in advance of or following an international experience (internship, study abroad, etc.). Speakers will include faculty, graduate students, visiting researchers and industry members as well as student participants. Returning students will be required to participate in mentoring of students preparing for their international experience and provide written and/or oral presentations of various topics during the semester. This course is to be required either before or after participation in the international experience.

#### ME 597 (1-6) Internship

#### ME 599 (1-6) Individual Study

#### ME 601 (3) Advanced Computational Methods in Engineering

Numerical methods for solving linear systems of equations, solution of non-linear equations, data interpolation, numerical differentiation, numerical integration, numerical solution of ordinary and partial differential equations.

#### ME 602 (3) Advanced CAE

Investigation, review, and application of emerging computer aided tools for engineering. Advanced FEA; optimization.

Prerequisite: ME 323, ME 324

#### ME 603 (3) Computational Fluid Mechanics and Heat Transfer

Numerical methods (finite difference, finite volume, finite element) used for solving partial differential and integral equations of the type commonly occurring in fluid mechanics and heat transfer. Numerical solutions for selected problems in fluid mechanics and heat transfer. Use of CFD software.

#### ME 604 (3) Advanced CAD Techniques

This course helps the students develop an ability to define optimal design methodologies that will best implement the design intent and generate efficient designs. Various problems involving the use of modern, high-end industry standard software systems will be solved. Pre : ME 520.

#### ME 605 (3) Analysis and Design of Propulsion Systems

Prepares student to engage in analysis and design of modern propulsion systems. It is centered on the fundamentals of jet propulsion. Topics include: Thermodynamic cycle of the jet engine, Gas generator, Inlet, Compressor, Combustion Chamber, Gas Turbine, Nozzle, Afterburning Engines, Losses and performance estimation. Principles of construction, types of systems. Pre: ME 321, ME 329.

#### ME 606 (3) Engineering Aerodynamics

This course deals with the principles and theory of flying of heavier-than-air machines. Topics include: Properties of the atmosphere, basic lift theory, aerodynamics of the airplane, moments acting on the airplane, fundamental principles of aircraft stability and control, introduction to performance estimation (takeoff, landing, climb, cruise, maneuverability). Introduction to supersonic flight. Pre: ME 321.

#### ME 612 (3) Reinforced Polymers

Mechanics, materials analysis, fabrication, characterization, performance of Reinforce Polymers.

Prerequisite: ME 303

#### ME 623 (3) Experimental Stress Analysis

Review of elastic stress-strain relationships; application of fundamental concepts of static and dynamic strain measurements by electrical means; theory and use of resistance gages, strain gage circuits and recording instruments; rosette analysis. Introduction to phototelasticity.

Prerequisite: ME 323 .

#### ME 677 (1-6) Individual Study

**ME 682 (1) Mechanical Engineering Graduate Seminar**

Presentation and discussion of student research progress as well as topics important to the professional engineering field. May include guest speakers, tours, and student presentations. May be retaken with change in topic.

**ME 687 (1) Mechanical Engineering Practicum**

Practical experience in the various activities of a practicing engineer. Admission to the ME program required. Can be repeated for a max of 3 credits of ME687 and ME697 combined.

**ME 691 (1-4) In-Service: Technical Elective****ME 694 (1) Alternate Plan Paper Research****ME 697 (1-3) Advanced Mechanical Engineering Internship**

Supervised lab or industry field work in an area related to the individual's field of study beyond the Bachelor's degree. Admission to the ME program required. Can be repeated for a max of 3 credits of ME687 and ME697 combined.

**ME 699 (1-4) Thesis****CIVIL ENGINEERING****CIVE 532 (3) Properties of Concrete**

Selected studies in the properties and design of concrete mixtures, cement chemistry, concrete durability, specialty concretes, concrete construction, admixtures, and quality control. Prerequisites: CIVE 436 or consent of instructor.

**CIVE 552 (3) Open Channel Flow**

Analysis of open channel flow systems. Includes natural channels, designed channels, flow transitions, steady flow, unsteady flow, uniform flow, and non-uniform flow. Prerequisites: CIVE 350.

**CIVE 554 (3) Hydraulic Structures**

Analysis and design of water regulating structures. Includes dams, spillways, gates, dikes, levees, stilling basins, water distribution systems, and various simpler structures. Environmental impacts of hydraulic structures are discussed throughout the course. Prerequisite: CIVE 350.

**CIVE 558 (3) Storm Water Management**

Application of fluid mechanics and hydrology to the design of storm water management facilities. Prerequisite: CIVE 350.

**CIVE 561 (3) Fundamentals of Pavement Design**

Performance and design of rigid, flexible, and composite pavement structures with emphasis on modern pavement design procedures. Principles of pavement maintenance and rehabilitation, and pavement management systems. Materials characterization, tests, quality control, and life cycle cost analysis. Prerequisite: ME/CIVE 23, CIVE 360, and CIVE 370.

**CIVE 567 (3) Earth Structures**

Design and construction of traditional embankments, including slope stability analysis; earth and rock fill dams, including introduction to seepage analysis; excavations, earth retaining structures, and other geotechnical structures. Geotechnical software application in analysis and design. Pre: CIVE 360.

**CIVE 571 (3) Highway Planning and Design**

Introduces the classification and design process of highways; development and use of design controls, criteria, and highway design elements design of vertical and horizontal alignment, and establishment of sight distances design of cross-sections, intersections, and interchanges. Prerequisite: CIVE 271 and CIVE 370.

**CIVE 576 (3) Planning and Design of Airports**

Development and design of airport facilities and the integration of multiple disciplines including runway orientation and capacity, terminal facilities, forecasting, planning, noise, airspace utilization, parking, lighting, and construction. Prerequisite: CIVE 370

**CIVE 581 (3) Water & Wastewater Treatment, Collection and Distribution**

Overview of municipal water and wastewater treatment and distribution practices. Application of chemical, biological and physical principles to design and operation of water and wastewater treatment and distribution systems. Prerequisite: CIVE 380

**CIVE 582 (3) Utility Pipeline Inspection, Repair and Rehabilitation**

Design and implementation of inspection plans, repairs and rehabilitation of sewer, storm drainage and drinking water supply pipelines. Consideration of performance,

logistics and cost implications of all available methods.

Prerequisites: CIVE 380

**CIVE 594 (1) Global Experience in Engineering and Technology**

This class will provide students pursuing a certificate in "Global Solutions in Engineering and Technology" with an opportunity to explore a set of topics related to achieving success either in advance of or following an international experience (internship, study abroad, etc.). Speakers will include faculty, graduate students, visiting researchers and industry members as well as student participants. Returning students will be required to participate in mentoring of students preparing for their international experience and provide written and/or oral presentations of various topics during the semester. This course is to be required either before or after participation in the international experience.

**ELECTRICAL ENGINEERING****EE 539 (4) Electronics for Non-Electrical Engineering Majors****EE 550 (3) Engineering Economics**

Overview of accounting and finance and their interactions with engineering. Lectures include the development and analysis of financial statements, time value of money, decision making tools, cost of capital, depreciation, project analysis and payback, replacement analysis, and other engineering decision making tools.

**EE 553 (3) Advanced Communication Systems Engineering**

Fundamentals of RF, microwave, and optical communication systems. Advances information theory. Digital modulation techniques. Phase-lock loop receivers and frequency synthesizers. Characterization of digital transmission systems. Equalization. Synchronization. Coding. Data compression. Nonlinear system analysis. Amplitude and phase distortion. AM-PM conversation. Intermodulation and cross-modulation. Advanced spread spectrum systems.

**EE 562 (3) Advanced Digital Systems**

A study of finite-state machine design, hardware description language, processor datapath design, principles of instruction execution, processor control design, instruction pipelining, cache memory, memory management, and memory system design.

**EE 567 (2) Principles of Engineering Design I****EE 571 (3) Advanced Control Systems**

Develops design and analysis techniques for continuous and discrete time control systems, including pole placement, state estimation, and optimal control. Prerequisite: EE 358 and 368

**EE 572 (3) Digital Signal Processing**

Develops design and analysis techniques for discrete signals and systems via Z-transforms, implementation of FIR and IIR filters. The various concepts will be introduced by the use of general and special purpose hardware and software for digital signal processing. Prerequisite: EE 341

**EE 573 (3) Electrical Power Systems Analysis and Design**

Power generation, transmission and consumption concepts, electrical grid modeling, transmission line modeling, electric network power flow and stability, fault tolerance and fault recovery, economic dispatch, synchronous machines, renewable energy sources and grid interfacing.

**EE 575 (3) Integrated Circuit Engineering**

Introduction to theory and techniques of integrated circuit fabrication processes, oxidation, photolithography, etching, diffusion of impurities, ion implantation, epitaxy, metallization, material characterization techniques, and VLSI process integration, their design, and simulation by SUPREM. Prerequisite: EE 303 and EE 332

**EE 574 (4) Power Electronics**

Principles, design and analysis of electrical power conversion and control systems, including the use of software tools for modeling, simulation and analysis of power electronic systems.

**EE 576 (3) Antennas, Propagation, & Microwave Engineering**

Principles of electromagnetic radiation, antenna parameters, dipoles, antenna arrays, long wire antennas, Microwave antennas, Mechanisms of radiowave propagation, scattering by rain, sea water propagation, guided wave propagation, periodic structures, transmission lines, Microwave millimeter wave amplifiers and oscillators, MIC & MMIC technology. Prerequisite: EE 408

**EE 577 (2) Principles of Engineering Design II****EE 578 (1-4) Topics in Engineering****EE 579 (3) Superconductive Devices**

Magnetic and superconducting properties of materials, microscopic theory of superconductivity, and tunneling phenomenon. Josephson and SQUID devices, survey of computer memories, memory cell and shift register, A/D converters, and microwave amplifiers. Integrated circuit technology and high temperature superconductors.

Prerequisite: EE 303

**EE 580 (1) Integrated Circuit Fabrication Lab**

Introduction to integrated circuit fabrication processes, device layout, mask design, and experiments related to wafer cleaning, etching, thermal oxidation, thermal diffusion, photolithography, and metallization. Fabrication of basic integrated circuit elements including PN junction, resistors, MOS capacitors, BJT and MOSFET in integrated form. Use of analytic tools for in-process characterization and simulation of the fabrication process by SUPREM.

Prerequisite: EE 4/575 or concurrent with EE 4/575

**EE 581 (1) VLSI Design Laboratory**

Laboratory to accompany EE 584 VLSI design. Individual IC design projects will be assigned using IC layout tools and simulation software. Culminates in a group project fabrication under MOSIS.

Prerequisite: concurrent with EE 584

**EE 584 (3) VLSI Design**

VLSI technology. MOS and Bipolar transistor theory, SPICE models. Transistor structure and IC fabrication processes; layout design rules. Custom CMOS/BICMOS logic design and layout topologies; cell layout/chip partitioning/clocking. Bipolar/MOS analog circuit design and layout. Group design project. Library research study.

Prerequisite: EE 303 and EE 333

**EE 589 (4) Real-time Embedded Systems**

This course introduces students the recent advances in real-time embedded systems design. Topics cover real-time scheduling approaches such as clock-driven scheduling and static and dynamic priority driven scheduling, resource handling, timing analysis, inter-task communication and synchronization, real-time operating systems (RTOS), hard and soft real-time systems, distributed real-time systems, concepts and software tools involved in the modeling, design, analysis and verification of real-time systems.

**EE 591 (1-4) In-Service****EE 597 (1-6) Internship****EE 600 (3) Design Methods**

Application of EE computer modeling and simulation tools. Design of experiments, Taguchi methods, automated data acquisition, and analysis methods.

**EE 601 (3) Linear Systems Analysis**

This course covers the analysis of continuous and discrete multivariate systems, linear models of stochastic and non-stochastic systems, and analog and digital sampled data systems. Issues examined include controllability, stability, observability, tensor properties, signal spectra, state equations, optimization, and computer simulation. A variety of case studies of advanced systems also examined.

Prerequisite: BS EE including undergraduate level systems analysis course work

**EE 603 (3) Non-Linear System Analysis**

This course covers the analysis of non-linear continuous and discrete systems and devices. Topics covered include non-linear circuit analysis, non-linear stochastic and non-stochastic system models, limit cycles, oscillators, stability, non-linear wave functions. Computer simulation will be utilized in conjunction with selected case studies in advanced non-linear systems.

Prerequisite: BS EE including undergraduate level systems analysis course work

**EE 611 (3) Computer Hardware Algorithms**

Study of major paradigms used in the evaluation and execution of algorithms. Algorithm analysis will include complexity measure, hardware requirements, organization and storage system requirement.

**EE 612 (3) Computer Architecture Design**

A treatment of computer architecture covering new technological developments, including details of multiprocessor systems. Special emphasis will be devoted to new concepts. Architectures of FPGAs and CPLDs will be explored and Hardware Description Languages such as VHDL and VERILOG will be used in project assignments.

**EE 613 (3) Parallel Processors**

Computer architecture for parallel processors designed for high computation rates. Primary emphasis is on image processing, pattern recognition, etc. Performance of various systems with regard to interconnect network, fault tolerance, and programming.

**EE 614 (3) Advanced Embedded System Design**

This course covers the programming model of a contemporary microprocessor/microcontroller. The course encompasses the interfacing and applications of parallel and serial I/O devices using the parallel and serial ports such as SPI, I2C, and CAN. Industrial standard interface such as USB and Ethernet would be discussed. Development tools would be reviewed and used in projects. Multi-tasking and real-time kernel would be presented and projects would be assigned. Memory technologies and expansion issues would be reviewed and taught.

**EE 615 (3) Programmable Logic Design**

Programmable logic design, simulation, synthesis, verification, and implementation using a Hardware Description Language (HDL), industry standard tools, and prototyping hardware. Mixed-level modeling including gate-level, data flow and behavioral levels. HDL language constructs and design techniques. Logic timing and circuit delay modeling. Programming Language Interface (PLI). Advanced verification techniques.

**EE 620 (3) Advanced Embedded Networking**

Study the ZigBee and IEEE 802.15.4 wireless specifications and develop embedded products with wireless communication capabilities for sensor intensive and control applications. An 8-bit or a 16-bit microcontroller will be used to implement the target hardware and software.

**EE 621 (3) Advanced Engineering Electromagnetics**

Wave equations, solutions, wave propagation and polarization, reflection and transmission, rectangular wave guides and cavities, strip line and microstrip lines, and geometric theory of diffraction.

Prerequisite: EE 350 or equivalent

**EE 622 (3) Microwave Engineering**

Active and passive microwave devices, microwave amplifiers and oscillators, microwave filters, cavity resonators, microwave antennas, microwave receivers, microwave transmitters.

**EE 623 (3) Radiation & Optical Electronics**

Coherent and incoherent radiation, optical resonators, laser oscillators and amplifiers, propagation in optical fibers, integrated optical dielectric wave guides, semiconductor lasers, wave propagation in anisotropic, and non linear media, detection and noise.

Prerequisite: EE 350 or equivalent

**EE 632 (3) Noise & Information Theory**

Selected topics in the theory of probability and statistics. Spectral analysis. Rayleigh, Rician, Gaussian, and Poisson processes. Noise figure. Signal-to-noise ratio requirements for analog and digital communications, remote sensing, radar and sonar. Random signals in linear and nonlinear systems. Signal-to-noise enhancement techniques. Source encoding. Shannon's theorems.

**EE 633 (3) Digital Communications**

Digital communication system modulation techniques. A/D conversion. Additional noise sources from sampling and encoding. Error detection and correction. Speech encoding. Data compression. Data networks. Companding. Multiplexing. Packet switching. Performance of digital base band. Digital Signal Processing. Digital system design trade-offs.

**EE 642 (3) Advanced Integrated Circuit Engineering**

Principles of silicon integrated circuit fabrication processes and design limitations. Process modeling, crystal growth, oxidation, implantation, diffusion, deposition. Processing of bipolar and MOS devices and circuits. Photolithography and design rules. Introduction to GaAs technology. Use of SUPREME.

Prerequisite: EE 4/575

**EE 643 (3) Advanced VLSI Design**

Design and layout of passive and active electronic devices in silicon integrated circuits, both digital and analog. CMOS and bipolar circuit design principles will be developed. Assembly techniques and process control measurements and testing for yield control will be introduced.

Prerequisite: EE 4/584

**EE 644 (3) Fundamentals of Nanoscale Transistors**

This course will introduce students to nanotechnology, and focus on the atomic conduction in material leading to the fundamentals of nanoscale transistors. Models for nanoscale devices, processes, and circuit considerations in the development of integrated circuits.

**EE 651 (3) Biomedical Engineering I**

Mathematical modeling of living systems. Entropy and information. Thermodynamic constraints. Feedback and feed forward mechanisms in metabolic processes. Metabolic heat generation and loss. Energy flow in living systems. Atomic and molecular bonds in biological systems. Engineering analysis of the cardiovascular, renal, immune, endocrine and nervous systems; analysis of specific disease states.

**EE 652 (3) Biomedical Engineering II**

Physiological transport phenomena (intercellular, intracellular and membrane transport), strength and properties of tissue, bioelectric phenomena, muscle contraction, cardiovascular and pulmonary mechanics, design of artificial organs, diagnostic tools, therapeutic techniques in the treatment of cancer, material compatibility problems in prosthetics, and ethical dilemmas in biomedicine.

Prerequisite: EE 651

**EE 663 (3) Advanced Communication Systems**

Fundamentals of RF, microwave, millimeter wave, and optical communication systems. Link power budgets. Bandwidth constraints. Phase-locked loop receivers. Matched filters. Spread spectrum communication systems. Modulation formats. Comparison of active and passive sensing systems. Signal processing.

**EE 672 (3) Modern Digital Filters**

Students will be introduced to Statistical Signal Processing. Wiener filters and Adaptive filters will be studied. Methods of steepest descent algorithm and the least squares algorithm. Applications of these filters using special purpose software for digital signal processing.

**EE 674 (3) Advanced Control Systems II**

Develops analysis and design techniques for multivariable feedback systems. Definitions of poles and zeros of multivariable systems are established. Study of design methods such as LQG, Youla parametrization and H optimal control.

**EE 677 (1-4) Individual Study**

Regular courses offered on demand by agreement with individual faculty members on an individual basis.

**EE 680 (3) Engineering Applications of Game Theory**

Concepts of decision theory, utility theory and multi-person games. Cooperative and non-cooperative games, Nash equilibrium, zero and non-zero sum games, applications to robotics, networks, telecommunications, etc. Matrix payoff and matrix reduction methods.

**EE 691 (1-4) In-Service****EE 694 (1) Alternate Plan Paper**

Alternate plan paper preparation.

**EE 695 (1-5) Research**

Thesis research.

**EE 697 (1-4) Design Project**

Design project completion and design paper preparation.

**EE 698 (1-4) Topics**

Varied topics in Electrical and Computer Engineering. May be repeated as topics change.

**EE 699 (1-4) Thesis/Design Option**

Thesis preparation.

**ENGLISH MA**

(Options: English Studies, Technical Communication, Teaching English as a Second Language)

**GRADUATE CERTIFICATE****CREATIVE WRITING MFA**

College of Arts & Humanities

Department of English

230 Armstrong Hall • 507-389-2117

Fax: 507-389-5362

Website: www.english.mnsu.edu

English at Minnesota State University, Mankato offers four graduate programs, plus graduate certificate programs. Each is designed to meet the needs of a particular audience, so each has its own entrance requirements, curriculum, reading list, comprehensive examination format, and thesis or capstone experience requirements. It is important that prospective students discuss which program best meets their needs with the department chair, the department graduate coordinator, or the individual program head.

**Graduate Assistantships.** Graduate teaching assistantships and research assistantships are available during the academic year to full-time students. Assistants receive about \$9,000 over two semesters and full tuition remission for up to 9 credits per semester. For more information, contact the Department of English.

**ENGLISH MA****Literature and English Studies Option**

34 Semester Credits with Alternate Plan Paper or Portfolio

Contact: Dr. Melissa Purdue, Graduate Coordinator

The Literature and English Studies option offers students the opportunity for broad training in English. This is a generalist degree supported by a department of highly trained specialists in the areas of literature, film, writing and linguistics. The degree is suited for secondary teachers and students who plan to teach at the post-secondary level. This degree may also serve as a basis for careers in the literary marketplace.

**Admission Requirements.** Applicants must have at least 30 semester hours in language, literature or related courses, with at least 20 credits in upper-division courses. It is highly recommended that applicants have at least one course in a literary figure and one in an upper-division linguistics course. The GRE is not required as part of admissions material for the program. Candidates whose native language is not English must have a TOEFL score of 600 or above. Application materials should include an application form, application letter, two letters of recommendation, a 5-10 page analytical writing sample, and official undergraduate transcripts. Application materials should be sent to the department's Graduate Coordinator.

**Common Core - Choose 16-17 credits.**

**Bibliography and Research - Choose 3 Credit(s)**

ENG 651 Bibliography and Research (3)

**Survey - Choose 9 Credit(s)**

ENG 606 British Literary History and Criticism (3)

ENG 607 American Literary History and Criticism (3)

ENG 635 Sem: World Literature (3)

**Theory - Choose 3 - 4 Credit(s)**

ENG 625 Seminar: Composition Theory (3)

ENG 671 Seminar: Literary Theory and Criticism (3)

FILM 516 Film Theory & Criticism (4)

**Capstone - Choose 1 Credit(s)**

ENG 694 Alternate Plan Paper (1-2)

**Restricted Electives - Choose 11 - 12 Credit(s)**

ENG 603 Sem: Selected Authors (3)

ENG 605 Sem: Shakespeare (3)

ENG 608 Sem: British Literature to 1800 (3)



## ENGLISH

ENG 609	Sem: British Literature after 1800 (3)
ENG 610	Sem: American Literature to 1865 (3)
ENG 611	Sem: American Literature after 1865 (3)
ENG 612	Seminar: Gender in Literature (3)
ENG 618	Seminar: Multicultural American Literature (3)
ENG 654	Teaching College-Level Literature (3)
ENG 661	Topics in Children's & Young Adult Literature (2-3)

### Unrestricted Electives

Choose 5-7 Credits. Choose 5-7 credits of 500- or 600-level courses in the English Department with the approval of your advisor.

### Additional Requirement

Students may count no more than four credits of supervised independent work toward their degree program, including the capstone credit. These credits are:

ENG 670	Independent Writing
ENG 677	Individual Study
ENG 694	Alternate Plan Paper
ENG 698	Internship

At least 50% of all coursework must be at the 600-level, excluding thesis, APP, or Portfolio credits.

### TECHNICAL COMMUNICATION OPTION

Thesis Plan - 30 credits  
Alternate Paper Plan - 34 credits  
Capstone Course - 34 credits  
Contact: Dr. Gretchen Perbix

Students choosing this option will find the degree prepares them to be professional information developers, technical writers, and editors who are skilled at using the written and spoken word, along with visuals, to effectively inform and instruct a wide range of audiences. Graduates typically pursue work in industry, teaching opportunities, or doctoral studies.

**Admission Requirements.** At least 18 semester hours in one or more of the following areas: literature, linguistics, speech, or mass communications. All applicants must submit a one-page personal statement (to the Graduate Director, Department of English), describing their background and interests in technical communication. The GRE is not required as part of admissions material for the program. Candidates whose native language is not English must have a TOEFL score of 550 or above. Application materials should include an application form, verification of the baccalaureate degree from a regionally accredited college or university, two copies of official undergraduate and graduate transcripts, sent to the College of Graduate Studies and Research.

### Required Courses: Technical Communication

#### Common Core - 10 credits:

ENG 575	Editing Technical Publications (4)
ENG 673	Research & Theory Technical Communications (3)
ENG 679	Rhetorical Theory Applied to Technical Documents (3)

#### Restricted Electives

##### Documentation - Choose 4-8 credits:

ENG 576	Online Documentation (4)
ENG 577	Technical Documentation, Policies, & Procedures (4)

##### Internship - Choose 3-6 credits:

ENG 698	Internship (1-6)
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#### Restricted Electives

##### Electives - Choose 7 - 18 Credit(s).

Choose 12-18 credits (APP option), 11-16 credits (Capstone Course option), or 7-12 credits (Thesis option):

ENG 562	Document Design (4)
ENG 566	Usability (4)
ENG 567	International Technical Communication (1-4)
ENG 569	Project Management in Technical Communication (4)
ENG 571	Visual Technical Communication (4)
ENG 572	Topics in Technical Communication (1-4)
ENG 573	Desktop Publishing (4)
ENG 574	Research and Writing Technical Reports (4)
ENG 576	Online Documentation (4)
ENG 577	Technical Documentation, Policies, & Procedures (4)

ENG 674	Topics in Technical Communication (1-3)
ENG 675	Technical Communication for STEM Professionals (3)
ENG 676	Instructional Design for Technical Communicators (3)
ENG 677	Individual Study (1-4)
ENG 678	Technical & Scientific Prose (3)
ENG 680	Proposals (1-3)
ENG 681	User Experience (3)

### Capstone - Choose 1-3 credits:

Students choosing Thesis (Eng 699) must complete at least 3 credits.

ENG 694	Alternate Plan Paper (1-2)
ENG 696	Capstone Course in Technical Communication (3)
ENG 699	Thesis (1-4)

### GRADUATE CERTIFICATE IN TECHNICAL COMMUNICATION

23 credits

Contact: Dr. Gretchen Perbix

The graduate certificate program prepares participants for careers in technical communication, emphasizing current industry practice in the research, writing, editing, and publishing of (print or online) technical documents. Required coursework emphasizes the development of student skills in audience analysis, problem solving, and collaboration within the workplace as well as the production of text and graphics for print and online publication. Special topics courses focus on industry practice in standards and documentation, document design, web development, usability testing, international communication, or other topics of importance to technical communicators. Although 500-level courses in the graduate certificate focus on skill development and industry practice, they also explore theory and research supporting industry practice.

**Admission Requirements.** Entrance requirements for the Graduate Certificate in Technical Communication include a BA or BS degree and Technical Communication (ENG 271), Business Communication (ENG 272), or equivalent technical communication experience. The GRE is not required as part of the admissions material for this program. Candidates whose native language is not English must have a TOEFL score of 550 or above.

### Common Core (15 credits)

ENG 571	Visual Technical Communication (4)
ENG 575	Editing Technical Publications (4)

### Documentation - choose 4 credits (576 or 577)

ENG 576	Online Documentation (4)
ENG 577	Technical Documentation, Policies, and Procedures (4)

### Choose 3 credits (one of three courses)

ENG 674	Topics in Technical Communication (1-3)
ENG 676	Instructional Design for Technical Communicators (3)
ENG 680	Proposals (1-3)

### Restricted Electives

Take 8 credits of restricted electives

ENG 567	International Technical Communication (1-4)
ENG 568	Document Design and Usability (4)
ENG 569	Project Management in Technical Communication (4)
ENG 572	Topics in Technical Communication* (1-4)
ENG 573	Desktop Publishing (4)
ENG 574	Research & Writing Technical Reports (4)
ENG 576	Online Documentation (4)
ENG 577	Technical Documentation, Policies, and Procedures (4)
ENG 674	Topics in Technical Communication (1-3)
ENG 676	Instructional Design for Technical Communicators (3)
ENG 680	Proposals (1-3)

\*Course has prerequisite courses

### TEACHING ENGLISH AS A SECOND LANGUAGE (TESL) OPTION

Thesis Plan - 30 credits  
Alternate Plan Paper or Portfolio - 34 credits  
Contact: Dr. Karen Lybeck

Students choosing this option will find the degree appropriate preparation for teaching English as a second/foreign language, program administration, curriculum consulting, and publishing and materials development. It is designed for both native and

non-native speakers of English. To enter the program, students must have an undergraduate major or minor in a relevant field (for example, English, linguistics, or a modern language other than English).

It is also possible to earn certification in teaching English as a second language in grades K-12. For Masters' candidates with undergraduate licensure degrees, the MA in TESL includes most of the courses needed for TESL certification.

MA candidates who are native speakers of English must have a minimum of four developmentally consecutive semesters of the same second language at the college level (or the equivalent). This second-language requirement may be met in residence, but courses taken to fulfill it will not count toward the degree. Candidates whose native language is not English must have a minimum TOEFL score of 550 on the paper-based test or 80 on the Internet based-test to enter the program. Anyone with a score below 575/89 will be asked to take skill-based English-placement tests upon arrival to determine whether additional ESL courses are required.

#### Alternate Plan Paper or Portfolio Option (34 credits)

##### Required TESL Courses (26 credits)

ENG 586	Theories of Teaching ESL (4)
ENG 587	Methods of Teaching ESL (4)
ENG 627	Research Seminar in TESL (3)
ENG 629	Second Language Literacy Development (3)
ENG 633	Second Language Acquisition (3)
ENG 634	Topics in TESL (3)
ENG 686	Second Language Testing (3)
ENG 689	Studies in English Linguistics (3)

##### Elective Courses (8 credits)

###### Choose two of the following.

ENG 582	English Structure and Pedagogical Grammar (4)
ENG 584	Pedagogical Grammar and Academic English (4)
ENG 585	Language and Culture in TESL (4)

The Alternate Plan Paper or Portfolio is completed as part of ENG 627.

#### Thesis Option (30 credits)

##### Required TESL Courses (23 credits)

ENG 586	Theories of Teaching ESL (4)
ENG 587	Methods of Teaching ESL (4)
ENG 627	Research Seminar in TESL (3)
ENG 629	Second Language Literacy Development (3)
ENG 633	Second Language Acquisition (3)
ENG 686	Second Language Testing (3)
ENG 689	Studies in English Linguistics (3)

##### Elective courses (4 credits)

###### Choose one of the following.

ENG 582	English Structure and Pedagogical Grammar (4)
ENG 584	Pedagogical Grammar and Academic English (4)

##### Thesis (3 credits)

ENG 699	Thesis (3)
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##### Additional requirements for all TESL capstone options

At least 50% of all coursework must be taken at the 600-level, excluding thesis or APP credits. An oral presentation of the thesis will normally be required as well.

#### GRADUATE CERTIFICATE IN

#### TEACHING ENGLISH AS A SECOND LANGUAGE ( 24 credits)

The graduate certificate in Teaching English as a Second Language prepares participants for careers in teaching English as a second or foreign language to adult learners in U.S. and international contexts, including in two- and four-year institutions, government and non-government organizations, and private enterprises. Coursework develops students' knowledge of how language operates with primary emphasis on the English language and the skills required to teach it effectively to adult second language learners.

Applicants who are native speakers of English must have a minimum of two developmentally consecutive semesters of the same second language at the col-

lege level (or the equivalent). This second-language requirement may be met in residence, but courses taken to fulfill it will not count toward the degree. Candidates whose native language is not English must have a minimum TOEFL score of 550 on the paper-based test or 80 on the Internet based-test to enter the program. Anyone with a score below 575/89 will be asked to take skill-based English-placement tests upon arrival to determine whether additional ESL courses are required.

#### Common Core

##### Required Courses - Choose 20 Credit(s).

ENG 586	Theories of Teaching ESL (4)
ENG 587	Methods of Teaching ESL (4)
ENG 629	Second Language Literacy Development (3)
ENG 633	Second Language Acquisition (3)
ENG 686	Second Language Testing (3)
ENG 689	Studies English Linguistics (3)

#### Restricted Electives

##### Electives - Choose 4 Credit(s).

ENG 582	English Structure and Pedagogical Grammar (4)
ENG 584	Pedagogical Grammar and Academic English (4)

#### Other Graduation Requirements

At least 50% of all coursework must be completed at the 600-level.

#### CREATIVE WRITING MFA

Thesis Plan - 48 credits

Contact: Richard Robbins, MFA

The MFA program in Creative Writing meets the needs of students who want to strike a balance between the development of individual creative talent and the close study of literature and language. Candidates in the program will find it appropriate training for careers in freelance writing, college-level teaching, editing and publishing, arts administration, and several other areas.

**Admission.** The application deadline for graduate assistantship consideration is February 1st. Applicants must submit a writing portfolio (10 pages of poetry or 20 pages of prose) and a one to two page personal statement directly to the Department of English, Creative Writing Program. To enter the program without deficiency, candidates must have the equivalent of at least a minor in English (18 semester credits in language, literature, linguistics). Students who enter with a small number of deficiencies may be allowed to make them up within their graduate program. Candidates whose native language is not English must have a TOEFL score of 550 or above. The GRE is not required for this program.

#### Research (3 credits)

ENG 672	Research and Publication in Creative Writing (3)
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#### Writing Seminars/Workshops - minimum 12 credits from the following.

Courses are repeatable with new content.

ENG 542	Advanced Creative Nonfiction Workshop (4)
ENG 543	Advanced Fiction Workshop (4)
ENG 544	Advanced Poetry Workshop (4)
ENG 549	Topics in Creative Writing Form and Technique (2-4)
ENG 594	English Workshop (4)
ENG 642	Creative Nonfiction Workshop (3)
ENG 643	Fiction Workshop (3)
ENG 644	Poetry Workshop (3)
ENG 649	Topics in Creative Writing (1-3)

#### Form and Technique (9 credits)

ENG 640	Form & Technique in Prose (3)
ENG 641	Form & Technique in Poetry (3)
ENG 639	Form and Technique in Creative Nonfiction (3)

#### Contemporary Genres (6 credits)

ENG 646	Contemporary Prose (3)
ENG 647	Contemporary Poetry (3)

#### Career-related - minimum 6 credits from the following.

(Other courses acceptable with consent of advisor)

FILM 516	Film Criticism (4)
ENG 541	Literary Criticism (4)

## ENGLISH

ENG 574	Research and Writing Technical Reports (4)
ENG 575	Editing Technical Publications (4)
ENG 577	Technical Documentation, Policies, and Procedures (4)
ENG 625	Seminar: Composition Theory (3)
ENG 649	Topics in Creative Writing: Teaching Creative Writing (3)
ENG 680	Topics in Computer-Assisted Writing (3)
ENG 687	Theory and Practice of Translation (3)
ENG 698	Internship (1-8)

### Electives (0 - 8 credits)

In consultation with an advisor, select 0-11 credits of courses in categories (such as literature) not listed above.

### Thesis (4)

ENG 699	Thesis (4)
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**Additional Requirements** All courses must be in English with the exception of those specifically approved by the Graduate Committee in English; 75% of all coursework must be taken at the 600-level. Students also are required to present a reading/oral defense as part of their thesis project, a book-length collection of writing in the student's chosen genre.

### TEACHING WRITING GRADUATE CERTIFICATE

This certificate enables current and prospective teachers (Grade 5 – College) to develop expertise in teaching writing. Students will gain theoretical, practical, and experiential knowledge about the teaching of writing that will strengthen their confidence and understanding as writing teachers.

### Common Core

\*Please note that ENG 621 and ENG 622 may be taken, with the permission of the instructor, as a substitution for ENG 655. ENG 621 and 622 are only offered face-to-face.

ENG 555	Advanced Writing Workshop (4)
ENG 625	Seminar: Composition Theory (3)
ENG 655	Topics in Teaching Writing* (3)

### Restricted Electives

Students may choose from the following course list, taking at least 6 and no more than 8 credits.

ENG 584	Pedagogical Grammar and Academic English (4)
ENG 649	Topics in Creative Writing (1-3)
ENG 656	Teacher Research in the Writing Classroom (3)
ENG 657	Teaching Writing with Literature (3)
ENG 658	Argumentation Theory (3)

## COURSE DESCRIPTIONS

### ENG 503 (2-4) Selected Authors

Content changes. May be repeated.

### ENG 510 (1-4) 21st Century Literature

Study of literature from the 21st century, with an emphasis on how these works reflect contemporary concerns.

### ENG 525 (2-4) Topics in Children's Literature

Topics in genres such as fantasy and historical fiction and thematic topics such as survival or journeys. May be repeated with different subject matter.

### ENG 526 (2-4) Selected Periods

Selected periods of literary study.

### ENG 532 (2-4) Selected Studies: Novel

Content changes. May be repeated.

### ENG 533 (4) Selected Studies in World Literature

Topics on themes, issues, and developments in genres of the literatures of the world. Content changes. May be repeated.

### ENG 535 (2-4) The World Novel

A study of selected novels from a variety of time periods and cultures, including Eastern and Western Europe, Asia, Africa, and Latin America.

### ENG 536 (2-4) Native American Literature

This course surveys the earliest Native American literary works, from oral tradition and songs to contemporary works and authors, with a particular emphasis on tribal and cultural contexts that identify these works as Native American.

### ENG 538 (2-4) African American Literature

This course surveys the earliest African American literary works, including slave narratives, poetry, folklore, and oration, through the 20th century movements such as the Jazz Age, Harlem Renaissance, and the Black Arts movements of the 1960s, to contemporary works and authors.

### ENG 542 (4) Advanced Creative Nonfiction Workshop

Advanced workshop in writing personal essays and literary journalism. Prerequisite: writing course or consent of instructor

### ENG 543 (4) Advanced Fiction Workshop

An advanced course in writing short stories and novels. Prerequisite: writing course or consent of instructor

### ENG 544 (4) Advanced Poetry Workshop

An advanced course in writing poems. Prerequisite: writing course or consent of instructor

### ENG 545 (4) Advanced Critical Writing Workshop

An advanced course in writing critical essays. Prerequisite: writing course or consent of instructor

### ENG 546 (4) Screenwriting

Introduction to writing for the screen. Prerequisite: writing course or consent of instructor

### ENG 549 (2-4) Topics in Creative Writing Form and Technique

Topics in Creative Writing Form and Technique will be a variable-title course that explores special topics relating to the technical mastery of one or more creative genres, or the technical achievement of one or more practitioners. May be repeated with different topics.

### ENG 553 (4) Topics in Rhetoric and Composition

Topics in Rhetoric and Composition will be a variable title course that explores special topics relating to the theory, history, and practice of one or more areas within rhetoric and composition.

### ENG 554 (4) Persuasive Writing on Public Issues

Advanced writing course emphasizing major contemporary public issues. Practice in and study of: the logic by which writers construct arguments; the various means that writers use to persuade an audience; the conventions of evidence, claims, and argument in persuasive discourses.

### ENG 555 (0-4) Advanced Writing Workshop

Advanced interdisciplinary writing emphasizes critical reading and thinking, argumentative writing, library research, and documentation of sources in an academic setting. Practice and study of selected rhetorics of inquiry employed in academic disciplines preparing students for different systems of writing.

### ENG 561 (2-4) World Literature for Children and Young Adults

Selected works of literature for students in grades 5-12 from a variety of countries and cultures.  
(F, S, Summer) On demand

### ENG 562 (4) Document Design

Addresses theories of design and teaches students design strategies in typography, graphics, tables, color, and information architecture that will subsequently be applied to documents.

### ENG 563 (4) Adolescent Literature

A survey of literature for students in grades 5 - 12, fiction and nonfiction, and methods of teaching this literature.

### ENG 564 (3) Teaching Literature in Middle School

Survey of books suitable for the Middle School classroom, covering a variety of topics and genres.

**ENG 566 (4) Usability**

Introduces students to theories of usability and teaches students various methods to evaluate design for usability including heuristic evaluations, card-sorting, task-based evaluations, and fieldwork.

**ENG 567 (1-4) International Technical Communication**

Students learn how to research and write technical information for multiple cultures, both locally and internationally

**ENG 569 (4) Project Management in Technical Communication**

This course is designed to introduce students to technical project management. This introduction is achieved through participation in a simulated project management experience. Assignments include standard documentation associated with project management and reflective writing.

**ENG 571 (4) Visual Technical Communication**

Analysis and training focused on concepts and practices of visual design as they relate to technical and professional communication.

**ENG 572 (1-4) Topics in Technical Communication**

Topics in theory and practice of technical communication. Hands-on course which implements the theories discussed. May be repeated with different subject matter.

**ENG 573 (4) Desktop Publishing**

Overview of publishing and typography, conventions of desktop publishing, and hardware and software application tools for desktop publishing. Students need not have prior experience with DTP, but some word processing and microcomputer experience will be helpful. Course will meet in both PC and Macintosh labs.

**ENG 574 (4) Research and Writing Technical Reports**

Practice in writing various types of reports for a variety of purposes and audiences. Includes study of primary and secondary research methods. Prerequisite: ENG 271 or equivalent

**ENG 575 (4) Editing Technical Publications**

Editing the content, organization, format, style, and mechanics of documents; managing the production cycle of documents, and discovering and learning microcomputer and software applications for technical editing tasks.

**ENG 576 (4) Online Documentation**

Introduction to the conventions and strategies for publishing on-line documentation and for managing on-line documentation projects. Topics include analyzing users and tasks, designing and writing documents to be published on-line, testing on-line documents, and managing on-line documentation projects.

**ENG 577 (4) Technical Documentation, Policies, & Procedures**

Creating both on-line and hard copy documentation for products, with emphasis on computer software and hardware documentation. Attention also to policies and procedures as written for a range of uses (e.g., employee handbooks and manufacturing processes) and to usability testing.

**ENG 581 (3) History of English Language**

The development of English from its origins as a dialect of Proto-Indo-European to its current form, with consideration of its social history as well as its formal development.

**ENG 582 (4) English Structure and Pedagogical Grammar**

The English sound system and English structures studied for the purpose of discovering how they can be taught to students of English as a second or foreign language.

**ENG 584 (4) Pedagogical Grammar and Academic English**

Investigation of English grammatical structures and the features of Academic English for the purposes of understanding their use and of teaching them to speakers of English as a second or foreign language.

**ENG 585 (4) Language and Culture in TESL**

A consideration of the cultural issues encountered by teachers of English as a second or foreign language in the U.S. and abroad.

**ENG 586 (4) Theories of Teaching ESL**

Introduction to theories of second language acquisition, focusing on some of the major theories in this field, including individual and sociocultural factors in language learning, as well as practical issues and applications of theory in a wide range of settings.

**ENG 587 (4) Methods of Teaching ESL**

Examines the integration of skills, including listening, speaking, reading, writing, and vocabulary use in a variety of contexts, e.g. K-12, adult, higher education, ESL, EFL.

**ENG 589 (4) Policies and Programs in ESL**

This course describes state and federal legislation affecting ESL; identification, assessment, placement, and tracking of English Language Learners in the K-12 context; current models of ESL program delivery; and Minnesota State Standards and standardized testing.

**ENG 590 (1-4) Topics in TESL**

Topics in learning and teaching English as a Second/Foreign Language. May be repeated for credit.

**ENG 592 (2-4) Selected Topics**

Topics in literary study. May be repeated with change of topic.

**ENG 594 (1-6) English Workshop**

Specialized workshops in topics such as computer-assisted writing, teaching the writing of poetry in the secondary school, or discipline-specific writing.

**ENG 595 (1-4) Special Studies**

Specialized, in-depth study of topics such as Holocaust literature, environmental literature, or regional literature. May be repeated with different subject matter.

**ENG 603 (3) Sem: Selected Authors**

Studies in selected authors in British, American, Multicultural, or World Literature. May be repeated with different subject matter.

**ENG 605 (3) Sem: Shakespeare**

Study of works of Shakespeare, including comedies, histories, tragedies, tragicomedies, and some shorter poetic works, including sonnets.

**ENG 606 (3) British Literary History and Criticism**

The course focuses on the major writers, genres and periods in British literature with an emphasis on historical and critical trends in order to provide an analytical framework that will support subsequent work. Must be taken during the student's first year in the program.

**ENG 607 (3) American Literary History and Criticism**

This course is designed to give first-year graduate students a foundation in American literary history and criticism. The course focuses on the major writers, genres and periods in American literature with an emphasis on historical and critical trends in order to provide an analytical framework that will support subsequent work. Must be taken during the student's first year in the program.

**ENG 608 (3) Sem: British Literature to 1800**

Studies in topics/periods in British Literature to 1800. Emphasizes close readings of primary works, analysis of pertinent secondary works, detailed class discussion, and analytical writing. May be repeated with different subject matter.

**ENG 609 (3) Sem: British Literature after 1800**

Studies in topics/periods in British Literature after 1800. Emphasizes close readings of primary works, analyzing pertinent secondary works, detailed class discussion, and analytical writing. May be repeated with different subject matter.

**ENG 610 (3) Sem: American Literature to 1865**

Analysis of topics/periods in American Literature before 1865. Emphasizes close reading of primary works, analysis of pertinent secondary works, detailed class discussion, and analytical writing. May be repeated with different subject matter.

**ENG 611 (3) Sem: American Literature after 1865**

Analysis of topics/periods in modern and contemporary American Literature, i.e. fiction, nonfiction, poetry, and drama. Emphasizes close reading of primary works, analysis of pertinent secondary works, detailed class discussion, and analytical writing. May be repeated with different subject matter.

**ENG 612 (3) Sem: Gender in Literature**

Study of selected works by women writers up through the twentieth century with attention to their works within cultural contexts. May be repeated with different subject matter.

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## ENGLISH

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**ENG 618 (3) Seminar: Multicultural American Literature**

Studies in selected authors, topics, or periods of American multicultural literatures, particularly those of Native American, African American, Chicano/Latino American, and Asian American groups. Emphasizes close readings of primary works, analyzing secondary sources, and analytical writing. May be repeated with different subject matter.

**ENG 621 (0-2) Introductory Workshop for Teaching Assistants**

Introductory workshop in composition pedagogy for first-year teaching assistants.

**ENG 622 (0-2) Workshop for Teaching Assistants**

Continued workshop in composition pedagogy for first-year teaching assistants.

**ENG 623 (3) Theory and Practice of University-Level ESL Teaching**

Study of current theories and practices in Teaching English as a Second Language (TESL) with practical application to university-level English as a Second Language (ESL) courses.

**ENG 625 (3) Seminar: Composition Theory**

Introduction to the major theories of the nature of composition and their pedagogical application.

**ENG 626 (3) Bibliography & Research in TESL**

Introduction to the types and principles of research in teaching English as a second or foreign language.

**ENG 627 (3) Research Seminar in TESL**

Provides students with an opportunity to be immersed in the research process and to select, organize, analyze, synthesize and present research. Supports students' development of theses and alternate plan papers.

**ENG 629 (3) Second Language Literacy Development**

Study of literacy from a socioliterate perspective. Intended to promote acquisition of multiple literacies.

**ENG 630 (2-3) Studies in Language & Literature**

Topics in a broad range of English studies. May be repeated with different subject matter.

**ENG 631 (3) Language Planning/Policy**

Study of governmental efforts to influence or regulate language use, viewed from a world-wide perspective.

**ENG 632 (3) Bilingualism/2nd Language Contact**

Study of the social environments where more than one language is spoken and the effects upon individuals of living in such environments.

**ENG 633 (3) Second Language Acquisition**

Study of how languages other than one's mother tongue are learned.

**ENG 634 (3) Topics in TESL**

Topics in the area of teaching English as a second language. May be repeated with a different subject matter.

**ENG 635 (3) Sem: World Literature**

Studies in selected national literature or in topics/periods of world literature. May be repeated with different subject matter.

**ENG 639 (3) Form and Technique in Creative Nonfiction**

Study of the underpinnings of creative nonfiction.

**ENG 640 (3) Form and Technique in Fiction**

Study of the underpinnings of fiction.

**ENG 641 (3) Form and Technique in Poetry**

Study of the technical underpinnings of poetry.

**ENG 642 (3) Creative Nonfiction Workshop**

Workshop in writing personal essays and literary journalism.  
Prerequisite: consent of instructor

**ENG 643 (3) Fiction Workshop**

Workshop in fiction writing.  
Prerequisite: consent of instructor

**ENG 644 (3) Poetry Workshop**

Workshop in poetry writing.  
Prerequisite: consent of instructor

**ENG 645 (3) Multi-genre Creative Writing Workshop**

This course is a creative writing workshop for English or non-English graduate students who are not currently admitted to the MFA program.

**ENG 646 (3) Contemporary Prose**

Study and analysis of selected works in fiction and nonfiction since 1945.

**ENG 647 (3) Contemporary Poetry**

Study and analysis of poetry since 1945.

**ENG 649 (1-3) Topics in Creative Writing**

Topics relating to creative writing. May be repeated with different subject matter.

**ENG 651 (3) Bibliography & Research**

Cornerstone course of MA English Literature: Literature and MA English: English Studies options, covering research and critical writing strategies for master's level and professional work in the field. Enables students to develop a concrete focus for the thesis (Literature and English Studies) or alternate plan paper proposal (English Studies).

**ENG 654 (3) Teaching College-Level Literature**

This course examines the teaching of literature across collegiate levels and is designed for English graduate students. It is both practical and theoretical, examining topics such as: the purposes for teaching literature and teaching critical thinking; pedagogical approaches for teaching literature; and designing syllabi, lesson plans, and assignments. We will explore these topics through a variety of texts and perspectives. Assignments will include creating syllabi and lesson plans, reviewing scholarship on a particular topic related to the teaching of literature, and a conference paper on some aspect of the teaching of literature.

**ENG 655 (3) Topics in Teaching Writing**

This course will examine current instructional practices used to teach writing in academic settings. The grade-level focus of the course ("middle/high school" or "college") will change each time it is offered.

Variable

**ENG 656 (3) Teacher Research in the Writing Classroom**

This course will introduce methods of inquiry-based research for investigating writing practices and pedagogy; this research could be conducted in classrooms for the purpose of improving teaching practices, students' learning, and/or institutional curricular design and practices.

**ENG 657 (3) Teaching Writing with Literature**

This course will explore the theoretical and practical implications of integrating literature into the composition classroom.

Variable

**ENG 658 (3) Seminar: Argumentation Theory**

Argumentation is the study of how people justify their acts, beliefs, attitudes, and values, and influence the thought and actions of others, by providing good reasons for the claims they make. This subfield includes both descriptive study (what do people consider to be good reasons and what are they doing when they offer what they take to be justifications?) and normative investigation (under what circumstances should claims be considered justified?). It addresses both argumentation in general and argumentation in specific contexts such as law, business, science, religion, and public affairs.

**ENG 661 (2-3) Topics in Children's & Young Adult Literature**

Topics of interest to the teacher or professional working in the field of children's and young adult literature. May be repeated with different subject matter.

**ENG 662 (2-3) Topics in English Education**

Topics such as writing assessment, teaching poetry, and teaching writing in the secondary schools. May be repeated with different subject matter.

**ENG 670 (1-3) Independent Writing**

Individualized study in writing. (Creative writing majors may take up to 3 credits total.)

**ENG 671 (3) Seminar: Literary Theory and Criticism**

Advanced study of theories of literature and its production and use.

**ENG 672 (3) Research & Publication in Creative Writing**

Exploration of the business of creative writing and the tools for writing and research in the field.

**ENG 673 (3) Research & Theory Technical Communications**

Seminar for students engaged in conducting a major research project in the technical communication field. Emphasizes theoretical approaches to research, development and implementation of the individual research project, and presentation and publication opportunities in professional writing.

**ENG 674 (1-3) Topics in Technical Communication**

Topics relating to rhetorical theory in the workplace, including examination of how workplace cultures shape writing assumptions and approaches. May be repeated with different subject matter.

**ENG 675 (3) Technical Communication for STEM Professionals**

Technical communication course designed specifically for STEM industry professionals or students in PSM programs; emphasis on development of technical communication skills and expertise needed for business- and industry-specific documents and presentations for internal or external audiences.

**ENG 676 (3) Instructional Design for Technical Communicators**

Examination of instructional design principles and models, including research in theory and practice of instructional design for technical communicators in academic and industry settings.

**ENG 677 (1-4) Individual Study**

Focused study on a topic not covered in regularly scheduled courses.

**ENG 678 (3) Technical & Scientific Prose**

Analysis of fiction and literary nonfiction that treats technical and scientific themes.

**ENG 679 (3) Rhetorical Theory Applied to Technical Documents**

Rhetorical theory applied to technical documents, including an examination of how workplace cultures shape writing assumptions and approaches.

**ENG 680 (3) Proposals**

Theory and practice in the development and production of proposals, focusing on the researching, writing, and management of proposals by technical communicators.

**ENG 681 (3) User Experience**

User experience is a more holistic, contextualized approach to understanding an individual's encounter with technologies, systems, and documents. The course addresses theory, research findings, case studies, and methods for conducting user experience research.

**ENG 682 (3) English Grammar and Discourse**

Advanced study of English syntax.

**ENG 684 (3) Sociolinguistics**

Study of the interaction of language use and social structures.

**ENG 685 (3) Materials for TESL**

Location and assessment of commercial materials and creation and publication of original materials to support instruction in English as a second or foreign language.

**ENG 686 (3) Second Language Testing**

Introduction to language tests and the assessment of various language abilities.

**ENG 687 (3) Theory & Practice Translation**

Literary and non-literary translation.

**ENG 688 (1-4) Portfolio**

This course will involve the preparation of a portfolio in consultation with the instructor.

**ENG 689 (3) Studies English Linguistics**

Studies in theoretical and applied linguistics.

**ENG 691 (1-3) Colloquium**

Advanced studies in language, literature, film, or theory. Permission required.

**ENG 694 (1-2) Alternate Plan Paper**

Independent capstone experience, focusing on secondary research sources; paper may have other guidelines specific to the program option.

**ENG 696 (3) Capstone Course in Technical Communication**

Capstone course in which students research and write an article-length document that may serve as the basis of a professional publication or presentation. All documents will go through a formal review process including peer review, SME review, and editorial review.

**ENG 698 (1-6) Internship**

On-site field experience, the nature of which is determined by the specific needs of the student's program option.

**ENG 699 (1-4) Thesis**

Independent capstone experience, guidelines of which are determined by the requirements of a particular program option.

**FILM 516 (4) Film Theory & Criticism**

Trends in film theory and criticism. Practice in critical analysis.

**FILM 593 (1-4) Topics in Film Studies**

Topic-oriented course in film studies. May be repeated with change of topic.

**FILM 698 (1-6) Internship**

On-site field experience, the nature of which is determined by the specific needs of the student's program plan. Pre: Consent of instructor.

**FILM 699 (1-4) Individual Study**

Extensive reading, research, writing and/or film production in an area for which the student has had basic preparation. Pre: Consent of instructor

**ENVIRONMENTAL SCIENCES MS**

*College of Science, Engineering & Technology*

*Biological Sciences*

242 Trafton Science Center S • 507-389-2786

The Graduate Program in Environmental Sciences offers the student the opportunity for study in the areas of environmental quality, restoration and natural resources. These areas encompass a broad range of practical problems which cross the boundaries of applied natural sciences, mathematics, economics, management and law.

This program provides flexibility and a multidisciplinary basis. This is accomplished by drawing on the expertise from many departments at Minnesota State University, Mankato. The focus of research and/or teaching available in the Environmental Sciences Program includes: Environmental Monitoring, Environmental Toxicology, Environmental Microbiology, and Environmental Assessment.

The Master's Thesis Option is strongly encouraged, however, a non-thesis option is also available.

**Admission.** In addition to meeting the general admission requirements of College of Graduate Studies and Research, students must have completed the following courses with a minimum grade of C: One year of Chemistry, College Algebra, General Ecology, and Plant Science or Animal Diversity. Students lacking some of the admission requirements may be conditionally admitted to the program. Conditionally admitted students are given one academic year to complete coursework deficiencies.

**Graduate Assistantships.** Environmental Sciences is a Program in the Department of Biological Sciences. Graduate assistantships are available through the Department of Biological Sciences.

**Occupational Outlook.** There are diverse opportunities for employment in the area of environmental sciences. Numerous opportunities exist in environmental analysis and monitoring of environmental media (water, soil, air, indoor air, organisms, food, biological fluids, etc.). There are positions available in the regulation and monitoring of agricultural activities such as management of feed lots and septic systems; and in water planning on the county, regional, and state level. Moreover, there are positions in industrial (work place environment), data management, chemical evaluation, quality control and quality assurance and geographic information systems (GIS).

There is also a need for persons with Environmental Science coupled with emphasis in Business, Economics, Political Science, and/or Urban and Regional Studies.

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## ENVIRONMENTAL SCIENCES

Potential employers include the Environmental Protection Agency (EPA); U.S. Geological Survey; the Department of Agriculture; the Food and Drug Administration (FDA); other federal, state and local government agencies, as well as private industry. Many of these employers study chemicals to determine if they are harmful, their mode of action, how they move in the environment, and whether they are carcinogenic or teratogenic (causing cancer or birth defects). The Environmental Sciences Program works with the EPA, as well as other federal and state agencies, to secure grants which support faculty and graduate student research. These contacts may lead to internships and/or permanent employment opportunities for graduates.

Professional positions are usually available for persons with hands-on experience in analytical instrumentation used in the detection of environmental contaminants, environmental modeling, data management including quality control and quality assurance, and geographic information systems. Employment is often secured through contacts with advisors, industry, internships and other links between the Environmental Sciences Program with state and federal agencies and institutions. Students also interview for jobs at meetings held by such professional organizations as the American Chemical Society. The Career Development and Counseling Center at Minnesota State University, Mankato is another source of job information and offers workshops that help students prepare credentials and interview skills.

**Advising, Thesis Track (30 Credits).** At the end of the first academic year the student should select a permanent advisor, an area of emphasis and a research thesis topic. The student with his/her advisor should select members from the graduate faculty to serve on the advisory committee. The advisory committee usually consists of 3-5 graduate faculty members. The advisory committee must include two members of the Department of Biological Sciences. The advisory committee is chaired by the student's advisor. The advisory committee reviews and approves the student's coursework, research, and thesis. A thesis will prepare students for the more technical fields or doctoral programs.

**Advising, Alternate Plan Paper (34 Credits).** At the end of the first academic year, the student should select a permanent advisor and an area of specialization. The student with his/her advisor should select members from the graduate faculty to serve on the advisory committee. The advisory committee usually consists of 3-5 graduate faculty members. The advisory committee must include two members of the graduate faculty from the Department of Biological Sciences. The advisory committee reviews and approves the student's course work and Alternate Plan Paper.

### ENVIRONMENTAL SCIENCE MS

#### Required Core (16 credits)

ENVR 540	Environmental Regulations (3)
ENVR 550	Environmental Pollution and Control (3)
ENVR 560	Analysis of Pollutants (4)
BIOL 510	Global Change Biology (3)
ENVR 570	Environmental Assessment (3)

#### Required Environmental Science Electives (6 credits)

##### Choose two courses from the following:

URSI 604	Zoning & Legal Issues (3)
URSI 609	Applied Urban Analysis (3)
URSI 661	Long-Range & Strategic Planning (3)
URSI 662	Operational Planning (3)
GEOG 673	GIS For Planners (3)
GEOG 681	Environmental Issues (3)
POL 669	Public Policy Analysis (3)
POL 670	Urban Law (3)

#### Required Electives

The remaining coursework will be drawn from other programs across University offerings.

#### Required Thesis or Alternate Plan Paper

ENVR 694	APP (1-2)
ENVR 699	Thesis (3-6)

#### Additional Requirements

A maximum of 9 credits can be taken of ENVR 600-level courses such as, independent study, internship, seminar, in-service, thesis and/or alternate plan paper. All courses must be approved (in advance) by the student's advisor and must be pertinent to the student's career goals. Independent study and internship credits from other programs cannot be used for electives in Environmental Sciences. Fifty percent of the coursework must be at the 600 level (excluding thesis and APP credits).

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### COURSE DESCRIPTIONS

#### ENVR 540 (3) Environmental Regulations

This lecture course introduces students to major federal environmental statutes, including the Clean Water Act; Clean Air Act; Safe Drinking Water Act; Resource, Conservation and Recovery Act; CERCLA (Superfund); Federal Insecticide, Fungicide and Rodenticide Act; Toxic Substances Control Act; Endangered Species Act; and Food, Drug and Cosmetic Act. In addition, several state of Minnesota environmental statutes will be discussed.

(F)

#### ENVR 550 (3) Environmental Pollution & Control

This is a lecture/lab course focusing on the sources and control of pollutants in air, soil, water, and groundwater. Hazardous waste treatment and the effects of pollutants on human health are also discussed.

(F)

#### ENVR 560 (4) Analysis of Pollutants

This is a lecture/lab class designed to give students "hands-on" experience with design and implementation of research projects coupled with the development of a research proposal. The class research project requires the collection and analysis of data. Quality control and Quality Assurance methods are emphasized.

(S)

#### ENVR 570 (3) Environmental Assessment

This lecture course introduces students to the National Environmental Policy Act and requirements for Environmental Impact Statements and Environmental Assessment Worksheets at the federal and state level. Phase I Environmental Assessment of land and buildings, an International Perspective on Environmental Assessments, and Economic and Social Impact Assessment are also discussed.

#### ENVR 583 (1-2) Seminar

Each major will present a seminar on his/her research and also have the option to attend semester-long seminars on special topics.

#### ENVR 591 (1-2) In-Service

#### ENVR 619 (2-3) Selected Topics in Environmental Science

#### ENVR 677 (1-6) Individual Study

Individual Research Project.

(F,S)

#### ENVR 694 (1-2) Alternate Plan Paper

(F,S)

#### ENVR 698 (1-12) Internship

Experience in applied Environmental Sciences according to a prearranged training program.

(F,S)

#### ENVR 699 (1-6) Thesis

(F,S)

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## ETHNIC AND MULTI-CULTURAL STUDIES MS

### GRADUATE DIVERSITY CERTIFICATE

*College of Social & Behavioral Sciences*

*Department of Ethnic Studies*

109 Morris Hall • 507-389-2798 • Fax: 507-389-6377

Website: [www.sbs.mnsu.edu/ethnic/](http://www.sbs.mnsu.edu/ethnic/)

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The Department of Ethnic Studies is an interdisciplinary program that is academically committed to promoting multicultural and ethnic knowledge, values, and skills, both within and outside the United States, and to preparing our students for effective functioning across the culturally diverse global community. Starting Fall Semester, 2002, the Ethnic and Multi-Cultural Studies Program (EMCS) Master of Sciences degree has been offered to meet the professional needs of diverse students concerning scholarly academic work, the practical application of ethnic studies knowledge in their

professions, and for personal growth. To date, it is a small department but growing majors and the only graduate program in ethnic and multicultural studies in the upper-Midwest. The graduate program provides students with multi-ethnic and cross-cultural knowledge, values and skills from American and global perspectives.

First, students gain factual knowledge by taking courses that focus on different ethnic, racial and cultural groups, as well as on discrimination, immigration, stereotypes, and other important issues related to diversity studies. Second, they learn how to understand and appreciate the different values, practices, and beliefs members of each cultural or ethnic population subscribe to, as well as understanding the diversity within those populations. Third, and most importantly, students in this program are expected to gain the following skills: 1) research skills, writing skills, and/or computer/statistical analysis skills; 2) human resource management and leadership skills; 3) counseling skills; and 4) cultural competency skills or cross-cultural training and diversity management skills. There is a strong emphasis on gaining competency in applied skills because advocacy must have practical application as its foundations to be credible.

#### Admission requirements

1. An undergraduate GPA of at least 3.0 on a 4.0 scale;
2. A baccalaureate degree from an accredited college or university;
3. At least 9 undergraduate credits in ethnic and cross-cultural areas. This requirement may be waived if the applicant can show relevant work (related to other social sciences) or other experiences that provide the necessary background to pursue graduate work in EMCS;
4. Have knowledge of or skills in two languages (i.e., English plus preliminary level of another language i.e., six credits of undergraduate language courses), but this may be subject to arrangement and discussion between the applicant and the Department; and
5. When students do not meet the normal admission requirements, they may be recommended for admission by the department subject to removal of deficiencies or other conditions.
6. Students are considered full time if they take six (6) credits of graduate level courses per semester.

### ETHNIC AND MULTI-CULTURAL STUDIES MS

Credits required:

Thesis Plan - 33 credits

Alternate Plan Paper- 34 credits

#### Part I.

##### Required Core from the following (15 credits, 12 credits must be 600 levels\*):

CORR	585	Topic: Race and Juvenile Justice (3)
ETHN	500	Cultural Pluralism (3) or
ETHN	510	Foundations of Oppression (3)
ETHN	582	Civil Rights in the U.S. (3)
ETHN	603	Seminar in Ethnic/Cross-Cultural Studies (3) or
ANTH	603	Practicing Anthropology (3)
ETHN	650	Helping Across Culture (3) or
CSP	648	Counseling in a Multicultural Society (3)
ETHN	660	Cross-Cultural Training & Diversity Management (3)
ETHN	695	Ethnic-Race Implications (3)
ETHN	697	Internship (1-10)

#### Part II.

##### Required supporting core (9 credits) one course from each of three groups; A minimum of 2 courses must be at the 600 level

Group 1: Choose one of the following research courses

CSP	675	Research and Writing in Counseling and Student Personnel (3)
EDLD	662	Research in Educational Leadership (3)
ETHN	501	Applied Cultural Research (3) OR
ETHN	502	Ethnic Research Methods/Skills (3)
GEOG	576	Spatial Statistics (3)
HLTH	630	Techniques of Research in Health (3)
POL	600	Research Methods (3)
PSY	610	Research Design and Statistics (4)

##### Group 2. Choose one of the following HR management/leadership courses

EDLD	644	Selected Topics in Experiential Education Leadership (3) OR
EDAD	668	Human Resources management (2)
EDAD	669	Selected Human Resource Topics (1)
GWS	630	Global Feminisms: Theory and Practice (3)
POL	662	Human Resources Management (3)
PSY	563	Survey of Industrial/Organizational Psychology (4)
SOC	517	Program Administration (3)
URSI	650	Urban Administration Services (3)

#### Group 3. Choose one of the following counseling courses

CSP	665	Counseling Theories (3) OR
CSP	571	Interpersonal Helping Skills (3) OR
CSP	618	Introduction to Mental Health Counseling (3)
REHB	640	Theories in Rehabilitation (3) OR
REHB	651	Rehabilitation Counseling Techniques (3)
PSY	683	Behavioral Assessment (4)

#### Part III. Required Electives (6-9 credits)

ETHN	505	Immigration/Ethnicity (3)
ETHN	520	African American Studies (3)
ETHN	530	American Indian Studies (3)
ETHN	540	Asian American Studies (3)
ETHN	550	Latino/Hispanic Studies (3)
ETHN	560	Urban Minority Problems (3)
ETHN	570	Women of Color (3)
ETHN	580	Social Justice in Ethnicities & Gender (3)
ETHN	586	Racial and Ethnic Politics (3)
ETHN	590	Racial/Ethnic Families in the US (3)
ETHN	595	Selected Topics (3)
ETHN	610	Seminar on Foundations of Oppression (3)
ETHN	630	Liberation Theory (3)
ETHN	640	Environmental Justice (3)
ETHN	677	Individual Study* (1-3)

#### Part IV. Required Written Comprehensive and Oral Exam plus Thesis or Alternate Plan Paper

ETHN	698	Alternate Plan Paper (1-2)
ETHN	699	Thesis (3)

\*At least 18 credits (or 6 courses) must be 600 level, excluding APP or thesis. Students are allowed to take only ONE 500 level as part of the supporting cores in Part II. If the student takes a 500 level (see\*) in Part II as a supporting core in Part II, students must take ETHN 677 – Individual Study (see\*) in their required electives in Part III.

### GRADUATE DIVERSITY CERTIFICATE ONLINE PROGRAM

To apply for the Graduate Certificate degree in Ethnic Studies, potential candidates must submit an application to the department. If you have any questions about applying to the program, you may contact the office manager, Cindy Veldhuisen at veldhc@mnsu.edu or 507-389-2798.

A complete application file must be sent to the Department of Ethnic Studies and include the following:

- An essay, approximately one page long, discussing your research interests and professional objectives in the field of Ethnic Studies, your leadership skills, and your goals in relation to pursuing the certificate degree in Ethnic Studies at Minnesota State University, Mankato
- List the name, phone number, and email address of at least two references
- A Resume/Curriculum vitae

The purpose of the online, 18 credit-hour Graduate Diversity Certificate Program is to provide graduate students and professionals who have already earned a bachelor's degree the opportunity to acquire cross-cultural competency skills and expertise in diversity training in order to work and lead in a multicultural environment. The courses focus on the intersections of race/ethnicity, social class, and gender. Further, the program combines the expertise of faculty from the Colleges of Education, Humanities, and Social and Behavioral Sciences in providing excellent opportunities for historical, theoretical, and social science research.

#### Information & Technology Services (ITS):

Desire2Learn (D2L) is Minnesota State University, Mankato's web-based management system. D2L is an online course management tool that is useful for posting announcements, syllabi, assignments, external links, grades, and other course information. There are two primary types of distance learning (or online) courses: synchronous and asynchronous. Synchronous distance learning occurs when the professor and students interact in different places but during a set time at least once a week, for example, live chat or video conferencing. Conversely, asynchronous distance learning occurs when the professor and the students interact in different places and during different times. Most adult learners prefer the asynchronous format for its flexibility and for the fact that it allows more time for critical thinking. Both types of distance learning will be employed by the instructors in this certificate program. All registered students at Minnesota State University, Mankato have immediate access to D2L via its link on the Minnesota State University, Mankato homepage. If any student needs help, or experiences any difficulties logging on, feel free to contact the ITS Helpdesk at 507-389-6654.



## ETHNIC AND MULTI-CULTURAL STUDIES

### Requirements:

The Graduate Diversity Certificate program requires admission through the College of Graduate Studies and Research. To apply go to on-line applications at: <http://www.mnsu.edu>

The program requires 18 semester hours of course work, entirely on online (or virtual classroom), from the following course list below:

1. Description of courses listed below is available on the Minnesota State University Graduate Catalog
2. Total: 18 completed credit hours, with a requirement that students to maintain a B average grade in all courses
3. Part I: 12 credits (6 credits must be at the 600 level)
4. Part II: 6 credits
5. Upon successful completion of 18 semester credit hours, the student must fill out two forms: 1) the Application for Graduation; and 2) Recommendation for Awarding the Certificate/Master's Degree
6. The Graduate Diversity Certificate is awarded by the College of Graduate Studies & Research, Minnesota State University-Mankato

### PART I: Required core course (3)

ETHN 650 Helping Across Culture (3) OR  
ETHN 660 Cross-Cultural Training & Diversity Management (3)

### Ethnic Diversity Electives (9 credits): Select any nine credits (3 courses) from the following:

ETHN 500 Cultural Pluralism (3)  
ETHN 501 Applied Cultural Research (3)  
ETHN 502 Ethnic Research Methods/Skills (3)  
ETHN 505 Immigration/Ethnicity (3)  
ETHN 510 Foundations of Oppression (3)  
ETHN 520 African American Studies (3)  
ETHN 530 American Indian Studies (3)  
ETHN 540 Asian American Studies (3)  
ETHN 550 Latino/Hispanic Studies (3)  
ETHN 582 Civil Rights in the United States (3)  
ETHN 603 Seminar in Ethnic & Cross-Cultural Studies (3)  
ETHN 610 Seminar on Foundations of Oppression (3)  
ETHN 677 Individual Study (3)  
ETHN 695 Race/Ethnic Implications (3)

### PART II: Additional Ethnic Diversity Electives (6 credits): Select any six credits (the two courses must be in different categories) from the following:

#### 1. Category of Ethnic Families in the United States

ETHN 570 Women of Color (3)  
ETHN 590 Racial/Ethnic Families in the U.S. (3)

#### 2. Category of Counseling

CSP 648 Counseling in a Multicultural Society (3)

#### 3. Category of Disability

REHB 619 Psychosocial Aspects of Disability (3) OR  
A graduate course related to disability and approved by the department

#### 4. Category of Human Diversity

CORR 585 Topic: Race and Juvenile Justice (3)  
ENG 618 Seminar: Multicultural American Literature (3)  
URBS 501 Foundations in Urban Management & Planning (3)  
URBS 553 Grants Administration (3)  
URBS 603 Organization Environment (3)

## COURSE DESCRIPTIONS

### ETHN 500 (3) Cultural Pluralism

This course will examine issues confronted in a multicultural society. It will study ethnic/minority groups not usually included in mainstream society, including their uniqueness and harmonious co-existence with other ethnic groups.

(F, S)

### ETHN 501 (3) Applied Cultural Research

This course introduces concepts and methods of applying socio-cultural understanding to contemporary problems to bring about the empowerment of affected people. Case/field studies and other research methods in social sciences will be used to illustrate the impact and problems of culture change with special attention to its affect on disadvantaged groups of people. Students will also design their own applied projects.

Prerequisite: ANTH 101, 103, or 230 or consent; ETHN 100, 101, or 150 or consent

### ETHN 502 (3) Ethnic Research Methods/Skills

This is a comprehensive course, which introduces students to qualitative, quantitative and evaluation social research methods. It provides students with hands-on experience of collecting and analyzing data, from any given diverse ethnic community through participant observation and needs assessment.

### ETHN 503 (3) Chicana Feminisms

This course examines the different forms of Chicana Feminisms produced by Chicana scholars and activists. It demonstrates how Chicana Feminisms challenge social inequalities, and focuses on the construction of Chicana identities regarding the intersections of gender, race/ethnicity, sexuality and culture.

### ETHN 505 (3) Perspectives on New Immigrants

The purpose of this course is to examine the challenges and opportunities of the new immigrants, refugees, families, and specifically their children, in the United States.

### ETHN 510 (3) Foundations of Oppression

Students will examine the forces which create and maintain prejudice, discrimination, and racism. Special attention will be given to the work of Paulo Freire.

(F) Prerequisite: ETHN 500 or consent

### ETHN 520 (3) African American Studies

This course examines contemporary topics in the lives of African Americans. These topics include but are not limited to: slavery, Reconstruction, Post-Reconstruction, Separate-But-Equal, Desegregation, and Resegregation.

(S) Prerequisite: ETHN 500 or consent

### ETHN 530 (3) American Indians in Ethnic Studies

This course will provide multiple perspectives about the issues facing American Indian peoples today. Topics to be considered are education, health care, gender, land rights, religious freedom, cultural identity, natural resource management, law enforcement, economic development, self-determination, and mass media images.

Prerequisite: ETHN 500 or consent

### ETHN 540 (3) Asian American Studies

Examination of current issues affecting the status of Asian Americans. The focus of this course will vary to reflect students' interests in the area of politics, education, economics, social and/or cultural dealing with Asian Americans.

Prerequisite: ETHN 500 or consent

### ETHN 550 (3) Latino/Hispanic Studies

Thematic examination of major issues surrounding Latino/Hispanic communities in the United States. Emphasis will be on education, labor, politics, social welfare, and migration.

Prerequisite: ETHN 500 or consent

### ETHN 560 (3) Urban Minority Problems

This course is concerned with racial/ethnic minorities who live in large urban (inner city) areas. It is especially concerned with the roles that culture and discrimination play in the shaping of America's ghettos, barrios, reservations, and Chinatowns.

(S)

### ETHN 570 (3) Women of Color

Examines the effects of sexism and racism on women of color and provides an understanding of the significant contributions they have made in their struggles against oppression.

(S)

### ETHN 580 (3) Social Justice in Ethnicity and Gender

Survey of institutional sexism and racism including their impact on U.S. society. Special attention will be given to their interconnectedness.

(F)

### ETHN 582 (3) African American Civil Rights Movement

This course will take an interdisciplinary ethnic studies approach to examine the past, present and future implications of the African American civil rights movement on race relations in the United States. (F)

### ETHN 586 (3) Racial and Ethnic Politics

The course examines racial and ethnic minorities and the mutual influences between these groups and the structures, procedures, and issues of U.S. politics. Major topics include: public opinion on racial issues, the representation of minorities in elective and appointive offices, and the nature of value conflicts underlying contemporary racial issues, including affirmative action, immigration, welfare, language policies, and Native American tribal issues.

**ETHN 590 (3) Racial/Ethnic Families in the U.S.**

This course will examine different definitions of "family" through time in the U.S.. It will focus on changes in the African-, Native-, Hispanic/Latino-, and Asian-American families. It will also compare and contrast differences and similarities among ethnic minority families as well as between them and white ethnic families.

**ETHN 595 (3) Selected Topics**

Multiple perspectives on the selected topic(s) will be addressed. Student scholars may contribute to the selection and/or refinement of the topic(s).  
Prerequisite: ETHN major

**ETHN 596 (1-3) Workshop****ETHN 598 (1-6) College Teaching Internship**

Students assist a faculty member in teaching an Ethnic Studies 100 or 101.

**ETHN 603 (3) Seminar in Ethnic/Cross-Cultural Studies**

This course focuses on ethnic/cross-cultural field development, professional ethics/values, skills compartment and practice, including such guidelines as preparations for resumes and curriculum vitae, research proposals, formal (oral) presentation, grant proposals, thesis plans, articles and books.

**ETHN 610 (3) Seminar on Foundations of Oppression**

The purpose of this seminar is to examine the origins, manifestations, and consequences of oppression on the life experiences of people at the individual, institutional and sociocultural levels in contemporary society.

**ETHN 630 (3) Liberation Theory**

This course examines the writings of various authors to gain a theoretical perspective of such issues as racism, sexism and oppression, and how these authors have formulated a plan for change in the U.S. and in the world.

**ETHN 640 (3) Seminar on Environmental Justice**

This examines the relevant issues surrounding environmental justice, with a particular emphasis on political ecology, resource colonialism, environmental racism, applied ethnic studies, and local environmental movements and minority advocacy and focuses on professional application and advocacy through practice.

**ETHN 650 (3) Helping Across Cultures**

Scholars preparing for and/or working in the helping professions or related careers will address the issues and experiences of culturally different persons. Special attention will be given to preparation for effective cross-cultural interactions.  
(S) Prerequisite: ETHN 500 or consent

**ETHN 660 (3) Cross-Cultural Training and Diversity Management**

This course is designed for those students or professionals who prepare for and/or work in the diverse organizations/institutions, corporations, communities in and outside America. Theories, techniques and skills for cross-cultural training/consultation and diversity management are covered.

**ETHN 677 (1-3) Individual Study**

Specialized independent study and research.  
(F,S) Prerequisite: one 500 level ETHN course

**ETHN 695 (3) Ethnic-Race Implications**

Graduate scholars will address the meaning and significance of US race and ethnicity within global perspectives. Special attention will be given to the writings of scholars of color.  
(F) Prerequisite: ETHN 500 or consent

**ETHN 697 (1-10) Internship**

Supervised experience to which the theories and methodologies of ethnic studies can be applied. Opportunities may be on-campus and/or off-campus, including work in other countries.  
(F,S) Prerequisite: Two 500/600 level ETHN courses

**ETHN 698 (1-2) Alternate Plan Paper**

Concluding research project. May largely use secondary sources.  
(F,S)

**ETHN 699 (3-6) Thesis**

Concluding research project. Requires toward original research.  
(F,S)

**EXPERIENTIAL EDUCATION MS**

*College of Education*

*Department of Educational Leadership*

115 Armstrong Hall • 507-389-1116

Website: <http://ed.mnsu.edu/edleadership/>

See EDUCATIONAL LEADERSHIP

**FAMILY CONSUMER SCIENCE**

*College of Allied Health & Nursing*

*Department of Family Consumer Science*

B102 Wiecking Center • 507-389-2421

The Department of Family Consumer Science (FCS) does not currently offer a master's degree in FCS. However, the Department does offer a variety of graduate-level courses which may be taken to complete dietetics requirements, or as electives in other graduate programs.

Students may also work with an FCS advisor to complete a Master of Science degree in Cross-disciplinary Studies with a concentration in FCS or a specific FCS content area: FCS Education, Family Life and Child Development, or Food and Nutrition. For further information please see section on Cross-disciplinary Studies MS.

**COURSE DESCRIPTIONS****FCS 500 (3) Culturally Diverse Family Systems**

An analysis of culturally diverse family systems in America; emphasis on relationships within the family and with the larger community across the family life cycle.

**FCS 501 (3) Family Life Development**

The course is a study of development through the family life cycle. Emphasis on developmental interaction and family systems concepts.

**FCS 502 (3) Play and Child Development**

An examination of the important role that play has in the cognitive, emotional, physical, and social development of the child from birth to adolescence.

**FCS 503 (3) Parents and Peers and Adolescent Development**

Examination of how adolescents' development are affected by their relationships with their parents and with their peers.

**FCS 508 (3) Family Life Dynamics**

See Sociology 508.

**FCS 514 (3) Family Policy and Ethics**

An examination, analysis, and application of the impact of law, public policy, and ethical principles on family life.

**FCS 515 (1-2) Student Organization**

The teacher-coordinator's role as a vocational club advisor.

**FCS 520 (3) Nutrition Assessment**

In-depth study and practice of nutrition assessment techniques. Students will use findings to determine nutritional needs and make nutritional diagnoses. Permission of instructor is required to register.

**FCS 536 (3) Historic Costume****FCS 537 (1-3) Topic: Textiles/Clothing**

Topics of current interest. May be repeated. Demand

**FCS 539 (3) Nutrition for Physical Activity and Sport**

This course provides in-depth exploration of the dietary needs of physically active individuals across the lifespan. Its laboratory component will focus on performance and interpretation of assessments commonly used to determine dietary and physiological status. Pre: FCS 140 or 240 F,S

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## FAMILY CONSUMER SCIENCE

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### FCS 540 (3) Nutrition II

An advanced nutrition course in the function and interaction of nutrients in metabolic processes. Contains a nutrition research component and research case study, focusing on metabolism in persons selected by the student.

### FCS 542 (3) Clinical Dietetics I

The role and influence of dietetics in society, nutritional assessment and care plans, dietetic principles applied to normal and malnourished states. Case-based approach. F Prerequisite: FCS 440

### FCS 544 (3) Experimental Food Science

Food quality, safety, formulation, processing, preservation, and biotechnology are explored. Original food science experiments are planned, executed, interpreted, and presented using appropriate scientific techniques.

S Prerequisite: FCS 340, HLTH 475 (or STAT 154)

### FCS 545 (2) Food Preservation

Principles of an laboratory experience in food preservation by drying, freezing, canning, pickling and jelly making. V

### FCS 546 (3) Lifespan Nutrition

Study of nutritional needs of pregnancy, infancy, childhood, and adulthood. Experience in group dynamics in providing nutritional education to a target population.

F Prerequisite: FCS 140 or 240 or consent

### FCS 548 (3) Clinical Dietetics II

The pathophysiological, nutrient assessment, planning, and counseling aspects of gastroenterological pulmonary, surgical, endocrine, cardiovascular, and renal conditions. Case-based approach.

S Prerequisite: FCS 442

### FCS 551 (2) Integrating Service Values Into Practice

### FCS 552 (3) Integrating Food Service Software Into Practice

### FCS 554 (3) Sensory Evaluation and Food Product Development

Principles of sensory evaluation and application of those principles and others in food sciences by selecting, planning, conducting, and reporting on a food product development project.

### FCS 572 (2) Residential Management

An in-depth exploration into planning and managing a variety of residential property facilities. Specifically addresses employment as a manager of such properties.

Prerequisite: FCS 270, 370

### FCS 574 (3) Community Resources and Family Support

The system approach to analyzing family situations to make decisions and correlate resources in the resolution of family managerial problems. Emphasis on the application of managerial skills to lifestyle situations: young-families, older adults, special needs, singles, and low income.

### FCS 575 (2) Family Policy

Family related issues affected by government policies and other regulatory practices; legislation involving incentives, financing, subsidies, etc. The role of related public and management issues.

### FCS 578 (3) Family Finance

Introduce students to the how's and why's of family financial management to reduce mistakes made in successfully managing financial aspects of life. For non-business majors.

### FCS 582 (2) Teaching Family Life/Parenting Education

Analyze issues and concerns related to family life education. Investigate teaching strategies and methods of evaluation. Preparation and implementation of appropriate lesson plans. Emphasis placed on active learning strategy.

### FCS 583 (2) Adult and Technical Education in Family Consumer Science

Philosophy and objectives of adult education in family consumer sciences with emphasis on structure of adult education, informal teaching-learning environments; procedures for planning and developing programs; and teaching experiences with the adult learner.

### FCS 587 (1-3) Topic: Family Consumer Science Education

Current issues and/or research findings to be announced as offered. May be repeated. V

### FCS 588 (3) Parenting Education

A systems perspective on parent-child relationship. This course covers parent-child is-

ues during the stages of human development. It also focuses on special needs children and families, cross-cultural issues, and family violence. Emphasis is on research and theory and parenting education strategies.

### FCS 590 (1-3) Workshop

Workshop topics vary as announced in class schedule. May be repeated.

### FCS 595 (3-4) Intern: Early Child Family

A scheduled work assignment that will include on-site experiences with parents in early childhood family education.

Prerequisite: consent

### FCS 596 (2-3) Selected Topics: FLCD

Topics announced as offered. May be repeated.

### FCS 597 (1-6) Internship

A scheduled work assignment with supervision in private business, industry, and government agency appropriate to each area of concentration.

Prerequisite: consent

### FCS 598 (1-6) Internship

A scheduled work assignment with supervision in private business, industry, and government agency appropriate to each area of concentration.

Prerequisite: consent

### FCS 600 (3) Issues Family Relationships

This course provides a graduate-level foundation in family science. It covers a broad range of family issues within a theoretical framework. Suitable for all graduate students who plan to work with families in human sciences or education.

### FCS 616 (2) Child Development Issues in Family

Integration of child development issues within the context of home and family with emphasis on analysis of research and application of concepts.

### FCS 625 (3) Nutrition is Medicine

Using a population health management perspective, students will gain a strong foundation in the science of nutrition as medicine and the application of nutrition in prevention in coordination with the healthcare team.

### FCS 675 (2) Consumer Education

Knowledge about consumer economics which will help create positive changes in the marketplace. Emphasis is placed on teaching consumer information techniques in schools, buying skills, money management, and consumer citizenship responsibilities.

### FCS 677 (1-4) Individual Study

Opportunity for independent study with guidance of graduate faculty.

### FCS 680 (1-3) Methods & Evaluation of Family Consumer Science

Recent trends in methods and evaluation based on research and experimental programs with application to the educational environment including vocational education programs.

### FCS 681 (1-3) Family Consumer Science Curriculum

Analysis of curriculum trends in family consumer science programs including vocational education programs. Application of curriculum development principles. V

### FCS 683 (2) Seminar: Adult Education

Understanding and facilitating adult learning in the Family Consumer Science discipline.

### FCS 686 (1-3) Trends in Family Consumer Science

Examine current issues and identify trends in the content area of family consumer science. May be repeated.

### FCS 691 (1-4) In-Service

In-service courses are those courses designed to upgrade qualifications of individuals in their professional endeavors. May be repeated.

### FCS 692 (2) Seminar: Research

Fundamentals of research design, data collection method, and research strategies related to Family Consumer Science discipline.

Prerequisite: a statistical course

### FCS 694 (1-2) Alternate Plan Paper

### FCS 698 (1-5) Internship

### FCS 699 (3-6) Thesis

**FRENCH MS**

**FRENCH EDUCATION MS**  
(DISCIPLINE-BASED)

*College of Arts & Humanities*  
Department of World Languages and Cultures  
227 Armstrong Hall • 507-389-2116

World languages and Cultures graduate study at Minnesota State University, Mankato enables students to pursue the Master of Science in French (Secondary Teaching) or the Master of Science Community College Track in French. The Department of World Languages and Cultures also offers graduate courses in French for the Master of Arts in Teaching (MAT in French) degree. The MAT program is designed for those who want to teach at the secondary level but lack certification. The World Languages and Cultures courses associated with the MAT degree are also listed below.

**Admission.** Complete the general admission requirements of the College of Graduate Studies and Research. Applicants must possess French oral proficiency at a level of advanced low on the ACTFL proficiency scale or equivalent (contact department for information). A writing sample in French, a personal statement in English summarizing experiences and professional goals that apply to the MS degree in French, and two letters of recommendation, one from an undergraduate instructor or academic advisor should be forwarded to the Department Chair.

**Graduate Assistantships.** A number of graduate teaching assistantships are available during the academic year. A graduate assistant in the Department of World Languages and Cultures teaches classes in elementary French, German, Spanish, or ESL and receives a salary. For more information, contact the College of Graduate Studies and Research or the Department of World Languages and Cultures.

**Graduate Study Abroad.** Graduate credit can be earned in French on department-sponsored Study Abroad Programs conducted at institutions in France. For more information, consult the Department of World Languages and Cultures.

**FRENCH MS**

*Community College Option*

(Thesis Plan - 30 credits)  
(Alternate Plan Paper -34 credits)

Students interested in teaching at the Community College level should see their advisor about identifying methods courses to strengthen their teaching ability. Licensure is not required to teach at the Community College level, but courses in teaching skills are recommended. This program prepares students of French for teaching in higher education. Fifty percent of the credits must be taken at the 600 level, excluding thesis or APP credits.

**Required Major Teaching Field (16-22 credits)**  
Choose any 500/600 level French courses selected in consultation with an advisor.

**Required Modern Language Methods (3 credits)**  
WLC 560 – Methods of Teaching Modern Languages, unless an equivalent course was taken at the undergraduate level.

**Required Professional Education credits (6 credits)**  
Choose any 500/600 level Professional Education courses selected in consultation with an advisor.

**Required Electives (2-6 credits)**  
Choose any 500/600 level elective courses selected in consultation with an advisor.

**Required Thesis or Alternate Plan Paper**  
FREN 694 Alternate Plan Paper (1 or 1-2)  
FREN 699 Thesis (3 or 3-4)

**FRENCH EDUCATION MS**  
(Discipline-Based)

(Thesis Plan - 30 credits)  
(Alternate Plan Paper - 34 credits)

This degree does not lead to teacher licensure. Students who desire licensure should consult the Master of Arts in Teaching (MAT) program. Emphasis in French is available.

This program is primarily for teachers of French who are interested in pursuing an advanced degree in the language and in increasing their proficiency. The degree requires courses totaling 30 credits (with thesis) or 34 credits (with alternate plan paper). Fifty percent (50%) of the credits must be taken at the 600 level (excluding thesis and APP credits).

**Required French (18-22 credits)**  
Choose any 500/600 level French courses selected in consultation with an advisor.

**Required Professional Education (6 credits)**  
Choose any 500/600 level Professional Education courses selected in consultation with an advisor.

**Required Electives (6 credits)**  
Choose any 500/600 level elective courses selected in consultation with an advisor.

**Required Thesis or Alternate Plan Paper**  
FREN 694 Alternate Plan Paper (1 or 1-2)  
FREN 699 Thesis (3 or 3-4)

COURSE DESCRIPTIONS

**FRENCH**

**FREN 502 (3-4) French Civilization**  
A survey of the historical, philosophical, literary, and artistic development of France from the beginning to the present.  
Prerequisite: undergraduate French major

**FREN 504 (2-4) French Syntax**  
Systematic review of French grammar.  
Prerequisite: undergraduate French major

**FREN 505 (2-4) Business French I**  
Study of current vocabulary, terminology, and practices used in the business world. Study of developments affecting the French business, industrial, and agricultural communities.  
Prerequisite: undergraduate French major

**FREN 506 (2-4) Business French II**  
Study of France's position in the European Economic Community and of the development of French business law with an emphasis on the obligations and rights of business people, the classification and organization of the various types of companies, the emission of contracts, and other documents.  
Prerequisite: undergraduate French major

**FREN 515 (1-3) Composition**  
Practice in descriptive, narrative, and expository writing. Acquisition of vocabulary and advanced grammatical structures.  
Prerequisite: undergraduate French major

**FREN 516 (1-4) Conversation**  
Practice in advanced conversational skills.  
Prerequisite: undergraduate French major

**FREN 517 (1-3) Modern France**  
In-depth study of different aspects of contemporary French civilization.  
Prerequisite: undergraduate French major

**FREN 520 (1-4) French Seminar**  
In-depth study of an author, genre, movement, theme, or period.  
Prerequisite: undergraduate French major

**FREN 532 (1-4) French Literature I**  
Study of the major authors, works, and movements of two successive centuries of French literature.  
Prerequisite: undergraduate French major

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## FRENCH

### FREN 542 (1-4) French Literature II

Study of the major authors, works, and movements of two successive centuries of French literature.

Prerequisite: undergraduate French major

### FREN 552 (1-4) French Literature III

Study of the major authors, works, and movements of two successive centuries of French literature.

Prerequisite: undergraduate French major

### FREN 594 (1-6) Supervised Study in French-Speaking Countries

Topics will vary. Study for credit must be approved by the department prior to departure.

Prerequisite: undergraduate French major

### FREN 597 (1-6) Internship

Prerequisite: undergraduate French major

### FREN 614 (1-3) Paris Et L'Île De France

Visits to the major churches, cathedrals, castles, monuments, museums, and neighborhoods in and around Paris.

Prerequisite: undergraduate degree in French

### FREN 660 (2) Research Methods: French

Methods and tools of literary research.

Prerequisite: undergraduate degree in French

### FREN 677 (1-4) Individual Study

Topics will vary.

Prerequisite: undergraduate degree in French

### FREN 680 (1-3) Topics in French Literature

Topics will vary. May be repeated.

Prerequisite: undergraduate degree in French

### FREN 681 (1-3) Topics in French Culture & Civilization

Topics will vary. May be repeated.

Prerequisite: undergraduate degree in French

### FREN 682 (1-3) Topics in French Language Study

Topics will vary. May be repeated.

Prerequisite: undergraduate degree in French

### FREN 693 (1-6) Supervised Study in a French-Speaking Country

Topics will vary. Study for credit must be approved by the department prior to departure.

Prerequisite: undergraduate degree in French

### FREN 694 (1) Alternate Plan Paper

Prerequisite: undergraduate degree in French

### FREN 697 (1-6) Internship: Community College Option

### FREN 699 (3-6) Thesis

Prerequisite: undergraduate degree in French

## WORLD LANGUAGES AND CULTURES

### WLC 560 (3) Methods of Teaching Modern Languages

This course is intended to provide prospective secondary school teachers and teachers of modern languages with experience and background to prepare them for teaching modern languages to secondary school children. The course meets state licensure requirements. Major topics include: Second language acquisition and child language development; comprehension-based teaching strategies; standards-based curriculum development and planning; integrating modern languages with the secondary school curriculum; subject content instruction; and teaching and assessing listening, speaking, reading and writing skills. Pre: Student must demonstrate oral proficiency level of Intermediate-High on ACTFL scale or equivalent in target language. Contact the department for additional details.

### WLC 561 (1) Applied Modern Language Teaching Methods

A field experience in a secondary school setting for students earning licensure in modern language teaching. Practicum students work with middle or high school students of French, German, or Spanish. Take concurrently with or following WLC 460.

### WLC 562 (3) Foreign Languages in the Elementary School (FLES) Methods

Introduction to theory and practice of modern language teaching for children grades K-6, including oral language development, second language literacy development, content-based language instruction, and techniques for language immersion programs. The course meets state licensure requirements.

Pre: Student must demonstrate oral proficiency level of Intermediate-mid on ACTFL scale or equivalent in target language. Contact the department for additional details.

### WLC 563 (1) Applied FLES Methods

A field experience in an elementary setting for students earning licensure in modern language teaching. Practicum students work with elementary school students in French, German, or Spanish. Take concurrently with or following WLC 462.

### WLC 565 (1-3) Workshop in Modern Language Education

Topics in modern language education. May be repeated for credit..

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## GENDER AND WOMEN'S STUDIES MS, MA

### CERTIFICATE IN GENDER AND WOMEN'S STUDIES

*College of Social & Behavioral Sciences  
Department of Gender and Women's Studies  
109 Morris Hall • 507-389-2077*

**Program Description.** The graduate program in Gender and Women's Studies prepares students for careers in non-profits, activism, and advocacy, or for further graduate study. Gender and Women's Studies is an interdisciplinary field examining the social construction of gender and sexuality and the intersections of all forms of oppression. The graduate program examines feminist theory and activism and helps students develop skills to bridge the two. The graduate program in Gender & Women's Studies offers both Master of Arts and Master of Science degrees.

Departmental faculty areas of interest include feminist theory, violence against women, gender and law, women's and girls' history, history of sexuality, LGBT/queer studies, feminism & mothering, African Diaspora, Caribbean women writers, and feminist pedagogy.

**Admission.** In addition to meeting the general admission requirements of the College of Graduate Studies and Research, a background in Women's and/or Gender Studies coursework, or experience in community-based women's programs or organizations, is required.

**Financial Assistance.** All applicants are encouraged to seek university sources of financial assistance through application to the Office of Financial Aid. See Sources of Financial Assistance at the front of the Bulletin. Graduate assistantships are available in the Department of Women's Studies, the Women's Center, the Lesbian, Gay, Bisexual, Transgender Center, the College of Social and Behavioral Sciences, Student Health Services, and other campus offices. Second-year students in the program who meet requirements may qualify for teaching opportunities in Gender & Women's Studies.

### GENDER AND WOMEN'S STUDIES MS

(Thesis Plan - 30 credits)

(Alternate Plan Paper - 34 credits)

#### Major Common Core

GWS 600	Collective Action and Analysis 3
GWS 610	Graduate Seminar 3
GWS 620	Feminist Research 3
GWS 630	Global Feminisms: Theory & Practice 3
GWS 640	Feminist Theories 3
GWS 694	Alternate Plan Paper 1-2
GWS 699	Thesis 3-6

#### Major Restricted Electives

##### Internship

Choose 3 credit(s):

Select a minimum of 3 cr from the following

GWS 697 Internship 1-6

GWS 698 Internship 1-6

**General Electives**

Choose 3 credit(s):

General Electives (3 credits)

Any 500/600 level course in consultation with your advisor.

**GENDER & WOMEN'S STUDIES MA**

(Thesis Plan - 30 credits);

(Alternate Plan Paper - 34 credits)

**Major Common Core**

GWS 540	Feminist Pedagogy 3
GWS 600	Collective Action and Analysis 3
GWS 610	Graduate Seminar 3
GWS 620	Feminist Research 3
GWS 630	Global Feminisms: Theory & Practice 3
GWS 640	Feminist Theories 3
GWS 694	Alternate Plan Paper (1-2) OR
GWS 699	Thesis 3-6

**Major Restricted Electives****Required Elective**

Choose 3 credit(s):

General Electives (3 credits)

Any 500/600 level course in consultation with your advisor.

**Electives**

Choose 1-9 credit(s)

**Optional, not required**

GWS 677	Individual Study 1-6
GWS 697	Internship 1-6
GWS 698	Internship 1-6

**Additional Requirements**

MA students are encouraged to take a 500 or 600 level course in the College of Arts & Humanities. Please consult with your advisor. Electronic portfolios are required of all students. Students submit portfolios at the end of their second semester of coursework and before writing their thesis or alternate plan paper. For further details, see Departmental Graduate Handbook.

**GRADUATE CERTIFICATE**

The Gender & Women's Studies graduate certificate is available to those currently pursuing a graduate degree or who already have a graduate degree. The program is also intended for post-baccalaureate working professionals. Students seeking a graduate certificate must possess a bachelor's degree. Previous course work in Gender & Women's Studies is preferred but not required.

The Graduate Certificate in Gender & Women's Studies offers students learning opportunities in the following areas:

1. Theory that connects race, class, gender sexuality, and other identity categories.
2. Knowledge of the strategies and tactics the feminist movement has employed to create social change.
3. Communication skills, both oral and written.
4. Historical and philosophical dimensions of gender & women's studies as a movement and a discipline.

The certificate program requires that students maintain a B average and complete 9 credits of 600-level courses in Gender & Women's Studies plus one 3-credit elective course at the 500 or 600 level.

**COURSE DESCRIPTIONS****GWS 515 (3) Foundations of Mothering Studies**

This course investigates the exciting new interdisciplinary field of mothering studies. We will examine scholarly, cultural, and activist perspectives on the practice of mothering from a feminist standpoint.

**GWS 540 (3) Feminist Pedagogy**

We explore the key philosophical and methodological issues in feminist pedagogy with an emphasis on application of the material learned. In addition to readings, discussions, and lectures, students develop a teaching philosophy, design a course, write a syllabus, prepare a lesson plan, teach a session, design evaluations, and develop a curriculum vitae.

**GWS 555 (3) Politics of Sexuality**

This course explores the interconnections between sex, gender, and sexuality with special attention to how institutions and communities shape experience and identity.

**GWS 560 (1-4) Selected Topics**

Topics vary as announced in the class schedule.

**GWS 590 (1-4) Workshop**

Topics vary as announced in the class schedule.

**GWS 600 (3) Collective Action and Analysis**

This course examines historical, cultural, theoretical, and strategic aspects of struggle for social justice, with special attention to women's activism.

**GWS 605 (3) Foundations of Women's Studies**

Overview and analysis of the theoretical, methodological, and activist foundations of Women's Studies as a discipline.

**GWS 610 (3) Graduate Seminar**

Advanced topics in women's and gender studies.

**GWS 620 (3) Feminist Research**

We explore theoretical and epistemological issues in feminist research, as well as developing the practical skills needed to conduct our own research.

**GWS 630 (3) Global Feminisms: Theory & Practice**

This course will address critical issues facing women in "developing" countries in the context of an increasingly globalized order. The purpose of the course is to familiarize students with global issues/global feminist theory.

**GWS 640 (3) Feminist Theories**

This course explores major theories of feminism.

**GWS 677 (1-6) Individual Study**

Concentrated study and research in areas of student's special interests/ expertise under supervision of a faculty member. Prerequisite: must be enrolled in the MS program in GWWS and have permission of the instructor

**GWS 694 (1-2) Alternate Plan Paper**

Preparation of an alternate plan paper under supervision of the student's graduate advisor. Prerequisite: must be enrolled in the MA or MS program in GWS.

**GWS 697 (1-6) Internship (College Teaching)**

Students assist a faculty member in teaching Gender and Women's Studies 110 or 220. Prerequisite: must be enrolled in the MA or MS program in GWWS

**GWS 698 (1-6) Internship Community**

Placement in a community or university-based internship provides the student with experience and practical skills in a particular field of work or service and/or provides an opportunity to pursue a specific research interest. Prerequisite: must be enrolled in the MA or MS program in GWS

**GWS 699 (3-6) Thesis**

Preparation of a thesis under supervision of the student's graduate advisory committee. Prerequisite: must be enrolled in the MA or MS program in GWS

**GEOGRAPHY MS****CERTIFICATE IN GEOGRAPHIC INFORMATION SCIENCES***College of Social & Behavioral Sciences**Department of Geography*

7 Armstrong Hall • 507-389-2617

Geography, as taught at Minnesota State University, Mankato, deals with phenomena in earth space and their areal extent, intensity and variation. Graduate programs in geography are designed to help students develop advanced skills in research design and analysis, as well as competence in using specific tools of geographic inquiry. In addition, the department provides necessary continuing education for a variety of elementary, high school and post-secondary teachers and other professionals, such as planners.

Geography graduate study emphasizes knowledge and understanding of environ-

## GEOGRAPHY

ments and processes derived from the basic structure of Earth, as well as the cultural attributes and diversity of its peoples. Geography also examines links among economies, cultures and intellectual models that attempt to explain perceptions of Earth, along with the geographer's concepts and strategies for analyzing these interconnections.

In addition to a diverse and experienced faculty, the department supports its own reference collection of books, periodicals and maps. The department maintains a fully equipped cartography laboratory, including computer-assisted cartography software and equipment. The department supports a geographical analysis laboratory in which students have access to GIS software and Windows-based computers along with appropriate peripheral equipment. GPS software and equipment are also available.

Minnesota State Mankato's Weather Analysis Laboratory for Teaching and Educational Resources (WALTER) is an independent unit equipped with state-of-the-science weather observation and display equipment. Two satellite dishes feed multiple data streams to a console of computers using VISTA, Storm-Sentry and Storm-Pro (from DTN-Kovouras), Satellite imagery (from NVG), data analysis programs like LEADS (from IPS) and the EWB visualization program (from SESCO). A time-lapse Sky-Cam and local observational instruments complete the total weather picture available. The facility provides one of the best teaching/learning environments in the Midwest and supports the suite of courses offered in Atmospheric Sciences. The University library holds many of the major U.S. geographical journals. The library's map and atlas holdings are formally organized in its Map Collection, which is a depository for maps produced by federal government agencies including (but not limited to) the U.S. Geological Survey, the Defense Mapping Agency, and the U.S. Department of Agriculture (including the Forest Service).

**Admission.** Applicants for admission to graduate programs in geography must have maintained a grade point average of 3.0 on a 4.0 scale for a four-year degree. Applicants should submit a letter of intent, official transcripts from all universities previously attended, and letters of recommendation from three individuals familiar with the applicant's undergraduate academic performance in order to be considered for the program. Applicants having grade point averages below the minimum who present convincing evidence of potential for success may be considered for provisional admission.

**Financial Assistance.** Some graduate assistantships are available through the Department of Geography. Most are funded directly from the College of Graduate Studies and Research and the College of Social and Behavioral Sciences. Typically assistantships carry an obligation of ten to twenty hours per week. Further information about the availability of assistantships and about the status of applications for assistantships should be sought from the department chair.

### GEOGRAPHY MS

(Thesis Plan - 30 credits)

(Alternate Plan Paper - 34 credits)

#### Required Core and Research

GEOG 678 Geographic Research & Writing (3)

GEOG 680 Philosophy of Geography (3)

#### Required Electives

Choose any 500/600 level elective courses in consultation with an advisor. Fifteen credits must be taken in Geography.

#### Required Thesis or Alternate Plan Paper

GEOG 694 Alternate Plan Paper or Internship (1-2)

GEOG 699 Thesis (3-6)

### GEOGRAPHIC INFORMATION SCIENCE (GISc) PSM

The Professional Science Master's in Geographic Information Science (GISc) integrates the geospatial technologies of geographic information systems (GIS), remote sensing, and global positioning systems (GPS) with the professional skills of technical communications, project management, human resource management, and budgeting and economics in the workplace. These combine to create tools to implement real-world solutions to critical problems. Students will be prepared with scientific and technical training while also developing business and professional workplace skills necessary to advance.

#### Common Core

ENG 675 Technical Communication for STEM Professionals (3)

GEOG 571 Digital Field Mapping with GPS (4)

GEOG 573 Intermediate GIS (4)

GEOG 574 Introduction to Remote Sensing (4)

MBA 645 Information Technology and Systems Management (2)

#### Capstone Course

Choose 4 Credit(s).

GEOG 670 Issues in Geographic Techniques (1-4)

#### Restricted Electives

3 Credits required from the list below. NOTE: GEOG 580 is seminar course where topics vary: If the student selects this course as an elective, choose one on a GISc topic in consultation with an advisor.

GEOG 539 Transportation Modeling & GIS (4)

GEOG 575 Applied Remote Sensing & GIS (4)

GEOG 576 Spatial Statistics (3)

GEOG 578 Spatial Analysis with GIS (3)

GEOG 579 GIS Practicum (1-4)

GEOG 580 Seminar (1-4)

#### Unrestricted Electives

6 Credits required from the list below. NOTE: It is recommended that the student choose a logical flow in line with career path goals.

MBA 612 Data Analysis and Statistics for Managers (2)

MBA 614 Economic Analysis for Managers (2)

MBA 642 Management of Human Resources (2)

MBA 657 Managing Service and Manufacturing Operations (2)

MBA 667 Organizational Development and Change (2)

MBA 681 Global Business Strategy (2)

MBA 683 Marketing Strategy (2)

POL 628 Seminar: Public Management (3)

POL 663 Budget & Fiscal Management (3)

URBS 603 Organization Environment (3)

URBS 650 Urban Administrative Services (3)

URBS 651 Urban Finance Systems (3)

### CERTIFICATE IN GEOGRAPHIC INFORMATION SCIENCES (GISc)

Students will receive a fundamental knowledge and understanding of Geographic Information Systems (GIS) and Remote Sensing technologies with the option to focus more intensively on advanced GIS, Remote Sensing or Global Positioning Systems (GPS) principles and applications.

#### Core courses (12 credits)

GEOG 573 Intermediate GIS (4)

GEOG 574 Introduction to Remote Sensing (4)

GEOG 670 Issues in Geographic Techniques (4)

#### Students must also select two from the following seven courses:

GEOG 539 Transportation (4)

GEOG 571 Digital Field Mapping with GPS (4)

GEOG 575 Advanced Remote Sensing (4)

GEOG 576 Spatial Statistics (3)

GEOG 578 Spatial Analysis with GIS (3)

GEOG 579 GIS Practicum (4)

GEOG 580 Environmental Hazards (3)

### COURSE DESCRIPTIONS

#### GEOG 509 (1-4) Selected Topics

The instructor will develop a specific course on a geographic topic, such as soils, landforms, water resources, energy, housing, population geography, or some other topic for the class.

#### GEOG 510 (3) Climatic Environments

A qualitative regional climatology of the world, including the Pleistocene Ice Ages and urban impacts upon climate. Emphasis is on the characteristics of particular climates and understanding the factors that control their spatial distribution.

Prerequisite: GEOG 101 or consent

#### GEOG 511 (3) Soils Geomorphology

This course examines soils and their role in interpreting the history of landform development. Soils chronicle the environment in which they have formed, and reflect the environment they currently support. Understanding their formation and subsequent distribution is essential to good management practices. Applications include the analysis of soil data bases and assimilation of field derived soil profile data. (F) (S, Summer on demand)

**GEOG 512 (4) Advanced Weather**

Meteorological principles and theory are applied to the analysis and interpretation of weather data in order to better understand the structure and evolution of synoptic-scale weather systems. Basic knowledge of mathematics will be assumed.

Prerequisite: GEOG 317

**GEOG 514 (3) Biogeography**

This course involves the global distribution of plants and animals, with emphasis on natural and human induced causes of this distribution. The role of humans in the endangerment and extinction of species and conservation of vital habitats are also discussed.

**GEOG 515 (4) Earth Surface Processes**

This course examines the natural processes that operate on our planet and shape the landscape presently. This will be done through a focus on applied exercises, measurements and direct/indirect observations. Through applied projects students will have an understanding of how these processes interact within a variety of Earth Systems.

**GEOG 516 (4) Fluvial Geomorphology and Hydrology**

An in-depth investigation into fluvial systems including sediment transport, sediment budget analysis, channel geometry/morphology, drainage basin analysis, geomorphic evolution of fluvial landscapes, hydrology (i.e., runoff generation and channel formation, storm hydrograph and flood analysis, discharge measurements) of fluvial systems, and effects of anthropogenic modification and use of fluvial systems. (F) (S, on demand)

**GEOG 520 (3) Conservation of Natural Resources**

Survey of natural resources emphasizing energy, metallic, fisheries, and water resources. Also addresses timber, wetlands, and wildlife on public and private lands.

**GEOG 525 (3) Economic Geography**

Examines national and international economic geographical order and trade activities. Topics include economic development, competition, and impacts on the environment and people

**GEOG 535 (3) Urban Geography**

Hypotheses and generalization related to urban functions, structure, land use, distribution, growth, and decline. Emphasis will be mostly on the United States' urban places

**GEOG 536 (3) Rural Geography**

Introduction to theoretical frameworks for analyzing processes of economic, environmental, and social change in rural regions. Includes basic and advanced geographical principles and techniques for studying non-urban areas. Designed to equip students with the knowledge and skills necessary for carving out research projects on rural environments.

**GEOG 537 (3) Political Geography**

Spatial problems and structure of governments, focusing on countries of the world. Covers such topics as boundary problems, strategic locations, and geopolitical explanations of international relations and conflict.

**GEOG 538 (3) Social Geography**

Concepts and theories concerning global and national social problems and the significance of geographic analytic methods for social research. Study of factors related to variations in regional standards of living.

**GEOG 539 (4) Transportation Modeling & GIS**

Four major sets of ideas will be covered: Introduction to spatial organization, network analysis, allocation methods, and urban transportation. The emphasis is on these approaches to understanding the geographic of transport by description, explanation, and normative or optimal methods.

**GEOG 540 (1-4) Field Studies**

Various excursions to study physical and cultural landscapes inside and outside Minnesota.

**GEOG 545 (3) Latin America**

Regional geography covering the ecological and human environment of Central and South America and the Caribbean. Students can pick specific topics to study in detail. The geographic relations between the USA and Latin America are also covered.

**GEOG 546 (3) Canada**

Students will develop a knowledge of the environmental, cultural, historical, and economic geographies of Canada. Readings of best-selling fiction and scholarly works written by Canadians will provide a Canadian perspective on the nation's past, present, and future.

**GEOG 550 (3) Europe**

Cultural, environmental, and economic background of Europe west of the former USSR. Following a general geographic survey, the course will cover major regions and countries.

**GEOG 554 (3) Russian Realm**

Survey of the area of the former Soviet Union. Examines regional patterns of the physical environment, natural resources, population distribution, cities, and economic activity. Relates people to the land.

**GEOG 556 (3) Africa**

A survey of the physical and cultural resources and economic development of the continent with emphasis on current problems. Topics discussed will focus on Africa south of the Sahara.

Prerequisite: Jr. or Sr. status

**GEOG 558 (3) Geography of East Asia**

Examines the physical and human environments of eastern Asia, mainly China, Korea, and Japan. The class will be assisted by visual sources and hands-on use of primary documents.

**GEOG 564 (4) Teaching Earth Science**

An applied course tailored to meet practical needs of a teacher, related to curriculum development and earth science lab equipment and supplies.

**GEOG 571 (4) Digital Field Mapping with GPS**

This course will cover basic strategies for conducting field surveys and gathering from the real world data appropriate to mapping the earth's surface. Emphasis will be upon simple but reliable techniques, ranging from compass-and-pacing to global positioning systems (GPS).

Prerequisite: GEOG 373 or permission of instructor

**GEOG 573 (4) Intermediate GIS**

Comprehensive examination of GIS for manipulation and analysis of spatially-referenced data, including data structure and organization, input and output problems, data management, and strategies for analytical work.

Prerequisite: GEOG 373

**GEOG 574 (4) Introduction to Remote Sensing**

This is an introductory course on theories and techniques of remote sensing. Focus will be placed on providing students with a general overview of the application of remote sensing to practical problems and hands-on experience for image processing and analysis.

**GEOG 575 (4) Advanced Remote Sensing & GIS**

Provides students the opportunity to develop further knowledge of remote sensing. Emphasis will be placed on introducing advanced theories and techniques for digital image processing and helping students obtain independent research skills using remote sensing data.

**GEOG 576 (3) Spatial Statistics**

Descriptive statistics, probability, hypothesis testing, introduction to non-parametric statistics, correlation, introduction to regression analysis, spatial statistics and principles of data representation in graphs, tables and statistical results.

**GEOG 577 (1-3) Topics in Techniques**

This offering will include a variety of selected technical topics in geography, including (but not limited to) manual cartographic drafting and negative scribing, photomechanical techniques in production cartography, aerial photo interpretation, and advanced coverage of digital analysis of satellite-derived remote sensor data and global positioning systems.

Prerequisite: permission of instructor

**GEOG 578 (3) Spatial Analysis with GIS**

Survey of theoretical frameworks for spatial analysis and geographic quantitative methods. Includes basic and advanced spatial analysis principles and methods for studying and examining spatial patterns. Designed to equip students with the knowledge and skills necessary for carrying out research projects that demand spatial point pattern analysis and analysis of areal units.

**GEOG 579 (1-4) GIS Practicum**

This offering will include supervised project work in raster-based and/or vector-based GIS, using problems and data drawn from local or regional agencies or other professional-level organizations with whom the Geography Department maintains a relationship. Students must have completed one of the prerequisite courses, or a course or professional-level experience.

Prerequisite: GEOG 373, or 473/573, or permission of instructor



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## GEOGRAPHY

### GEOG 580 (1-4) Seminar

Topics vary in physical, cultural, economic, political, and historical geography, as well as environmental conservation and geographic techniques. Prerequisite: GEOG 373 or GEOG 573

### GEOG 597 (1-10) Internship

An applied work and learning experience. The student will provide a written internship report on professional practicum and the work supervisor will be consulted on how much the student has accomplished.

Prerequisite: permission required

### GEOG 609 (1-3) Selected Topics

The instructor will develop a specific course on a geographic topic (land forms, soils, waters, natural resources, cities, agriculture, or any other topic of a geographic nature.

### GEOG 610 (1-4) Issues in Physical Geography

Discussion and analysis of contemporary issues in the field of physical geography. Designed to allow in-depth focus on current problems/issues that geographers will encounter in their professional practice. Topics vary according to instructor.

### GEOG 620 (1-4) Issues in Cultural Geography

Discussion and analysis of contemporary issues in the field of cultural geography. Designed to allow in-depth focus on current problems/issues that geographers will encounter in their professional practice. Topics vary according to instructor.

### GEOG 650 (1-4) Issues in Regional Geography

Discussion and analysis of contemporary issues in the field of regional geography. Designed to allow in-depth focus on current problems/issues that geographers will encounter in their professional practice. Topics vary according to instructor.

### GEOG 670 (1-4) Issues in Geographic Techniques

Discussion and analysis of contemporary issues in the field of Geographic Techniques. Designed to allow in-depth focus on current problems/issues that geographers will encounter in their professional practice. Topics vary according to instructor.

### GEOG 673 (3) GIS for Professionals

To introduce URSI and Park and Rec. graduate students to geographical analysis in urban and regional planning through the use of GIS technology, particularly Arc/Info. Students will be introduced to various urban planning projects taking place in various local agencies.

### GEOG 677 (1-4) Individual Study

A study assignment for a student to meet specific objectives for the student's needs. It could be a term paper, readings, reports, field report, or mapping project.

Prerequisite: permission of instructor

### GEOG 678 (3) Geographic Research & Writing

Required of MS professional degree candidates. To acquaint students with the geographer's perspective and methods of inquiry; to examine types of geographic research; to develop student's ability in producing research papers; to give students experience in writing research papers and to provide students experience in professional oral presentation.

### GEOG 680 (3) Philosophy of Geography

The history and development of geographic thought from ancient times to the late 20th century.

### GEOG 681 (3) Environmental Issues

This course surveys various environmental issues within the United States with an emphasis on state and federal legislation and policies. The forces prompting environmental legislation, its subsequent implementation and modification by the courts, and various perspectives about the problems, their possible solutions, and the assessment of current efforts are discussed.

### GEOG 690 (1-4) Topics in Meteorology/Climatology

The focus of this/these course(s) will be on Meteorology/Climatology. This course may be repeated up to three times.

### GEOG 694 (1-2) Alternate Plan Paper

Student culminating experience in lieu of a thesis.

### GEOG 698 (1-6) Internship

An applied work and learning practicum. The student will provide a written report on his/her own learning. The work supervisor will be consulted regarding students' accomplishments.

### GEOG 699 (1-6) Thesis

A culminating project related to basic or applied research

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## GEOLOGY

College of Science, Engineering & Technology  
Department of Chemistry and Geology  
242 Trafton Science Center N • 507-389-1963

Geology is the science of the earth. It concerns itself with the materials that constitute the earth, their disposition and structure; the processes of work both on and within the earth; and both the physical and biological history of the earth.

The following graduate courses are offered and may be used to supplement existing graduate programs or may be part of a cross-disciplinary studies program.

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### COURSE DESCRIPTIONS

#### GEOL 501 (1-3) Field Studies

This course is devoted to the study and practice of geological field investigations. Students will first learn basic field investigative methods. Students will then be appropriately versed in the geological history and importance of a region selected for in-depth study. Finally, students will participate in a field trip to a regional site of geological importance over an extended weekend (4-6 days). Potential study sites may include Minnesota's North Shore and Iron Range, the Badlands and Black Hills of South Dakota, the Ozarks, or the Rocky Mountains.

Prerequisite: GEOL 100 or 121 or 122 V

#### GEOL 530 (3) Petroleum and Ore Deposit Geology

Comprehensive survey of ore deposit and petroleum geology, including exploration and production technologies. Course emphasizes projects using industry data.

Prerequisite: Instructor permission

#### GEOL 550 (3) Hydrogeology

This course introduces physical and chemical studies of hydrogeology. The main area of discussion will include the physical and chemical attributes of aquifers, movement of groundwater and solute through soils and rocks, and reactions between earth materials and pollutants in groundwater systems. The class includes extensive use of MODFLOW and MT3D, the two most commonly used groundwater modeling programs currently available.

#### GEOL 590 (1-4) Workshop

#### GEOL 591 (1-6) In-Service

A course designed to upgrade the qualifications of a person on the job. Content is variable. The course can be repeated for credit.

#### GEOL 677 (1-4) Individual Study

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## COMMUNITY HEALTH EDUCATION MS

### PUBLIC HEALTH EDUCATION GRADUATE CERTIFICATE

### SCHOOL HEALTH EDUCATION MS

### SCHOOL HEALTH EDUCATION GRADUATE CERTIFICATE

College of Allied Health and Nursing  
Department of Health Science  
213 Highland N • 507-389-1527

The Department of Health Science offers a Master of Science Degree in Community Health Education or School Health Education as well as Post-baccalaureate Certificates in School Health Education and in Public Health Education. The M.S. in Community Health Education is designed for community/public health educators interested in an advanced degree. The M.S. in School Health Education is for licensed teachers seeking an advanced degree in health education or those who have completed the Post-baccalaureate Certificate in School Health Education. Required courses are determined by the choice of either the School Health Education or Community Health Education option. Elective courses are chosen in consultation with the student's graduate advisor to meet the student's educational and professional goals.

**Policy:** A minimum of 50% of all graduate coursework, excluding thesis and APP credit, applied toward the degree, must be completed at the 600-level.

**MASTER OF SCIENCE IN COMMUNITY HEALTH EDUCATION**

(30-34 credit program, depending upon capstone chosen)

Thesis: 30 credits

Alternate Plan Paper: 34 credits

**Common Core**

Total Credits: 21 semester hours

- HLTH 606 \* Epidemiology (3)
- HLTH 630 Techniques of Research in Health (3)
- HLTH 659 Health Administration (3)
- HLTH 664 Health Program Planning & Evaluation (3)
- HLTH 665 Theory and Philosophy of Health Education (3)
- HLTH 667 Advanced Health Communications and Advocacy (3)
- HLTH 675 \* Applied Biostatistics (3)

**Thesis: 30 credits. APP: 34 credits.**

Choose 1 - 6 Credit(s).

Thesis: Choose HLTH 699 (3) and HLTH 631 (3). APP: Choose HLTH 631 (1)

HLTH 631 Seminar (1-3)

HLTH 699 Thesis (1-4)

**Restricted Electives**

APP (Alternative Plan Paper) choose 12 credits. Thesis choose 3 credits.

- HLTH 510 Current Health Issues (3)
- HLTH 550 Environmental Health (3)
- HLTH 551 Emotional Health and Stress (3)
- HLTH 555 Health and Aging (3)
- HLTH 556 Assessment and Diagnosis of Substance Use Disorders (3)
- HLTH 559 Critical Topics in Health (1-3)
- HLTH 565 Health Care Delivery in the United States (3)
- HLTH 566 \* Global Health (3)
- HLTH 567 Public Health Law (3)
- HLTH 568 \* Grant Writing for Health Professions (3)
- HLTH 569 Co-Occurring Disorders (3)
- HLTH 577 \* Behavior Change Foundations and Strategies (3)
- HLTH 588 Worksite Health Promotion (3)
- HLTH 632 Alcohol and Drug Education (3)
- HLTH 654 Disease and Prevention in Public Health (3)
- HLTH 662 Human Sexuality (3)

**MASTER OF SCIENCE IN SCHOOL HEALTH EDUCATION**

(30-34 credit program, depending upon capstone chosen)

Thesis: 30 credits

Alternate Plan Paper: 34 credits

**Common Core**

CHOOSE 1 CLUSTER: Thesis

30 credits (HLTH 631 3 credits and HLTH 699 3 credits)

- HLTH 510 Current Health Issues (3)
- HLTH 551 \* Emotional Health and Stress (3)
- HLTH 630 Techniques of Research in Health (3)
- HLTH 631 Seminar 1-3
- HLTH 632 Alcohol and Drug Education (3)
- HLTH 654 \* Disease and Prevention in Public Health (3)
- HLTH 661 Curriculum Trends (3)
- HLTH 662 \* Human Sexuality (3)
- HLTH 675 Applied Biostatistics (3)
- HLTH 699 Thesis (1-4)

**CHOOSE 2 CLUSTER: Alternative Plan Paper (APP)**

Total: 34 credits (HLTH 631 Seminar 1 credit)

Select 9 credits of Restricted Electives

- HLTH 510 Current Health Issues (3)
- HLTH 551 Emotional Health and Stress (3)
- HLTH 630 Techniques of Research in Health (3)
- HLTH 631 Seminar (1-3)
- HLTH 632 Alcohol and Drug Education (3)
- HLTH 654 \* Disease and Prevention in Public Health (3)
- HLTH 661 Curriculum Trends (3)
- HLTH 662 Human Sexuality (3)
- HLTH 675 Applied Biostatistics (3)

**Restricted Electives**

- HLTH 541 Death Education (3)
- HLTH 550 Environmental Health (3)
- HLTH 566 \* Global Health (3)
- HLTH 568 \* Grant Writing for the Health Professions (3)
- HLTH 606 \* Epidemiology (3)
- HLTH 667 Advanced Health Communications and Advocacy (3)

**GRADUATE CERTIFICATE IN SCHOOL HEALTH EDUCATION**

This 21-credit certification program provides the professional who already has a teaching degree with the necessary courses to meet the Minnesota standards for teacher licensure in school health education.

**Common Core**

18 credits

- HLTH 510 Current Health Issues (3)
- HLTH 551 Emotional Health and Stress (3)
- HLTH 632 Alcohol and Drug Education (3)
- HLTH 654 Disease and Prevention in Public Health (3)
- HLTH 661 Curriculum Trends (3)
- HLTH 662 Human Sexuality (3)

**Restricted Electives**

Choose 3 credits

- HLTH 541 Death Education (3)
- HLTH 550 Environmental Health (3)
- HLTH 566 Global Health (3)
- HLTH 568 Grant Writing for Health Professions (3)
- HLTH 675 Applied Biostatistics (3)

Prerequisite: Teaching Degree (initial license) or Graduate Teaching Licensure Program

**GRADUATE CERTIFICATE IN PUBLIC HEALTH EDUCATION**

The Certificate in the Public Health Education is a 21-credit departmental program that offers coursework in five major disciplines of health promotion for students wishing to earn graduate credit. The courses are taught by faculty at Minnesota State University, Mankato and are offered through the medium of distance learning. Certificate coursework may be transferable to a degree program within the Minnesota State University College of Graduate Studies and Research or to other graduate programs. This program offers greater flexibility for students who wish to enhance their knowledge and skill base in community health promotion but do not wish to commit to the extended curriculum of a graduate degree.

**Common Core**

Total Credits: 18 semester hours

- HLTH 550 Environmental Health (3)
- HLTH 606 \* Epidemiology (3)
- HLTH 654 Disease and Prevention in Public Health (3)
- HLTH 659 Health Administration (3)
- HLTH 665 Theory and Philosophy of Health Education (3)
- HLTH 675 \* Applied Biostatistics (3)

**Select One Course**

Choose 3 Credit(s).

- HLTH 664 Health Program Planning & Evaluation (3)
- HLTH 667 Advanced Health Communications and Advocacy (3)

COURSE DESCRIPTIONS

**HLTH 500 (3) Women's Health**

This course explores current issues, controversies, and concerns affecting women's health. Relationships between social, cultural, psychological, environmental, and physical factors of women's health status are examined.

**HLTH 506 (3) Ethics and Professionalism for Addictions Professionals**

The focus of this course is on the foundations of ethics and professionalism for addictions professionals. The course will cover professional and ethical codes as well as topics related to continued development as a professional.

**HLTH 510 (3) Current Health Issues**

An in-depth review of significant current health concerns and controversies in health science, using the elements of reasoning as the framework for critiquing the issues.

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## COMMUNITY HEALTH EDUCATION

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### HLTH 517 (3) Principles of Wellness Coaching

This course contains content associated with achieving entry-level certifications for wellness coaching. Health behavior change strategies are emphasized within the context of the health coaching theory, coaching relationship skills, wellbeing assessment, and goal setting.

### HLTH 520 (5) Health Teaching Methods

Overview of methodology and materials used in the school health setting. Review curriculum development, teaching strategies and program administration. Includes the preparation and presentation of lessons.

### HLTH 541 (3) Death Education

Explores the relationship of death concerns to the process of meaningful living. Uses a variety of learning strategies to examine death attitudes, values, and related behaviors.

### HLTH 550 (3) Environmental Health

Promotes identification and analysis of environmental influences upon health status. Health concerns related to residential, occupational, and other environments are explored. Problems pertaining to air, water, solid waste, housing, land use, toxic waste, and sanitation are addressed.

### HLTH 551 (3) Emotional Health and Stress

The course examines the foundations of emotional health and explores methods for promoting and maintaining emotional health. Emphasis is on recognition of, and enhancing awareness about, how stress affects human health and performance. Stress management techniques such as relaxation, effective communication, cognitive-behavioral approaches, eating behaviors, regular exercise, and time management are explored.

### HLTH 554 (3) Chronic and Infectious Diseases

The purpose of this course is to develop the knowledge and understanding of the causes, symptoms and methods of controlling and preventing chronic and infectious diseases. Primary and secondary prevention strategies will be identified. Emphasis will be placed on those behaviors that foster and those that hinder well-being. Prerequisite: HLTH 260

### HLTH 555 (3) Health and Aging

This course investigates the physical and mental health concerns of the aging process. Explores specific health problems confronting older persons, and examines preventive health behaviors and health maintenance practices.

### HLTH 556 (3) Assessment and Diagnosis of Substance Use Disorder

This course is designed to provide students with practical knowledge and application techniques in assessing an individual with a chemical use/dependency problem. Various assessment techniques will be presented and discussed as to appropriate utilization. This course meets the criteria for Rule 25 training in Chemical Dependency Assessment. Prerequisite: HLTH 225

### HLTH 559 (1-3) Critical Topics in Health

An in-depth study of specific topics of current interest in the Health Science discipline.

### HLTH 560 (3) Introduction to Epidemiology

Examines the philosophy and rationale of current epidemiological practice. Requires the application of epidemiological techniques to selected health concerns. Explores the interaction of agent, host, and environment with the emphasis on application of principles of prevention.

### HLTH 565 (3) Health Care Delivery in the United States

An examination of the system of delivery of health care in the United States from an historical, social, political, and economic perspective.

### HLTH 566 (3) Global Health

This course focuses on the determinants of health, the concept of culture, and the intersection of health issues, culture, and health status. Linkages between health and development are addressed and research methods instrumental for identifying relationships between culture and health are discussed. The course examines diverse strategies for measuring health and explores how public health efforts (domestic and global) benefit from understanding and working with cultural processes. Emphasis is placed on the burden of disease, risk factors, populations most affected by different disease burdens, and key measures to address the burden of disease in cost-effective ways. (F, S) On demand

### HLTH 568 (3) Grant Writing for Health Professions

This course is designed to make students familiar with the steps of grant writing, explore the various sources of grants available to health professionals and develop skills and competencies to successfully write grant proposals. (S) Odd years

### HLTH 567 (3) Public Health Law

An examination of the judicial system and the development, enactment and enforcement of laws as they relate to the public's health.

### HLTH 569 (3) Co-Occurring Disorders

This course is designed to provide students with practical knowledge and application techniques in assessing an individual with a chemical use/dependency problem. Various assessment techniques will be presented and discussed as to appropriate utilization. This course meets the criteria for Rule 25 training in Chemical Dependency Assessment.

Prerequisite: HLTH 225

### HLTH 575 (3) Biostatistics

Introduction to statistical analysis as applied to the health sciences. Examines concepts and methods of statistical procedures applied to health problems and issues.

### HLTH 577 (3) Behavior Change Foundations and Strategies

Behavior Change Foundations and Strategies (3 semester credits) is a course that focuses upon the complexity of health behavior change and the skills necessary for a health promotion professional to assess, plan, and evaluate behavior change interventions for individuals and communities. Health behavior change theories and strategies will be discussed. Topics covered in class will include: behavior modification, goal setting, self-management, coping skills, and social support. Emphasis will also be given to the impact of policy and environmental influences on behavior.

### HLTH 580 (4) Community and Program Development for Health

Focuses upon knowledge and skills necessary for community organization and program development. The course identifies and explores methods and techniques needed for organizing a community for implementing health promotion. Prerequisite: HLTH 260, 361, 460

### HLTH 581 (3) Community Organizing for Health

Knowledge and skills necessary for community organization. Identifies and explores methods and techniques needed for organizing a community for implementing health promotion and education programs. Program administration, strategic planning, personnel relations, leadership development, collaboration, and working with diverse populations.

### HLTH 588 (3) Work Site Health Promotion

The course examines approaches to promote health and prevent disease and injury, and explores other health related issues at the workplace. Assessment, planning, implementation, and evaluation strategies are addressed. Model programs are reviewed and analyzed.

### HLTH 590 (1-4) Workshop

Intensive educational experience on selected topics related to skill development, content update, or material development. Typically offered in a concentrated format.

### HLTH 606 (3) Epidemiology

This course focuses on advanced methods used in epidemiologic investigation and research. Topics include causal inference in epidemiology, study designs, measures of disease frequency and association, methods to assess and handle confounding and bias, and analysis and statistical modeling in epidemiologic studies.

### HLTH 630 (3) Techniques of Research in Health

Examines and applies research methods common to health science. Requires an extensive literature review. This course should be taken near the end of a graduate program when the student is ready to begin work on the thesis or alternate plan paper. The student must have completed a plan of study prior to enrollment. Prerequisite: HLTH 675 and HLTH 661 or HLTH 665

### HLTH 631 (1-3) Seminar

Course requires completion of thesis proposal or alternate plan paper, extensive literature review, and oral presentation for group review. Prerequisite: HLTH 630

### HLTH 632 (3) Alcohol and Drug Education

Designed to examine the health effects of alcohol with the primary emphasis on the prevention of alcohol-related problems. Those factors influencing the use and abuse of alcohol are covered.

**HLTH 640 (3) Health and Sick Role Behavior**

Reviews concepts of health and illness as they affect individuals, families, and communities. Cross-cultural perspectives and the influence of economics, political, religious, geographical, and educational factors on health are emphasized.

**HLTH 654 (3) Disease and Prevention in Public Health**

Human health problems comprise a wide range of infectious, degenerative, and genetically-based disease factors. In addition to these factors, human disease results from a wide range of environmental and socially-caused pathologies. This course presents the basic scientific and biomedical concepts of modern public health problems and explores, in depth, mechanisms and models of the major categories of disease. The biologic principles presented in this course are foundations to developing and implementing public health disease prevention, control, or management programs in the student's future.

**HLTH 659 (3) Health Administration**

Specific managerial components will be emphasized such as organizational patterns, fiscal administration, and personnel management common to the health system. Administrative functions of policy settings, planning coordination, public issue involvement, and community relations will be included. Particular attention is given to the human side of management.

**HLTH 660 (3) Standards, Assessment and Methods**

Explores health education standards, assessment, and methods for teaching functional knowledge and health-related skills. Requires the development of a assessment plans, assessments, lesson plans, and other materials for aligning, assessing, and teaching functional health knowledge and health-related skills.

**HLTH 661 (3) Curriculum Trends**

Evidence-based approaches to health education curriculum and instruction. Focuses on the alignment of health education standards, assessment, and curriculum and instruction focused on functional knowledge, health-related skills, and health-enhancing values, beliefs and norms. Requires the development of health education curriculum, unit plans, lesson plans, and/or assessment plans.

**HLTH 662 (3) Human Sexuality**

Explores current issues, controversies, and concerns affecting sexual health. Relationships between social, cultural, psychological, environmental, and physical factors of sexuality are examined.

**HLTH 664 (3) Health Program Planning & Evaluation**

Provides a thorough background on the practical aspects of health planning, including development, adoption, and implementation of health programs.

**HLTH 665 (3) Theory and Philosophy of Health Education**

Directed toward providing a solid theoretical and philosophical foundation for professional health education practice. Current and historical health education, theoretical and philosophical models, and concepts are explored. Application of these models and concepts to professional practice is emphasized.

**HLTH 666 (3) International Health**

An examination of health status and health care delivery systems of developing, transitional, and developed nations. Includes social, economic, and political analysis of health policy formation.

**HLTH 667 (3) Advanced Health Communications and Advocacy**

This course focuses upon advanced development of communication and advocacy skills for the health educator. The course provides in-depth coverage of health communication theory, application, and evidence. Students will plan, implement and evaluate an evidence-based health communication program.

**HLTH 668 (3) Grant Proposal Writing for Health Professionals**

Designed to make students familiar with the steps of grant writing, explore the various sources of grants available to health professionals, and develop skills and competencies to successfully write grant proposals.

**HLTH 675 (3) Applied Biostatistics**

This course will review the basic principles and techniques used in Biostatistics and will incorporate a final project that entails analyzing data, using the SPSS program, to answer hypothesized questions and make conclusions using the inferential statistical process. (Summer)

**HLTH 677 (1-4) Individual Study**

An in depth project on a topic of particular interest to the student. Project must be approved by the faculty supervisor and department chairperson and proposal filed with department.

**HLTH 690 (1-3) Selected Topics in Health**

Provides an in-depth investigation of a topic of particular concern at the time of offering. Topics will deal with timely issues regarding health promotion, disease prevention, and/or socio/political concerns regarding health in the modern world.  
Prerequisite: may depend on topic

**HLTH 694 (1-2) Alternate Plan Paper**

Course requires completion of Alternate Plan Paper and oral presentation for group review.

**HLTH 696 (1-6) Internship: Health Science**

A concentrated work experience for those students preparing for a career in community health.  
Prerequisite: core courses completed

**HLTH 697 (1-12) Internship: Alcohol and Drug Studies**

A concentrated pre-professional experience for those preparing for a career in alcohol and drug studies. Students must successfully complete all alcohol and drug studies core course work and the Alcohol and Drug Studies application and screening process to be eligible for the internship. Students must schedule a meeting with the Coordinator of Alcohol and Drug Studies one semester in advance to schedule their internship placement.  
Prerequisite: 3.0 GPA in Alcohol and Drug Studies, core courses completed

**HLTH 699 (1-4) Thesis**

Credit for students working on their thesis. Permission of advisor and department chairperson required.  
Prerequisite: all core courses and HLTH 630 completed

**HISTORY MA****HISTORY MS**

*College of Social & Behavioral Sciences*

*Department of History*

110B Armstrong Hall • 507-389-1618

The Graduate Program in History at Minnesota State University, Mankato provides a foundation for advanced study and professional development that prepares individuals for careers in teaching, law, journalism, public service, museums, and business. Students develop essential career skills, such as the ability to analyze conflicting information and viewpoints, write clearly and communicate ideas, find reliable evidence for judgments about human actions and motives, and place particular events in a broader context.

The graduate history program prepares students for future careers, for responsibilities in a democratic society, and for the challenging ambiguities that they will encounter in life no matter what they do or where they go in the world. The courses encourage a comparative, analytical approach to diverse cultures, historical eras, social conflicts, influential ideas, and the human experience.

Students in the graduate program pursue original research and regularly present their work at professional meetings. Graduate program alumni have gone on to pursue successful careers in a variety of fields, including advance historical study at Ph.D.-granting institutions, as well as non-academic careers such as banking and journalism.

The Department of History's graduate faculty of eleven professors offers courses in European, United States, Latin American, African, and Asian history. The Memorial Library provides access to 27,000 fulltext periodicals and more than 200 electronic databases. The library has been a depository for federal documents since 1962 and of Minnesota state documents since 1958. The M.J. Lass Center for Minnesota Studies and the Southern Minnesota Historical Center are located in the library. Interlibrary loan service obtains books and journal articles from other libraries for Minnesota State Mankato student and faculty research.

# HISTORY

**Admission Requirements.** In addition to meeting the general admission requirements of the College of Graduate Studies all applicants to the Department of History Graduate Program must have: 1) a minimum GPA of 3.0 on a 4.0 scale for all undergraduate work; 2) completed at least 16 undergraduate semester credits in history, of which at least 6 must be in United States history and 6 in European. International students must be able to demonstrate proficiency in English. The History Department requires a TOEFL score of 100 or and IELTS score of 7.

Students applying to a Graduate Program in History also must submit the following material directly to:

## Graduate Coordinator

1. A personal essay of 2-3 pages that clearly outlines the applicant's interest and purpose in pursuing graduate study in History at Minnesota State University, Mankato. The department uses this essay to assess the applicant's ability to organize thoughts and write clearly, to formulate a plan of academic study, and to complete the graduate program. This essay also enables the department to determine whether Minnesota State University, Mankato's graduate History program suits the applicant's needs and objectives.
2. A substantial paper of at least 10 pages, preferably submitted for an upperdivision history class. This paper should provide evidence of an applicant's ability to synthesize information, organize thoughts logically, and to communicate clearly and effectively.
3. Two letters of recommendation that clearly address the applicant's academic abilities and prospects for success in the Department of History Graduate Program.

**Financial Assistance.** A limited number of assistantships are available in History. Students applying for an assistantship must have an overall GPA of 3.2. Memorial Library also awards a limited number of graduate assistantships for those with library experience and some are available through various units of Student Affairs and other university administrative offices. Some students also may qualify for federally financed work-study programs and Guaranteed Student Loans.

## HISTORY MA

### Common Core

#### Reading Seminars (Choose 3 - 12 Credit(s).)

HIST 600	Reading Seminar in European History (3)
HIST 602	Reading Seminar in Third World History (3)
HIST 604	Reading Seminar in United States History (3)

#### Research Seminar (Choose 3 - 12 Credit(s).)

HIST 608	Research Seminar in European History (3)
HIST 609	Research Seminar in Third World History (3)
HIST 610	Research Seminar in United States History (3)

Total: 12 Credits

### Restricted Electives

#### Thesis Requirement (Choose 1 - 6 Credit(s).)

HIST 699	Thesis (1-6)
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### Unrestricted Electives

#### Minimum History electives not counting thesis (Choose 15 - 18 Credit(s).)

(May substitute 6 non-History credits if approved by advisor and department graduate coordinator)

HIST 501	Classical World of Greece & Rome (4)
HIST 502	Foundations of Judaism, Christianity, & Islam (4)
HIST 503	The Middle Ages (4)
HIST 506	Social History of Renaissance and Reformation Europe (4)
HIST 507	The Age of Absolutism and Enlightenment (4)
HIST 508	History of Women in Preindustrial Europe (4)
HIST 509	Social History of Preindustrial Europe (4)
HIST 512	Modern Germany since 1500 (4)
HIST 514	Early England to 1603 (4)
HIST 515	England since 1603 (4)
HIST 519	France since the Revolution in 1789 (4)
HIST 521	Modern Russia (4)
HIST 524	Scandinavian History (4)
HIST 527	Eastern Europe (4)
HIST 530	United States: Selected Topics (1-4)
HIST 531	European History: Selected Topics (1-4)
HIST 532	World History: Selected Topics (1-4)
HIST 534	East Asian History: 1800-1945 (4)

HIST 535	East Asian History: 1945 - The Present (4)
HIST 536	History of East Asian Relations with the United States (4)
HIST 537	African History to 1800 (4)
HIST 538	Modern Africa (4)
HIST 542	History of Latin America (4)
HIST 552	Minnesota History (4)
HIST 554	Early America to 1763 (4)
HIST 555	Revolutionary & Early National America 1763-1820 (4)
HIST 558	U.S. History 1820-1861 (4)
HIST 559	U.S. History 1861-1900 (4)
HIST 562	U.S. History 1900-1945 (4)
HIST 563	U.S. History 1945-Present (4)
HIST 565	History of U.S. Foreign Relations, 1775-1900 (4)
HIST 566	History of U.S. Foreign Relations in the Twentieth Century (4)
HIST 570	American Frontier (4)
HIST 571	20th Century American West (4)
HIST 576	Comparative Slavery and Emancipation (4)
HIST 577	Advanced African-American History (3)
HIST 578	America in Vietnam (4)
HIST 581	U.S. Civil Rights Since 1945 (4)
HIST 583	American Social and Cultural History (4)
HIST 584	American Labor History (4)
HIST 585	History of American Immigration and Ethnicity (4)
HIST 586	American Environmental History (4)
HIST 587	United States Women's History (4)
HIST 600	Reading Seminar in European History (3)
HIST 602	Reading Seminar in Third World History (3)
HIST 604	ding Seminar in United States History (3)
HIST 608	Research Seminar in European History (3)
HIST 609	Research Seminar in Third World History (3)
HIST 610	Research Seminar in United States History (3)
HIST 677	Individual Study (1-4)
HIST 697	Internship (1-12)

### Other Graduation Requirements

Minimum number of credits required: 30 credits. Also Required for MA: Knowledge of a foreign language acceptable to the Department of History Graduate Committee must be demonstrated by completion of a college level sequence of one academic year with an average grade of at least B.

## HISTORY MS

### Common Core

#### Reading Seminars (Choose 3 - 12 Credit(s).)

HIST 600	Reading Seminar in European History (3)
HIST 602	Reading Seminar in Third World History (3)
HIST 604	Reading Seminar in United States History (3)

#### Research Seminar (Choose 3 - 12 Credit(s).)

HIST 608	Research Seminar in European History (3)
HIST 609	Research Seminar in Third World History (3)
HIST 610	Research Seminar in United States History (3)

Total: 12 Credits

### Restricted Electives

#### Alternate Plan Paper (Choose 1 - 2 Credit(s).)

HIST 694	Alternate Plan Paper (1-2)
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### Unrestricted Electives

#### History Electives (Choose 21 - 24 Credit(s).)

May substitute 6 non-History credits if approved by advisor and department graduate coordinator.

HIST 501	Classical World of Greece & Rome (4)
HIST 502	Foundations of Judaism, Christianity, & Islam (4)
HIST 503	The Middle Ages (4)
HIST 506	Social History of Renaissance and Reformation Europe (4)
HIST 507	The Age of Absolutism and Enlightenment (4)
HIST 508	History of Women in Preindustrial Europe (4)
HIST 509	Social History of Preindustrial Europe (4)
HIST 512	Modern Germany since 1500 (4)
HIST 514	Early England to 1603 (4)
HIST 515	England since 1603 (4)
HIST 519	France since the Revolution in 1789 (4)
HIST 521	Modern Russia (4)

HIST	524	Scandinavian History (4)
HIST	527	Eastern Europe (4)
HIST	530	United States: Selected Topics (1-4)
HIST	531	European History: Selected Topics (1-4)
HIST	532	World History: Selected Topics (1-4)
HIST	534	East Asian History: 1800-1945 (4)
HIST	535	East Asian History: 1945 - The Present (4)
HIST	536	History of East Asian Relations with the United States (4)
HIST	537	African History to 1800 (4)
HIST	538	Modern Africa (4)
HIST	542	History of Latin America (4)
HIST	552	Minnesota History (4)
HIST	554	Early America to 1763 (4)
HIST	555	Revolutionary & Early National America 1763-1820 (4)
HIST	558	U.S. History 1820-1861 (4)
HIST	559	U.S. History 1861-1900 (4)
HIST	562	U.S. History 1900-1945 (4)
HIST	563	U.S. History 1945-Present (4)
HIST	565	History of U.S. Foreign Relations, 1775-1900 (4)
HIST	566	History of U.S. Foreign Relations in the Twentieth Century (4)
HIST	570	American Frontier (4)
HIST	571	20th Century American West (4)
HIST	576	Comparative Slavery and Emancipation (4)
HIST	577	Advanced African-American History (3)
HIST	578	America in Vietnam (4)
HIST	581	U.S. Civil Rights Since 1945 (4)
HIST	583	American Social and Cultural History (4)
HIST	584	American Labor History (4)
HIST	585	History of American Immigration and Ethnicity (4)
HIST	586	American Environmental History (4)
HIST	587	United States Women's History (4)
HIST	590	Workshop (1-4)
HIST	600	Reading Seminar in European History (3)
HIST	602	Reading Seminar in Third World History (3)
HIST	604	Reading Seminar in United States History (3)
HIST	608	Research Seminar in European History (3)
HIST	609	Research Seminar in Third World History (3)
HIST	610	Research Seminar in United States History (3)
HIST	677	Individual Study (1-4)
HIST	697	Internship (1-12)

#### Other Graduation Requirements

Minimum number of credits required: 34 credits

One-half of all credits excluding the Alternate Plan Paper must come from 600-level courses.

#### Requirements for All Programs

1. The College of Graduate Studies requires that at least one-half of each student's program be in courses open only to graduate students. At Minnesota State University, Mankato these are 600-level courses.
2. The College of Graduate Studies requires that students using university resources such as the library, e-mail, or technology services, must register for at least one graduate credit. The College also requires graduate students to register for at least one credit during the semester that they graduate.
3. The Department of History requires that prior to writing the Thesis or Alternate Plan Paper a student must satisfactorily complete a comprehensive examination covering a subfield of historical study. An oral defense is required for both the Thesis and Alternate Plan Paper.

#### COURSE DESCRIPTIONS

##### HIST 501 (4) Classical World of Greece & Rome

The history of Greece and Rome stressing political, social, and economic institutions and cultural and intellectual achievements.

##### HIST 502 (4) Foundations of Judaism, Christianity, & Islam

A history of western monotheistic religions and their interactions with the secular world and each other from the beginnings of Judaism to the Crusades.

##### HIST 503 (4) Middle Ages

A history of the Middle Ages stressing political, social, and economic interactions and cultural achievements.

##### HIST 506 (4) Social History of Renaissance and Reformation Europe

European history from the later Middle Ages to the end of the Thirty Years' War (c. 1300-1648). Students will examine the intellectual, religious, and cultural developments in Western Europe, with special attention given to social life and popular culture.

##### HIST 507 (4) Age of Absolutism and Enlightenment

The history of Europe from the Treaty of Westphalia to the eve of the French Revolution (1648-1789). Course emphasizes absolutism and constitutionalism, the construction of European empires, the scientific revolution and Enlightenment, and social and economic changes.

##### HIST 508 (4) History of Women in Pre-industrial Europe

A history of European women's experiences from Classical Greece and Rome to the French Revolution of 1789. An analysis of changing concepts of gender relations balanced with a study of women's expressions as individuals and as members of socio-economic, ethnic, kin, and religious groups.

##### HIST 509 (4) Social History of Pre-industrial Europe

European culture and social life between 1400 and 1789. Topics include marriage and the family, sexuality, economic change, witchcraft, popular religion and Christianization, and the social history of political absolutism.

##### HIST 512 (4) Modern Germany since 1500

Review of German history from the Reformation and Thirty Years War to the present, including such topics as Rise of Prussia, Revolution of 1848, Bismarck and the formation of a German Empire, World War I, Weimar Republic and the rise of Hitler, World War II, and Germany since 1945.

##### HIST 514 (4) Early England to 1603

England from ancient times to the death of Elizabeth I.

##### HIST 515 (4) England since 1603

Political, social, and economic development of England and Great Britain since the death of Elizabeth I.

##### HIST 519 (4) France since the Revolution in 1789

Review of French history from the Revolution of 1789 to the present, including such topics as origins and course of the Revolution, Napoleon, Louis XVIII to Third Republic, World War I, World War II and France since 1945.

##### HIST 521 (4) Modern Russia

A history of Russia and surrounding areas from the fall of Tsarism in 1917 to the modern era.

##### HIST 524 (4) Scandinavian History

Political, economic, social, cultural, and emigration-immigration history of the Scandinavian countries, including major themes in the mass migration and history of Scandinavians in America. Emphasis on the period, 1500-present.

##### HIST 527 (4) Eastern Europe

A history of Eastern Europe from the middle ages to the present.

##### HIST 530 (1-4) United States: Selected Topics

##### HIST 531 (1-4) European History: Selected Topics

##### HIST 532 (1-4) World History: Selected Topics

##### HIST 534 (4) East Asian History: 1800 - 1945

A comparative history of the Chinese and Japanese nations from the 19th century to 1945.

##### HIST 535 (4) East Asian History: 1945 - the Present

A comparative history of the rise of the Chinese and Japanese nations from 1945 to the present.

##### HIST 536 (4) History of East Asian Relations with the United States

History of relations of major East-Asian countries with the United States from the late 18th century to the present.

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## HISTORY

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### HIST 537 (4) African History to 1800

Investigation of historical developments across the African continent from pre-history through the eighteenth century. Topics will include ancient empires of West Africa, the Swahili coast, the spread of Islam, the trans-Atlantic slave trade and the formation of South Africa's multi-racial society.

### HIST 538 (4) Modern Africa

Investigation of historical developments in Sub-Saharan Africa during the nineteenth and twentieth centuries. Topics will include trade with Europe and America, European colonization and African resistance, life in colonial Africa, independence movements, South Africa's apartheid state and the Rwanda genocide.

### HIST 542 (4) History of Latin America

Review of Latin American history from Ancient American Civilizations to the present.

### HIST 550 (4) Minnesota History

This course will examine Minnesota's social, political, and economic development from the earliest human habitation to the present.

### HIST 554 (4) Early America to 1763

This course will examine America's political, social, economic, and cultural development from the earliest settlement of the continent by indigenous peoples to 1763, when provincial Americans began to demand more than token equality in the British Empire.

### HIST 555 (4) Revolutionary & Early National America 1763-1820

This course will examine the social, economic, ideological, political, diplomatic, and military experiences of the United States between 1763 and 1820, in order to understand the creation of the American political nation and the culture which developed within it.

### HIST 558 (4) U.S. History 1820-1861

This course will discuss the social, economic, and political issues from the rise of Jackson through the beginning of the Civil War. Major issues to be covered include: Jacksonian Democracy, Industrialization, Reform, Westward Expansion, Slavery, and the 1850s.

### HIST 559 (4) U.S. History 1861-1900

Examines issues of slavery and conflict between the North and the South leading up to, during, and after the Civil War, and the rise of a socially and culturally diverse manufacturing society by the 1880s.

### HIST 562 (4) U.S. History 1900-1945

A history of foreign and domestic themes during the Progressive Era, the 1920s, the Great Depression, and the periods of the two world wars. Includes examinations of reform and radical movements on the left and right.

### HIST 563 (4) U.S. History 1945-Present

Social, political, and foreign affairs since World War II.

### HIST 565 (4) History of U.S. Foreign Relations, 1775-1900

Explores the economic, strategic, and ideological factors shaping American diplomacy from 1775 to 1900. Students will examine how U.S. policymakers defined their goals and how their assumptions led the United States to pursue territorial and commercial expansion.

### HIST 566 (4) History of U.S. Foreign Relations in the Twentieth Century

An examination of the major factors influencing U.S. diplomacy since 1900. Students will examine how influential policymakers defined their diplomatic goals, and how both domestic and external factors have contributed to America's reaction to wars and revolutions around the world.

### HIST 568 (4) U.S. Constitutional History to 1896

This course examines U.S. constitutional history from its English foundations to 1896. Students will read and analyze court decisions and discuss how legal history reflects American society, culture, politics, and economics during this period. Graduate students will also explore how various historians understand U.S. constitutional history and how historical interpretations change over time. (V)

### HIST 569 (4) U.S. Constitutional History from 1896

This course examines U.S. constitutional history from 1896 to present. Students will read and analyze court decisions and discuss how legal history reflects American society, culture, politics, and economics during this period. Graduate students will also explore how various historians understand U.S. constitutional history and how historical interpretations change over time. (V)

### HIST 570 (4) American Frontier

Occupation of the area between the Mississippi and the Pacific from Spanish exploration to the late 19th century.

### HIST 571 (4) 20th Century American West

This course looks at the social, political, and economic developments that transformed the 20th Century American West.

### HIST 576 (4) Comparative Slavery and Emancipation

This course will discuss slavery and emancipation in the Atlantic World (Africa, Latin America, and the United States). Students will discover how slavery and emancipation differed in various regions and over time.

### HIST 577 (3) Advanced African-American History

A course which deals with the main themes in African-American history and their interpretations.

### HIST 578 (4) America in Vietnam

This course will examine the Vietnam War. Students will discover how and why the U.S. became involved in Vietnam, examine the specific problems faced by American diplomats and military officials, and how the war affected American society.

### HIST 581 (4) U.S. Civil Rights Since 1945

This course will examine the Civil Rights Movement, broadly defined, from 1945 to the present, but focusing on the period from 1945 to 1970. It will also explore the way in which African Americans and their white supporters mobilized for equality in the face of massive white resistance and seeming federal indifference.

### HIST 583 (4) American Social and Cultural History

A history of the intersection of culture and society in America.

### HIST 584 (4) American Labor History

An examination of the history of labor and the emergence of social welfare within the context of the modernization of western society and the diversity of the United States.

### HIST 585 (4) History of American Immigration and Ethnicity

A historical study of the immigration and ethnic experience in America. It includes an examination of political, social, economic and legal changes that resulted in popular movements to the U.S. Attention is given to anti-immigrant movements.

### HIST 586 (4) American Environmental History

This course will examine the interaction between humans and the American environment from pre-Columbus to the present.

### HIST 587 (4) United States Women's History

This course is designed to provide a survey and analysis of the historical experiences of women in the United States from earliest settlement by indigenous peoples to the present in order to aid students in understanding the contemporary situation of women in American society.

### HIST 590 (1-4) Workshop

Specific titles to be announced in departmental course descriptions. P/N only.

### HIST 600 (3) Reading Seminar in European History

Intensive reading on a specialized historical topic. May be repeated once under a different instructor and sub-title.

### HIST 602 (3) Reading Seminar in Third World History

Intensive reading on a specialized historical topic. May be repeated once under a different instructor and sub-title.

### HIST 604 (3) Reading Seminar in United States History

Intensive reading on a specialized historical topic. May be repeated once under a different instructor and sub-title.

### HIST 608 (3) Research Seminar in European History

May be repeated once under a different instructor and sub-title.

### HIST 609 (3) Research Seminar in Third World History

Introduces students to research methodologies and techniques in Third World history including Asia, Africa, and Latin America. May be repeated once under a different instructor and sub-title.

### HIST 610 (3) Research Seminar in United States History

May be repeated once under a different instructor and sub-title.

### HIST 677 (1-4) Individual Study

HIST 691 (1-4) In-Service

HIST 694 (1-2) Alternate Plan Paper

HIST 697 (1-12) Internship

Practical work experience in teaching or in an historical agency.

HIST 699 (1-6) Thesis

## HUMANITIES

College of Arts and Humanities

Humanities Program

230 Armstrong Hall • 507-389-2350

### Certificate program in Teaching Interdisciplinary Humanities

The certificate program addresses the needs of prospective and practicing teachers who, by interest or their school's specific needs, need to acquire specific skills in teaching interdisciplinary humanities courses. Because the program's audience will require accessible, practical, and pedagogically-driven courses and a program that can be completed quickly, its courses will be delivered at times and on platform that ensure maximum flexibility.

#### Core Courses

HUM	550	Humanities Seminar (4)
HUM	631	Seminar - Teaching Interdisciplinary Humanities (3)
HUM	652	Bibliography and research in Interdisciplinary Humanities (2)
HUM	676	Humanities Portfolio (2)
HUM	698	Teaching Internship in Humanities (4)

#### Electives

Select two Education courses, in consultation with an advisor, such as

KSP	507	Teaching in a Multi-cultural Society (3)
KSP	550	Human Relations in a Multicultural Society (3)
KSP	630	Material for Young Adults (3)
KSP	634	Instructional Design and Production (3)

## COURSE DESCRIPTIONS

### HUM 550 (4) Humanities Seminar

Studies of selected periods, issues, artifacts, or texts from an interdisciplinary perspective.

### HUM 631 (3) Seminar-Teaching Interdisciplinary Humanities

The course exposes students to texts, issues, strategies, and materials to be used in designing and assessing the effectiveness of an interdisciplinary humanities course. Part of the course will involve participants observing how Humanities classes are taught and evaluating what they have observed.

### HUM 652 (2) Bibliography and research in Interdisciplinary Humanities

This course introduces the prospective and practicing teacher to research tools, strategies, and materials related to interdisciplinary humanities that can be used to write the Plan B paper or Portfolio and that can be imported into classroom activities that these teachers' students will be doing.

### HUM 676 (2) Humanities Portfolio

This course will proceed as a directed written project as the culmination of a student's internship in which she reflects on and analyzes the planning and actual teaching associated with that experience and contemplates changes necessary for a more successful experience.

### HUM 677 (1-6) Individual Study

Interdisciplinary study in an area for which student has basic preparation.

Prerequisite: approval of faculty

### HUM 698 (4) Teaching Internship in Humanities

A prospective or practicing teacher will team with a faculty person at Minnesota State Mankato, at a community college, or in an area high school to deliver an interdisciplinary humanities course and enter into a formal contract that articulates the intern's responsibilities.

## HUMAN PERFORMANCE

College of Allied Health and Nursing

Department of Human Performance

1400 Highland Center • 507-389-6313

See PHYSICAL EDUCATION

## INFORMATION TECHNOLOGY MS

Department of Information Systems and Technology

273 Wissink Hall • 507-389-2968

The Master of Science degree in Information Technology program of study prepares the student for a career as a computing professional, yet offers enough flexibility to allow a student to design a course of study suitable for preparation for doctoral work in information technology. The program is designed to offer graduate level educational opportunities with an applied computing perspective. It addresses the pre-service as well as occupational and career advancement needs of baccalaureate-prepared computer technologists. The program objectives are:

1. To address the needs of Minnesota's public and private enterprises by providing opportunities within the state of Minnesota for graduate study in applied computing area.
2. To provide a graduate degree program for practicing information technologists who have clearly defined academic needs related to professional advancement and/or specialization.
3. To offer a graduate program for baccalaureate students who want to continue their education and gain specialized knowledge and skills in any area of information technology.
4. To expand the functional role of the Department of Information Systems and Technology in service to the Mankato area and the state of Minnesota.

These objectives are met by a curriculum with core studies in informatics in general including software development, networking, information security, databases and research methods. The core studies provide the foundation upon which students develop an academic program appropriate to their interests, culminating in a research experience.

**Admission Requirements.** In addition to meeting the general admission requirements of the College of Graduate Studies and Research, successful applicants must meet the following requirements for admission:

1. The Graduate Record Examination (GRE) is required (contact department for specific requirements) if the applicant's GPA is less than 3.0.
2. Applicants must have an undergraduate degree in information technology, information systems, computer science, management information systems or a related field. Qualified students with other backgrounds may be granted provisional admission and are required to complete undergraduate courses in core areas of information technology. All students must meet all prerequisite requirements of the graduate level courses in which the student plans to enroll. Prerequisites for core courses will be considered deficiencies until satisfied.

For admission to the Information Technology MS Program, applicants must provide a one page statement of career interests and goals to the IT Department.

**International Students.** International Students must take the TOEFL exam and score at least 550. Additionally, the student's undergraduate transcript must be verified by a credential evaluation service if it is not from a US institution. International students should visit the CGSR's international student website for additional information.

**Financial Assistance.** Teaching, Lab Project and Research Assistantships requiring professional computer knowledge are available in the IS&T department and from various other departments and administrative offices. Applications are posted on the school's Academic and Administrative Job Postings web page.

## INFORMATION TECHNOLOGY MS

(Thesis Plan – 32 credits)

(Alternate Plan Paper – 34 credits)

(Course Work Plan – 36 credits)



## INFORMATION TECHNOLOGY

### Required Core

Choose a minimum of 13 credits from the following:

IT	600	Research Methods (3) (required)
IT	602	Research Seminar (1)
IT	640	Advanced Database Systems (3)
IT	641	Distributed Database Systems (3)
IT	662	Data Communications and Networking (3)
IT	680	Software Engineering Project (3)

### Required Electives

Choose a minimum of 8 credits from any one of the following groups:

#### Database Technologies

IT	540	Database Management Systems II (4)
IT	542	Database Security, Auditing, and Disaster Recovery (4)
IT	544	Data Mining and Warehousing (4)
IT	583	Web Application and Human Interface Design (4)

#### Networking and Information Security

IT	542	Database Security, Auditing, and Disaster Recovery (4)
IT	550	Information Warfare (4)
IT	560	Network and Security Protocols (4)
IT	562	Network Administration and Programming (4)
IT	564	Application of Wireless and Mobile Networks (4)
IT	583	Web Application and Human Interface Design (4)

#### Software Development

IT	514	Advance Object-Oriented Programming with Design Pattern (4)
IT	580	Software Quality Assurance and Testing (4)
IT	582	Human Computer Interaction (4)
IT	583	Web Application and Human Interface Design (4)
IT	584	Software Engineering (4)

#### Electives

Choose credits in any combination from the following or above to satisfy the total credit requirement for the Information Technology MS.

#### 600-level courses from the following list:

IT	601	Research Topics (3)
IT	630	Advanced Artificial Intelligence (3)
IT	631	Knowledge-Based Systems (3)
IT	677	Individual Study (1-4)
IT	690	Statistical Inference Packages (3)

Any other 500-level courses from the Department of Information Systems & Technology

Up to 8 credits of 5/600-level nondepartmental courses in consultation with the advisor (Max. 4 credits at 500-level from nondepartmental sources)

#### Required Capstone Experience

IT	699	Thesis (3-6) (thesis option) or
IT	694	Alternate Plan Paper (1-2) (alternate plan paper option) or
IT	597	(1-4 credits) or
IT	6xx	(coursework option)

At least 50% of the credits required for the MS degree must be earned in courses restricted to graduate students and listed as 600-level (excluding Thesis and APP credits).

The requirement for the MS in IT degree is minimum 3.5 GPA in the core courses and 3.0 overall GPA.

## GRADUATE CERTIFICATE IN DATABASE TECHNOLOGY

This program provides the basic concepts, skills, and values for pursuing a career in computer and information science, emphasizing design and implementation of sophisticated database systems and related software.

IT	540	Database Management Systems II (4)
IT	640	Advanced Database Systems (3)
IT	641	Distributed Database Processing (3)

## COURSE DESCRIPTIONS

### IT506 (1-4) Selected Topics in Information Technology

Special topics not covered in other courses. May be repeated for credit on each new topic.

### IT 512 (4) Graphics

Concepts and algorithms used in computer graphics, including polygonal and curved images in both 2 and 3 dimensions, representation of solid objects, and color and illumination models.

Pre: consent of instructor

### IT 514 (4) Advanced Object-Oriented Programming with Design Patterns

This course endeavors to provide the student with a solid understanding of the principles, techniques and tools involved in advanced object-oriented programming as it is practiced in enterprise industries. The successful student should have a distinct advantage in the marketplace.

Prerequisite: consent of instructor

### IT 532 (4) Robotics

Current practice and future directions in robotics including robot anatomy, kinematics, sensors, sensor interfacing and fusion, mobile robotics, realtime programming, vision and image processing algorithms, subsumption architecture.

Prerequisite: consent of instructor

### IT 540 (4) Database Management Systems II

Extensive coverage of SQL, database programming, large scale data modeling, and database enhancement through reverse engineering. This course also covers theoretical concepts of query processing, and optimization, basic understanding of concurrency control and recovery, and database security and integrity in centralized/distributed environments. Team-oriented projects in a heterogeneous client server environment.

Prerequisite: consent of instructor

### IT 542 (4) Database Security, Auditing, and Disaster Recovery

This course provides science and study of methods of protecting data, and designing disaster recovery strategy. Secure database design, data integrity, secure architectures, secure transaction processing, information flow controls, inference controls, and auditing. Security models for relational and object-oriented databases.

Prerequisite: consent of instructor

### IT 544 (4) Data Mining and Warehousing

The course offers a detailed overview of data mining and warehousing. Emphasis is placed on data mining strategies, techniques and evaluation methods. The star schema and other warehousing methods are covered. Students learn to experiment with several data mining and warehousing tools.

Prerequisite: consent of instructor

### IT 550 (4) Information Warfare

The course includes information warfare principles and technologies. The key areas are: Information warfare concepts; Protocols, Authentication, and Encryption; Network attack techniques, methodologies, and tools; Network defense; Malware: trojans, worms, viruses, and malicious code; Electronic crimes and digital evidence.

Prerequisite: consent of instructor

### IT 560 (4) Network and Security Protocols

Advanced coverage of data communication, networking and security protocols. Topics include: data transmission methods, error detection and recovery, flow control, routing, data throughput, security issues, and performance analysis of existing and emerging protocols for secure communication between the many points within a computer network and across the Internet.

Prerequisite: consent of instructor

### IT 562 (4) Network Administration and Programming

Network and server systems administration include: domain administration; file system management; networked printers; user management; and workstation configuration. Network programming experience will be gained through programming assignments/projects in Layered Software Systems, HTTP Server, UDP (TFTP or DNS), CGI program, IPv6, RPC/SCTP.

Prerequisite: consent of instructor

### IT 564 (4) Applications of Wireless and Mobile Networks

This course provides an understanding of existing and emerging mobile and wireless data networks, with an emphasis on digital data communications. Students will gain an understanding of the unique considerations that must be given to network protocols for wireless and mobile communication as well as their applications.

Prerequisite: consent of instructor

### IT 565 (4) Mobile Device Application Programming

This course is designed to give students the skills required to write applications for mobile devices (smartphones and tablets). Topics to be covered include interacting with the UI, using an emulator/simulator, application lifecycle, moving from one screen to another, services, alarms, broadcast receivers, maps API, location based programs, gps, persistence, hardware sensors, and web applications.

**IT 580 (4) Software Quality Assurance and Testing**

Topics include software quality assurance, software quality metrics, software configuration management, software verification and validation, reviews, inspections, and software process improvement models, functional and structural testing models.  
Prerequisite: consent of instructor

**IT 582 (4) Human Computer Interaction**

This course discusses concepts and techniques for design, development and evaluation of user interfaces. Students will learn the principles of interaction design, interaction styles, user-centered design, usability evaluation, input/output devices, design and analysis of controlled experiments and principles of perception and cognition used in building efficient and effective interfaces. Group project work.  
Prerequisite: consent of instructor

**IT 583 (4) Web Applications and User Interface Design**

HTTP Protocol; Presentation abstractions; Web-markup languages; Client-side programming; Server-side programming; Web services; Web servers; Emerging technologies; Security; Standards & Standard Bodies; Techniques for web interface design; User-centered design; Visual development environments and development tools; Measure the effectiveness of interface design.  
Prerequisite: consent of instructor

**IT 584 (4) Software Engineering**

An introduction to all important aspects of software engineering. The emphasis is on principles of software engineering including project planning, requirements gathering, size and cost estimation, analysis, design, coding, testing, implementation, and maintenance. Group project work.  
Prerequisite: consent of instructor

**IT 597 (1-12) Internship**

Provides students with opportunity to utilize their training in a real-world business environment working under the guidance and direction of a faculty member. (At most 4 hours toward a major in this department.)  
Prerequisite: Permanent admission to IT and consent

**IT 600 (3) Research Methods**

Research methodology in general and in computer science. Data and research sources. Analysis of existing research. Preliminary planning and proposals. Conceptualization, design, and interpretation of research. Good reporting.  
Prerequisite: an elementary statistics course

**IT 601 (3) Research Topics**

Special topics in computer science research not covered in other courses. May be repeated for credit on each new topic.

**IT 602 (1) Research Seminar**

Students attend seminar presentations and present a research topic at one of the seminars.  
Prerequisite: consent

**IT 630 (3) Advanced Artificial Intelligence Systems**

This course is a continuation of Artificial Intelligence (CS 530). Emphasis is placed on advanced topics and the major areas of current research within the field. Theoretical and practical issues involved with developing large-scale systems are covered.  
Prerequisite: IT 530

**IT 631 (3) Knowledge-Based Systems**

The design of large-scale, knowledge-based systems. Emphasis on both theoretical and practical issues. Examination of alternative knowledge representation techniques and problem-solving methods used to design knowledge-based systems.  
Prerequisite: IT 530

**IT 640 (3) Advanced Database Systems**

In-depth study of advanced topics such as object-oriented databases, intelligent database systems, parallel databases, database mining and warehousing, distributed database design and query processing, multi-database integration and interoperability, and multilevel secure systems.  
Prerequisite: IT 540

**IT 641 (3) Distributed Database Processing**

Introduction to distributed database systems, resource allocation, homogenous vs. heterogeneous databases, schema integration, distributed concurrency control and recovery, and other topics dealing with distributed database processing.  
Prerequisite: IT 540

**IT 650 (3) Researching & Analyzing Information Security Risks**

Content covered will include the following: scientific process; sampling bias; hypothesis tests; confidence intervals; risk analysis vs assessment; statistical analysis concepts. Issues with qualitative and quantitative risk analysis methodologies. Exposure to and practice with multiple risk analysis methodologies, including at least one that is considered a standard.

**IT 653 (3) Reporting Information Security Risks**

Content covered will include the following: analyze audience; define report outline and objectives for target audience (IT, executives, audit & compliance); ethos/pathos/logos concepts; white papers. Data misrepresentations, intentional or unintentional; appropriate use of data visualization tools and dashboards; representing needle in haystack data (low volume, high risk).

**IT 655 (3) Information Risk Management**

Risk management strategies. Human factors, resistance to change. Design, development and evaluation of security controls; catalog of security controls; performance metrics. Management oversight; cost-benefit analysis, business impact analysis; policies, processes, standards. Technical, administrative, physical controls.

**IT 662 (3) Data Communications and Networking**

This course will focus on research, design, and analysis of computer networks and data communications systems. The course will also entail detailed examination of modern communication standards, protocol systems and their implementation. Additional topics may include transmission technology, packet switching, routing, flow control, and protocols.  
Prerequisite: IT 562 or 564

**IT 677 (1-4) Individual Study**

Problems on an individual basis.  
Prerequisite: consent

**IT 680 (3) Software Engineering Project**

Advanced software design, analysis, and development techniques under realistic time and budget constraints. Hands-on project management techniques. Emphasis of concepts through immersion in a team project of significant size.  
Prerequisite: IT 580

**IT 690 (3) Statistical Inference Packages**

Statistical package programs used in data collection, transformation, organization, summarization, interpretation and reporting. Statistical description and hypothesis testing with statistical inference. Interpreting outputs. Chi-square, correlation, regression, analysis of variance, nonparametrics, and other designs. Accessing and using large files (U.S. Census data, National Health Survey, etc.)  
Prerequisite: a statistics course

**IT 691 (1-6) In-Service in Computer Science**

A course designed to upgrade the qualifications of persons on-the-job.  
Prerequisite: consent

**IT 694 (1-2) Alternate Plan Paper**

Preparation of a master's degree alternate plan paper under the direction of the student's graduate advisor.  
Prerequisite: consent

**IT 699 (1-6) Thesis**

Preparation of a master's degree thesis under the direction of the student's graduate advisor.  
Prerequisite: consent

**MANUFACTURING ENGINEERING TECHNOLOGY MS**

*College of Science, Engineering & Technology  
Department of Automotive and Manufacturing Engineering Technology  
205 Traflet Science Center E • 507-389-6383  
Fax: 507-389-5002*

Manufacturing Engineering Technology is a Master of Science program intended for students with an undergraduate degree in engineering technology or engineering who have a desire to obtain a specialized education in modern manufacturing. Students with other undergraduate majors may also enter the program but may have a considerable number of deficiencies which must be made up at the undergraduate level.

## INFORMATION TECHNOLOGY

The emphasis of the program is the technology and organization of manufacturing in a competitive global world.

**Admission.** Students seeking admission to the Manufacturing program must be admitted to the College of Graduate Studies and Research and in addition must have completed undergraduate coursework which includes: Calculus I, Calculus II, a Computer Science programming language, Electronic Circuit Analysis, Computer Aided Design (CAD), Materials Processing and Metallurgy I, Materials Processing II, Statics, and Manufacturing Automation.

Applicants who do not have the prerequisites completed will be conditionally admitted to the program with the undergraduate courses listed as deficiencies.

**Financial Assistance.** The department typically has one to two graduate assistants. Duties include assisting research and laboratory supervision. Application forms are available from the College of Graduate Studies and Research or from the Department of Automotive and Manufacturing Engineering Technology. Completed forms and any support materials should be sent to the department chairperson. Applications can be completed at any time. The department typically makes its decision in May for assistantships which begin in August.

### MANUFACTURING ENGINEERING TECHNOLOGY MS

(Thesis Plan - 32 credits)

(Alternate Plan Paper - 34 credits)

#### Common Core

MET 600	Manufacturing Research Methods (2)
MET 625	*Advanced Project Management (3)
MET 627	*Six Sigma from an Industrial Perspective (3)
MET 654	*Design of Experiments (3)

#### Restricted Electives

##### Manufacturing

Choose 6-18 credit(s):

MET 507	Manufacturing Resource Planning and Control (3)
MET 523	Ergonomics & Work Measurement (3)
MET 525	Project & Value Management (4)
MET 526	Logistics & Transportation (3)
MET 527	Quality Management Systems (3)
MET 528	Lean Manufacturing (3)
MET 645	CAD Applications (1-3)
MET 678	Manufacturing Processes (2)
MET 679	*Advanced Manufacturing Automation (3)
MET 692	Seminar: Manufacturing (1-3)
MET 697	Internship: Industrial (1-5)

#### Unrestricted Electives

##### Business and Communication

Choose 0-12 credit(s):

A total of 11 credits from the list of courses below can be taken.

Only 8 credits of the 11 can be from MBA courses.

ENG 568	Document Design and Usability (4)
ENG 675	Technical Communication for STEM Professionals (3)
MBA 612	Data Analysis and Statistics for Managers (2)
MBA 614	Economic Analysis for Managers (2)
MBA 642	Management of Human Resources (2)
MBA 645	Information Technology and Systems Management (2)
MBA 651	Managing Behavior in a Changing World (2)
MBA 657	Managing Service and Manufacturing Operations (2)
MBA 665	Leadership (2)
MBA 667	Organizational Development and Change (2)

#### Emphasis: Capstone

##### Capstone Experience

Choose 2-3 credit(s):

Three (3) credits of Thesis or two (2) credits of Alternative Plan Paper and three (3) additional credits of Manufacturing coursework.

MET 694	Alternate Plan Paper (1-2)
MET 699	Thesis (1-3)

#### Additional Requirements

Each student must obtain practical experience in manufacturing through an internship, independent study, alternate plan paper or manufacturing work experience. A minimum of 50% of all graduate level coursework applied toward the degree must be at the 600 level, excluding thesis/alternate plan paper credits. Each student must successfully complete a final presentation of their thesis or alternate plan paper.

## GRADUATE CERTIFICATE IN PROJECT MANAGEMENT

#### Common Core

MET 507	Manufacturing Resource Planning and Control (3)
MET 525	Project and Value Management (3)
MET 526	Logistics & Transportation (3)
MET 625	*Advanced Project Management (3)

## GRADUATE CERTIFICATE IN QUALITY MANAGEMENT SYSTEMS

#### Common Core

MET 527	Quality Management Systems (3)
MET 528	Lean Manufacturing (3)
MET 627	*Six Sigma from an Industrial Perspective (3)
MET 628	Advanced Quality Tools (3)
MET 654	*Design of Experiments (3)

## PROFESSIONAL SCIENCE MASTERS: ENGINEERING MANAGEMENT\*

\*pending final approval

The Professional Science Masters in Engineering Management has been designed to prepare students with the scientific and technical training necessary to advance and excel in industry, while simultaneously developing highly valued business skills. The program is characterized by the "manufacturing-plus" curricula, combining rigorous graduate study in Manufacturing with coursework in management, communications and other professional skills that are in high demand. The program focuses on written and verbal communication skills, leadership, and team-building required in professional settings. Instead of a thesis, a collaborative research project is required.

#### Common Core

The 7 courses listed in the Common Core are required.

ENG 675	Technical Communication for STEM Professionals (3)
MET 525	Project and Value Management (3)
MET 528	Lean Manufacturing (3)
MET 625	Advanced Project Management (3)
MET 627	Six Sigma from an Industrial Perspective (3)
MET 654	Design of Experiments (3)
MET 698	PSM Capstone Project (2)

#### Restricted Electives

Select 3 courses from the list in Restricted Electives.

MBA 612	Data Analysis and Statistics for Managers (2)
MBA 614	Economic Analysis for Managers (2)
MBA 642	Management of Human Resources (2)
MBA 645	Information Technology and Systems Management (2)
MBA 651	Managing Behavior in a Changing World (2)
MBA 657	Managing Service and Manufacturing Operations (2)
MBA 667	Organizational Development and Change (2)

#### Unrestricted Electives

##### Manufacturing Electives

Choose 6 Credit(s).

Select 6 credits from the list of courses in the Unrestricted Electives.

MET 507	Manufacturing Resource Planning and Control (3)
MET 523	Ergonomics & Work Measurement (3)
MET 526	Logistics & Transportation (3)
MET 527	Quality Management Systems (3)
MET 628	Advanced Quality Tools (3)
MET 645	CAD Applications (1-3)
MET 678	Manufacturing Processes (2)
MET 679	Advanced Manufacturing Automation (3)
MET 692	Seminar: Manufacturing (1-3)
MET 697	Internship: Industrial (1-5)

## COURSE DESCRIPTIONS

### MET 507 (3) Manufacturing Resource Planning and Control

Planning and control of plant resources in globally competitive manufacturing environments. Studies include hard and soft technology assets applied to systematic resource management in the manufacturing supply chain. Approaches to manufacturing problems related to design integration, production scheduling, staffing, plant layout, material flow and inventory issues are examined.

### MET 523 (3) Ergonomics & Work Measurement

Investigation of work place design and environmental stress from heat, noise, vibration, repetitive motion, and illumination in personal machine systems, and human-machine interaction.

**MET 524 (2) Industrial Safety**

Techniques of developing safety practices in an industrial and construction environment. Topics include OSHA, current legislation, cost analysis, minimization, depreciation and economic worth, personal protection, employee selection, psychological aspects, product safety, hazard materials, and catastrophe control.

**MET 525 (3) Project & Value Management**

A study of the optimal relationship between value and function of products and the cost and availability of resources. Topics include valuation, appraisal and capital budgeting, cost minimization, depreciation and economics worth, rates and rate bases, original and reproduction costs, and engineering economics.

**MET 526 (3) Logistics & Transportation**

Fundamentals of logistics and supply chain management: control of materials, WIP, finished goods; costs of logistics. Theory and step-by-step procedures used to analyze logistic systems, packaging and transportation, including global logistics.

**MET 527 (3) Quality Management Systems**

This course is focused on quality assurance systems, management philosophies, methodology, function and impact of quality systems in manufacturing operations. Development and application of statistical process control tools. PRE: Basic manufacturing and design knowledge for industry sector discipline and elementary statistics.

**MET 528 (3) Lean Manufacturing**

Basics of Lean Manufacturing in industry, with emphasis on application of concepts. Students will learn the principles of Lean Manufacturing and how they can benefit a business.

**MET 592 (1-3) Seminar: Manufacturing**

Selected manufacturing topics. May be repeated for credit with different topics, with advisor's approval.

**MET 600 (2) Manufacturing Research Methods**

Research topics and methods related to manufacturing. The course will look at the current state of manufacturing and explore the research methods and experimental design procedures that are used in the area of manufacturing. Students will evaluate past research and will also design a research project in manufacturing.

**MET 625 (3) Advanced Project Management**

Advanced Project Management presents in-depth topics in the management process of prioritizing, planning, staffing, managing, and directing projects. Both people skills and advanced management tools will be addressed, along with advanced project evaluation techniques.

**MET 627 (3) Six Sigma from an Industrial Perspective**

Basics of Six Sigma from an industrial perspective. Emphasis is on practical application of concepts. Upon completion of course, the student will be familiar on a working level with Six Sigma tools leading to Green Belt certification level.

**MET 628 (3) Advanced Quality Tools**

This seminar covers many of the advanced quality tools used in manufacturing and automotive industries. The emphasis is evenly divided between practical applications and theory. Upon completion, students will have an understanding of how these tools are used and why.

**MET 645 (1-3) CAD Applications**

An advanced graphics course which emphasizes the study of ProE® software, related software, and CAD applications. Emphasis is on CAD systems, software customizing, and a review of current trends in CAD as used in contemporary industry.

**MET 654 (3) Design of Experiments**

This course emphasizes the following topics: Factorial designs, robust parameter design, Taguchi methods in Technology and product development, and other design and analysis topics. Prerequisite: Basic manufacturing and design knowledge for industry sector discipline and elementary statistics.

**MET 677 (1-4) Individual Study**

**MET 678 (2) Manufacturing Processes**

A study of modern manufacturing processes. The recent developments in manufacturing affect everyone in the factory, from the designers and manufacturing engineers to the machine operators. New technologies, automation, the use of the computers in design, process control, and inspection create complex industrial or plant environment.

**MET 679 (3) Advanced Manufacturing Automation**

This course includes the following topics: Advanced CNC programming, computer-aided manufacturing (CAM), flexible automations, robotics, and programmable logic controllers. Extra lab time is required.

**MET 692 (1-3) Seminar: Manufacturing**

Selected manufacturing topics. May be repeated for credit with different topics, with advisor's approval.

**MET 694 (1-2) Alternate Plan Paper**

A total of two credits is required to complete the APP option.

**MET 697 (1-5) Internship: Industrial**

Manufacturing work experience in an area pertinent to the student's objective. Registration required prior to beginning employment.

**MET 699 (1-3) Thesis**

A total of three credits is required to complete the thesis option.

**MATHEMATICS MA**

(WITH BROAD SELECTION EMPHASIS, MATHEMATICS AND COMPUTER SCIENCE EMPHASIS, OR COMMUNITY COLLEGE TEACHING EMPHASIS)

**MATHEMATICS AND STATISTICS MS**

**APPLIED STATISTICS MS**

**MATHEMATICS EDUCATION MS**

(DISCIPLINE-BASED)

*College of Science, Engineering, & Technology  
Department of Mathematics and Statistics  
273 Wissink Hall • 507-389-1453*

The Department of Mathematics and Statistics offers programs leading to a master's degree in Mathematics and Statistics. The Master of Arts programs allow students to study pure mathematics, mathematics for community college teaching, or mathematics and computer science. The Master of Science programs allow students to specialize in secondary teaching, or mathematics and statistics.

Eighteen graduate faculty support the graduate programs. Faculty specialties include applied computational mathematics, ring theory, combinatorial matrix theory, stochastic differential equations and stochastic processes, partial differential equations and industrial mathematics, topology and dynamical systems, statistics, numerical analysis, probability, algebraic combinatorics and discrete mathematics, complex analysis, real analysis, geometry, optimization, and both elementary and secondary mathematics education.

Graduates of the program have found employment in a variety of fields, including software engineering, graphic design, insurance, community college teaching, secondary mathematics teaching and as statisticians. Others have gone on to obtain a Ph.D. in mathematics or statistics.

**Admission.** In addition to completing the general admission requirement for the College of Graduate Studies and Research, applicants with grade point averages below 2.75 may qualify by presenting GRE verbal, quantitative and analytical scores of 500 on any one part or a minimum composite of 1350.

**Facilities.** The Department of Mathematics and Statistics is housed in Wissink Hall. This building is also home to the Academic Computing Center which houses over 400 up-to-date workstations on both PC and Macintosh platforms, and a computer-equipped classroom designed for the teaching of mathematics and statistics. The classroom computers are equipped with mathematical and statistical software including Mathematica, Matlab, Maple, SAS, SPSS, Geometer's Sketchpad, and Minitab. Students also have access to Unix mainframe machines and a High Performance Computing (HPC) cluster. The internet is easy to access through the campus-wide wireless network. The library has a wide range of mathematical texts and journals. The library also supports services which provide access to literature not found in the library's collection.

## MATHEMATICS

**Financial Assistance.** Approximately 15 graduate assistantships are available in the department each year. Graduate assistant duties include teaching or research assistantships.

### MATHEMATICS MA PROGRAM

Thesis Plan - 34 credits

Alternate Plan Paper - 34 credits

The Master of Arts program allows students to choose a course of studies devoted to one of three different emphases: a broad selection of courses in mathematics, a sequence of courses in both mathematics and computer science, or preparation for community college teaching.

#### Major Common Core:

At least half of the credits applied to the program must be earned in 600 level courses excluding credit for thesis or alternate plan paper. After completing 16 credits, the student must select an examining committee composed of three graduate faculty and form a plan of study. A student must give an oral defense of the thesis or alternate plan paper. A comprehensive examination covering the required common core is also required.

#### Required Common Core: (6-8 credits)

Two of the following four courses may be counted towards the degree. The other two courses will be regarded as deficiencies.

Math	517	Real Analysis I (3)
Math	547	Linear Algebra (3)
Math	570	Numerical Analysis I (4)
Math	555	Theory of Statistics I (4)

#### Thesis or Alternate Plan Paper: (1-3 credits)

Select thesis or alternate plan paper.

MATH	694	Alternate Plan Paper (1)
MATH	699	Thesis (1-4)

#### (Major Emphasis: Broad Selection)

##### Restricted Electives: (7-8 credits)

Select two of the following courses.

Math	511	Introduction to Complex Variables (4)
Math	518	Real Analysis II (3)
Math	522	Partial Differential Equations (4)
Math	525	Mathematical Modeling (4)
Math	535	Modern Geometry (4)
Math	546	Abstract Algebra II (4)
Math	542	Theory of Numbers (4)
Math	595	Selected Topics (4)
Math	596	Mathematical Logic (3)

#### Unrestricted Electives: (15-20 credits)

Select 500/600 level courses in mathematics or statistics approved by advisor.

Math	511-698	Excluding 517, 547, 555, 570, 694
Stat	550-698	Excluding 555, 694

#### (Major Emphasis: Mathematics & Computer Science)

##### Unrestricted Electives: (9-15 credits)

Select 500/600 level courses in mathematics or statistics approved by advisor.

Math	511-698	Excluding 517, 547, 555, 570, 694
Stat	550-698	Excluding 555, 694

#### Computer Science Electives: (12-14 credits):

Select 500/600 level courses in computer science approved by advisor.

CS 500-662

#### (Major Emphasis: Community College Teaching)

##### Restricted Electives: (7-8 credits)

Select two of the following courses.

Math	511	Introduction to Complex Variables (4)
Math	522	Partial Differential Equations (4)
Math	525	Mathematical Modeling (4)
Math	546	Abstract Algebra II (4)
Math	571	Numerical Analysis II (4)
Math	580	History of Mathematics (3)
Math	595	Selected Topics (4)

#### Unrestricted Electives: (15-21 credits)

Select 12-17 credits of 500/600 level courses in mathematics or statistics approved by advisor, and 3-4 credits of education courses related to higher education approved by advisor.

MATH	511-698	Excluding 517, 547, 555, 570, 694
STAT	550-698	Excluding 555, 694

### MATHEMATICS AND STATISTICS MS PROGRAM

Thesis Plan - 34 credits

Alternate Plan Paper - 34 credits

#### Major Common Core

At least half of the credits applied to the program must be earned in 600 level courses excluding credit for thesis or alternate plan paper. After completing 16 credits, the student must select an examining committee composed of three graduate faculty and form a plan of study. A student must give an oral defense of the thesis or alternate plan paper. A comprehensive examination covering the required common core is also required.

#### Required Common Core: (11-12 credits)

Stat 555 and 556 plus one of the other three courses can be counted towards the degree. The other two courses will be regarded as deficiencies.

Math	517	Real Analysis I (3)
Math	547	Linear Algebra (3)
Math	570	Numerical Analysis I (4)
Stat	555	Theory of Statistics I (4)
Stat	556	Theory of Statistics II (4)

#### Thesis or Alternate Plan Paper: (1-3 credits)

Select thesis or alternate plan paper.

Math	694	Alternate Plan Paper (1)
Math	699	Thesis (3)

#### Major Restricted Electives:

Select one of the following two courses.

Stat	550	Regression Analysis (3)
Stat	551	Experimental Design (3)

#### Major Unrestricted Electives: (16-19 credits)

Select 500/600 level courses in mathematics or statistics approved by advisor.

Math	511-698	Excluding 517, 547, 555, 556, 570, 694
Stat	550-698	Excluding 555, 556, 694

### APPLIED STATISTICS MS PROGRAM

(34 credits)

The graduate program in Applied Statistics is designed to prepare students to join twenty-first century business and industry in their growing needs for statistical analyses. An optimal mix of mathematical and computational background also enables the graduates to contribute effectively in the educational institutions.

#### Common Core

STAT	550	Regression Analysis (3)
STAT	555	Theory of Statistics I (4)
STAT	556	Theory of Statistics II (4)

#### Restricted Electives

##### Applied Statistics Requirement

##### Choose 6-18 credit(s):

STAT	551	Experimental Designs (3)
STAT	557	*Sample Survey, Design and Analysis (3)
STAT	558	*Categorical Data Analysis (3)
STAT	559	*Nonparametric Methods (3)
STAT	653	Linear Models (3)
STAT	654	Statistical Methods in Biostatistics and Survival Analysis (3)

#### Applied Math Requirement

##### Choose 3-6 credit(s):

Select at least one of the following:

MATH	620	Applied Mathematics (3)
MATH	628	*Numerical Optimization (3)

**Thesis or Alternate Plan Paper**

Choose 1-3 credit(s):

Select either thesis or APP

STAT 694 Alternate Plan Paper (1)

STAT 699 Thesis (1-4)

**Unrestricted Electives**

**Statistics Electives**

Choose 0-13 credit(s):

Select 500/600 level courses in statistics approved by advisor.

STAT 551-698 Suggested choices for statistics courses are 551, 557, 558, 559, 653, 654, 680, 696.

**Mathematics Electives**

Choose 0-13 credit(s):

Select 500/600 level courses in mathematics approved by advisor.

MATH 511-698 Suggested choices for mathematics courses are 517, 522, 525, 547, 570, 571, 591, 606, 620, 621, 628, 672, 674, 680.

\* - Course has prerequisite courses

**MATHEMATICS EDUCATION MS PROGRAM**

Thesis Plan - 34 credits

Alternate Plan Paper - 34 credits

Teaching licensure is a prerequisite to pursuing this degree which is for teachers interested in a graduate program in teaching mathematics. This degree does not lead to initial teaching licensure. Students who desire initial licensure should consult the Master of Arts in Teaching (MAT) program listed in this bulletin.

At least half of the credits applied to a program must be earned in 600-level courses excluding thesis or Alternate Plan Paper credits. After completing 16 credits the student must select a three-member examining committee and form a program of study. A student may choose to write an alternate plan paper or thesis. This program requires a comprehensive exam, and an oral defense of the alternate plan paper or thesis.

**Required Core: (18 credits)**

Math 517 Real Analysis I (3)

Math 641 Abstract Algebra (3)

Math 661 Mathematical Problem Solving and Modeling for Teachers (3)

Math 662 Algebraic Structures in School Mathematics (3)

Math 663 Geometric Structures in School Mathematics (3)

Math 690 Research in Mathematics Education (3)

**Required Professional Education Courses: (6 credits)**

Any 500/600 level Professional Education courses that must be approved by the student's advisor.

**Unrestricted Electives: (7-9 credits)**

Any 500/600 level courses must be approved by student's advisor in order to fulfill the total required hours

**Required Thesis or Alternate Plan Paper: (1-3 credits)**

Math 694 Alternate Plan Paper (1)

Math 699 Thesis (3)

**COURSE DESCRIPTIONS**

MATHEMATICS

**MATH 511 (4) Introduction to Complex Variables**

Algebra and geometry of complex numbers, analytic functions, power series, Cauchy's theorem and residue theorem.

Prerequisite: MATH 223 and 290

(S) Odd years

**MATH 517 (4) Real Analysis I**

The topology of Euclidean spaces, norms, classical inequalities, local and global properties of continuous functions, preservation of compactness and connectedness, sequences in Euclidean space and sequences of functions.

**MATH 518 (3) Real Analysis II**

A continuation of Math 4/517. The course may include topics from metric spaces, Riemann-Stieltjes integration, differentiation in Euclidean space, sequences and series of functions, approximation theorems, implicit and inverse function theorems, equicontinuity, and mapping theorems.

**MATH 522 (4) Partial Differential Equations**

This course presents the theory, computations, and applications of partial differential equations and Fourier series.

Prerequisite: MATH 223 and 321

(S) Even years

**MATH 525 (4) Mathematical Modeling**

This course presents topics from mathematical analysis of both discrete and continuous models taken from problems in the natural sciences, economics, and resource management.

Prerequisite: MATH 223 and 247

(S) Odd years

**MATH 535 (4) Modern Geometry**

Geometry of spaces including Euclidean and non-Euclidean and applications of contemporary geometry.

Prerequisite: MATH 332 or Con

(F, S, Summer) On demand

**MATH 542 (4) Theory of Numbers**

Euclidean algorithm, primes, composites, number theoretic functions, congruences, Diophantine equations, Euler and Fermat theorems, and algebraic number fields.

Prerequisite: MATH 345

**MATH 546 (4) Abstract Algebra II**

A continuation of MATH 345. The course will include topics from groups, rings, and fields.

Prerequisite: MATH 345

(F, S, Summer) On demand

**MATH 547 (3) Linear Algebra II**

An in-depth study of linear operators and their related spaces, dimension, rank, matrix representation of linear operators, special matrices, determinants, eigenvectors, and eigenvalues.

Prerequisite: MATH 345 or Con

**MATH 555 (4) Theory of Statistics I**

A mathematical approach to statistics with derivation of theoretical results and of basic techniques used in applications. Includes probability, continuous probability distributions, multivariate distributions, functions of random variables, central limit theorem, and statistical inference. Same as STAT 555

Prerequisite: MATH 223

**MATH 556 (4) Theory of Statistics II**

A mathematical approach to statistics with derivation of theoretical results and of basic techniques used in applications, including sufficient statistics, additional statistical inference, theory of statistical tests, inferences about normal models, and non-parametric methods. Same as STAT 556.

Prerequisite: MATH/STAT 555

**MATH 560 (3) Actuarial Applications in Probability**

This course applies probabilistic methods to problems encountered in actuarial science that prepares students for the Society of Actuaries Exam P/1.

(F, S, Summer) On demand

**MATH 561 (4) Mathematical Theory of Interest**

This course covers the theory of interest portion of Exam FM/2 of the Society of Actuaries. Topics include time value of money, measurement of interest, annuities certain, arithmetic and geometric annuities, amortization schedules and sinking fund, bonds and other securities, yield rates, and interest rate immunization.

(F, S, Summer) On demand

**MATH 570 (4) Numerical Analysis I**

This course provides an introduction to techniques and analysis involved with solving mathematical problems using technology. Topics included are errors in computation, solutions of linear and nonlinear equations, numerical differentiation and integration, and interpolation.

Prerequisite: MATH 122, 247

**MATH 571 (4) Numerical Analysis II**

This course is a continuation of MATH 470. Topics included are the algebraic eigenvalue problem, least-squares approximation, solutions of systems of nonlinear equations, and numerical solutions of ordinary differential equations.

Prerequisite: MATH 470 and 223

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## MATHEMATICS

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### MATH 580 (3) History of Mathematics

The development of selected topics from before the Hellenistic time period to the late twentieth century. Familiarity with the content of HIST 180 is beneficial.

Prerequisite: MATH 345

(S) Odd years

### MATH 583 (3) Viewpoint of 5-8 School Mathematics

### MATH 584 (3) Technology in 5-12 School Mathematics

This course is designed to inform secondary mathematics teachers about effective utilization of technology in the mathematics curriculum.

Prerequisite: MATH 345 and CI 447

### MATH 588 (1-3) Seminar

A course of study in which a group of students study a topic by examining results through reports and discussions. May be repeated for credit on each new topic.

### MATH 590 (1-4) Workshop

A short course devoted to a specific mathematical topic. May be repeated for credit on each new topic.

### MATH 591 (1-4) In-Service

A course designed to upgrade the qualifications of persons on-the-job. May be repeated on each new topic.

### MATH 595 (1-4) Selected Topics

A course in an area of mathematics not regularly offered. May be repeated on each new topic.

### MATH 596 (3) Mathematical Logic

Propositional logic, first and second order logic, completeness, consistency, models of theories, and Godel's Incompleteness theorem.

Prerequisite: MATH 345 and PHIL 411

### MATH 598 (1-12) Internship

Provides a student the opportunity to gain expertise and experience in a special field under the supervision of a qualified person.

### MATH 605 (3) Graphs and Algorithms

Mathematical concepts of graph theory applied to problems that have algorithmic solutions.

Prerequisite: MATH 417, 375, and 447

### MATH 606 (3) Topics in Discrete Mathematics

Can be used for any graduate level discrete mathematics course not offered as a regular course. Distinct offerings may be repeated for credit.

Prerequisite: MATH 375 and 447

### MATH 608 (1-4) Seminar in Elementary Mathematics

An opportunity for a group of elementary teachers to study a mutual problem in mathematics.

### MATH 611 (3) Real Analysis

Measure theory, integration, metric spaces, and Banach spaces.

Prerequisite: MATH 417

### MATH 613 (3) Topics in Analysis

Can be used for any graduate level analysis course not offered as a regular course. Distinct offerings may be repeated for credit.

Prerequisite: MATH 417, or Con

### MATH 618 (3) Functional Analysis

An introduction to the basic concepts and principles of functional analysis. Normed spaces, Banach spaces, Hilbert spaces, and approximation theory are studied.

Prerequisite: MATH 417 and 447

### MATH 620 (3) Applied Mathematics

Applications of discrete and continuous mathematics to deterministic problems in the natural sciences, computer science, engineering, and economics. Applied problems will be developed within the mathematical framework of dimensional analysis, asymptotic analysis, perturbation theory, stability, and bifurcation.

Prerequisite: MATH 321, 417, and 447

### MATH 621 (3) Topics in Applied Mathematics

Can be used for any graduate level applied mathematics course not offered as a regular course. Distinct offerings may be repeated for credit.

Prerequisite: MATH 417, 422, and 447

### MATH 625 (3) Complex Variables

The theory of functions of one complex variable. Complex numbers, contour integration, analytic functions, residues, and power series.

Prerequisite: MATH 417

### MATH 628 (3) Numerical Optimization

Optimal conditions for constrained and unconstrained optimization problems, and a comprehensive description of the most powerful, state-of-the-art techniques for solving continuous optimization problems. Large-scale optimization techniques are emphasized in the course.

Prerequisites: MATH 517, MATH 547 (Multivariate Real Analysis, Linear Algebra, and Familiarity with Basic Optimization Theory), or consent of the instructor.

### MATH 635 (3) Topics in Geometry

This course presents selected topics in projective, transformational, and differential geometry.

Prerequisite: Con

### MATH 641 (3) Abstract Algebra

A rigorous excursion through some of the topics of abstract algebra which are essential components of the background of a masters level graduate student. Abstract topics include groups, rings, fields, and modules. Concrete applications include properties of the integers, polynomial rings, and the symmetric group.

Prerequisite: MATH 345

### MATH 645 (3) Topics in Algebra

This course will cover advanced topics such as (but not limited to) free abelian groups, group rings, noetherian/generalized noetherian rings, coherent/generalized coherent rings, homological algebra, homological dimension theory, representation theory of finite fields, galois theory of equations, field theory, valuation theory, and semigroups.

Prerequisite: MATH 641 or equivalent

### MATH 661 (3) Mathematical Problem Solving & Modeling for Teachers

Heuristics in mathematical problem solving and mathematical modeling for teachers.

### MATH 662 (3) Algebraic Structures in School Mathematics

Algebraic concepts and procedures interpreted and related from the perspectives of abstract algebra, cognitive research on the learning of algebra, and professional curriculum and instruction programs.

Prerequisite: MATH 345, or Con

### MATH 663 (3) Geometric Structures in School Mathematics

The Van Hiele model of the development of geometric thought and recent developments of geometric theory and applications which are related to the school mathematics curriculum.

Prerequisite: MATH 332

### MATH 672 (2) Numerical Analysis of Differential Equations

This course is an in-depth study of solving ordinary differential equations numerically. Both Runge-Kutta methods and general multi-step methods are discussed. Error control and step size changing for both stiff and nonstiff equations are analyzed.

Prerequisite: MATH 315 and 470

### MATH 674 (2) Computations in Linear Algebra

This course will be an in-depth study of solving linear systems both directly and iteratively and solving the algebraic eigenvalue problem. Applications may also be included.

Prerequisite: MATH 447 and 470

### MATH 677 (1-4) Individual Study

Independent individual study under the guidance and direction of a graduate faculty member.

Prerequisite: con

### MATH 680 (1-4) Topics in Mathematics

A graduate course in an area of mathematics not regularly offered. May be repeated for credit on each new topic

Prerequisite: will vary with topic

### MATH 689 (1-3) Readings in Mathematics

Independent readings in mathematics under the direction of a graduate faculty member.

Prerequisite: con

**MATH 690 (3) Research in Mathematics Education**

Examination of cognitive theories guiding research in mathematics education; analysis and interpretation of research procedures applied in experimental, qualitative, program evaluation, survey, meta-analysis, theory-generating, and action research studies in mathematics education.

Prerequisite: STAT 550 or 551 or con

**MATH 691 (1-4) In-Service**

A course designed to upgrade the qualifications of persons on-the-job. May be repeated for credit on each new topic.

**MATH 692 (3) Topology**

Topological spaces, continuity, product spaces, connectedness, separation, compactness, and metric spaces

Prerequisite: MATH 417

**MATH 693 (3) Topics in Topology**

Will cover topics at the discretion of the instructor, such as, but not limited to, those in the following list: algebraic topology, homotopy theory, homology theory, differential topology, topological groups, topological vector spaces, categorical topology, catastrophe theory, Lie Groups, algebras of continuous functions, and uniform structures.

Prerequisite: MATH 692

**MATH 694 (1) Alternate Plan Paper**

Research under the supervision of the student's advisor leading to an alternate plan paper.

Prerequisite: con of advisor

**MATH 695 (1-4) Workshop**

A short course devoted to a specific mathematical topic. May be repeated for credit on each new topic.

**MATH 698 (1-12) Internship**

Provides a student the opportunity to gain expertise and experience in a special field under the supervision of a qualified person.

Prerequisite: con

**MATH 699 (1-4) Thesis**

Research under the supervision of the student's advisor leading to a thesis.

Prerequisite: con of advisor

STATISTICS

**STAT 550 (3) Regression Analysis**

Simple and multiple regression, correlation, analysis of variance and covariance.

Prerequisite: MATH/STAT 354 or 455 or con

(S)

**STAT 551 (3) Experimental Designs**

Completely randomized, randomized block, fractional factorial, incomplete block, split-plot, Latin squares, expected mean squares, response surfaces, confounding, fixed effects, and random effects models.

Prerequisite: MATH/STAT 354 or 455 or con

(S) Even years

**STAT 555 (4) Theory of Statistics I**

A mathematical approach to statistics with derivation of theoretical results and of basic techniques used in applications. Includes probability, continuous probability distributions, multivariate distributions, functions of random variables, central limit theorem, and statistical inference. Same as MATH 555.

Prerequisite: MATH 223

**STAT 556 (4) Theory of Statistics II**

A mathematical approach to statistics with derivation of theoretical results and of basic techniques used in applications, including sufficient statistics, additional statistical inference, theory of statistical tests, inferences about normal models, and nonparametric methods. Same as MATH 556.

Prerequisite: MATH/STAT 455

**STAT 557 (3) Sample Survey, Design and Analysis**

Topics include: sampling distributions, means and variances; bias, robustness and efficiency; random sampling; systematic sampling methods including stratified random, cluster and two-stage sampling; and ratio, regression, and population size estimation. Suitable software, such as MATLAB, R, SAS, etc., is introduced.

Prerequisite: MATH 354 or STAT 354 or STAT 154

(F) Even years

**STAT 558 (3) Categorical Data Analysis**

Topics on multivariate analysis for discrete data, including two/higher dimensional tables; models of independence; log linear models; estimation of expected values; model selection; and logistic models, incompleteness and regression. Suitable statistical software, such as MATLAB, R, SAS, etc., is introduced.

Prerequisite: MATH 354 or STAT 354 or STAT 154

**STAT 559 (3) Nonparametric Methods**

Topics include derivation and usage of nonparametric methods in univariate, bivariate, and multivariate data; applications in count, score, and rank data; analysis of variance for ranked data; and regression estimation. Suitable software, such as MATLAB, R, SAS, etc., is introduced.

Prerequisite: MATH 354 or STAT 354 or STAT 154

**STAT 588 (1-3) Seminar**

The study of a particular topic primarily based upon recent literature. May be repeated for credit on each new topic.

**STAT 591 (1-4) In-Service**

**STAT 598 (1-12) Internship**

Provides a student the opportunity to gain expertise and experience in a special field under the supervision of a qualified person.

**STAT 650 (3) Time Series Analysis and Forecasting**

Most statistical analysis and modeling techniques involve assumptions about the independence of the data. However, many real life data occur in the form of time series where observations are dependent. In this course, we will concentrate on both univariate and multivariate time series analysis and model building strategies with time dependent data. Available software will be used to complete the data analysis projects with a balance between theory and applications. (F,S)

**STAT 653 (3) Linear Models**

Matrix theory, multivariate normal distribution of quadratic forms, estimation and hypothesis testing in the general linear model, and applications of linear models.

Prerequisite: MATH/STAT 455 or con

**STAT 654 (3) Statistical Methods in Biostatistics and Survival Analysis**

Statistical tools used to analyze data in biological and medical research. Topics covered are Statistical Theory, Concepts of Statistical Inference, Regression and Correlation Methods, Analysis of Variance, Survival Analysis and Study Designs. Applications to medical problems.

Prerequisite: STAT 354 or MATH 354

**STAT 677 (1-4) Individual Study**

Independent individual study under the guidance and direction of a graduate faculty member.

Prerequisite: con

**STAT 680 (1-4) Selected Topics**

A graduate course in a particular area of statistics not regularly offered. May be repeated for credit on each new topic.

Prerequisite: will vary with topic

**STAT 694 (1) Alternate Plan Paper**

Research under the supervision of the student's advisor leading to an alternate plan paper.

Prerequisite: con of advisor

**STAT 696 (3) Statistical Computing**

Statistical package programs used in data collection, transformation, organization, summarization, interpretation and reporting, statistical description and hypothesis testing with statistical inference, interpreting outputs, chi-square, correlation, regression, analysis of variance, nonparametrics, and other designs, accessing and using large files (U.S. Census data, National Health Survey, etc.) Same as COMS 696

Prerequisite: one statistics course

**STAT 698 (1-12) Internship**

Provides a student the opportunity to gain expertise and experience in a special field under the supervision of a qualified person.

Prerequisite: con

**STAT 699 (1-4) Thesis**

Research under the supervision of the student's advisor leading to a thesis. Prerequisite: con of advisor



## MODELING & SIMULATION

### MODELING & SIMULATION

#### MODELING AND SIMULATION GRADUATE CERTIFICATE

Modeling and Simulation (M&S) is a modern language in science. It is based on the fundamental notion that science proceeds from models that approximate the real world. Simulation permits repeated observation from these models, often coupled with visual representation of quantitative data, which in turn permits analysis (drawing conclusions, verifying and validating those conclusions, and making recommendations based on those conclusions). This Graduate Certificate provides a basic grounding in the concepts of modeling and simulation, an opportunity to develop a specific focus within that field, and a demonstration of skill in applying those concepts.

##### Common Core

MDSM 601	Introduction to Modeling and Simulation (4)
MDSM 691	Seminar in Modeling & Simulation (1)

##### Co-Requisite

###### Choose 2 credit(s):

Student may alternatively enlist in any capstone course in the discipline of student's choice with permission of instructor of MdsM 691

EE 695	Research (1-5)
EE 699	Thesis/Design Option (1-4)
GEOG 694	Alternate Plan Paper (1-2)
GEOG 699	Thesis (1-6)
HLTH 699	Thesis (1-4)
IT 694	Alternate Plan Paper (1-2)
IT 699	Thesis (1-6)
MATH 699	Thesis (1-4)
ME 699	Thesis (1-4)
NURS 699	Thesis (1-4)
URBS 667	Urban Studies Studio (3)

##### Restricted Electives Restricted Electives

###### Choose 5 credit(s):

Choose two courses, one of at least 3 credits and one of at least 2 credits

AET 648	Advanced High Performance Engineering (1-3)
ECON 562	Econometrics (3)
ECON 563	Applied Econometrics of Financial Markets (3)
EE 600	Design Methods (3)
EE 601	Linear Systems Analysis (3)
EE 603	Non-Linear System Analysis (3)
EE 651	Biomedical Engineering I (3)
GEOG 539	Transportation Geography (4)
GEOG 571	Digital Field Mapping with GPS (4)
GEOG 573	Intermediate GIS (4)
GEOG 574	Introduction to Remote Sensing (4)
GEOG 575	Advanced Remote Sensing (4)
GEOG 576	Spatial Statistics (3)
GEOG 577	Topics in Techniques (1-3)
GEOG 578	Spatial Analysis with GIS (3)
GEOG 579	GIS Practicum (1-4)
GEOG 580	*Seminar (1-4)
GEOG 670	Issues in Geographic Techniques (1-4)
HLTH 575	Biostatistics (3)
IT 544	Data Mining and Warehousing (4)
IT 582	Human Computer Interaction (4)
MATH 522	Partial Differential Equations (4)
MATH 525	Mathematical Modeling (4)
MATH 570	Numerical Analysis I (4)
MATH 571	Numerical Analysis II (4)
MATH 590	Workshop (1-4)
MATH 620	Applied Mathematics (3)
MATH 621	Topics in Applied Mathematics (3)
MATH 628	*Numerical Optimization (3)
MATH 672	Numerical Analysis of Differential Equations (2)
MATH 674	Computations in Linear Algebra (2)
MATH 680	Topics in Mathematics (1-4)
MATH 695	Workshop (1-4)

ME 550	Finite Element Method (3)
ME 601	Advanced Computational Methods in Engineering (3)
ME 602	Advanced CAE (3)
ME 603	Computational Fluid Mechanics and Heat Transfer (3)
NURS 639	Practicum in Clinical Teaching

### MUSIC MM

#### MUSIC EDUCATION MM

(DISCIPLINE-BASED)

College of Arts & Humanities

Department of Music

202 Earley Center for Performing Arts • 507-389-2118

Music graduate studies at Minnesota State University, Mankato lead to the Master of Music degree. The Master of Music degree is a professional degree, most appropriate for students who desire to increase their knowledge as public school teachers, to teach at the college level, or to work toward their doctorate. It is also a degree useful for those who perform professionally, compose, or conduct.

**Master of Music.** The Master of Music is offered in three areas of concentration: Performance (instrumental, keyboard, or voice), Conducting (Choral or Wind Band) and Music Education. A student may pursue a secondary emphasis in any of the above areas or in music history/theory.

In addition to meeting the general admission requirements of the College of Graduate Studies and Research, all prospective graduate students in music are expected to have the equivalent of an undergraduate degree with a music major from an accredited institution. Competency based music tests must be passed before a Plan of Study can be approved. Written and oral comprehensive examinations are required for graduation. The student may present as his/her independent study project a Master's recital or a thesis, depending on area of specialization. The Thesis Plan requires 30 credits which allows up to 3 credits outside of music. The Alternate Plan Paper requires 30 credits and two starred papers in place of the Thesis.

Music 600 is required for all majors and should be completed early in the program. Students planning to major in performance must audition before the appropriate music faculty prior to entrance into the program; performance majors should be full-time students. Specific information regarding entrance tests as well as outlines of the requirements for both programs may be found in the graduate music handbook available from the Department of Music. Graduate assistantships are available which provide a stipend and a tuition waiver. To apply for a music assistantship, students should contact Dr. David Dickau, graduate music coordinator.

### MUSIC MM

(All options - 30 credits)

#### Choose one of the following Options:

##### Keyboard (30 credits)

MUS 600	Introduction to Graduate Music Study (3)
MUSP 601	Ensemble Practicum (2)
MUS 661	Private Piano (1-2)
MUS 676	Applied Music Literature (3)
MUS 677	Applied Music Pedagogy (2)
MUS 696	Recital (2)
MUS	Music History (3)
MUS	Music Theory (3)

##### Voice (31 credits)

MUS 555	Diction for Singers (2)
MUS 600	Introduction to Graduate Music Study (3)
MUSP 601	Ensemble Practicum (2)
MUS 651	Private Voice (1-2)
MUS 676	Applied Music Literature (2)
MUS 677	Applied Music Pedagogy (2)
MUS 696	Recital (2)
MUS	Music History (3)
MUS	Music Theory (3)

Language: Must take at undergraduate level if necessary; credits do not count for degree

#### Instrument (30 credits)

MUS	600	Introduction to Graduate Music (3)
MUSP	601	Ensemble Practicum (2)
MUS	672	Private Instrument (Major Instrument) (1-2)
MUS	676	Applied Music Literature (3)
MUS	677	Applied Music Pedagogy (2)
MUS	696	Recital (2)
MUS		Music History (3)
MUS		Music Theory (3)

#### Choral Conducting

MUS	5xx	Music History (3)
MUS	5xx	Music Theory (3)
MUS	509	Advanced Choral Conducting (3)
MUS	600	Introduction to Graduate Music Study (3)
MUSP	601	Ensemble Practicum ( 1, 1) (2)
MUS	607	Seminar in Choral Conducting (3)
MUS	608	Choral literature (1-3)
MUS	609	Private Choral Conducting (1-3)
MUS	696	Recital (2)
MUS		Music electives (4)

#### Wind Band Conducting

MUS	5xx	Music History (3)
MUS	534	Form and Analysis (3)
MUS	600	Introduction to Graduate Music Study (3)
MUSP	601	Ensemble Practicum ( 1, 1) (2)
MUS	617	Seminar in Wind Band Conducting (4)
MUS	618	Wind Band Literature (2)
MUS	619	Private Instruction in Conducting (4)
MUS	696	Recital (2)
MUS		Music electives (5)

#### MUSIC EDUCATION MM

(Discipline-Based)

Teaching licensure is a prerequisite to pursuing this degree which is for teachers interested in enrichment in a teaching area. This degree does not lead to initial teaching licensure. Students who desire initial licensure should consult the Master of Arts in Teaching (MAT) program. An emphasis in Music is available. Please see the section concerning the MAT program that is listed in this bulletin.

#### Required Core (15 credits)

MUS	600	Introduction to Graduate Music (3)
MUS	604	Survey of Music Research (3)
MUS	699	Thesis (3)
EDFN		(Course in College of Education) (3)

\*Related Courses (9 credits)

(must include at least one course in theory and one in history)

#### General Courses (6 credits)

These may be in related fields in any college of university and must be approved by the graduate coordinator.

#### Alternate Plan

The alternate plan requires 34 credits of coursework. The thesis is replaced with two starred papers (see the graduate music coordinator for explanation), each of which is based on further research in courses taken. The following credits are required:

#### Required Core: (34 credits)

MUS 600, 604, (no thesis) (9)
at least one course in Education (3)
Related Music Courses (16)
Electives (6)

#### COURSE DESCRIPTIONS

##### MUS 509 (3) Advanced Choral Conducting

Choral conducting skills for the advanced conductor.

##### MUS 519 (3) Advanced Conducting

Conducting skills for the advanced conductor.

##### MUS 522 (3) Music of the Renaissance

A survey of important music literature of the 14th through the 16th century with emphasis upon the cultural, economical and philosophical forces which shaped the musical trends and influenced the composer and his compositions.

##### MUS 523 (3) Music of the Baroque Era

A study of the composers and their literature which represented the changing styles as dictated by the musical tastes of the period. Special attention is given the evolution and/or development of the major musical forms and genres.

##### MUS 524 (3) Music of the Classic Period

A study in detail of the development of musical forms and style of the 18th century, the important composers of this period, the society in which they lived and how it affected their lives and works.

##### MUS 525 (3) Music of the 19th Century

A study of the dominant and varied musical energies of the 19th century as seen through the study of scores and the music of its composers.

##### MUS 526 (3) Music of the Modern Era

This course presents the major composers of the 20th century and representative musical compositions. Beginning with Mahler and Debussy, other composers include Stravinsky, Bartok, Schoenberg, Berg, Copland, Crumb, and Messiaen. Included are reading and writing assignments; students should plan to spend part of each week listening to assigned materials in the music library.

##### MUS 528 (3) Music of the World

Explore the musics of the world and the cultures that they came from. Includes projects to develop classes in K-12 education. Participation in an off-campus musical event (concert/celebration/festival) required.

##### MUS 529 (3) Women in Music

The role of women in music, from Hildegard of Bingen to Lady Gaga and beyond.

##### MUS 532 (3) Contemporary Theory

A study of 20th century compositional practices through the analysis of representative works of Stravinsky, Bartok, Schoenberg, Penderecki, and others. Some writing exemplifying specific techniques.

##### MUS 533 (3) Contrapuntal Techniques

Writing and analysis stressing the linear approach to composition, motivic development, and the imitation process. The invention, Fugue, and Chorale Prelude are examined.

##### MUS 534 (3) Form and Analysis

An examination of principles and patterns of musical design in representative works, principally from the Baroque, Classic and Romantic composers. The acquisition of analytical techniques which can be broadly applied.

##### MUS 535 (3) Orchestration

Arranging music for the school band and orchestra.

##### MUS 536 (2) Choral Arranging

Arranging music for choral ensembles.

##### MUS 555 (2) Diction for Singers

Application of the International Phonetic Alphabet to song texts in English, French, Italian, and German.

##### MUS 559 (2) The Art Song

This course deals with the art song as distinguished from the native song. It deals with song from the point of literary value and musical substance, and it seeks to give an overview of the art song from the Middle Ages to the present day, with emphasis given to works of the 19th and 20th centuries.

##### MUS 579 (2) Instrument Repair and Maintenance

Through a series of laboratory projects and lecture/demonstration, the course is designed to train students in the expertise of performing minor repairs to all band instruments as well as to be knowledgeable in the aspects of preventive maintenance.

##### MUS 594 (1-6) Workshop

Special short course, usually available during summer sessions I and II.

##### MUS 597 (1-16) Internship

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## MUSIC

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### MUS 600 (3) Introduction to Graduate Music Study

The study of library sources and research procedures involved in locating music literature and materials for use in performance, teaching and/or advanced graduated studies.

### MUSP 601 (0-4) Ensemble Practicum

Participation in any regularly scheduled ensemble at the Department of Music. May be repeated for credit.

### MUS 607 (1-3) Seminar in Choral Conducting

An intensive study of choral conducting techniques and performance practices.

### MUS 608 (1-3) Choral Literature

An intensive survey of choral repertoire.

### MUS 609 (1-3) Private Choral Conducting

A course designed for choral conductors that continues the development of analytical and physical conducting skills. May be repeated for credit.

### MUS 617 (1) Seminar in Wind Band Conducting

An intensive study of wind band conducting technique and performance practice.

### MUS 618 (2) Wind Band Literature

An intensive study of repertoire designed for wind band conductors.

### MUS 619 (1-4) Private Wind Band Conducting

Course designed for wind band conductors that continues the development of analytical and physical conducting skills. Course may be repeated.

### MUS 630 (1-6) Individual Study

Independent work by graduate students comes under this course number. The student must first secure permission from the instructor desired for the individual study.

### MUS 631 (1-3) Composition

Private lessons in music composition.

### MUS 651 (1-3) Private Voice

Individual lessons: two credits for half hour lesson each week and four credits for one hour lesson each week.

### MUS 661 (1-3) Private Piano

### MUS 662 (1-3) Private Harpsichord

### MUS 665 (1-3) Private Organ

### MUS 671 (1-3) Private Brass Instruments

### MUS 672 (1-3) Private Reed and Other Instruments

### MUS 673 (1-3) Private String Instruments

### MUS 674 (1-3) Private Percussion

### MUS 675 (1-3) Private Classical Guitar

### MUS 676 (1-4) Applied Music Literature

### MUS 677 (1-4) Applied Music Pedagogy

### MUS 678 (1-3) Private Instrument

Individual lessons: two credits for half hour lesson each week and four credits for one hour lesson each week.

### MUS 685 (1-4) Selected Topics

### MUS 694 (1-2) Alternate Plan Paper Research

### MUS 696 (2) Recital

### MUS 698 (1-8) Internship

This course is available for students who are interested in assisting faculty in teaching and other academic pursuits. Permission of a faculty member is required before registering for this course.

### MUS 699 (3-6) Thesis

Music students who write a thesis for their terminal project can register for this course. A faculty advisor must be selected before approval will be given.

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## NONPROFIT LEADERSHIP GRADUATE CERTIFICATE

The graduate nonprofit leadership certificate is a cooperative educational program between the College of Social and Behavioral Science and the College of Allied Health and Nursing. This 15-credit graduate certificate is specifically designed to respond to the employment needs and opportunities within one of the fastest growing sectors of the economy. The nonprofit leadership certificate is a multidisciplinary program for graduate students and nonprofit practitioners interested in gaining knowledge and skills for success and advancement in nonprofit leadership.

**Admission.** Students must meet the admission requirements of the College of Graduate Studies and Research.

### Curriculum

NPL 673 Nonprofit Management and Leadership (3)

### Internship

Choose 3 credit(s):

The student is also required to complete a three credit internship in a qualifying nonprofit organization through one of the sponsoring departments.

CORR 698 Internship (1-6)

GWS 698 Internship (1-6)

RPLS 697 Internship (1-6)

SOC 695 Internship: Human Services (1-6)

SOC 697 Internship: Sociology (1-12)

SOWK 697 Internship: Social Work (1-10)

URBS 697 Internship (1-6)

### Unrestricted Electives

Program Planning and Evaluation

Choose 3 credit(s):

GWS 600 Collective Action and Analysis (3)

SOC 566 Program Planning (3)

URBS 513 Urban Program Evaluation (3)

### Program Administration

Choose 3 credit(s):

ART 534 Arts Administration (3)

RPLS 573 Administration of Leisure Time Programs (3)

SOC 517 Program Administration (3)

### Financial Management and Development

Choose 3 credit(s):

NPL 586 Fundraising for Nonprofits (3)

NPL 588 Financial Management for Nonprofits (3)

RPLS 565 Event Management (3)

URBS 553 Grants Administration (3)

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## COURSE DESCRIPTIONS

### NPL 586 (3) Fundraising for Nonprofits

Designed as an overview to fundraising and development for nonprofit organizations, this course addresses the development of a fundraising plan and attracting donors. There will be an emphasis on organizational outreach using both traditional and new media.

### NPL 588 (3) Financial Management for Nonprofits

Designed as an overview of financial management for nonprofit organizations, this course addresses the integration of mission-driven planning and financial management with an emphasis on tax exemption, accounting systems, financial statements, budgets, and regulatory reporting.

### NPL 673 (3) Nonprofit Management & Leadership

This is a survey course of the nonprofit sector, covering history and philosophy of the sector, ethics, board & staff relations, operations and fundraising, fiscal management, and human resource development.

## NURSING

College of Allied Health & Nursing  
School of Nursing  
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<http://grad.mnsu.edu/programs/bulletin/nursing.html>

School of Nursing Graduate Programs  
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Minnesota State University, Mankato offers graduate programs for students interested in becoming family nurse practitioners, nurse educators, or doctorally prepared advanced practice nurses. The Doctor of Nursing Practice (DNP) or Master of Science in Nursing (MSN) is offered for FNP students, while the Master of Science (MS) is offered for NE students. Students admitted into the BSN to DNP Family Nurse Practitioner program may choose to progress through the curriculum and obtain the DNP degree in five years, or step out after three years with an MSN degree which currently (through 2015) qualifies one to sit for the certification exam. The post-masters DNP program starts in fall of 2014; applicants must be certified nurse practitioners, nurse anesthetists, nurse midwives, or clinical nurse specialists. Post-masters FNP or NE nursing degree certificates are also available.

### FAMILY NURSE PRACTITIONER (FNP) PROGRAM

The FNP program is designed to prepare professional nurses for advanced practice nursing. The FNP program builds upon and extends the body of knowledge and competencies of baccalaureate education in nursing. Graduate study in the School of Nursing educates nurses by creating an academic environment that fosters scholarship, critical thinking, and creativity. Graduate courses include theoretical and clinical experiences that provide the opportunity to develop knowledge and skills necessary to assume the role of an advanced practice nurse. Graduates are eligible for national certification as family nurse practitioners and are prepared to practice in primary care settings where they diagnose and treat individuals across the life span and their families. Graduates are also prepared for doctoral study.

### NURSE EDUCATOR (NE) PROGRAM

The NE program is designed to prepare nurse educators who advance nursing clinical practice, education and research in academic and practice settings. Academic nurse educators are licensed registered professional nurses prepared at the graduate level who are expert in facilitating learning through curriculum design, teaching, evaluation, advisement, and other activities undertaken by faculty in schools of nursing. Nurse educators practicing in clinical settings are responsible for addressing the learning needs of professional staff and may be health care unit or system-based. Upon obtaining the MS degree, students are eligible to take national certifying examinations as nurse educators through the National League for Nursing to obtain certification as a CNE. Graduates are also prepared for doctoral study.

**Admission.** Application materials are available online from the School of Nursing website and the College of Graduate Studies and Research. Completed applications are due to the Nursing Graduate Programs Office by February 15th for Fall admission. Applicants submit materials simultaneously to both the College of Graduate Studies and Research and to the School of Nursing Graduate Programs. Up-to-date, detailed information on admission to the programs can be found at: <http://ahn.mnsu.edu/nursing/graduate/admission.html>

Completed applications are reviewed by the Nursing Graduate Program Admission Committee using the following criteria:

1. BS/BA degree from an NLNAC/CCNE accredited school of nursing preferred (as verified by official transcripts).
2. Current RN licensure in at least one state with eligibility for licensure in Minnesota.
3. Undergraduate cumulative grade point average (GPA) of 3.0 or greater on a 4.0 scale. If cumulative GPA is less than 3.0, the Graduate Record Exam (GRE) is required. The GRE results must be submitted along with the application. The GRE must have been taken within five years prior to application.
4. An on-campus written essay is required of all applicants. The written essay is an applicant's response to a topic related to nursing and is evaluated for composition and fluency. This essay is written prior to February 15th and is scored by a member of the graduate faculty. The faculty essay score is submitted along with the application.
5. Minimum of two years of clinical nursing practice experience as a baccalaureate prepared RN.

6. Submission of a completed Graduate Nursing Programs Application.
7. One reference from a nursing supervisor who can respond to questions about the applicant's clinical nursing abilities.
8. An interview may also be required as part of the application process.
9. Applicants are notified by mail of the admission decision by March 30th for admission the following fall.

### Curriculum

#### Advanced Practice Nursing Focus

The BSN to DNP curricular model (81 credits, 1100 clinical hours) is comprised of three components: 1) Family Nursing Science; 2) Evidence-Based Nursing Practice; and 3) Advanced Nursing Practice. Students stepping out with the MSN degree (53 credits, 750 clinical hours) take all of the 500 and 600 level courses. The post-masters DNP (30 credits, 350 clinical hours) is comprised of all of the 700 level courses.

#### I. Family Nursing Science Courses

NURS 640	Family Nursing Science (3)
NURS 705	Family Nursing Practice (3)
NURS 707	Family Mental Health Nursing (3)
NURS 710	Genetics and Genomics for Family Nursing (3)

#### II. Evidence-Based Nursing Practice Courses

NURS 601	Nursing Science Theory (3) ^
NURS 602	Ethical, Legal, and Professional Dimensions of Nursing (3) ^
NURS 604	Evidence-Based Practice for APNs (3) ^, ^^
NURS 622	Advanced Nursing Actions (3)
NURS 663	Health Promotion for Individuals, Families, and Communities (2) ^
NURS 695	Alternate Plan Paper (2) ^^
NURS 708	Quality Improvement, Safety, and Risk Management for APNs (3)
NURS 709	Health Care Informatics and Data Management (3)
NURS 711	Health Care Policy and Organizational/Systems Leadership (3)
NURS 741	Clinical Inquiry/Capstone Project I (3)
NURS 742	Clinical Inquiry/Capstone Project II (3)
NURS 743	Clinical Inquiry/Capstone Project III (3)

#### III. Advanced Nursing Practice Courses

NURS 552	Advanced Health Assessment (3)
NURS 553	Advanced Pharmacology (3) ^
NURS 554	Advanced Pathophysiology (3) ^
NURS 556	Diagnostics and Procedures for APNs (1)
NURS 641	Adult and Older Adult Health I (3)
NURS 642	Child and Adolescent Health (3)
NURS 643	Reproductive Health (2)
NURS 644	Adult and Older Adult Health II (3)
NURS 646	Pediatric Health Clinical (3)
NURS 652	Adult Health Clinical (4)
NURS 653	Family Health Clinical (4)
NURS 662	Women's Health Clinical (2)
NURS 712	DNP Clinical Internship (3)

^ Courses which are available to non-degree seeking students.

^^Prerequisite: Graduate level statistics course (HLTH 575 or equivalent) and an undergraduate research course.

^^^Only for students who stop out with the MSN/FNP.

The Post-Nursing Masters Family Nurse Practitioner Certificate program provides nurses who already have masters degree preparation in another area of nursing the opportunity to complete courses necessary to seek national certification and practice as a family nurse practitioner. For the Post-Nursing Masters FNP Certificate, courses that will most likely need to be taken (depending on masters transcript and course review) include (31 credits):

NURS 640	Family Nursing Science* (3)
NURS 622	Advanced Nursing Actions* (3)
NURS 643	Reproductive Health* (2)
NURS 641	Adult and Older Adult Health* (3)
NURS 662	Women's Health Clinical* (2)
NURS 644	Adult and Older Adult Health II* (3)
NURS 652	Adult Health Clinical* (4)
NURS 556	Diagnostics and Procedures for APNs* (1)
NURS 642	Child and Adolescent Health* (3)
NURS 646	Pediatric Health Clinical* (3)
NURS 653	Family Health Clinical* (4)

\*Courses marked with an asterisk above are included in the certificate program. Students completing the Post-Nursing Masters FNP Certificate program are also expected to have completed the following graduate courses in their original nursing masters program or the equivalent prior to admission or during their course of study at Minnesota State University, Mankato. Depending on masters transcript and course review, courses that may need to be taken include (22 credits):

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### A graduate level statistics course

#### An undergraduate level research course

NURS 554	Advanced Pathophysiology (3)
NURS 553	Advanced Pharmacology (3)
NURS 552	Advanced Health Assessment (3)
NURS 601	Nursing Science Theory (3)
NURS 602	Ethical, Legal, and Professional Dimensions of Advanced Practice Nursing (3)
NURS 663	Health Promotion for Individuals, Families, and Communities (2)
NURS 604	Evidence-Based Practice for APNs (3)
NURS 695	Alternate Plan Paper (2)

### Nurse Educator Focus

The MS curricular model (37 credits, 160 practicum hours) is comprised of four components: 1) Family Nursing Science, 2) Evidence-based Nursing Practice, 3) Advanced Nursing Practice and Education, and 4) Supportive Field courses.

#### I. Family Nursing Science Courses

NURS 640	Family Nursing Science (3)
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#### II. Evidence-Based Nursing Practice Courses

NURS 601	Nursing Science Theory (3) ^
NURS 602	Ethical, Legal, and Professional Dimensions of Nursing (3) ^
NURS 604	Evidence-Based Practice for APNs (3) ^, ^^
NURS 622	Advanced Nursing Actions (3)

#### III. Advanced Nursing Practice and Education Courses

NURS 655	Advanced Pathophysiology, Pharmacology, and Physical Assessment for Nurse Educators (3)
NURS 656	Pedagogies for Teaching Pathophysiology, Pharmacology, and Physical Assessment (3)
NURS 657	Pedagogies for Teaching Family and Societal Nursing* (4)
NURS 658	Direct Care Practice Teaching Practicum* (4)
NURS 659	Joining the Academic Community Capstone* (2)

#### IV. Supportive Field Courses

KSP 676	Adult Development and Learning* (3)
KSP 678	Curriculum Design, Assessment, and Evaluation* (3)

Thesis credits are an optional addition if the student desires this experience or requires it in preparation for a doctoral degree.

^ Courses which are available to non-degree seeking students.

^^Prerequisite: Graduate level statistics course (HLTH 575 or equivalent) and an undergraduate research course.

\*Courses marked with an asterisk above are included in the NE certificate program (16 credits). The Post-Masters Nurse Educator Certificate program provides nurses who already have masters degree preparation in another area of nursing the opportunity to complete courses necessary to seek national certification and practice as a nurse educator. The total number of credits in the NE certificate program is dependent upon review of earned masters degree coursework; additional courses may be recommended or required.

### Outcomes

- Graduates of the BSN to DNP degree program will be able to:
- Evaluate scientific underpinnings that contribute to translation of nursing research to improve practice.
- Evaluate nursing actions that influence health care outcomes for individuals, families, and populations.
- Use knowledge gained through evaluation of nursing actions that influence health outcomes to improve care delivery, patient outcomes, and systems management.
- Evaluate and apply evidence pertaining to direct care of patients and management of care for individuals, families, systems, and populations.
- Translate evidence gained through evaluation of direct care of patients and management of care for individuals, families, systems, and populations to improve practice and implement health policy.

Graduates of the MS degree program are prepared as nurse educators to:

- Integrate the science of nursing within the practice of teaching.
- Translate knowledge to change teaching and nursing practice and improve family and societal health and healing.
- Use assessment and evaluation methods to enhance outcomes related to teaching and learning and quality nursing care.
- Synthesize knowledge in the direct care role responsibilities of the nurse educator.
- Function effectively within the educational environment.

**Progression.** Students must complete the masters program within six years of taking the first course that applies to the nursing science major. Students must complete all doctoral program requirements, including the capstone project, within seven years of being admitted into the doctoral program.

**Non-degree Status.** Nursing science core courses are open to non-degree seeking students on a space available basis by permission of the professor and the Nursing Graduate Programs Coordinator. Interested students apply for non-degree seeking status through the College of Graduate Studies and Research. After obtaining non-degree seeking status, a graduate student must contact the Nursing Graduate Programs Coordinator before registering for a class.

**Accreditation.** Guidelines provided by the American Association of Colleges of Nursing (AACN), the National Organization of Nurse Practitioner Faculties (NONPF), the American Nurses' Association Credentialing Center (ANCC), and the National League for Nursing (NLN) have been utilized in program development. The graduate program is accredited by CCNE.

**Financial Assistance.** Minnesota State University, Mankato offers numerous sources of financial assistance. Graduate assistantships provide stipends for part-time, academically-related employment to eligible graduate students. As far as possible, stipends are set to cover the full cost of attending the institution (as determined by the Office of Financial Aid) with a maximum of nine credits per semester of resident graduate tuition, and resident rates for nonresident students. Federal Nurse Education Traineeships may also be available to students. The award amount is determined by the amount of funding received annually. Other funding is available through national, state, and local public and private sources.

## COURSE DESCRIPTIONS

### NURS 552 (3) Advanced Physical Assessment

This course offers theoretical and simulated clinical practice to develop advanced skills in health and physical assessment throughout the life span. Students complete a client data base and identify nursing problems necessary in making clinical judgments and planning and caring for the health care needs of individual clients.

Prerequisite: NURS 553, NURS 554, NURS 601, NURS 602, NURS 604, NURS 622, NURS 640

### NURS 553 (3) Advanced Pharmacology for Advanced Practice Nursing

Analysis of core decision making-processes used by advance practice nurses to select drugs and clinical case management concepts involved in monitoring persons using prescribed drugs are addressed. Principles of altered pharmacodynamics, legal, economic and ethical considerations for nurse prescribers are explored.

Prerequisite or Co-requisite: Basic understanding of pathophysiology, physical assessment, pharmacology, and pharmacokinetics

### NURS 554 (3) Advanced Pathophysiology

This course provides a foundation in advanced physiology and pathophysiology at the cellular, organic and systemic level. This foundation serves as a basis for clinical assessment and management by advanced practice nurses. Key concepts and integration of function among systems are emphasized. The impact of psychosocial variables on physiologic function is explored.

Prerequisite: NURS 601, NURS 640

### NURS 556 (1) Diagnostics and Procedures for APNs

Advanced practice assessment tools and procedures encountered by a Family Nurse Practitioner are explored and practiced during seminars, including basic laboratory, electrocardiogram, and radiology interpretation, splinting, and dermatologic procedures.

Prerequisite: NURS 552, 553, 554, 601, 602, 604, 622, 640, 641, 643, 662

### NURS 590 (1-3) Workshop

Workshop(s) with various topics and titles.

### NURS 601 (3) Nursing Science Theory

Theoretical formulations that inform nursing practice are examined and evaluated. Paradigmatic perspectives and their relationships with models of practice are explored. Selected concepts and middle-range theories are analyzed and their implications for practice are discussed.

### NURS 602 (3) Ethical, Legal, and Professional Dimensions of Adv

This course is an analysis of the complex ethical and legal issues within clinical nursing practice. Emphasis is on inquiry into ethical ways of knowing and practicing in nursing. Ethical issues related to population health and health disparities are examined.

**NURS 603 (3) Advanced Practice Roles**

Core aspects of advanced practice nursing are investigated. Emphasis is on analyzing the competencies, roles and issues facing advanced practice nurses. Students explore negotiation of advanced practice roles within practice and academic milieus.

**NURS 604 (3) Evidence-Based Practice for APNs**

The role of research and its application, utilization and integration in nursing practice is examined. Research approaches, designs and methods are analyzed. Emphasis is placed on development of analytic skills for reading and applying research in advanced practice roles.

Prerequisite: NURS NURS 554, NURS 601, NURS 602, NURS 622, NURS 640, NURS 663

**NURS 605 (2) Health Policy & Nursing**

The purpose of this course is for students to appreciate the impact of public policy and legislation on health care systems and the leadership role of advanced practice nurses in shaping health policy and legislation supportive of health in the United States of America.

**NURS 606 (2) Social Space of Nursing**

The influences of social, economic, political, cultural, organizational and interpersonal milieus on nursing are examined.

Prerequisite: NURS 601 or permission of instructor

**NURS 610 (2) Foundation & Philosophy of Holism & Healing****NURS 611 (2) Integrative Health I: Mind, Body, Spirit****NURS 612 (2) Integrative Health II: Mind, Body, Spirit****NURS 613 (2) Integrative Health Domain: Mind****NURS 614 (2) Integrative Health Domain: Body****NURS 615 (2) Integrative Health Domain: Spirit****NURS 620 (3) Processes Influencing the Human Health Experience**

Middle-range theories that describe and explain the development of health-related behaviors are analyzed. Focus is on how multiple environments influence the development of health-related perceptions and behaviors of individuals, families and groups.

Prerequisite: NURS 601; Co-requisite: NURS 604, 640, or permission of instructor

**NURS 621 (3) Human Health Experiences**

Affective, cognitive, physical, and social experiences of persons, families, and groups are explored. Focus is on middle-range theories that describe and explain common phenomena of concern to nursing.

Prerequisite: NURS 620 or permission of instructor

**NURS 622 (3) Advanced Nursing Actions**

Advanced practice nursing actions to facilitate health of individuals, families and society. Intervention models and modalities used in nursing practice are critically evaluated. The science of health and illness experiences and evidence guiding nursing actions are appraised.

Prerequisite: NURS 601 and 640

**NURS 631 (2-5) Advanced Practice: Clinical Teaching**

Provides a focus on educational needs of nursing students as well as family clients. Classroom and clinical teaching experiences provide mentored practice in development and application of learning assessments, teaching strategies, and evaluation measures.

Prerequisite: core courses, NURS 603, or permission of faculty

**NURS 632 (2-5) Advanced Practice: Clinical Management**

Students have the opportunity to focus on leadership/management issues and strategies related to clinical practice, as well as cost-effective delivery of client care in today's and tomorrow's health care system. Students will establish a mentor relationship with an experienced nurse manager or administrator.

Prerequisite: one or two leadership/management courses of the student's choice, NURS 603, permission of faculty

**NURS 636 (3) Teaching in a Practice Discipline I**

The practice of teaching in the context of nursing education is analyzed, with a focus on teaching-learning pedagogies, curriculum development and evaluation.

Prerequisite: NURS 621 or permission of instructor

**NURS 637 (3) Practicum in Didactic Teaching**

Guided experience in the practice of teaching nursing in structured settings. Focus is on implementation of effective, innovative, learner-centered pedagogies and on cultivation of the educator role in field experiences and seminars. (180 hours: 15 hours seminar + 120 clinical hours)

Prerequisite or Co-requisite: NURS 636

**NURS 638 (3) Teaching in a Practice Discipline II**

Course emphasis is on approaches to teaching and learning, assessment, and evaluation of students in the clinical setting. Roles and responsibilities of nurse educators within a clinical setting are examined.

**NURS 639 (3) Practicum in Clinical Teaching**

Guided experience in the practice of teaching nursing in clinical settings. Teaching strategies appropriate to clinical content, teacher attributes and desired learner outcomes are emphasized in field experiences and seminars.

Prerequisite or Co-requisite: NURS 638

**NURS 640 (3) Family Nursing Science**

This course examines family nursing models and middle-range theories useful for family nursing practice. Theoretical constructs and processes of family health and illness experiences are explored. Family as context and family as a unit of care are analyzed.

Prerequisite or Co-requisite: NURS 601 or permission of instructor

**NURS 641 (3) Adult and Older Adult Health I**

Focuses on health promotion, maintenance, and restoration of health for adults and older adults. Emphasizes development of diagnostic, prescriptive, and management skills related to selected health problems to facilitate clinical decision making and delivery of advanced practice nursing.

Prerequisite: NURS 552, NURS 553, NURS 554, NURS 601, NURS 602, NURS 604, NURS 622, NURS 640, NURS 643, NURS 663

**NURS 642 (3) Older Adult Health Adult and Older Adult Health II**

Theoretical concepts, assessments and intervention strategies related to health of culturally diverse children, adolescents and their families are critiqued. Health promotion/protection and nursing management of acute and selected chronic health problems of the child and the adolescent will be considered.

Prerequisite or Co-requisite: NURS 552, NURS 553, NURS 554, NURS 601, NURS 602, NURS 604, NURS 622, NURS 640, NURS 641, NURS 643, NURS 644, NURS 652, NURS 662, NURS 663, NURS 664

**NURS 643 (2) Reproductive Health**

Management of reproductive health care needs is addressed. Health promotion and management of acute and chronic health problems are examined. The role of the health care delivery system and issues related to reproductive ethics, health policy, and research are critiqued.

Prerequisite or Co-requisite: NURS 553, NURS 554, NURS 601, NURS 602, NURS 604, NURS 622, NURS 640, NURS 663

**NURS 644 (3) Older Adult Health**

Focuses on promoting, maintaining, and restoring the health of older adults across various health care settings. Emphasizes development of clinical expertise in assessment, diagnosis, and management of pathophysiologic and family alterations common to the older adult population.

Prerequisite or Co-requisite: NURS 552, NURS 553, NURS 554, NURS 601, NURS 602, NURS 604, NURS 622, NURS 640, NURS 641, NURS 643, NURS 662, NURS 663

**NURS 645 (4) Advanced Practice I**

Students contract with a master's prepared certified family or specialty nurse practitioner or family practice physician, who serves as a mentor/preceptor during the clinical experience.

Prerequisites: NURS 601, 602, 603, 604, 606, 552, 553, 554, 620, 640, 641

**NURS 646 (3) Pediatric Health Clinical**

This course focuses on wellness care and management of acute and chronic problems of childhood and adolescence. During this course, the student contracts with a pediatric primary care provider who serves as a preceptor for the clinical experience.

Prerequisites: NURS 641, 645; Co-requisite: NURS 642, 643

**NURS 647 (4) Advanced Practice III**

Students contract with a master's prepared certified family nurse practitioner or family practice physician, who serves as a mentor/preceptor during the clinical experience.

Prerequisite: NURS 552, NURS 553, NURS 554, NURS 601, NURS 602, NURS 604, NURS 622, NURS 640, NURS 641, NURS 643, NURS 644, NURS 652, NURS 662, NURS 663, NURS 664

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### **NURS 648 (3) Advanced Practice II CNS**

Competencies expected of the clinical nurse specialist are presented. Professional attributes, leadership, collaboration, and consultation within the nursing personnel sphere of influences are addressed and experiences using these skills are included in the 200-hour clinical accompanying this course.

Prerequisite: NURS 552, 603, 606, 640, and current CPR certification or professor consent

### **NURS 649 (3) Advanced Practice III CNS**

Development of CNS competencies continues in this course with particular focus on the skills necessary for advanced nursing practice within the organization/network sphere of influence. The 200-hour clinical is designed to use these skills in facilitation of system change.

Prerequisite or Co-requisite: NURS 552, 603, 606, 640, and current CPR certification or professor consent

### **NURS 650 (1) The Reflective Clinician**

### **NURS 651 (2) Health Promotion and Illness Prevention: Nursing**

The course is designed for post-baccalaureate nurses seeking a health promotion-disease prevention emphasis in their nursing practice. Concept of health is explored. Theories and models of disease prevention and health promotion are described, analyzed and applied to research and nursing practice. Elective.

### **NURS 652 (4) Adult Health Clinical**

This course introduces students to the FNP clinical role, focusing on adults and older adults, through 250 hours of precepted clinical practice in a primary care setting with a certified nurse practitioner (family or adult) or physician (family/internal medicine).

Prerequisite: NURS 552, NURS 553, NURS 554, NURS 601, NURS 602, NURS 604, NURS 622, NURS 640, NURS 641, NURS 643

### **NURS 653 (4) Family Health Clinical**

FNPs apply knowledge gained throughout the FNP program and course seminars, providing care for clients across the lifespan, through 250 hours of precepted clinical practice with a certified family practice nurse practitioner or family practice physician.

### **NURS 654 (2) Chronic Illness: Nursing Interventions**

This course is designed for post-baccalaureate nurses in all settings who desire advanced nursing care knowledge in order to work with individuals and families with chronic illness. Topics explored are chronic illness, inherent stressors, current research, nursing management, program, organizations, policy, and care delivery issues. Elective.

### **NURS 655 (3) Pathophysiology, Pharmacology & Health Assessment**

Course examines advanced pathophysiology, pharmacology, and health assessment concepts useful for nurse educators.

### **NURS 656 (3) Pedagogies for Teaching Pathophysiology, Pharmacol**

Course emphasizes development, analysis, and evaluation of pedagogical approaches to teaching pathophysiology, pharmacology, and health assessment. Students will be prepared to teach pathophysiology, pharmacology, and health assessment in the context of undergraduate nursing education.

### **NURS 657 (4) Pedagogies for Teaching Family and Societal Nursing**

Course emphasizes analysis of teaching learning pedagogies in the context of nursing education. Students will be prepared to integrate nursing science into the practice of teaching with emphasis on family and societal health.

### **NURS 658 (4) Direct Care Practice Teaching Practicum**

Course emphasis is on implementation of effective, innovative learner-centered pedagogies in direct care practice. Simulated, field experiences and seminar discussions will prepare students to teach nursing in a variety of settings.

### **NURS 659 (2) Joining the Academic Community Capstone**

Course emphasis is on exploring how nurse teachers join the academic community and cultivate teaching, scholarship and service activities in an educator role. The student is prepared to enact the academic educator role.

### **NURS 660 (3) Organizational and Systems Leadership**

Organizational and systems leadership skills critical for improvement of clinical care and health care outcomes are evaluated. The focus is on legal and business realities of leading health care systems, including individual organizations and large systems.

### **NURS 661 (3) Advanced Practice CNS I**

Clinical experience contracted with a clinical nurse specialist who serves as a mentor/preceptor. The focus of the 100-hour clinical is the client/patient sphere of influence. Prerequisite or Co-requisite: NURS 552, 553, 554, 603, 640 and current CPR certification or professor consent

### **NURS 662 (2) Women's Health Clinical**

Students contract with a certified family or specialty advanced practice nurse or family/specialty physician as mentor/preceptor during the clinical experience with wellness care and management of reproductive health problems. Required clinical course for the family nurse practitioner role.

NURS 643, 552, 553, 554, 552, 553, 554, 601, 602, 604, 622, 640, 643, 663

### **NURS 663 (2) Health Promotion for Individuals, Families, and Communities**

Analysis of issues related to developing healthy lifestyles and behaviors for promoting wellness in individuals, families, and society. Selected health promotion middle-range theories and models including cultural competence, health literacy, global health, and consumer health teaching are examined.

Prerequisite: NURS 554, 601, 622, 640

### **NURS 677 (1-5) Individual Study**

Course provides students with opportunity to investigate a problem or question related to an area of nursing practice. Students work with a nursing faculty advisor in writing the project and preparing to disseminate results of the project.

### **NURS 695 (1-2) Alternate Plan Paper**

Individualized student paper based on an extensive review of literature in an area of nursing practice. The paper focuses on a significant clinical issue in advanced practice nursing, provides a summary of the literature, and recommends current best practice(s).

Prerequisite: NURS 601, 602, 604, 622, and a graduate-level statistics course.

### **NURS 699 (1-4) Thesis**

Course provides students with the opportunity to focus on a research problem that is related to their area of nursing practice. Students work with a nursing faculty advisor (committee chairperson) in developing the thesis proposal, writing the thesis, and preparing to disseminate the results of the study. With the advisor's approval\*, the thesis is submitted for oral defense as part of the requirements for the MSN or MSN degree.

### **NURS 700 (4) Theoretical Foundations for Nursing Practice**

This course focuses on theoretical perspectives and foundations for inquiry in the discipline. The structure of nursing knowledge (phenomena, concepts, and theories) will be evaluated for its relationship to practice. The interrelationship of theory, research, and practice will be analyzed.

### **NURS 701 (4) Applied Biostatistics**

The goals of this course are to develop statistical skills necessary to evaluate critically biomedical research using advanced quantitative methods, to identify appropriate techniques for interpretation of results of independent research, and for presentation of results to improve clinical practice.

### **NURS 702 (4) Clinical Scholarship and Analytical Methods for Advanced Nursing**

This course focuses on the conduct of clinical scholarship. Content includes transformational research approaches and evidence-based practice processes, including epidemiological methods. Evaluation methods of clinical practice change outcomes on individuals, groups, populations, and systems are addressed.

### **NURS 704 (4) Clinical Prevention and Population Health**

The conceptual foundations of culturally sensitive clinical prevention and population health in advanced nursing practice will be evaluated. A global perspective to clinical prevention and population health that bridges illness and preventive care models will be investigated and designed.

### **NURS 705 (3) Family Nursing Practice**

Application of scientific and philosophical foundations for family level care. Clinical experience in advanced family nursing practice during family health and illness experiences. Innovative interventions and models of care to influence family health are constructed, applied, and evaluated.

### **NURS 706 (4) Organizational and Systems Leadership**

Organizational and systems leadership skills critical for culturally sensitive nursing practice to improve health care and outcomes are enhanced. Focus is on transformational leadership, measurement of outcomes, data driven decision-making, and the business realities of leading within health care.

**NURS 707 (3) Family Mental Health Nursing**

Biological, cultural, psychological, and social aspects of mental health across the lifespan and mental health care by the advanced practice nurse are considered. Emphasizes partnership with patients and families to assess and detect actual and potential mental health problems.

Prerequisite: NURS 705, 711

**NURS 708 (3) Quality Improvement, Safety, and Risk Management for APNs**

This course prepares advanced practice nurses with the knowledge and skills necessary to lead and mentor other nurses and health care workers to promote safe, quality health care in a variety of settings and within a variety of roles.

Prerequisite: NURS 705, 707, 709, 710, 711

**NURS 709 (3) Health Care Informatics and Data Management**

This course focuses on the knowledge and skills related to information systems and patient care technology that prepare the DNP graduate to manage individual and aggregate level information and assess and improve the effectiveness of nursing care.

Prerequisite: NURS 705, 707, 710, 711

**NURS 710 (3) Genetics and Genomics for Family Nursing**

This course builds on pathophysiologic, pharmacologic, epidemiologic, and behavioral sciences in preparing nurses to evaluate families for genetic/genomic diagnostic, educational, and therapeutic interventions.

Prerequisite: NURS 705 and 711

**NURS 711 (3) Health Care Policy and Organizational/Systems Leadership**

Organizational and systems leadership skills are evaluated and tested. Focus of the course is on transformational leadership, leading in a culturally sensitive environment, change strategies, measurement of outcomes, data driven decision-making, and the business realities of leading health care systems.

**NURS 712 (3) DNP Clinical Internship**

Students complete a precepted clinical internship in the specialty area of their DNP practice.

Prerequisite: NURS 705, 707, 708, 709, 710, 711, 741, 742

**NURS 728 (4) Gender Specific Health Care: Theory, Research, and Practice**

This course focuses on the theoretical and research based differences between men and women's physiological function and experience of the same diseases within the context of culturally defined gender roles. Examination of large databases will build on existing knowledge.

**NURS 740 (3) Clinical Scholarship I**

This clinical seminar focuses on collaboration of interprofessional teams and the roles of advanced practice nurses within this collaboration. Development of a framework for identifying, implementing, and evaluating a collaborative effort is emphasized.

Prerequisite: NURS 700 and 702, HLTH 702

**NURS 741 (3) Capstone Project I**

This clinical seminar focuses on collaboration of interprofessional teams and the roles of advanced practice nurses within this collaboration. Development of a framework for identifying, implementing, and evaluating a collaborative effort is emphasized.

Prerequisite: NURS 705, 707, 710, 711

**NURS 742 (3) Clinical Inquiry/Capstone Project II**

This course focuses on development of consultative and leadership strategies for use in implementing a clinical practice approach to a clinical nursing practice problem. The inter-professional context along with various information technologies and information systems will be considered.

Prerequisite: NURS 705, 707, 709, 710, 711, 741

**NURS 743 (3) Clinical Inquiry/Capstone Project III**

This seminar and practicum focuses on accountability for advancing the nursing profession and contributing to the developing body of nursing practice knowledge. Addresses advocacy at all levels of policy implementation. Culminates in a successful oral defense of the capstone project.

Prerequisite: NURS 705, NURS 707, NURS 708, NURS 709, NURS 710, NURS 711, NURS 741, NURS 742

**NURS 750 (3) Clinical Scholarship II**

Develop, implement, and evaluate culturally-sensitive approaches to improve health status/access patterns and/or address gaps in care of populations within a community of focus whether locally, nationally, or globally.

Prerequisite: NURS 700, 702, 704, 740, HLTH 702

**NURS 760 (3) Clinical Scholarship III**

This course focuses on development of consultative and leadership strategies for use in implementing a clinical practice approach to a clinical nursing practice problem. The inter-professional context along with various information technologies and information systems will be considered.

Prerequisite: NURS 700, 702, 704, 740, 750, HLTH 702

**NURS 770 (3) Clinical Scholarship IV: Capstone**

This seminar and practicum focuses on accountability for advancing the nursing profession and contributing to the developing body of nursing practice knowledge. Addresses advocacy at all levels of policy implementation. Culminates in a successful oral defense of the capstone project.

Prerequisite: NURS 700, 702, 704, 706, 740, 750, 760

**NURS 798 (1) Continuing Registration**

This course allows continuing enrollment in the Consortium DNP program to complete the capstone project. It continues registration after completion of all other course requirements and may not be used to meet any other program or graduation requirement.

**PHILOSOPHY**

*College of Arts and Humanities*

*Department of Philosophy*

227 Armstrong Hall • 507-389-2012

Philosophy courses at Minnesota State University can be taken as part of the cross-disciplinary studies program, or to supplement other disciplines.

**COURSE DESCRIPTIONS****PHIL 500 (3) The Philosophy of Immanuel Kant**

This course will undertake a close reading and study of Immanuel Kant's Critique of Pure Reason and other texts.

**PHIL 505 (3) The Philosophy of Ludwig Wittgenstein**

A study of the philosophy of Ludwig Wittgenstein.

**PHIL 510 (3) Philosophy of Language**

Theories of meaning, speech acts and semantics, relation of language to the world.

**PHIL 537 (3) Contemporary Philosophy**

Major philosophers and philosophies of the late 20th Century.

**PHIL 540 (3) Philosophy of Law**

Discussion of philosophical issues in law by way of connecting legal problems to well-developed and traditional problems in philosophy, e.g., in ethics, political philosophy, and epistemology, and investigates the philosophical underpinnings of the development of law. The course takes an analytical approach to law (as opposed to historical, sociological, political, or legalistic approaches) and devotes a substantial part of the semester to a major work on law written by a philosopher.

**PHIL 545 (3) Feminist Philosophy**

Study of philosophy done from a feminist perspective in areas such as metaphysics, epistemology or ethics.

**PHIL 550 (3) Special Topics**

Intensive study of a single philosopher or topic.

**PHIL 555 (3) Existentialism & Phenomenology**

In-depth analysis of major European existentialists such as Kierkegaard, Heidegger, and Sartre.

**PHIL 560 (3) Philosophy of the Arts**

Aesthetic principles, theories, and the creative process. Theories of visual arts, music, literature, dance, etc.

**PHIL 565 (3) Philosophy of Film**

This course investigates some of the central philosophical issues in our thinking about film, including questions about narrative, ontology, ethical criticism of film, the role of artistic intentions in interpretation, artistic medium, and the art/entertainment distinction



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## PHILOSOPHY

### PHIL 574 (3) Philosophy of the Mind

The nature of consciousness, mind and body relations, and freedom of action.

### PHIL 575 (3) Philosophical Issues in Cognitive Science

This course examines the conceptual and philosophical complexities of efforts to understand the mind in science. Topics include the differences and similarities between humans and other animals, the nature of psychological explanation, and reductive strategies for explaining consciousness, internationality and language.

### PHIL 580 (3) Philosophy of Science

Nature of explanations, causality, theoretical entities, and selected problems.

### PHIL 581 (3) Philosophy of Biology

This course examines conceptual and philosophical issues in biology, the nature and scope of biological explanation and conflicts between evolutionary and religious explanations for the origin of life.

### PHIL 582 (3) Philosophy of Social Science

Examines the nature and methods of alternative strategies of theory construction in the social sciences and the metaphysical and epistemological assumptions and implications of such strategies. For example can people, their behavior and norms of rationality be understood in naturalistic terms or must they be understood only in culturally local terms.

### PHIL 590 (1-6) Workshop

Special event of less than semester duration.

### PHIL 591 (1-6) In-Service

### PHIL 677 (1-6) Individual Study

Individual study of a philosopher or problem.

### PHIL 691 (1-6) In-Service

Individual service project

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## PHYSICAL EDUCATION MA

### PHYSICAL EDUCATION MS

(DISCIPLINE-BASED)

*College of Allied Health and Nursing  
Department of Human Performance  
1400 Highland Center • 507-389-6313*

The strength of the graduate programs in the Department of Human Performance at Minnesota State University rests in flexibility. The programs may be structured to the needs of the generalist planning either to enter or return to the public school setting, or for the student who desires specialization.

A Master of Arts Degree in Physical Education is offered, with in-depth study opportunities in the following concentrations: Developmental/Adapted Physical Education, Physical Education Pedagogy, and Exercise Science/Exercise Physiology. Additionally, Master of Arts Degrees are offered in Sport Management; and, Sport and Exercise Psychology. A new online Coaching Education Graduate Certificate is now available, which will develop and enhance the quality of future or existing coaches at the youth, high school, and collegiate settings.

Excellent interdisciplinary relationships exist across the University in departments of offering graduate studies. Students are encouraged, where appropriate, to avail themselves of the various dimensions of expertise. The graduate program also offers a complement of summer classes, facilitating continuity in graduate pursuits.

**Admission.** The requirements of the College of Graduate Studies and Research must be completed for admission to program. Applicants must have attained a minimum GPA of 3.00 on a 4.00 scale for unrestricted admission. Provisional admittance may be granted if a student has attained a minimum of 2.75 on a 4.0 scale for all undergraduate coursework.

**Graduate Assistantships and Financial Aid.** The Department of Human Performance employs approximately 30 graduate assistants at stipends up to \$9,000 for the aca-

ademic year. All graduate assistants must be full-time graduate students. Graduate assistants receive a tuition stipend and qualify for in-state tuition rates. Applications for graduate assistantships are accepted until positions are filled, but candidates are encouraged to apply by March 1st for the following fall semester. Graduate assistantship applications can be secured directly from the College of Graduate Studies and Research, or its website.

### SPORT MANAGEMENT

**Program Purpose:** The Sport Management graduate program is designed to provide advanced professional preparation that develops competitive sport management leaders through a comprehensive education in both theory and its application in sports business. The major prepares students with sport business concepts and develops skills and knowledge in the following areas: management, marketing, promotions, communication, legal preparation, public relations, consumer behavior, facilities, and finance. The curriculum follows the guidelines set for the preparation of students in sport management by the NASSM/NASPE. Students have the option of pursuing their Master's degree on a thesis or internship track as well as other options.

**Admission:** Applications for admission in the Sport Management program are competitive and all required application materials must be received by March 1st for a priority consideration. Early application is recommended as enrollment is limited. If a vacancy occurs during the academic year, mid-year admission is possible.

#### Applicants must submit the following materials:

1. Completed application to Minnesota State University, Mankato.
2. Verification of GRE.
3. Official transcripts listing undergraduate/graduate degree(s) to be sent directly from the degree-granting institution to the College of Graduate Studies and Research.
4. Professional resume or vita.
5. Statement of interest (2-3 page essay describing career goals and reasons for pursuing a graduate degree). Statement of interest will also serve as a writing sample.
6. Three letters of recommendation (forms available from the Department of Human Performance).
7. A completed undergraduate (or graduate) statistics or tests-and-measurements course as a prerequisite (provisional admittance possible without this course, but completion required before enrolling in HP 610-Statistical Methods).

**Financial Assistance:** A number of graduate assistantships in the sport management program, Minnesota State Mankato athletics, and other university opportunities are available. Applications can be obtained online from the College of Graduate Studies and Research. These forms should be filed by February 1 for the following academic year. GA applications will be accepted after this date if availability still exists. Also, several sport management scholarships are available to recognize current sport management students at Minnesota State University, Mankato who demonstrate high achievement in many facets of student life, including academics and extracurricular activities. Information about these scholarships can be found at our sport management website.

## SPORT MANAGEMENT MA

### Capstone Project Options

-Thesis Option – 30-32 Credit Hours

HP 699 Thesis (3-4)

### Manuscript Option – 34 Credit Hours

HP 696 Manuscript (3)

### Internship Option – 36 Credit Hours

HP 698 Internship (3-10)

### Required for Major (Theory Core, 24 credits)

HP 610 Statistical Methods (3)  
HP 625 Sport Ethics and Professional Development  
HP 630 Techniques of Research (3)  
HP 650 Principles of Sport Management (3)  
HP 651 Sport Management Seminar (3)  
HP 665 Sport Law (3)  
HP 667 Advanced Sport Marketing (3)  
HP 698 Internship (3)

### Elective Courses (3-8)

HP 535 Planning Sport Facilities (3)  
HP 637 Sport Media, Sponsorship, & Sale (3)  
HP 638 Managing Sporting Events (3)

HP	641	Psychology of Sport & Exercise (3)
HP	649	Sport In American Culture (3)
HP	660	Financial Aspects of Sport (3)
HP	661	Mgt. & Adm. of Intra. & Rec. Sport (3)
HP	688	Applied Sport Business

**SPORT AND EXERCISE PSYCHOLOGY MA**

This graduate program is designed to develop a theoretical base in the discipline of sport and exercise psychology, and better prepare students, coaches, and consultants to apply such knowledge to performance enhancement issues associated with competitive athletics and exercise settings.

**Common Core**

CSP	571	Interpersonal Helping Skills (3)
HP	572	Psychology of Sport and Athletic Injury (3)
HP	610	Statistical Methods (3)
HP	630	Techniques of Research (3)
HP	640	Seminar in Sport Psychology (1)
HP	641	Psychology of Sport and Exercise (3)
HP	644	Applied Sport and Exercise Psychology (3)
HP	649	Sport in American Culture (3)
PSYC	505	Motivation (4)

**Emphasis**

**Option 1**

**AASP Certification Option**

**Choose 6 Credit(s).**

\*The Certification Option is the gold standard in sport psychology and includes earning applied consulting hours towards provisional "Certified Consultant" with the Association for Applied Sport Psychology. Students choose this track if they are interested in careers as a consultant, researcher, professor, etc.

HP	648	Professional Ethics in Sport and Exercise Psychology (3)
HP	681	Supervised Experiences in Sport and Exercise Psychology (3)

**Option 2**

**Non-Certification Option**

**Choose 3 Credit(s).**

Students choose this track if they are interested in supplementing their careers as athletic trainers, coaches, etc.

HP	570	Psychology of Coaching (3)
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**Restricted Electives**

**Required Capstone Project**

**Choose 2 - 3 Credit(s).**

Students should choose 1 of 4 capstone projects in consultation with their advisor.

HP	694	Alternate Plan Paper (1-2)
HP	696	Manuscript (1-4)
HP	698	Internship (1-10)
HP	699	Thesis (1-4)

**Unrestricted Electives**

1-5 credits at the 500/600 level should be taken from the Departments of Human Performance or Psychology chosen in consultation with your advisor. Although the following is not a comprehensive list, the courses that students typically take include: HP 514 Physiology of Exercise (3), PSYC 555 Abnormal Psychology (4), PSYC 560 Psychology of Women (3) or PSYC 618 Multivariate Analysis (4).

**COACHING EDUCATION GRADUATE CERTIFICATE**

This 1.5 credit online program meets the "National Standards for Sport Coaches" by the National Association for Sports and Physical Education (NASPE). The graduate certificate program is designed to prepare coaches for youth, secondary, post-secondary, elite, and professional sports in the state, the region, the nation, and the globe.

**Certificate Admission Requirements**

1. A completed online Application for Graduate Study at Minnesota State University, Mankato - <http://grad.mnsu.edu/applying/>.
2. Official transcript(s) listing undergraduate/graduate degree(s) sent directly from the degree granting institution to the College of Graduate Studies and Research.
3. 3 Letters of Recommendation.
4. Statement of Interest: 2-3 page essay describing career goals, reasons for pursuing the graduate certificate, and how the student plans to use the graduate certificate. (The statement of interest will also serve as the writing sample.)
5. Professional resume or vita.

Note: The letter of recommendation, statement of interest, and professional resume/vita should be sent directly to the Human Performance Department.

**Common Core Courses**

HP	603	Foundations of Coaching (3)
HP	611	Exercise Science for Coaches (3)
HP	613	Sports Medicine for Coaches (3)
HP	616	Applied Sport Psychology for Coaches (3)
HP	618	Athletic and Coaching Administration (3)

Courses may have prerequisites.

**PHYSICAL EDUCATION MA**

**General Requirements - All Options:**

All students must take HP 610 Statistical Methods and HP 630 Techniques of Research. Students must have an undergraduate statistics course as a pre-requisite for these classes.

**Language Competency.** A reading knowledge of one modern foreign language or research substitution is required in the MA programs. The student should consult with the graduate coordinator to determine specific requirements.

At least 20 credits must be in the Department of Human Performance, and at least 50% of the coursework must be taken at the 600 level (excluding thesis and APP credits).

**Thesis Plan:** The thesis must be approved by the student's capstone committee; and, an oral proposal and defense meeting are required.

**Manuscript Plan:** The manuscript option includes writing and submitting a manuscript for publication to a peer-reviewed journal. The manuscript must be approved by the student's capstone committee; and, an oral proposal and defense meeting are required. The student must submit proof of submission to a peer-reviewed journal, and submit the complete manuscript to their advisor and the graduate coordinator to fulfill requirements.

**Alternate Plan Paper (APP):** The APP must be approved by the student's capstone committee; and, an oral proposal and defense meeting are required.

Students must have a 3.0 GPA prior to enrolling in a course that fulfills the capstone requirement. Students must also complete HP 630 prior to enrolling in thesis, APP, internship, or manuscript credits.

**Concentrated Options of Study**

Students should be aware that changes may occur in a concentration core during their time on campus, since curriculum is always an ongoing process. Therefore, the student should always be in consultation with the advisor in the event that the faculty submits new proposals that may reflect such changes. In such an event, students will always be afforded their rights to take advantage of such changes that will best serve them during their program of study. Choose an area of concentration from those listed below.

**PHYSICAL EDUCATION PEDAGOGY MA**

(Thesis Plan - 30-32 credits)  
(Manuscript Plan - 33 credits)  
(Alternate Plan Paper - 34-36 credits)or (Internship - 34 credits)

The program is designed to refine teaching skills for the elementary, middle school, and high school physical educator.

**Required Core (24 credits)**

HP	608	Curriculum Design in Physical Education
HP	610	Statistical Methods (3)
HP	612	Inclusive Physical Education (3)
HP	617	Models and Instructional Strategies in Physical Education (3)
HP	623	Current Issues in Physical Education and Adapted Physical Education (3)
HP	627	Systematic Observation in Physical Education (3)
HP	630	Techniques of Research (3)
HP	668	Applications in Physical Education (3)

**Required Thesis, Alternate Plan Paper, or Manuscript**

HP	694	Alternate Plan Paper (1-2 credits) or
HP	699	Thesis (3-4 credits) or
HP	696	Manuscript (3 credits)

**Required Electives (3 - 9 credits)**

Choose electives in consultation with an advisor. Approved electives include HP 620, HP 647, and HP 658. Graduate students enrolled in an alternate plan paper program must enroll in HP 620, HP 647, and HP 658.

## PHYSICAL EDUCATION

### EXERCISE SCIENCE/EXERCISE PHYSIOLOGY MS

(34 credits)

#### Common Core

HP	601	Advanced Physiology of Exercise (3)
HP	602	Laboratory Techniques in Exercise Physiology (2)
HP	605	Nutrition in Human Performance (3)
HP	615	Research Design & Statistics (5)
HP	641	Psychology of Sport and Exercise (3)
HP	645	Physical Activity and Chronic Disease (3)
HP	693	Seminar in Exercise Science (1)

#### Capstone Options

Student must select one option with consent of advisor

HP	694	Alternate Plan Paper (1-2)
HP	696	*Manuscript (1-4)
HP	698	Internship (1-10)
HP	699	Thesis (1-4)

#### Electives

Choose 9-15 credit(s):

Students must complete 3-5 classes depending on the number of capstone option credits

BIOL	517	*Biology of Aging and Chronic Diseases (3)
BIOL	533	*Cardiovascular Physiology (3)
BIOL	538	*General Endocrinology (3)
BIOL	566	Principles of Pharmacology (3)
BIOL	574	*Immunology (4)
CHEM	560	Biochemistry I (3)
CHEM	561	Biochemistry II (3)
HLTH	551	Stress and Health (3)
HLTH	560	Introduction to Epidemiology (3)
HP	649	Sport in American Culture (3)
HP	665	Sport Law (3)

\* - Course has prerequisite courses

### DEVELOPMENTAL/ADAPTED PHYSICAL EDUCATION (MA)

(Thesis Plan - 30-31)

(Manuscript Plan - 33)

(Alternate Plan Paper - 34-36) or (Internship - 34)

Maximum of 15 hours of D/APE licensure courses can count toward degree requirements because over 50% of coursework must be 600-level. \*If student already has D/APE licensure, D/APE coursework will consist of 600-level courses in D/APE, Special Education, and from other departments.

#### Required (6 credits)

HP	610	Statistical Methods in Physical Education (3)
HP	630	Techniques of Research (3)

#### Required Core in D/APE (minimum 18-19 credits)

HP	511	Development Adapted Physical Education (3)
HP	512	Assessment in Adapted Physical Education (2)
HP	513	Life span Motor Development (2)
HP	521	Teaching Sport to Individuals with Disabilities (2)
HP	522	Teaching Adapted Aquatics (2)
HP	545	Teaching Students with Cognitive and Emotional/Behavioral Disabilities (3)
HP	571	Consulting Techniques in D/APE (3)
HP	698	Internship in DAPE (1-2)

#### Required Thesis, Alternate Plan Paper, or Manuscript

HP	694	Alternate Plan Paper (1-2) or
HP	699	Thesis (3-4) or
HP	696	Manuscript (3)

#### Required Electives (9-12 credits)

Student should consult with major advisor.

HP	608	Curriculum Design in Physical Education (3)
HP	612	Inclusive Physical Education (3)
HP	617	Models and Instructional Strategies in Physical Education (3)
HP	620	Typical and Atypical Motor Development Across the Life span (3)
HP	623	Current Issues in Physical Education and Adapted Physical Education (3)
HP	627	Systematic Observation in Physical Education (3)
HP	647	Fitness Education (3)
HP	658	Authentic Assessment in Physical Education (3)
HP	668	Applications in Physical Education (3)

### COURSE DESCRIPTIONS

#### HP 511 (3) Developmental/Adapted Physical Education

Legal and theoretical bases for teaching physical education to students with disabilities. First course in D/APE sequence.

#### HP 512 (2) Assessment in Adapted Physical Education

Evaluation of motor skills and fitness among students with disabilities.

#### HP 513 (2) Life Span Motor Development

Study of early childhood motor development from infancy through preschool age, including information on delayed development.

#### HP 514 (3) Physiology of Exercise

Introductory study of the effects of both acute and chronic exercise on structure and function of the human body across the life span.

Prerequisite: Biol. 220, 230, HP 175

#### HP 517 (3) Principles of Wellness Coaching

This course contains content associated with achieving entry-level certifications for wellness coaching. Health behavior change strategies are emphasized within the context of the health coaching theory, coaching relationship skills, well-being assessment, and goal setting.

#### HP 518 (3) Intercultural Competence for Allied Health Professionals

Studying abroad is a transformative experience that has the power to challenge our thinking and our perspective on the world. This experiential course will help you become a global citizen, develop intercultural competence, and enhance your abilities to work in health-related fields with diverse clients and patients. Specifically, we will be participating in intercultural activities before the study abroad and several cultural immersion activities while abroad (e.g., participating in a traditional cultural ceremony).

#### HP 519 (2) Teaching Dance to Individuals with Exceptional Needs

Adaptation of dance materials to facilitate learning of individuals with special needs through simulated and hands-on teaching experiences.

Prerequisite: HP 109

#### HP 521 (2) Teaching Sport to Individuals with Disabilities

Contemporary sport opportunities for individuals with disabilities, with application to teaching and transition planning.

Prerequisite: 4/511 or instructor permission

#### HP 522 (2) Teaching Adapted Aquatics

Theory and practical experience in teaching swimming and other aquatic skills to individuals with disabilities. Pre: HP 182 or W.S.I. (HP 257).

#### HP 535 (3) Planning Sport Facilities

The in depth study of the planning, development, and management of sport facilities (athletics, recreation, fitness/wellness centers, physical education, etc.) utilizing and working with partners, vendors and expert resources.

#### HP 537 (3) Sport Media, Sponsorship & Sales

An in-depth study of sport management theories, policies, objectives, and strategies applied to sport marketing through the functions and areas of sport sponsorships, sales and media.

#### HP 539 (3) Nutrition for Physical Activity and Sport

This course provides in-depth exploration of the dietary needs of physically active individuals across the life span. Its laboratory component will focus on performance and interpretation of assessments commonly used to determine dietary and physiological status.

#### HP 542 (2) Evaluation Techniques I

Principles of the etiology, pathology, assessment, recognition, and development of a treatment and referral plan for lower body injuries/illnesses suffered by athletes and physically active individuals. This includes the foot, ankle, lower leg, knee, thigh, hip, pelvis, and lumbar spine. This course is designed for graduate athletic training students.

(F)

**HP 543 (3) Evaluation Techniques II**

Principles of the etiology, pathology, assessment, recognition, and development of a treatment and referral plan for upper body injuries/illnesses suffered by athletes and physically active individuals. This includes the head, cervical and thoracic spine, shoulder complex, arm and elbow, forearm, wrist, hand, and fingers. This course is designed for athletic training students. (S) All years

**HP 545 (3) Teaching Students with Cognitive & Emotional/Behavioral Disabilities**

Theory, strategies, and best practices for teaching physical education to students with cognitive disabilities (including mental retardation, autism, and multiple disabilities accompanying mental retardation) and emotional/behavior disorders.

**HP 556 (2) Athletic Testing and Conditioning**

The field testing, exercise instruction, and the periodization of exercise prescription for athletes and physically active individuals will be included in this course. In addition scientific strategies for enhancing strength, power, and endurance performance along with statistical and computer-aided program design will be included.

**HP 566 (3) Graded Exercise Testing and Exercise Prescription**

An introduction to basic graded exercise tests and exercise prescription commonly used in clinical as well as health/wellness appraisal settings.  
Prerequisite: HP 175, HP 414

**HP 567 (2) Worksite Wellness Program Development**

Reviews the contextual issues and health policies in the workplace. Efficacy of best practices in worksite wellness strategies, employee engagement, program design and implementation, and program assessment are explored.

**HP 570 (3) Psychology of Coaching**

To introduce interested students, professionals, and coaching licensure candidates to the psychological literature and latest techniques associated with coaching in an athletic setting.  
Prerequisite: Psych. 101 or equivalent

**HP 571 (3) Consulting Techniques in D/APE**

Study of techniques of consulting in D/APE with the spectrum of individuals involved in the IEP process, including but not limited to: students with disabilities, general physical education teachers, other school professionals and support service personnel, families/parents, peer tutors, and community agencies, to enhance the learning of students with disabilities both within and outside the classroom setting.

**HP 572 (3) Psychology of Sport and Athletic Injury**

This course provides understanding and application of the psychology of sport and injury. Topics include psychological concerns, psycho-social antecedents of injury, psychological skills to implement with patients who are injured as a result of participation in athletics and physical activity.

**HP 577 (3) Behavior Change Foundations and Strategies**

Behavior Change Foundations and Strategies (3 semester credits) is a course that focuses upon the complexity of health behavior change and the skills necessary for a health promotion professional to assess, plan, and evaluate behavior change interventions for individuals and communities. Health behavior change theories and strategies will be discussed. Topics covered in class will include: behavior modification, goal setting, self-management, coping skills, and social support. Emphasis will also be given to the impact of policy and environmental influences on behavior.

**HP 582 (1) Coaching Practicum**

Supervised experience in a public school varsity/junior varsity sport setting.  
Prerequisite: first aid and coaching theory and athletic training

**HP 583 (3) Cardiac Rehabilitation**

A course designed to provide experience for persons seeking leadership roles in institutions housing programs of rehabilitative cardiovascular exercise and risk factor intervention.  
Prerequisite: HP 4/514 and 4/567 or equivalent

**HP 584 (2) Clinical Experience I**

The laboratory portion of this course will require the student to learn, practice, and be assessed on the psychomotor skills learned in HP 542. The application of clinical assessment psychomotor skills will be applied during the supervised clinical experience component of the course. This will provide the student with the opportunity to apply his/her skills in a real clinical environment on-campus, at small private colleges, at local high schools, in a hospital and clinic settings, and in emergency rooms and ambulance settings while being supervised by a preceptor. This course is designed for graduate athletic training students. (F)

**HP 585 (2) Clinical Experience II**

The laboratory portion of this course will require the student to learn, practice, and be assessed on the psychomotor skills learned in HP 453. The application of clinical assessment psychomotor skills will be applied during the supervised clinical experience component of the course. This will provide the student with the opportunity to apply his/her skills in a real clinical environment on-campus, at small private colleges, at local high schools, in a hospital and clinic settings, and in emergency rooms and ambulance settings while being supervised by a preceptor. This course is designed for athletic training students. (S) All years

**HP 590 (1-4) Workshop**

Content is variable and based on special topic.

**HP 601 (3) Advanced Physiology of Exercise**

Integration of the advanced concepts and relevant scientific information surrounding human performance physiology.  
Prerequisite: HP 514

**HP 602 (2) Laboratory Techniques in Exercise Physiology**

Laboratory experiences for advanced exercise physiology students, including various fitness and clinical tests, lactate analysis, spirometry, and measurement of expired gases.  
Prerequisite: HP 4/514 or equivalent; HP 601

**HP 603 (3) Foundations of Coaching**

Basic understanding of the theoretical and practical applications of the sport science areas related to coaching. Current issues and topics addressing the foundations and challenges of the prospective coach including coaching philosophy, pedagogy, sport psychology, sport medicine, and sport physiology.

**HP 605 (3) Nutrition in Human Performance**

An in-depth study of the nutritional needs of athletes and other active individuals, including discussion of current research in the area.  
Prerequisite: HP 601

**HP 606 (3) Anatomic Basis of Musculoskeletal Injury**

Students will gain an understanding of the anatomic and pathologic concepts necessary to assess musculoskeletal injury. The course is designed for athletic training and other health care related students.

**HP 607 (3) Athletic Training Techniques**

This course provides an introduction to the profession of athletic training, as well as an overview of essentials principles of athletic training. Emphasis will be on the history of the profession, career opportunities and job settings; recognition, prevention, and care of athletic injuries; pre-participation physical exams, emergency preparation and procedures, environmental illnesses, tissue healing; proper selection, care, and use of protective equipment, taping, wrapping, bracing procedures. This course is designed for the graduate athletic training student.

**HP 608 (3) Curriculum Design in Physical Education**

Developing curriculum in physical education focusing on current theories and models, factors influencing curriculum, scope and sequence, scheduling, and assessing curricula.

**HP 610 (3) Statistical Methods**

Introduction to the concepts of descriptive and inferential statistics, applied and theoretical research, and validity and reliability methods used in the disciplines of physical education, human performance, and exercise science.  
Prerequisite: an undergraduate or graduate level statistics class or a "test and measurement" class.

**HP 611 (3) Exercise Science for Coaches**

To acquaint the prospective coach with basic principles and applications of exercise science. Topics include kinesiology, biomechanics, exercise physiology, nutrition and periodization strategies for strength training and conditioning.

**HP 612 (3) Inclusive Physical Education**

Legal, philosophical, and practical bases of including students of all abilities and in general physical education.

**HP 613 (3) Sports Medicine for Coaches**

Prevention, acute care, and recognition of injuries commonly incurred during participation in athletic activities. This course is designed for graduate coaching certificate candidates and other graduate students interested in improving their knowledge and skill in the area of sports medicine.

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## PHYSICAL EDUCATION

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### HP 615 (4) Research Methodology and Statistical Concepts

This course provides an introduction to both research methodology and statistical concepts in the discipline of human performance. This course focuses on the development of research design and choice of appropriate statistics to address a research question. (F,S)

Prerequisites: One of the following - HP 464, HP 403, or STAT 154; includes admission to a graduate program in Human Performance, and an undergraduate or graduate level statistics course or a "test and measurement" course.

### HP 616 (3) Applied Sport Psychology for Coaches

This graduate class applies sport and exercise psychology principles to the coaching profession. Students will learn how to integrate sport and exercise psychology principles into their day-to-day activities and how to teach mental skills in an individual and group setting.

### HP 617 (3) Models and Instructional Strategies in Physical Education

Best practices utilizing models of teaching, learning styles, and instructional strategies in physical education.

### HP 618 (3) Athletic and Coaching Administration

This course provides students with fundamental theoretical and practical knowledge in administrative principles and techniques. Knowledge of administration theory and practice; including leadership, communications, public relations, marketing, ethical and legal issues, finances and, human resource management are included.

### HP 620 (3) Typical and Atypical Motor Development Across the Life Span

Hereditary and environmental factors of typical and atypical motor development across the life span.

### HP 621 (3) Therapeutic Interventions I

The theory and application of the use of physical therapeutic modalities including cyrotherapy and thermotherapy, ultrasound, phonophoresis, electrical nerve stimulation, iontophoresis, diathermy, intermittent compression, traction, LASER, massage and manual therapies in the treatment of injury/illnesses suffered by athletes and physically active individuals. This course also includes the principles of tissue healing, pain and pain control. This course is designed for athletic training students. (F) All years

### HP 622 (3) Therapeutic Interventions II

This course will provide the student with the knowledge, skills, and abilities necessary to rehabilitate and/or recondition athletic and physically active patients who suffer a wide variety of injury, both surgical and non-surgical, associated with their activity(ies). The theory and application of rehabilitation and reconditioning techniques includes re-training strength, power and endurance, restoration of flexibility and range of motion, activity specific conditioning, proprioception and balance, and agility. This course is designed for athletic training students. (S) All years

### HP 623 (3) Current Issues in Physical Education and Adapted Physical Education

Utilizing current literature to identify, analyze, synthesize, and evaluate current issues in physical education and adapted physical education.

### HP 625 (3) Sport Ethics and Professional Development

This course provides students with opportunities to develop a philosophy, values and moral reasoning skills, to explore and clarify their career goals, to sharpen critical thinking skills for analyzing ethical problems in the sport business and generating possible solutions.

### HP 627 (3) Systematic Observation in Physical Education

Knowledge base in observation, observation models, techniques of coding and analyzing, developing observation skills, challenges to observation, and observations in various environments.

### HP 630 (3) Techniques of Research

Introductory course to the research processes involved in the fields of physical education, exercise science, and human performance. Coverage of various types of research designs and writing of the research paper is a major intent of this course.

Prerequisite: required part of core for all master students in Dept. of Human Performance-must be a graduate student

### HP 631 (1) Seminar in Exercise Physiology

### HP 635 (3) Gerontologic/Pediatric Exercise Physiology

Acute and chronic changes in physiological functioning children and older adults.

### HP 637 (3) Sport Media, Sponsorship and Sales

An in-depth study of sport management theories, policies, objectives, and strategies applied to sport marketing through the functions and areas of sport sponsorships, sales and broadcast, and print media.

### HP 638 (3) Managing Sporting Events

Advanced study of managing sporting events covering the policies, strategies and tactics used including planning, budgeting, organization, human resources, risk management, and operations of conducting a successful sporting event.

### HP 639 (3) Pathology and Pharmacology in Athletic Training

Advanced study of general medical pathology and pharmacologic knowledge, skills, and abilities necessary to assess and manage or assist other health care professionals in the management of injuries and illnesses incurred during or exacerbated by physical activity or athletic participation. Designed for the graduate athletic training student.

(F)

### HP 640 (1) Seminar in Sport Psychology

This course provides students with an introduction to career paths in sport and exercise psychology. Students will also begin to earn hours for a certification in applied sport psychology as part of the course requirements.

### HP 641 (3) Psychology of Sport and Exercise

Psychological parameters that affect performance in athletic and exercise settings. Emphasis on theoretical and scholarly literature associated with exercise and sport psychology. Practical application of psychological principles in sport and exercise dimensions will also be addressed.

Prerequisite: UG degree and basic Psych. (101)

### HP 642 (3) Issues in Sports Medicine

A seminar/discussion format course dealing with current issues within the multidisciplinary profession of sports medicine. A course directed toward disciplines dealing with all dimensions of the physically active individual.

### HP 645 (3) Physical Activity and Chronic Disease

Identification and assessment of physical activity and fitness in health, life span, and various chronic diseases.

Prerequisite: HP 601

### HP 647 Fitness Education (3)

Knowledge base on fitness levels of children and youth, assessing physical fitness levels, and developing physical fitness programs in the schools.

### HP 648 (3) Professional Ethics in Sport and Exercise Psychology

This course examines ethical issues that impact the field of sport and exercise psychology including ethical standards and codes. Students will learn how ethical issues influence consultation and develop ways to deal with ethical dilemmas that may arise in their work.

### HP 649 (3) Sport in American Culture

Examines the institution of sport from a sociological perspective. The intent of the course is to identify and discuss ways in which societal values affect the character of sport and vice versa, and better understand the positive and negative consequences of the way sport is organized in our society.

### HP 650 (3) Principles of Sport Management

This course will emphasize the management functions of planning, organizing, implementing, and controlling. Decision-making, problem-solving, communication, ethics, sport law, and leadership. Personnel management issues will also be addressed.

### HP 651 (3) Sport Management Seminar

Examines a variety of topics related to the management of sport organizations. Topics include internship/career opportunities, social-cultural issues, ethical issues, mass communication, sport governance, economic issues, fund-raising, event/facility management, licensing, copyright issues, and labor relations.

### HP 655 (3) Electrocardiographic Interpretation

Methods used in learning to interpret electrocardiograms plus a solid foundation of its application and history.

Prerequisite: HP 601

### HP 658 Authentic Assessment in Physical Education (3)

Theory, new techniques, and best practices of assessing across the physical education curriculum.

**HP 660 (3) Financial Aspects of Sport**

Examines basic financial and managerial accounting concepts necessary to be financially literate in the business of sport. Budgeting and fundraising concepts will also be addressed. Analysis into the understanding of corporate financial workings in the sport industry will equip the student with essential management tools.

**HP 661 (3) Administration and Management of Intramural-Recreational Sports**

Philosophical base with emphasis on the principles, policies, and procedures for administration of intramural and recreational sports programs.

**HP 663 (3) Applied Sport and Exercise Psychology**

This is an advanced graduate seminar focused on applying knowledge towards the practice of sport and exercise psychology. This class focuses specifically on how to implement sport and exercise psychology principles as consultants, coaches, teachers, and/or other professionals.

**HP 665 (3) Sport Law**

The advanced study of legal aspects of sport with emphasis constitutional and statutory law, negligence and risk management, intellectual property, and contract law. The use of case law study and application to sport settings is utilized.

**HP 667 (3) Advanced Sport Marketing**

Advanced study of the principles of marketing of or through sport including marketing analysis, development of a marketing management plan, promotion, place, price, public relations, product as applied to sport and the sport industry.

**HP 668 (3) Applications in Physical Education**

Practical experiences utilizing knowledge, comprehension, application, analysis, synthesis and evaluation of student performances.

**HP 670 (3) Seminar in Healthcare Administration & Professional Development**

This course covers the principles of health care organization, administration, and professional development as applied to various athletic training employment settings. Students will gain an emphasis on the administrative and managerial duties of the athletic trainer including management, leadership, organizational structure, planning, budgeting, facility design, information management, regulation of athletic training, as well as legal and ethical considerations. This course is designed for the graduate athletic training student.

**HP 675 (3) Motor Learning**

Acquaints the student with the terminology, theory, and principles of skill acquisition in the sport and physical activity setting...as well as factors influencing that acquisition. Critical Analysis of research literature will also be part of this course.

Prerequisite: Psych. 101

**HP 677 (1-4) Individual Study**

Opportunity for in-depth studies when specific human performance course is not available to accommodate the student. Consultation with the faculty member is an important part of developing such topics that meet the individual study arrangement.

Prerequisite: grad. student/professor consent

**HP 680 (1-2) Systematic Readings in Physical Education and Human**

An arranged readings course of selected professional literature relating to physical education, human performance, exercise science, and sport studies. The student in consultation with a professor determines the specific body of scholarly literature that will be emphasized during the course.

Prerequisite: grad. student/professor consent

**HP 681 (3) Supervised Experiences in Sport and Exercise Psychology**

This course requires students to integrate theoretical knowledge and skills while engaging in supervised independent work in real-life sport and exercise settings. The entire body of sport and exercise psychology theoretical and applied knowledge will be utilized. Students will also develop strategies and skills to effectively engage in sport and exercise psychology consulting.

**HP 684 (2) Clinical Experience Capstone I**

The supervised application and analysis of clinical techniques and the evidence-based practice research necessary for the high level care of patients suffering from injuries and illnesses incurred through or exacerbated by athletics and physical activity. The required clinical experience component will provide the student with the opportunity to apply these skills in the clinical environment and serve as a capstone experience. (F)

**HP 685 (2) Clinical Experience Capstone II**

The supervised application and analysis of clinical techniques and the evidence-based practice research necessary for the high level of care for patients suffering from injuries and illnesses incurred through or exacerbated by athletics and physical activity. The required clinical experience component will provide the student with the opportunity to apply these skills in the clinical environment, serve as a capstone experience, and assist the student in preparation for the athletic training Board of Certification examination. (S)

**HP 687 (3) Exercise Medicine**

Using a population health management perspective, students will gain a strong foundation in the physiology of exercise as medicine and the application of exercise prescription in coordination with the healthcare team.

**HP 688 (3) Applied Sport Business**

This course is designed to provide a rigorous, comprehensive hands-on learning experience for students majoring in Sport Management. This more closely supervised field experience requires a rigorous time and energy commitment from students.

Prereq. HP 650, HP 625

**HP 691 (1-4) In-Service**

Broad spectrum of foci available. Designed in consultation with requesting group.

Prerequisite: grad. student/professor consent

**HP 692 (1-10) Internship: Corporate and Community Fitness**

Designed to provide the student with hands-on experience in the area of corporate and community fitness.

Prerequisite: completion of graduate core courses: Chem. 560, HP 601, 602, 610, 630, except for seminar or thesis

**HP 693 (1) Seminar in Exercise Science**

Studies the current problems and trends in selected fields of exercise science as well as current research being performed by department faculty, staff, and students.

Prerequisite: graduate standing

**HP 694 (1-2) Alternate Plan Paper**

Course requires completion of alternate plan paper.

Prerequisite: grad. student/professor consent

**HP 696 (1-4) Manuscript**

Course requires completion of a manuscript submitted for publication to a peer-reviewed journal. Prerequisite: grad. student/professor consent

**HP 698 (1-10) Internship**

Supervised field experience related to the student's academic specialization associated with the disciplines of human performance. Disciplines include the following: College Teaching, Sport Management, Public School Teaching, D/APE, Intramural-Recreational Sports Management, Elementary Physical Education, Exercise Physiology, and Sport Psychology.

Prerequisite: grad. student/professor consent

**HP 699 (1-4) Thesis**

Course requires completion of thesis paper. Prerequisite: grad. student/professor consent

**PHYSICS MS****PHYSICS EDUCATION MS**

(DISCIPLINE-BASED)

*College of Science, Engineering, & Technology  
Department of Physics & Astronomy  
141 Trafton Science Center N • 507-389-5743*

The Department of Physics and Astronomy presents several opportunities for study at the graduate level. The Master of Science is offered as the professional degree in physics. This degree is designed for students wishing to prepare themselves for doctoral study, or for work in a research and technology position. Students interested in teaching at a community college may elect the MS Community College Teaching Track. Teacher certification is not required for this track.

## PHYSICS

The Master of Science in Physics Education is designed for individuals interested in strengthening their background in secondary school teaching. Previous teacher licensure is usually required.

**Admission.** In addition to meeting the general admission requirements of the College of Graduate Studies and Research, applicants must have an undergraduate degree in physics or a related field. Applicants must also provide the following:

1. A one-page personal statement of career interests and goals.
2. Two letters of recommendation from professors in colleges where the applicant did undergraduate study.
3. For international students, a minimum TOEFL score of 530 is required.

**Financial Assistance.** The Department of Physics and Astronomy has a limited number of graduate teaching assistantship available. Preference is given to those with a good command of spoken English. For students whose native language is not English, a minimum of TOEFL score of 550 is required. Application materials can be obtained on the web page of the Office of Graduate Studies and Research.

### PHYSICS MS

(Thesis Plan - 30 credits)

(Alternate Plan Paper - 34 credits)

#### Required Core (13-16 credits)

PHYS 607 Introduction to Research (2)  
PHYS 692 Seminar (1-2) must be taken the first 2 spring semesters for a minimum of 2 credits

and at least three of the four following courses:

PHYS 640 Math Methods for Physicists (3)  
PHYS 650 Classical Mechanics (3)  
PHYS 660 Quantum Mechanics (3)  
PHYS 670 Electricity & Magnetism (3)

#### Required General Electives ( 11-20 credits)

Choose any CSET 500/600 level courses approved by the student's advisor.

#### Required Thesis or Alternate Plan Paper

Phys 694 Alternate Plan Paper (1-2)  
Phys 699 Thesis (3-6)

Student must be registered for a minimum of one credit of thesis or APP for every semester that they are working on their paper.

#### Additional Requirements

- A new graduate students is required to take a physics placement test prior to the start of his or her first semester of study.
- A graduate student should complete a Plan of Study during the first part of the second semester. This will require close consultation between the student and the initial advisor.
- At least half of the credits applied to the degree must be earned in 600-level courses excluding thesis or alternate plan paper credits.
- A reading knowledge of a foreign language or a demonstrated ability in computer programming is required.
- All student must pass a written comprehensive examination. The comprehensive exam must be taken by the end of the second semester. A student cannot start his or her thesis research before passing the comprehensive written exam.
- An oral defense of thesis is required for thesis plan.

### COMMUNITY COLLEGE TRACK

(Thesis Plan - 30 credits)

(Alternate Plan Paper - 34 credits)

#### Required Physics Electives Core (9-17 credits)

PHYS 697 Internship (4-8)

In addition, choose any 500/600 level Physics elective courses approved by the student's advisor.

#### Required Education Electives (minimum 6 credits)

KSP 625 Philosophy of Education in Historical Context (3)  
KSP 670 Collegiate Institutions in the United States (3)  
KSP 671 Learning and Teaching in Higher Education (3)

#### Required General Electives (6 credits)

Choose any 500/600 level elective courses from outside of physics and outside of professional education, approved by the student's advisor.

#### Required Research Methods (3 credits)

Choose a research methods course approved by the student's advisor.

#### Required Thesis or Alternate Plan Paper

PHYS 694 Alternate Plan Paper (1-2)  
PHYS 699 Thesis (1-6) minimum 3 credits

#### Additional Requirements

A reading knowledge of a foreign language or a demonstrated ability in computer programming is required. Fifty percent of all courses must be taken at the 600 level excluding the thesis or APP credits. A written exam is required. A thesis and its oral defense are required if the thesis option is chosen.

### PHYSICS EDUCATION MS

(Discipline-Based)

(Thesis Plan - 30 credits)

(Alternate Plan Paper - 34 credits)

Teaching licensure is usually a prerequisite to pursuing this degree, since this degree does not lead to initial teaching licensure. Students who desire initial licensure should consult the Master of Arts in Teaching (MAT) program.

#### Required Physics Electives (9-17 credits)

Choose any 500/600 level elective courses approved by the student's advisor.

#### Required Education Electives (6 credits)

Choose any 500/600 level Education elective courses approved by the student's advisor from the following:

KSP 507, 605, 609, 612, 621, 625, 632, 640, 645, 654, 665, 666, 677, 681  
EEC 520, 522, 602, 617, 631, 676  
CSP 570  
EDAD 652, 665

#### Required General Electives (6 credits)

Choose any 500/600 level elective courses approved by the student's advisor.

#### Required Research Methods (3 credits)

Choose a research methods course approved by the student's advisor.

#### Required Thesis or Alternate Plan Paper

PHYS 694 Alternate Plan Paper (1-2)  
PHYS 699 Thesis (1-6) minimum 3 credits

#### Additional Requirements

Fifty percent of all courses must be taken at the 600 level excluding the thesis or APP credits. A written exam is required. A thesis and its oral defense is required, if the thesis option is chosen.

## COURSE DESCRIPTIONS

### PHYSICS

#### PHYS 517 (2) Biophysics

This course bridges the gap between introductory physics and its application to the life and biomedical sciences. Topics include fluid flow, membrane transport, nerve conduction, imaging methods including MRI, CT, and nuclear imaging, radiotherapy, and health physics.

V Prerequisite: PHYS 212 or 222 and MATH 121

#### PHYS 541 (4) Mechanics

Rectilinear motion of a particle, general motion of a particle in three dimensions. Newtonian mechanics including harmonic oscillations, forced oscillations, central forces and orbital motion, collisions, noninertial reference systems, dynamics of a system of particles, rigid body motion, Lagrangian and Hamiltonian mechanics, normal coordinates.

F Prerequisite: PHYS 212 or 222 and MATH 223 and 321

**PHYS 547 (3) Electricity & Magnetism I**

Electrostatic fields, magnetostatic fields, steady currents, electromagnetic induction. Review of vector algebra.

F Prerequisite: PHYS 212 or 222 and MATH 223, 321, or 422

**PHYS 548 (3) Electricity & Magnetism II**

Electromagnetic waves, propagation and radiation of waves, electrodynamics and relativity.

S Prerequisite: PHYS 447 or 547

**PHYS 553 (3) Solid State Physics**

Atoms in crystals, wave in crystals, thermal vibrations of the crystal lattice, free electron model, band theory of solids, semiconductors and PN junctions, magnetism, and superconductivity.

S (of odd calendar years) Prerequisite: PHYS 435 or 535

**PHYS 557 (3) Optics**

Geometric optics, wave optics, properties of light and matter, optics of transformations, and quantum optics. Lecture and laboratory.

S (of odd calendar years) Prerequisite: PHYS 222 and MATH 122

**PHYS 561 (4) Quantum Mechanics**

A systematic development of foundations of quantum mechanics. Observables, operators, state functions, expectation values. Matrix formulation of eigenvalue problems. The hydrogen atom, electron spin, angular momentum, and perturbation theory.

F Prerequisite: PHYS 335, MATH 247, and PHYS 441 or PHYS 541.

**PHYS 565 (3) Computer Applications in Physics**

Numerical solutions of physics problems and computer simulations of physical systems. Lecture and laboratory.

F Prerequisite: CS 110, MATH 122, and PHYS 222 or PHYS 223.

**PHYS 573 (3) Statistical Physics**

Fundamental principles of statistical physics, including theory of probability, kinetic theory of transport process, entropy, classical and quantum statistical ensembles, Bose and Fermi systems. Applications to thermodynamics and magnetic properties of solids. Alt Spring

Prerequisite: PHYS 212 or 222 and MATH 223 and 321

**PHYS 575 (3) Advanced Laboratory**

Experiments in modern physics, including solid-state physics and optics. Requires more independent work than introductory laboratories.

S Prerequisite: PHYS 436 or 536 or consent

**PHYS 580 (3) Laboratory Experiences in Physical Science**

For prospective teachers in elementary schools. Topics include weather, weather forecasting and record keeping, simple machines, electricity, chemistry, sound, light, and others. May not count as a physics elective. Not available for P/N grading.

F, S, SS Prerequisite: PHYS 101

**PHYS 582 (4) Teaching Methods and Materials in Physical Science**

Current methods of teaching all physical sciences with emphasis on physics and chemistry. For students planning to teach at a middle school, secondary school, college, or university. May not count as a physics elective.

S Prerequisite: one year of chemistry and one year of physics or consent

**PHYS 590 (2-4) Workshop**

A short course devoted to a specific topic in physics. May be repeated for credit on each new topic.

V

**PHYS 591 (1-8) In-Service**

A course designed to upgrade the qualifications of a person on-the-job.

V

**PHYS 595 (1-3) Selected Topics**

A course in an area of physics not regularly offered. Topic and credit assigned by department each time offered.

V

**PHYS 607 (2) Intro to Research**

Use of the library, electronic and machine shop practices, vacuum and cryogenic techniques, research interests of faculty.

F

**PHYS 640 (3) Mathematical Methods for Physicists**

Mathematical methods necessary for advanced study in physics. Topic include functions of complex variables, calculus or residues, integral transforms and special functions.

**PHYS 650 (3) Classical Mechanics**

Variational calculus, Lagrangian mechanics, the motions of particles and rigid bodies, the dynamics of oscillating systems and Hamilton-Jacobi theory. Pre: PHYS 441 or equivalent

**PHYS 660 (3) Quantum Mechanics**

Bound state and scattering problems in one, two, and three dimensions. Approximation methods for stationary states. Time-independent and time-dependent perturbation theory. General formalism of quantum theory. Pre: PHYS 461 or equivalent.

**PHYS 670 (3) Electricity and Magnetism**

Electrostatics, magnetostatics, boundary-value problems, Green functions, time-varying fields, Maxwell equations, conservation laws. Pre: PHYS 448 or equiv.

**PHYS 675 (1-4) Selected Topics**

A course in an area of physics not regularly offered. Topic and credit assigned by department each time offered.

V

**PHYS 677 (1-4) Individual Study**

Special arrangements must be made with an appropriate faculty member or the department office. May be repeated for credit on each new topic.

V

**PHYS 681 (2) Demonstration in Physics**

Materials, techniques, and procedures.

V

**PHYS 691 (1-4) In-Service**

A course designed to upgrade the qualifications of persons on-the-job.

V

**PHYS 692 (1) Seminar**

1. Students will attend research seminars presented by faculty in the department, or speakers from other institutions. Students also make and critique presentations made by themselves and other students. May be repeated for credit

V

**PHYS 694 (1-2) Alternate Plan Paper**

V

**PHYS 695 (1-6) Research**

V

**PHYS 696 (1-2) Independent Reading**

Special arrangements must be made with an appropriate faculty member or the department office. May be repeated for credit on each new topic.

V

**PHYS 698 (1-8) Internship**

Provides student the opportunity to gain expertise and experience in a special field under the supervision of a qualified person.

V

**PHYS 699 (1-6) Thesis**

V

**ASTRONOMY****AST 520 (3) Stellar Astrophysics**

Blackbody radiation; radiative transfer; atomic structure; spectroscopic notation; excitation; ionization; absorption and emission coefficients; line profiles; analysis of stellar spectra.

ALTF Prerequisite: AST 225 and PHYS 222

**AST 521 (3) Stellar Structure**

The gaseous state; degenerate matter; equations of stellar structure; polytropes; models of stellar interiors and atmospheres; stellar evolution; nucleosynthesis; stellar endpoints.

ALTS prerequisite: AST 520

**AST 530 (3) Galactic Structure**

Structure, kinematics, and dynamics of our galaxy.

ALTF Prerequisite AST 225, PHYS 222, and MATH 223



## PHYSICS

### AST 531 (3) Extragalactic Astronomy

Normal galaxies; groups and clusters of galaxies; galaxy interactions and mergers; active galactic nuclei; large-scale structure; galaxy formation and evolution; cosmology. ALTS Prerequisite: AST 530

### AST 591 (1-6) In-Service

A course designed to upgrade the qualifications of persons on-the-job.  
V

### AST 594 (1-6) Workshop

A short course devoted to a specific astronomical topic. May be repeated for credit on each new topic.

V Prerequisite: consent

### AST 595 (1-4) Selected Topics

### AST 677 (1-6) Individual Study

Special arrangements must be made with an appropriate faculty member or the departmental office. May be repeated for credit on each new topic.

V Prerequisite: consent

### AST 691 (1-6) In-Service

A course designed to upgrade the qualifications of persons on-the-job.  
V Prerequisite: consent

### AST 694 (1-2) Alternate Plan Paper

V Prerequisite: consent

### AST 695 (1-6) Research

Students will conduct supervised research in astronomy.  
V Prerequisite: consent

## PSYCHOLOGY

College of Social and Behavioral Sciences  
Department of Psychology  
23 Armstrong Hall • 507-389-2724

### CLINICAL PSYCHOLOGY MA

### INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY MA

### SCHOOL PSYCHOLOGY Psy.D.

### CLINICAL PSYCHOLOGY

Application for graduate study in Clinical Psychology should be initiated by contacting the Department of Psychology as well as the College of Graduate Studies and Research. Two separate applications are required. The Clinical Psychology Program application is available from the department and must be submitted to the clinical program to initiate the admission review process. All applicants should arrange to take the GRE and have scores forwarded to the College of Graduate Studies and Research and to the Clinical Program Admission Committee.

The Clinical Psychology Program is a fulltime, two-year research-oriented course of study which provides theoretical and applied training to students who wish to pursue doctoral study. Graduates typically pursue the doctorate in professional psychology.

**Admission.** In addition to completing the general admission requirements for the College of Graduate Studies and Research, the following must be completed:

1. A bachelor's degree in psychology from an accredited institution. Coursework must include statistics.
2. Applicants who have a bachelor's degree other than psychology, from an accredited institution and have completed courses in statistics, experimental psychology, personality, abnormal psychology, conditioning, learning or behavior modification, developmental psychology (child, adolescent, or aging) and a course in history and systems of psychology can be considered for admission.
3. Students with undergraduate course deficiencies may be considered, however, they must complete deficiencies prior to enrolling in advanced coursework.
4. The GRE is required (see department for specific requirements).
5. Three letters of recommendation, preferably from psychology professors.
6. A personal statement including the applicant's interest in clinical psychology and long term career goals.

### CLINICAL PSYCHOLOGY MA

(Thesis Plan - 50 credits)

#### First Year:

#### Fall Semester (11 credits)

PSYC 610 Statistics (4)  
PSYC 651 Adult Clinical Psychopathology (3)  
PSYC 683 Behavioral Assessment (4)

#### Spring Semester (11 credits)

PSYC 613 Behavioral Research Methods (4)  
PSYC 654 Clinical Case Management (4)  
PSYC 682 Child Psychopathology (3)

#### Second Year:

#### Fall Semester (9 credits)

PSYC 689 Standards and Ethics (3)  
PSYC 618 Multivariate Analysis (4)  
PSYC 696 Research Clinical Psychology I (2)

#### Spring Semester (5 credits)

PSYC 681 Behavior Therapy (3)  
PSYC 698 Research in Clinical Psychology II (2)

#### Other Required Courses (7 credits)

PSYC 699 Thesis (3) – take in second year  
PSYC 691 Clinical Practicum I (2) - can be taken in summer or during 2nd year  
PSYC 692 Clinical Practicum II (2) - can be taken in summer or during 2nd year  
\*\*\* Electives (7)

Total credits of required courses: 43

Total credits required to graduate: 50

Industrial/Organizational Psychology MA

#### (Thesis Plan - 44 credits)

PSYC 505 Motivation (4)  
PSYC 519 Psychometric Theory (4)  
PSYC 542 Group Psychology (3)  
PSYC 609 Internship (2)  
PSYC 610 Research Design & Statistics (4)  
PSYC 618 Multivariate Analysis (4)  
PSYC 623 Personnel Training (3)  
PSYC 624 Stress & Health in the Workplace (4)  
PSYC 633 Job Analysis and Performance Appraisal (3)  
PSYC 660 Employee Selection (3)  
PSYC 662 Training & Development (3)  
PSYC 695 Research in Industrial/Organizational Psychology I (2)  
PSYC 697 Research in Industrial/Organizational Psychology II (2)  
PSYC 699 Thesis (3)

#### Required Elective Courses

PSYC 623 or PSYC 542 (3 credits)

### SCHOOL PSYCHOLOGY

#### Doctorate of Psychology (Psy.D.) in School Psychology

The Doctor of Psychology (Psy.D.) degree program in school psychology at Minnesota State University, Mankato trains students to attain certification to practice as school psychologists and/or pursue other doctoral level employment such as university teaching. The program is designed to meet the doctoral-level accreditation standards of the National Association of School Psychologists. The program consists of 106 semester credits typically completed over five years. Some students who have completed master's or specialist's training are admitted with advanced standing. The program is housed in the psychology department and emphasizes (a) data-based decision making, (b) multiculturalism, (c) mental health, and (d) prevention.

#### Curriculum

#### Professional Experiences

#### 19 credit minimum for category, 8 credit minimum for Internship.

PSYC 702 Field Experience I 1  
PSYC 760 Advanced Doctoral Practicum I (2)  
PSYC 795 Internship (2-8)  
PSYC 750 School Psychology Practicum I (3)  
PSYC 751 School Psychology Practicum II (3)

**Choose 2 credit(s):**

- PSYC 761 Advanced Doctoral Practicum II (2)  
 PSYC 762 \*Advanced Doctoral Practicum II (Intl) (2)

**Diversity and Disability (7 credits minimum)**

- SPED 605 Intro to the Psychology and Education of Exceptional Children and Youth (3)  
 PSYC 737 Multicultural School Psychology (4)

**Psych/Ed Foundations (17 credits minimum)**

- PSYC 689 Standards and Ethics (3)  
 PSYC 701 Principles and Practices of School Psychology (4)  
 PSYC 776 Pediatric Neuropsychology (4)  
 SPED 661 Special Education Law (3)

**Choose 3-4 credit(s):**

- KSP 605 Introduction to the Learner and Learning (3)  
 PSYC 533 Child Psychology (4)  
 PSYC 536 Adolescent Psychology (4)

**Assessment (19 credits minimum)**

- PSYC 683 Behavioral Assessment (4)  
 PSYC 710 Cognitive Assessment (4)  
 PSYC 720 Academic Problem Solving (4)  
 PSYC 770 Child Mental Health: Assessment to Intervention (3)  
 PSYC 705 Tests and Measures in Education (4)

**Intervention/Prevention (15 credits minimum)**

- PSYC 682 Child Psychopathology (3)  
 PSYC 725 Consultation and Prevention (4)  
 PSYC 740 Systems-Level Support and Evaluation (4)  
 PSYC 775 Behavioral Interventions (4)

**Research**

**24 credits minimum, PSYC 780 must be taken twice for 4 credits total, 8 credits minimum of PSYC 799 Dissertation**

- PSYC 610 Research Design & Statistics (4)  
 PSYC 613 Behavioral Research Methodology (4)  
 PSYC 618 Multivariate Analysis (4)  
 PSYC 780 Research in School Psychology (2)  
 PSYC 799 Dissertation (1-8)

**Unrestricted Electives****Electives****Choose 4-5 credit(s):**

Advisor approval required before electives count toward degree, PSYC 516 or 514 are strongly recommended for those who would like to pursue Board of Psychology licensure.

Any Discipline 500-799

Electives must be 500, 600, or 700 Level courses

**Cross-Disciplinary Master's Degree Option**

Embedded within the School Psychology Doctoral Program is a Master's program in Cross-Disciplinary Studies. The curriculum consists of courses in Psychology and Special Education, many of which are a part of the doctoral program. The master's program consists of 34 credits. More specifically, Psychology courses provide 24 credits, with courses from Special Education constituting the remaining 10 credits of the program. A 'capstone' alternate plan paper is required for that degree to be awarded. The committee assembled to review the alternate plan paper should be made up of representatives of both the Psychology and Special Education departments. It is strongly recommended that students entering with a bachelor's degree complete these degree requirements. Students entering the program with advanced degrees may choose not to complete this option.

**MS in Cross-Disciplinary Studies****Psychology Classes**

- PSYC 514/516 Learning or Cognition (4)  
 PSYC 533/536 Child or Adolescent Psychology (4)  
 PSYC 610 Research Design and Statistics (4)  
 PSYC 613 Behavioral Research Methods (4)  
 PSYC 618 Multivariate Analysis (4)  
 PSYC 682/689 Child Psychopathology or Standards and Ethics (3)

PSYC 683 Behavioral Assessment (4)

PSYC 694 Alternate Plan Paper (1)

**Total credits required: 23**

**Special Education Classes**

SPED 605 Intro. To the Psychology and Education of Exceptional Children and Youth (3)

SPED 661 Special Education Law (3)

SPED 6xx Elective Course (4)

**Total credits required: 34**

**COURSE DESCRIPTIONS****PSYC 505 (4) Motivation**

Major concepts of human motivation and emotion, presentation of learned cognitive and biological influences on sustained behavior.

Prerequisite: PSYC 201, 211, or 217, or consent V

**PSYC 509 (4) History and Systems**

Examination of the historical origins of the principal contemporary psychological theories.

Prerequisite: two of PSYC 404, 407, 413, or 421 F,S

**PSYC 514 (4) Learning**

This course provides a broad overview and analysis of the major theories of human animal learning.

**PSYC 515 (4) Human Memory**

This course covers experimental and behavioral studies of human memory including long and short-term memory, memory for text, pictures, spatial information, and autobiographical events. Emphasis on real-world situations, including education, in which memory and learning play a role.

**PSYC 516 (4) Cognitive Psychology**

An examination and evaluation of selected topics dealing with human information processing such as attention, memory, pattern recognition consciousness, language, dyslexia, decision making, and problem solving.

**PSYC 519 (4) Psychometric Theory**

An overview of development, use, and validation of psychological tests. Topics include reliability and validity, test construction, item analysis, ethics, test administration and scoring, and computerized testing.

Prerequisite: PSYC 201 F

**PSYC 520 (4) Psychopharmacology**

Biological basis of psychological processes and behavior. Neuroanatomy, neural function, and laboratory methods of investigation will be explored in relation to topics such as sleep, memory, language, intelligence and psychological disorders.

Prerequisite: PSYC 521 or equivalent V

**PSYC 521 (4) Behavior Neuroscience**

Biological basis of psychological processes and behavior. Basic topics such as neuroanatomy and neuron function are presented as well as more general ones such as sensation and movement, sleep, memory and learning, schizophrenia and depression.

Prerequisite: PSYC 201, and either 207 or 211

**PSYC 523 (4) Neuroscience**

The goal of neuroscience is to understand the human mind. This goal is approached by revealing the brain processes involved in how we perceive, think, remember, and move. Brain development, communication, and plasticity at the neural level are all described.

**PSYC 533 (4) Child Psychology**

Physical, social, emotional, intellectual, and personality development from conception to preadolescence. Focus on interplay between maturation and experience.

Prerequisite: PSYC 101 F,S

**PSYC 536 (4) Adolescent Psychology**

This class covers the development of the individual from the age of 11 to 19 years of age. Discussion will include aspects of both normal and abnormal development F,S

**PSYC 542 (3) Group Psychology**

Exploring factors affecting leadership and effective group processes through lectures and discussion of theories and findings and through experiential activities.

Prerequisite: PSYC 101 V

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## PSYCHOLOGY

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### **PSYC 543 (3) Advanced Social Psychology**

An in-depth examination of social psychological research in laboratory and field settings. Prerequisite: PSYC 201, 211, and 439

### **PSYC 550 (4) Advanced Cognitive Psychology**

Advanced Cognitive Psychology introduces students to key research papers in the field of human cognition. Through reading, writing, and the study of experimental design, students will advance their understanding of cognitive psychology and develop their ability to critically review and evaluate research. (F, S) On demand

### **PSYC 555 (4) Abnormal Psychology**

This course is designed to increase the student's awareness and understanding of abnormal psychology. Students will become familiar with clinical descriptions, course of onset, and treatment regimens specific to various disorders. Prerequisite: 8 PSYC credits F,S

### **PSYC 556 (3) Personality Theories**

Major theories of normal personality formation, organization, and structure. Prerequisite: 8 PSYC credits F,S

### **PSYC 560 (3) Psychology of Women**

Psychological study of women in historical and functional perspective. Role of hereditary, physiological, and socialization variables on women's thinking, feelings, and behavior. Prerequisite: PSYC 101 S

### **PSYC 561 (3) Marketing Psychology**

Analysis of product marketing and consumer purchasing strategies and their determinants. Prerequisite: 8 PSYC credits V

### **PSYC 563 (4) Survey of Industrial/Organizational Psychology**

An examination of the psychological aspects of human behavior in the work place. Topics include history of industrial/organizational psychology, job analysis, performance measurement, predictors of performance, making personnel decisions, training, satisfaction, social perception, motivation, communication, group process, leadership, and organizational culture. Prerequisite: PSYC 201, 211, or 217 F

### **PSYC 566 (4) Psychology of Aging**

Aging process and development during the adult years, psychology and psychological concerns of the aging individual, and dealing with death. Prerequisite: PSYC 101 S

### **PSYC 576 (3) Behavior Therapy**

Principles and procedures of behavior therapy in clinical areas. Emphasis is placed on procedures for developing more appropriate behaviors through positive and negative reinforcement, modeling, and cognitive procedures. Decreasing problematic behaviors through decelerating consequences and exposure techniques is also presented. Prerequisite: PSYC 211 or 217 V

### **PSYC 578 (4) Health Psychology**

The interface of behavioral and medical science is explored. Research on environmental and learning factors in the etiology and treatment of physical disease and rehabilitation is examined. Specific topics include pain management, medical compliance, behavior disorders in nursing homes, and chronic illnesses. Prerequisite: Three courses in PSYC V

### **PSYC 590 (1-3) Workshop**

Topics to be announced. May be retaken for credit. V

### **PSYC 591 (1) In-Service: Issues in Behavior Therapy**

Current issues in behavior therapy are addressed. Students participate in off-campus didactic activities such as attendance at grand rounds at local hospitals; attendance at national, regional or local professional conferences; and augment learning with library research. Topics vary and students may repeat for credit. Prerequisite: Permission of instructor. Academic and experience in human services strongly recommended.

### **PSYC 609 (1-4) Industrial/Organizational Psychology Internship**

Enrollment limited to students in good standing in the industrial/organizational track.

### **PSYC 610 (4) Research Design & Statistics**

Research methodology and statistical procedures involving descriptive and inferential techniques for simple and multivariate situations involving parametric and non parametric variables using manual and computer methods.

### **PSYC 613 (4) Behavioral Research Methodology**

Covers methods for analyzing treatments and experimental (as well as quasi-experimental) manipulations that focus on the behavior of the individual subject, multiple N=1, and small group designs. Prerequisite: PSYC 615

### **PSYC 618 (4) Multivariate Analysis**

Overview of multivariate statistical analyses including: multiple regression, ANCOVA, MANOVA, discriminate function analysis, and factor analysis. Prerequisite: PSYC 610

### **PSYC 621 (1) Seminar Topics I**

Topics in contemporary psychology. Each instructor selects topic. Sixteen contact hours in seminar format. May be repeated for credit. Prerequisite: permission of instructor

### **PSYC 622 (2) Seminar Topics II**

Topics in contemporary psychology. Each instructor selects topic. Thirty-two contact hours in seminar format. May be repeated for credit. Prerequisite: permission of instructor

### **PSYC 623 (3) Seminar Topics III**

Topics in contemporary psychology. Each instructor selects topic. Forty-eight contact hours in seminar format. May be repeated for credit. Prerequisite: permission of instructor

### **PSYC 624 (4) Seminar Topics IV**

Topics in contemporary psychology. Each instructor selects topic. Sixty-four contact hours in seminar format. May be repeated for credit. Prerequisite: permission of instructor

### **PSYC 633 (3) Job Analysis & Performance Appraisals**

An overview of techniques used to measure employee performance. Topics include: Job analysis methods and use of results, criterion development, performance appraisal methods, rater training, bias and accuracy in performance appraisal, organizational and contextual issues. Prerequisite: PSYC 519

### **PSYC 640 (3) Adult Psychoeducational Assessment**

Graduate students gain knowledge and experience in conducting psychoeducational assessments of adults, including structured interview and cognitive ability and academic achievement tests.

### **PSYC 649 (3) Behavior Theory and Philosophy**

This course will be a seminar examining the philosophy of science underlying the field of behavior analysis and some of the implications of this approach to human behavior. The course is intended for graduate students in psychology. It will be based on student presentations.

### **PSYC 650 (3) Schools of Psychotherapy**

The major schools of psychotherapy are considered from the perspective of their philosophy of science and empirical support. Research strategies and implications for prescriptive intervention are addressed. Prerequisite: Admittance to clinical program or consent of instructor

### **PSYC 651 (3) Adult Psychopathology**

An overview of the diagnostic criteria and procedures of adult mental disorders using the DSM classification system. Controversies and ethics relating to the utilization of the DSM are emphasized. Prerequisite: admitted to clinical master's program or permission of instructor.

### **PSYC 653 (3) Behavioral Consultation**

Detailed collaborative approaches to treatment and referral for mental health practitioners. Appropriate for those going into clinical, school, and counseling psychology, as well as those in special education, guidance and student personnel, and administration.

### **PSYC 654 (4) Clinical Case Management**

Techniques of diagnostic assessments, clinical management, and intervention applied to behavior disordered patients. This course emphasizes interviewing, report writing, and treatment planning. Prerequisite: admitted to clinical master's program or permission of instructor

### **PSYC 660 (3) Employee Selection**

Overview of issues and techniques used to make hiring and promotion decisions in organizations. Topic includes: introduction of the selection process, legal and affirmative action issues, validity issues in selection, validity generalization, utility and decision making, and use of selection methods. Prerequisite: PSYC 610

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**PSYC 662 (3) Training & Development**

An overview of the theories and techniques used to improve employee satisfaction, employee productivity, and organizational effectiveness. Topics include: identifying problems, intervention techniques, training, determining the effectiveness of training, and intervention programs.

Prerequisite: PSYC 547

**PSYC 670 (4) Psychoneurology of Child Behavior**

The purpose of this course is to inform students of the latest research in the neural bases of developmental and learning disorders. Topics include dyslexia, perceptual disorders, language disorders, disorders of executive functioning, and memory disorders.

**PSYC 677 (1-4) Individual Study**

Individualized learning under faculty supervision. May be retaken for credit.

Prerequisite: 12 graduate credits

**PSYC 681 (3) Behavior Therapy**

This course is designed to be an overview of empirically-supported interventions for common behavioral problems of childhood, adolescence, and adulthood. The course will focus on behaviorally and cognitive-behaviorally oriented intervention techniques.

**PSYC 682 (3) Child Psychopathology**

This course trains students in the diagnosis of child psychological disorders using DSM classification procedures. Case conceptualization from a developmental psychopathology perspective is emphasized.

Alt E Prerequisite: PSYC 683 S

**PSYC 683 (4) Behavioral Assessment**

An introduction of the basic theoretical principles and techniques of behavioral assessment in clinical psychology for targeting specific behaviors as the beginning step in treatment, and as a system for evaluating outcomes. Techniques include direct observation, self-monitoring, functional analysis, stimulus preference assessment, behavior rating scales, behavioral interviews, task analytic, and cognitive-behavioral measures. F

**PSYC 686 (3) Clinical Assessment**

A comprehensive assessment course including multiple tests of adaptive behaviors, behavior management measures, personality, and psychopathology. The end goal of the course is competence in administering complete batteries of psychological tests and writing professional reports on the results.

**PSYC 689 (3) Standards and Ethics**

Details the principles and standards put forth by the APA to guide the profession of psychology. The course is oriented towards those going into either a career in therapy (i.e., clinical, counseling, or school psychology), research, or teaching.

**PSYC 691 (2) Clinical Practicum I**

Students are placed in clinical settings under the supervision of a licensed psychologist. Placements vary among hospitals, private clinics, and county mental health agencies. Clinical Practicum I covers the first 150 clock hours of the 300 hours needed to fulfill the practicum requirement.

Prerequisite: admitted to clinical master's program OR permission of Director of Clinical Training

**PSYC 692 (2) Clinical Practicum II**

Extension of Practicum I. Students complete the second 150 hours of the 300 hours of supervised practice.

Prerequisite: admitted to clinical master's program, OR permission of Director of Clinical Training

**PSYC 694 (1-2) Alternate Plan Paper**

Individualized student paper based on an extensive review of literature in some area of psychology.

**PSYC 695 (2) Research in Industrial/Organizational Psychology I**

Developing research proposals/projects, ethic committee review, implementing consulting projects, data collection, report writing, presentation to professional societies, and submitting funding requests.

Prerequisite: consent

**PSYC 696 (2) Research Clinical Psychology I**

Students participate on laboratory teams with clinical faculty. Teams develop research proposals and write ethics committee proposals. Projects include clinical field studies, survey studies, and single subject intervention. Students are expected to present findings at meetings of professional associations.

Prerequisite: permission of instructors, Director of Clinical Training, and admission to clinical program

**PSYC 697 (2) Research in Industrial/Organizational Psychology II**

Continuation of Research in Industrial/Organizational Psychology I.

Prerequisite: consent

**PSYC 698 (2) Research in Clinical Psychology II**

Continuation of Research in Clinical Psychology I.

Prerequisite: Permission of instructors, Director of Clinical Training, and admission to clinical program

**PSYC 699 (3-6) Thesis**

Individualized student research paper which involves a literature review and original research.

**PSYC 701 (4) Problem Solving, Prevention, and Systems in School Psychology**

This course will introduce school psychology doctoral students to the wide range of professional issues relevant to school psychology and provide a context for their training at Minnesota State Mankato.

**PSYC 702 (1) Field Experience I**

This is a field-based course that introduces school psychology students to the K-12 school context via in-school observations and brief clinical experiences. Students complete 45 hours of field experience.

Field Experience II PSYC 703 1 This is a continuation of Field Experience I and involves an additional 45 hours of field experience.

**PSYC 705 (4) Foundations of Academic Assessment**

This course focuses on the role that standardized tests and measures play in educational decision-making. Students also learn how to evaluate the psychometric quality of tests.

**PSYC 710 (4) Cognitive Assessment**

The basic skills required to professionally administer intelligence tests are covered. Students develop initial fluency in the administration of at least two tests and are exposed to several others.

**PSYC 720 (4) Academic Problem Solving**

Students focus on learning a data-based approach to problem solving academic problems for individual children. Focus is on assessment leading to intervention.

**PSYC 725 (4) Consultation and Prevention**

Topics include models of consultation, the development of school and parent consultation skills, and providing educational and mental health services across all levels of prevention.

**PSYC 737 (4) Supporting Diverse Students and Families**

This class will be a comprehensive overview of the cultural, socioeconomic, and ethnic competencies needed by school psychologists entering today's diverse educational setting. Students will learn about services that respond to culture and context to facilitate family and school collaborations.

**PSYC 740 (4) Systems-Level Support & Evaluation**

Students focus on understanding how school systems function, how to be a leader in system-change efforts and how to supervise and support the continued professional learning of individuals and groups in school settings.

**PSYC 750 (3) School Psychology Practicum I**

This is the first half of a year-long practicum placement in which students engage in a wide variety of professional school psychology practices under the supervision of a licensed practicing school psychologist. Students complete 160 hours of field experience.

**PSYC 751 (3) School Psychology Practicum II**

This is a continuation of PSYC 750. Students complete an additional 160 hours of field experience in school psychology.

**PSYC 760 (2) Advanced Doctoral Practicum: Academic Case Study**

Doctoral students engage in supervised clinical experiences in a placement that will further their preferred areas of professional expertise related to school psychology. Students complete 80 hours of field experience.

**PSYC 770 (3) Child Mental Health: Assessment to Intervention**

This class will focus on the application of hypothesis testing processes and a range of procedures to understand child abnormal behavior and formulate interventions. Topics include assessment procedures and application of these procedures to specific categories of psychopathology.

## PSYCHOLOGY

### PSYC 761 (2) Advanced Doctoral Practicum II

This is a continuation of PSYC 760. Students complete an additional 80 hours of field experience in school psychology.

### PSYC 762 (2) Advanced Doctoral Practicum II (Intl)

The course will provide a high-quality multicultural experience for advanced doctoral students interested in broadening their understanding of educational practices at the international level. Students will have the opportunity to impact students in poor regions in need of their attention.

Prerequisites: PSYC 701, 710, 750, 751, 760, 775

### PSYC 775 (4) Behavioral Interventions

This class focuses on the development and implementation of specific psychological interventions in school settings following the assessment and diagnosis of specific mental health problems.

### PSYC 776 (4) Pediatric Neuropsychology

Pediatric Neuropsychology will focus on diagnostics, referrals and common neurological problems encountered by School Psychologists in field or hospital settings. It is designed to train skills used in recognizing, assessing, and treating complex neurological disorders commonly seen in school-aged populations.

### PSYC 777 (4) Independent Study Doctoral

An independent study format used for topic expansion or offerings curtailed due to staffing constraints. Arrangements are to be made with each instructor regarding the materials, readings, assignments, and paper topics.

### PSYC 780 (2) Research in School Psychology

Doctoral students participate in research teams, gain experience in data collection, develop research ideas, and write research and IRB proposals.

### PSYC 790 (2-4) School Psych: Special Topics Seminar

This course covers areas of contemporary relevance to the discipline of School Psychology in a seminar format allowing for maximum coverage of the specific topic.

### PSYC 795 (2-8) Internship

This 1500-hour internship is a culminating experience for the school psychology Psy.D. program. Students are placed at a site where they engage in a wide range of school psychology services under the supervision of a doctoral-level school or licensed psychologist.

### PSYC 799 (1-8) Dissertation

The dissertation is based on independent research conducted by doctoral candidates at or near the end of their course of study. The dissertation culminates in an oral defense.

## MASTER OF PUBLIC ADMINISTRATION

College of Social and Behavioral Sciences

Department of Government

109 Morris Hall • 507-389-2721 • mpa@mnsu.edu

### MASTER OF PUBLIC ADMINISTRATION MPA

Research and Writing Capstone - 34 credits

Thesis Plan - 34 credits

Alternate Plan Paper - 34 credits

This program is designed for persons already in or preparing to enter public service. The program is designed to enable the student to perform management or staff functions in such areas as finance, budget analysis and personnel management. Students are prepared with knowledge of political and legal processes of government and with an appreciation for managerial decision-making skills required by public agencies. MPA students can choose which type of capstone project they want to pursue. The recommended option for most students is the Research and Writing Capstone Plan, but students may instead choose the Thesis Plan or the Alternate Plan Paper Plan, with advisor permission. All capstone plans require a total of 34 credits for program completion.

#### Admission requirements

1. A minimum undergraduate GPA of 3.0 on a 4.0 scale, or by using other factors (e.g. promising public or private sector work experience, having already taken

some graduate credits) to demonstrate that the program can be successfully completed

2. A letter of intent
3. A baccalaureate degree from an accredited college or university
4. A reasonable background knowledge in government and quantitative methods. In some cases, the student's advisor may require that knowledge and skill deficiencies be remedied.

#### Program Requirements (effective Fall 2011)

##### Required Core (22 credits)

POL 600	Research Methods (3)
POL 606	Organizational Theory (3)
POL 611	Orientation for Graduate Students (1)
POL 622	Seminar: Theory and Practice (3)
POL 662	Human Resource Management (3)
POL 663	Budget and Fiscal Management (3)
POL 665	Seminar: Bureaucracy and Administrative Process (3) OR
POL 628	Seminar: Public Management (3)
POL 669	Seminar: Public Policy Analysis (3) OR

3 credits of elective(s) with demonstrated foreign language proficiency.

#### AMERICAN ADMINISTRATION TRACK: 9 CREDITS

##### ONE of the following (totaling 3 credits):

POL 550	Topics in Public Law (with permission)
POL 560	Topics in Public Policy/Administration (with permission)
POL 562	Collective Bargaining: Public Sector
POL 563	Public Personnel Administration
POL 570	Topics in Institutions & Process (with permission)
POL 571	Public Opinion and Polling Methods
POL 572	Urban Government
POL 573	Legislative Process
POL 574	Executive Process
POL 580	Topics in Political Methodology (with permission)
POL 621	Comparative Social Policy: Welfare States
POL 660	Seminar: Public Administration
POL 670	Seminar: Public Law
POL 680	State-Urban Governance

##### and TWO of the following (totaling 6 credits):

POL 610	Seminar: American Politics
POL 621	Comparative Social Policy: Welfare States
POL 650	Seminar: Ethics and Values in Administration
POL 691	Internship (with permission)

#### INTERNATIONAL ADMINISTRATION TRACK: 9 CREDITS

##### ONE of the following: (totaling 3 credits):

POL 530	Topics in International Relations (with permission)
POL 532	International Law
POL 533	International Organization
POL 534	US Foreign Policy
POL 535	Capitalism, Nationalism and Democracy
POL 536	International Political Economy
POL 537	International Conflict Resolution
POL 539	Comparative Social Policy
POL 540	Topics in Comparative Politics (with permission)
POL 548	Political Change and Development
POL 549	Comparative Criminal Justice Systems

##### and TWO of the following: (totaling 6 credits):

POL 620	Seminar: Issues in Comparative Government and Administration
POL 621	Comparative Social Policy: Welfare States
POL 630	Seminar: International Relations
POL 650	Seminar: Ethics and Values in Administration

Students may be required to complete electives: 0-2 credits, depending on the number of credits taken for the capstone plan (Research & Writing, Thesis, or Alternate Plan Paper).

#### Public Safety Administration Track: 9 credits

POL 671	Seminar: Public Safety Organizational Leadership (3)
POL 672	Seminar: Public Safety Crisis Leadership and Communications (3)
POL 673	Seminar: Public Safety Leadership Laws, Ethical Conduct, and Diversity (3)

**Required Capstone:**

POL 693 Research and Writing (3)

**or, with advisor permission:**

POL 694 Alternate Plan Paper (1-2) OR

POL 699 Thesis (3-6)

**University Extended Education**

The program is offered through University Extended Education in the Twin Cities. The extended learning program and its requirements are the same as the on-campus program described immediately above and any exceptions for off-campus students must be approved in the student's plan of study by the student's advisor and the MPA Program Coordinator. The Department is committed to offering each of the core courses at least once every three years.

**CERTIFICATE IN PUBLIC MANAGEMENT**

This certificate is designed for persons already in or preparing to enter public service. Students successfully completing this certificate will be trained in human resource management, budgetary analysis, management theory and public policy analysis.

Take four of the following courses for a total of 12 credits. Students must complete either POL 600 and/or POL 669. Also, students must complete either POL 662 and/or POL 663.

POL 600	Research Methods (3)
POL 606	Organizational Theory (3)
POL 622	Seminar: Theory & Practice of Public Administration (3)
POL 628	Seminar: Public Management (3)
POL 662	Human Resource Management (3)
POL 663	Budget & Fiscal Management (3)
POL 665	Seminar: Bureaucracy & Administrative Process (3)
POL 669	Seminar: Public Policy Analysis (3)

**COURSE DESCRIPTIONS****POL 510 (1-4) Topics in Political Philosophy**

This course explores topics in political philosophy beyond what is covered in the existing curriculum. Students study specialized topics of current importance in the field. Specific topics will change depending on the term and instructor. May be retaken with change of topic.

**POL 514 (3) Early United States Political Thought**

Political thought in United States from colonial period to the Civil War. Puritans, American revolution, republicanism, debate over United States Constitution, Jacksonian Democracy, Thoreau, reformers and religious and secular utopias, women's' rights, states' rights, abolitionism, proslavery.

**POL 515 (3) Recent United States Political Thought**

Political thought in United States from reconstruction to present. Controversies over industrial capitalism: Social Darwinism, Utopian Socialism, Populism, Socialism, Progressivism, Women's Rights, suffrage movement, and contemporary feminism; African American political thought: liberalism; conservatism.

**POL 516 (3) Nonwestern Political Philosophy**

This course introduces students to the political philosophies of major thinkers from Asia, Africa, and the Middle East. The course is designed to enhance students' analytical and writing skills.

**POL 520 (1-4) Topics in Political Methods**

This course explores topics in political science research methods beyond what is covered in the existing curriculum. Students study specialized topics of current importance in the field. Specific topics will change depending on the term and instructor. May be retaken with a change of topic.

**POL 522 (3) Campaigns & Elections**

Elections in the United States at the federal, state, and local levels. Election law, history, factors affecting elections, voting behavior, campaign finance, role of parties and groups, campaign strategy and tactics. Analysis of contemporary elections.

**POL 523 (3) Political Parties**

Parties in United States at the federal, state, and local levels. Cross-national comparisons. Decline and revival of parties. What parties do. Are two party systems best? Are third parties the answer? Party organization. Voting behavior. Legislative, executive parties. Minnesota focus.

**POL 524 (3) Women & Politics**

Politics impact on women: women's impact on politics and governance; primary focus on United States but some comparative considerations.

**POL 525 (3) Terrorism & Political Violence**

History, philosophy, techniques, and countermeasures to terroristic and low intensity threats to public order. Both domestic and international terror. The blurring of the lines between low intensity conflict/terrorism and multinational high intensity crime.

**POL 526 (3) Racial and Ethnic Politics**

This course examines the interrelationships between race/ethnicity and politics in the United States with a focus on African Americans, Asian Americans, Hispanics, and Native Americans: their experiences, political attitudes and behaviors, and representation in government. We will examine how some issues, including crime, welfare, and immigration have taken a racial cast, as well as white attitudes toward racial and race-related policies.

**POL 527 (3) Political Psychology**

This course examines how psychological ideas and processes (such as intergroup and intragroup relations, stereotyping and authoritarianism) illuminate concepts, theories, and principles used in understanding political life. We will explore the contributions of psychology in political arenas such as presidential greatness and character, foreign policy decision-making, political tolerance, and mass violence and genocide.

**POL 530 (1-4) Topics in International Relations**

This course explores topics in international relations beyond what is covered in the existing curriculum. Students study specialized topics of current importance in the field. Specific topics will change depending on the term and instructor. May be retaken with a change of topic.

**POL 531 (3) International Relations**

An advanced theoretical survey of the dynamics of politics and political change at the global level.

**POL 532 (3) International Law**

A study of the legal norms and institutions which influence international and transnational relations.

**POL 533 (3) International Organization**

Study of the function and process of the United Nations and other international organizations.

**POL 534 (3) United States Foreign Policy**

This course is a general overview of US foreign policy institutions, processes, and politics. US Foreign Policy is examined in historical, global, and domestic contexts.

**POL 535 (3) Capitalism, Nationalism, and Democracy**

This course explores the interaction of the three complex contemporary political and socioeconomic phenomena: the continuing expansion of global capitalism, the rise of national(s), and the new wave of democratization around the world. The following topics are covered and discussed in class, with references to specific country and regional examples, (1) the impact of international economic institutions and democratization, (2) new forms of political participation in emerging democracies, (3) cultural and ethnic determinants of democratization, (4) problems of economic inequality in new democracies, (5) social and gender issues of democratic transitions, and (6) the relationship between democratic expansion and world peace.

**POL 536 (3) International Political Economy**

Focusing on patterns, processes, and problems of international trade, monetary, technological, and investment relations, this course examines the roles played by key government organization in managing conflict and cooperation among states.

**POL 537 (3) International Conflict Resolution**

This interdisciplinary proseminar focuses on conflict resolution in the international arena. In this course, we will discuss causes of conflict, examine approaches to the study of conflict resolution, and analyze the varieties of nonviolent strategies of conflict resolution. Special emphasis will be on the role of third part mediation. Cases (settled or ongoing) will be used to reflect on and evaluate all aspects—from conflict conditions to negotiating activities and process to outcome.

**POL 538 (3) International Relations of East Asia**

An overview of the international relations of East Asia, the course examines cooperation and conflict among major powers in the area: China, Japan and the United States. Topics include Japan's pre-WWII expansionism, China's political transformation and North Korea's nuclear controversy.

**POL 539 (3) Comparative Social Policy: The Welfare State in Europe & the Americas**

This course offers a cross-national perspective on the politics of social policy and the welfare state in industrialized parts of the world, including North and South America and different regions of Europe. It also explores distinct national patterns of public policy solutions to the common contemporary problems of social security, poverty, and health care by paying close attention to both domestic factors and the forces of globalization that work to constrain government decisions. This multidimensional approach is designed to enable students to better understand how politics works in different ways to produce collective or social choices.

**POL 540 (1-4) Topics in Comparative Politics**

This course explores topics in comparative politics beyond what is covered in the existing curriculum. Students study specialized topics of current importance in the field. Specific topics will change depending on the term and instructor. May be retaken with a change of topic.

**POL 541 (3) Russia & Neighboring States Politics**

This course focuses on the Russian political system in relation to domestic social and economic environments and also on the role of Russia as a global actor. It examines the post-communist transformation in Russia and other former Soviet republics.

**POL 542 (3) South Asia: Politics & Policy**

This course introduces students to the governments and politics of the South Asian countries. The historical and cultural context of politics are explored, as well as contemporary issues.

**POL 543 (3) Middle East Politics**

This class explores the dynamics that determine politics and effect change in the region. Using a comparative perspective for the major countries in the region, we examine such issues as Islam, nationalism, resources, regional conflicts, impact of the international system, and political development.

**POL 544 (3) Latin American Politics**

This course includes a detailed analysis of select countries and theoretical concerns in Latin American studies. Its general goal is to provide students with the knowledge of Latin American politics and societies in both regional and comparative contexts.

**POL 545 (3) Asia Pacific Rim: Politics and Policy**

The course examines political processes, governmental institutions and policies of the countries of the Asian Pacific Rim, with special emphasis on China, Japan and the newly industrializing states of Southeast Asia.

**POL 546 (3) African Politics**

This course is designed to acquaint undergraduate and graduate students with key concepts and issues in the study of African politics. The historical and cultural context of politics is explored, as well as topics of current importance in the field.

**POL 547 (3) European Democracies**

The course discusses government institutions, political developments, and policy making structures of contemporary Europe, including the former communist countries of East/Central Europe and the Balkans. It will also cover the on-going process of European integration (European Union) and democratization of the former Soviet bloc countries. Some of the topics covered will include elections, party systems, federalism and devolution, ethnic and minority policy, social policy, economic reforms, gender, and politics and cross-Atlantic relations with the U.S.

**POL 548 (3) Political Development & Change**

This course introduces students to key issues and concepts in the study of political and economic development. Both theoretical approaches and empirical data are presented. The course is also designed to enhance students' analytical and research skills.

**POL 549 (3) Comparative Criminal Justice Systems**

A comparison of criminal justice philosophies, structures, and procedures found in various countries around the world. Same as Law Enforcement 434: Comparative Criminal Justice Systems.

**POL 550 (1-4) Topics in Public Law**

This course explores topics in public law beyond what is covered in the existing curriculum. Students study specialized topics of current importance in the field. Specific topics will change depending on the term and instructor. May be retaken with a change of topic.

**POL 551 (3) Administrative Law**

Legal procedures by which state and federal administrative agencies exercise legislative, judicial, and executive powers. Emphasis is placed on the constitutional position of administrative agencies, the rule making process, the power of agencies to decide rights and obligations concerning individual cases, and judicial control of administrative action.

**POL 552 (3) Jurisprudence**

Philosophy and sources of law. Schools of legal philosophy and types of legal thinking. Emphasis is placed on Classical Natural Law, Analytical Legal Positivism, Legal Realism and Critical Legal Studies.

**POL 553 (3) Constitutional Law**

Review of selected United States Supreme Court decisions, past and present, relating to the powers of the President, Congress, and the federal courts, as well as the division of power between the states and the federal government. Focus is on case briefing and the rationale which underlies the decisions.

**POL 554 (3) Civil Liberties**

Review of selected United States Supreme Court decisions interpreting important freedoms contained in the Bill of Rights and the 14th Amendment. Focus is on the rationale which underlies decisions and their impact on American political social processes. Provides an opportunity to exercise and develop individual analytical abilities through analysis of Court's reasoning.

**POL 555 (3) American Legal Philosophy**

Examines major schools in American legal thought from the dawn of the 20th century to the present. Our focus will lie with turn-of-the-century formalism; legal realism; the legal process school; law and economics; and critical legal studies. We will apply legal reasoning from these schools to selected controversial 20th-century Supreme Court cases on church-state issues, gay and lesbian rights, privacy rights, criminal defendants' rights and other issues as appropriate. It would be desirable if students had previously enrolled in POL 111 or the equivalent.

**POL 560 (1-4) Topics in Public Policy/Administration**

This course explores topics in public policy and public administration beyond what is covered in the existing curriculum. Students study specialized topics of current importance in the field. Specific topics will change depending on the term and instructor. May be retaken with a change of topic.

**POL 561 (3) Environmental Politics**

Politics of the natural environment (U.S. focus). Environmental and opposition values; roles of public opinion, Congress, presidency and courts in environmental policy making. Policy areas include: air/water pollution, climate change, hazardous/nuclear waste, sustainable development, and commons problems like overfishing.

**POL 562 (3) Collective Bargaining: Public Sector**

A broadly based introduction to the issues, processes, and techniques of public sector labor relations.

**POL 563 (3) Public Personnel Administration**

The development of public personnel management in federal, state, and local governments; strategic planning and policy making, position management, staffing, performance management, workplace relations.

**POL 564 (3) Aging: Policy Issues**

The public policy process and issues as related to the generations, particularly to older Americans. Focuses on the policy context as well as the specific policies and programs.

**POL 570 (1-4) Topics in Institutions & Process**

This course explores topics in political institutions and process beyond what is covered in the existing curriculum. Students study specialized topics of current importance in the field. Specific topics will change depending on the term and instructor. May be retaken with a change of topic.

**POL 571 (3) Public Opinion and Polling Methods**

This course examines public opinion in American politics. Topics include the definition, nature, and consequences of public opinion; political socialization; public opinion on selected issues; intergroup differences in public opinion, and public polling methods.

**POL 572 (3) Urban Government**

Politics of cities and metropolitan areas. Discusses the impact of race, class, gender, immigrant status issues, intergovernmental relations, and how citizens can influence urban politics.

**POL 573 (3) Legislative Process**

United States Congress and state legislatures, with some cross-national comparisons. Legislative structure, powers; districting, elections, representation, constituency relations; committee system, parties, law-making process, rules and procedure, decision-making, relations with executives and courts. Reforms.

**POL 574 (3) Executive Process**

Examination of executive politics in United States at a federal and state level, with some cross-national comparisons. United States Presidency and executive branch, governors and state executive branches, mayors, and other local executives.

**POL 575 (3) Judicial Process**

An examination of the structure, jurisdiction, and processes of federal and state courts. Emphasis is placed on selection of judges and justices and on the dynamics of judicial decision-making.

**POL 576 (3) Southern Politics**

This course examines politics in the American South. It examines the historical and cultural roots of Southern distinctiveness: traditionalistic political culture, racial conflicts, hostility toward organized labor, religious fundamentalism, tolerance of state violence, and social and moral conservatism. Major attention is paid to the realignment of white Southerners toward the Republican Party.

**POL 580 (3) Topics in Participation & Behavior**

This course explores topics in political participation and behavior beyond what is covered in the existing curriculum. Students study specialized topics of current importance in the field. Specific topics will change depending on the term and instructor. May be retaken with a change of topic.

**POL 590 (1-6) Workshop**

Selected topics. May be repeated with change of topic.

**POL 600 (3) Research Methods**

Concepts and methods of conducting applied social science research.

**POL 606 (3) Organizational Theory**

Theories and practices of complex public organizations.

**POL 610 (3) Seminar: American Politics**

This course explores topics important to the study of American politics. Specific topics may change depending on the term and instructor. May be retaken with a change of topic.

**POL 611 (1) Orientation for Graduate Student**

Orientation to graduate programs in political science and public administration to facilitate a successful experience in the programs.

**POL 612 (1-3) Public Administration Research and Analysis**

This course provides advanced data analysis skills to students working on their final research projects (thesis/ APP/ capstone). This course includes instruction in methods beyond those offered in core courses, as well as analysis related to students' individual research needs.

**POL 620 (3) Seminar: Comparative Government**

This course explores topics important to the field of comparative politics. Specific topics may change depending on the term and instructor. May be retaken with a change of topic.

**POL 621 (3) Seminar: Comparative Social Policy**

This course is designed as a theoretical and empirical overview and analysis of the politics, policy processes, and institutions of the developed and emerging welfare states around the world (incl. soc security, health care, unemployment, family assistance and anti-poverty programs).

**POL 622 (3) Seminar: Theory & Practice of Public Administration**

A capstone course designed to test the student's ability to synthesize and apply information and concepts from the various areas in public administration such as budgeting, personnel administration, finance, organization theory, and policy evaluation. Ideally, this course should be taken at the end of a student's program in public administration.

**POL 628 (3) Seminar: Public Management**

An examination of modern principles and techniques of leadership and management. Emphasis is placed on the interactive style of leadership and behavioral concepts of management.

**POL 630 (3) Seminar: International Relations**

This course explores topics important to the field of international relations. Specific topics may change depending on the term and instructor. May be retaken with a change of topic.

**POL 640 (3) Seminar: Political Parties**

This course explores topics important to the study of political parties. Specific topics may change depending on the term and instructor. May be retaken with a change of topic.

**POL 650 (3) Ethics and Values in Public Administration**

This course explores topics important to the field of political theory. Specific topics may change depending on the term and instructor. May be retaken with a change of topic.

**POL 660 (3) Seminar: Public Administration**

This course explores topics important to the study of public administration. Specific topics may change depending on the term and instructor. May be retaken with a change of topic.

**POL 662 (3) Human Resource Management**

Change is the constant in today's human resource management in public organizations. The technical framework for productivity improvement and employee development is placed in the context of the legal environment. Emphasis is on managing diversity.

**POL 663 (3) Budget & Fiscal Management**

An in depth study of public budgeting and fiscal management, with emphasis on the approaches to budgeting and background on public revenues and revenue management.

**POL 665 (3) Seminar: Bureaucracy & Administrative Process**

An examination of law and politics in the formal and informal decision-making processes of large state and federal administrative agencies. Emphasis is placed on formal rule making and adjudicatory processes.

**POL 669 (3) Seminar: Public Policy Analysis**

Focuses on evaluation of public policy and programs through a variety of qualitative and quantitative techniques, e.g., models, forecasting, cost-benefit analysis.

**POL 670 (3) Seminar: Public Law**

Topics in Public Law. Subject areas will vary from semester to semester. The course may be taken up to three times as topics change.

**POL 671 (3) Seminar: Public Safety Organizational Leadership**

This course examines leadership at an individual level, organizational level, and at a community level. Topics would include self-awareness, communication, influence, decision-making, managerial and technical competence, and managing conflict. This course would also focus on gaining an understanding of the uniqueness of leadership in public organizations, strategic planning, civic engagement, change management, and integrated leadership with multiple agencies.

**POL 672 (3) Seminar: Public Safety Crisis Leadership and Communications**

This course will focus on communication and leadership during crisis situations in a public safety agency. The crisis situations will include internal, as well as external, crises, and will address internal and external communications and leadership. This course will also focus on interagency cooperation, planning, communication, and leadership.

**POL 673 (3) Seminar: Public Safety Leadership Laws, Ethical Conduct, and Diversity**

This course focuses on establishing an ethical work environment for employees as well as creating an ethical decision making environment in public safety. Along with ethics, this course will focus on addressing constitutional and legal issues that impact the leadership and management of an organization, as well as diversity issues.

**POL 680 (3) Seminar: State-Urban Governance**

This course explores topics important to the study of state and urban government and governance. Specific topics may change depending on the term and instructor. May be retaken with a change of topic.

**POL 691 (1-8) Internship**

Field placement with a governmental agency or related organization. Provides a learning experience in which the student can integrate and apply knowledge and theory derived from curriculum.

Prerequisite: consent of advisor



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## PUBLIC ADMINISTRATION

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### **POL 692 (1-5) Individual Study**

Advanced study and research on topics not currently available in existing courses. May be repeated with a change of topic. Requires advisor and instructor approval of topic.

### **POL 693 (3) Research and Writing Capstone**

For those choosing to do the capstone research project in a classroom setting.

### **POL 694 (1-2) Alternate Plan Paper**

For those choosing to write an alternate plan paper.

### **POL 695 (1-3) Topics in Public Administration**

This course explores topics important to the study of public administration. Specific topics may change depending on the term and instructor. May be retaken with a change of topic.

### **POL 696 (1-6) Pre-doctoral Capstone**

This course allows students to meet the thesis/APP/capstone requirement by proposing, writing and presenting a paper at an academic conference. This option is designed for students planning to continue graduate coursework in a doctoral program after completing their MPA degree.

### **POL 699 (3-6) Thesis**

For those choosing to write a thesis.

### **RPLS 573 (3) Administration of Leisure Time Programs**

Development of approaches in staffing, planning, organization, coordination, evaluation, and directing programs and personnel.

### **RPLS 575 (3) Public Land Use Policies**

Traces the history of public lands in the United States, their acquisition and disposal. Congressional charges to executive agencies managing national lands and state and local government responsibilities for managing non-federal public lands. Attention is given to international oceanic resources and how the international community will manage these resources.

### **RPLS 578 (3) Review of Outdoor Recreation Research**

This course examines major topics of social science research aimed at learning the preferences, attitudes, behaviors, experiences and benefits of visitors to outdoor recreation areas.

### **RPLS 579 (3) Wildland Recreation Management**

This course introduces students to some basic natural resource and visitor management techniques in outdoor recreation settings. Topics such as interpretation and environmental education, visitor management and ecosystem management are among those discussed.

### **RPLS 581 (3) Park Systems & Planning**

Traces the history of the parks movement in the United States, selected legislation establishing parks, and the enactment of funding legislation. The importance of public participation, planning and political strategies are stressed.

### **RPLS 582 (3) Leisure and Older Adults**

Leisure as an integral aspect of successful aging is the focus of this course which includes: leisure in relation to physical, intellectual, social, and psychological aspects of aging and successful leisure programming in community based settings and in long term care.

### **RPLS 583 (3) Legal Processes in Recreation, Parks, and Leisure Services**

This course consists of an overview of legislation that directly or indirectly affects recreation, parks, and leisure services past and present, public and private. Students will become participants in the process at several points during the semester.

### **RPLS 585 (1-3) Selected Topics**

### **RPLS 589 (3) Advancement of the Therapeutic Recreation Profession**

This course is designed to develop student's ability to function as a member of the interdisciplinary treatment team and practice critical thinking, writing, and oral skills related to treatment decisions, ethical issues, professional issues, and health care delivery systems. Prerequisite: RPLS 274 and 547; EDFN 235 Human Development

### **RPLS 590 (2-4) Workshop**

### **RPLS 591 (1-6) In-Service**

Special offering for recreation, parks, and leisure services personnel in a variety of service-oriented areas.

### **RPLS 610 (2) Programming Leisure Time Activities**

Planning leisure-time programs to meet the contemporary needs of a variety of client groups. Students will develop their personal and professional philosophy towards provision of leisure services. Various planning techniques incorporating concepts of building community coalitions and emphasizing collaboration and synergism will be emphasized.

### **RPLS 620 (3) Field Research Project**

Research pursued within a recreation, parks, and leisure services agency or program.

### **RPLS 677 (1-6) Individual Study**

Opportunity for advanced independent study and research designed by student and faculty advisor.

### **RPLS 691 (1-6) In-Service**

### **RPLS 694 (1-2) Alternate Plan Paper**

### **RPLS 697 (1-6) Internship**

Field experience focused on development of competencies in recreation, parks, and leisure service settings. For majors only.

### **RPLS 699 (3-6) Thesis**

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## RECREATION, PARKS AND LEISURE SERVICES

*College of Allied Health and Nursing*  
*Department of Recreation, Parks and Leisure Services*  
213 Highland Center N • 507-389-2127

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Recreation, Parks and Leisure Services graduate students may develop a recreation core within the Cross-disciplinary Studies Master of Science degree program. For more information on this program, please refer to the Cross-disciplinary Studies program.

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### COURSE DESCRIPTIONS

#### **RPLS 540 (3) Therapeutic Recreation Assessment**

Students will learn about and gain experience with assessment as it is practiced in therapeutic recreation settings. The course focuses on the basics of assessment, the four most frequently utilized information gathering techniques, and commonly used assessment instruments.

#### **RPLS 547 (3) Therapeutic Recreation Process**

This course details the Therapeutic Recreation process: assessment, planning, implementation, and evaluation in relation to individual treatment programs in Therapeutic Recreation Service. Emphasis is on interpreting assessment data, writing measurable goals and objectives, implementing an actual program, and documenting program results in terms currently used in human service settings.

Prerequisite: RPLS 274

#### **RPLS 550 (3) Therapeutic Recreation Techniques**

This course is designed to teach a wide variety of interventions and facilitation techniques used in therapeutic recreation programs to give the student knowledge, practice, and ability in the implementation of leisure and recreation programs for persons with special needs.

Prerequisite: RPLS 274 and 447

#### **RPLS 562 (2) Readings in RPLS**

Exploring topics and authors in the field of recreation, parks, and leisure services, analyzing and synthesizing the information.

#### **RPLS 565 (3) Event Management**

This course introduces students to special event planning, development, budgeting, promotion, and evaluation. The use, recruitment, evaluation and recognition of volunteers as well as fund raising strategies are discussed and employed.

Prerequisite: RPLS 377

#### **RPLS 571 (3) Research Design in RPLS**

This course guides the student through the survey process, including the creation and implementation of a questionnaire. The data collected are then analyzed and a formal report, including a review of literature, is prepared. Computer skills are emphasized.

Prerequisite: COMS 100

## REHABILITATION COUNSELING MS

College of Allied Health and Nursing  
Department of Speech, Hearing, and Rehabilitation Services  
103 Armstrong Hall • 507-389-1414

Master's level training in Rehabilitation Counseling prepares students for employment as counselors who provide services to individuals with a wide range of different disabling conditions and disabilities. Graduates of this nationally accredited (CORE) program work in federal, state, and not-for-profit community agencies, as well as business and industry settings in the for-profit sector.

Rehabilitation counseling involves integration of the client's life situation including personal, family, medical, psychological, social and career factors. In addition to counseling, rehabilitation counselors typically provide case management and case coordination services, working jointly with clients to access a variety of resources and services that are relevant to the individual's rehabilitation goal(s). Rehabilitation counselors frequently work in interdisciplinary relationships and team with other professional specialists such as physicians, therapists, psychologists, social workers, educators, vocational evaluators, job placement specialists, and employers.

### Mission and Goals

It is the Mission of the Rehabilitation Counseling Program to provide the training and education that prepares Rehabilitation Counselors to become fully competent, dedicated, and effective professionals, who embrace and practice the following core values.

- People with disabilities share all of the rights, privileges, and responsibilities enjoyed by all members of society and shall be treated as full and equal participants in society without regard to type or degree of disability.
- When people with disabilities require or request assistance in order to achieve the rights, privileges, and responsibilities afforded by society, that assistance will be provided by a qualified, conscientious, and dedicated provider who promotes informed choice, empowerment, and the integrity of the individual.

In addition to being guided by the Mission Statement listed above, the Program has adopted and advocates for practices that follow the Code of Professional Ethics for Rehabilitation Counselors adopted by the Commission on Rehabilitation Counselor Certification, effective January 1, 2010. All Rehabilitation Counseling Program faculty and staff strive to conduct themselves in a manner that is consistent with this Code, while encouraging and educating students to do the same.

### Rehabilitation Counseling Program Goals

In keeping with the Rehabilitation Counseling Program's Mission, the following goals have been established for the program.

- Provide students with a relevant, up to date, CORE accredited curriculum that prepares and qualifies graduates to move into entry, Master's level professional settings in rehabilitation counseling or closely related fields.
- Prepare and encourage students to obtain credentials recognized at state and national levels to indicate professional competence, especially the Certified Rehabilitation Counselor (CRC) credential.
- Facilitate student and faculty involvement in appropriate professional associations as active participants and as leaders.
- Provide students with faculty support for unique on-campus and/or off-campus learning, outside of the classroom and basic curriculum, through graduate assistantships, service learning, applied research, professional association activities, etc. Unique learning experiences may be either student initiated and independently conducted, or projects conducted collaboratively with faculty.

This 48 credit program allows open entry (students can begin any academic term), but is structured for students who begin in the fall to graduate after approximately two years of full-time enrollment. Classes are conducted on Wednesdays and Fridays and part-time study is an option for students who intend to complete the program in more than two years. Completion of 900 hours of field experience in a rehabilitation agency or a similar social service setting is generally the final requirement for graduation. In many instances students are able to obtain paid internships. Upon, or close to completion of the program, graduates are eligible to sit for the national certification (CRC) examination. Demand for master's level rehabilitation counselors is strong and graduates have a very good employment outlook in the profession of rehabilitation counseling.

**Admission.** Majors in this degree program are admitted upon application of the College of Graduate Studies and Research based upon GPA from the last 90 credits from a quarter system or 60 credits from a semester system of undergraduate work

and/or graduate level work completed after earning an undergraduate degree, but prior to applying to this program. Generally, a 3.0 GPA on a 4.0 scale is required, although students with less than a 3.0 GPA can request consideration for admittance on a provisional basis.

In addition to being admitted by the College of Graduate Studies and Research, applicants must be recommended for admission by faculty of the Department. Faculty recommendations will be based upon the applicant's 300-500 word Statement of Purpose and the applicant's three Letters of Recommendation which are provided by a combination of academic and professional sources. In some instances, applicants may be asked to participate in an interview or additional selection procedures. Priority for admission will be provided to those applicants who are applying to begin in the fall semester and whose application materials are received by March 1st, prior to the fall semester in which the applicant intends to begin the program. Other applicants will be considered if program vacancies exist. Fulltime or part-time study are equally encouraged, based on student needs or preferences.

**Financial Aid.** Students are referred to the Minnesota State Mankato Office of Financial Aid where information on financial aid resources can be provided. In some instances scholarships of varying amounts are available to Rehabilitation Counseling students. Program faculty will keep students informed of available scholarship opportunities. Some Rehabilitation Counseling students also obtain Graduate Assistant appointments in the Department or in other campus settings such as the Cultural Diversity Program, the Office of Disabled Students Services, the Learning Center, and others. Inquiries about Graduate Assistantships should be directed to the College of Graduate Studies and Research.

## REHABILITATION COUNSELING MS

(Thesis, Alternate Plan Paper or Portfolio - 48 credits)

### Required Core

REHB 612	Foundations of Rehabilitation (3)
REHB 617	Medical Aspects of Disability (3)
REHB 619	Psychosocial Aspects of Disability (3)
REHB 625	Research and Issues in Rehabilitation (3)
REHB 640	Theory in Rehabilitation (3)
REHB 651	Rehabilitation Counseling Techniques (3)
REHB 661	Case Management in Rehabilitation (3)
REHB 681	Vocational Measurement and Evaluation Techniques (3)
REHB 688	Career Planning and Development in Rehabilitation (3)
REHB 692	Rehabilitation Counseling Practicum (3)
REHB 698	Internship

### Required Elective

Elective in Cultural Diversity or Cultural Pluralism (graduate level course(s) selected by student in consultation with an advisor)

### Research Portfolio

Most Rehabilitation Counseling students produce a Research Portfolio that is developed over the period of time that the student is completing coursework. The Research Portfolio usually serves as an alternative to a Thesis or Alternate Plan Paper. Any student who desires to complete a Thesis or Alternate Plan Paper has the option to do so, in consultation with the academic advisor.

## GRADUATE CERTIFICATE PROGRAM IN FORENSIC VOCATIONAL REHABILITATION

The Graduate Certificate in Forensic Vocational Rehabilitation prepares qualified rehabilitation professionals for providing expert witness and consultant services to the courts in a variety of civil ("tort") litigation venues, including: personal injury; product liability; Worker's Compensation; Social Security disability; employment law; discrimination; catastrophic injury with a Life Care Plan; professional malpractice; divorce; wrongful death of an adult or child; and other related areas. Primarily, the Forensic Vocational Rehabilitation Expert/Consultant will address issues surrounding the impact of physical, mental, and/or emotional injury on the plaintiff and family members, in relation to loss of earnings/wages, loss of functional capacities, ongoing medical and psychological needs, loss of capacity to perform household duties, and other aspects of losses incurred, depending upon laws governing a particular case and what damages can be sought.

Rehabilitation Counselor's, Vocational Evaluators, and professionals in related disciplines have been serving as Vocational Experts for the Social Security Administration, as part of the disability determination process for award of SSI and SSDI benefits since the mid-1960s. Over the course of the last 40 years, the use of vocational rehabilitation experts and consultants by the courts has expanded greatly. This foundation and the growing number of Senior citizens should result in continued growth in demand for forensic experts.

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## REHABILITATION COUNSELING

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The Graduate Certificate in Forensic Vocational Rehabilitation requires satisfactory completion of the following 5 courses (15 credits), which are offered online only:

REHB 670	Foundations of Forensic Vocational Rehabilitation Consultation (3)
REHB 672	Law and the Forensic Rehabilitation Consultant (3)
REHB 674	Socioeconomic Costs of Acquired Disability (3)
REHB 676	Case Analysis and Opinion Development (3)
REHB 678	Presenting Rehabilitation Opinion: Case Simulation (3)

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### COURSE DESCRIPTIONS

#### REHB 612 (3) Foundations of Rehabilitation

Rehabilitation principles practices, philosophy, and history of rehabilitation will be addressed in various settings. Trends, legislation, and service delivery systems will be investigated. (Fall)

#### REHB 617 (3) Medical Aspects of Disability

Basic medical information essential to understanding the functional limitations and rehabilitation implications of individuals with disabling conditions. Information on the etiology, prognosis, potential complications, treatment procedures, rehabilitation strategies, and vocational implications will be addressed with respect to a representative sample of disabling conditions. In addition, an introduction to medical and therapeutic services, restorative techniques, and some medical terminology will be provided. (Fall)

#### REHB 619 (3) Psychosocial Aspects of Disability

Overview of the psychological and social aspects of disability with an emphasis on diversity of experience among individuals with disabilities and their families. The impact of social and psychological aspects of disability on public attitudes, public policy, and law will be examined. The adjustment process experienced by individuals with disabilities and their families will be examined from the perspective of the personal and social context in which adjustment occurs. (Fall)

#### REHB 625 (3) Research & Issues in Rehabilitation

Critical review of recent research findings and related practices in rehabilitation and allied disciplines. (Spring)

#### REHB 640 (3) Theory in Rehabilitation

Beginning theory and related techniques of counseling and vocational development are presented utilizing lecture and role play to convey key concepts in rehabilitation counseling.

#### REHB 651 (3) Rehabilitation Counseling Techniques

Applied theory and techniques in rehabilitation counseling are presented, including specific applications to various disabilities in both groups and individual practice. Interactions are required in addition to regular class meetings.

#### REHB 661 (3) Case Management in Rehabilitation

The student is involved in all phases of interviewing, counseling, diagnosis, assessment, planning, and analysis, transferable skills analysis, and integration of the knowledge and skills required of practicing rehabilitation counseling.

#### REHB 670 (3) Foundations of Forensic Rehabilitation Consultation

Roles and functions of rehabilitation professionals who provide expert opinion or consultation services in litigation. Overview of types of relevant litigation: worker's compensation; personal injury; professional malpractice; catastrophic injury; and others. Legal terminology. Establishing forensic consultation practice.

#### REHB 672 (3) Law and the Forensic Rehabilitation Consultant

Legal procedures, precedents, venues applying to forensic rehabilitation consultation. Qualifications under Daubert and Kumho. Ethical practices, admissibility, rules of evidence, discovery, deposition and trial testimony, direct/cross examination, detailed coverage of areas of litigation requiring rehabilitation opinions and consultation.

#### REHB 674 (3) Socioeconomic Costs of Acquired Disability

Socioeconomic impact of acquired disabilities on individuals, their families, and estates. Data sources and models for determining damages of lost earnings, fringe benefits, household services, consortium, Life Care Plans. Assumptions, methods, reliability and validity of data, acceptable standards of practice.

#### REHB 676 (3) Case Analysis and Opinion Development

Application of structured model for critical review of forensic opinions of forensic rehabilitation consultants. Current issues in the use of transferable skills analysis, commercial software, D.O.T. and O\*NET, labor market information, Life Care Plans, and others.

#### REHB 677 (1-4) Individual Study

A project performed, with prior approval, under the close supervision of a faculty member. Prerequisite: permission

#### REHB 678 (3) Providing Rehabilitation Opinion: Case Simulation

Case simulation in which all steps in determining a rehabilitation expert opinion are covered; retention by attorney through delivery of testimony at deposition and/or trial. Selected case simulations used from personal injury, catastrophic injury, and other areas of litigation.

Prerequisite: REHB 670, 672, 674, 676; full admission to Graduate Certificate Program in Forensic Vocational Rehabilitation and permission of instructor of record.

#### REHB 681 (3) Vocational Measurement and Evaluation Techniques

Through readings and by taking and administering diverse tests, the student will gain knowledge of the theory and methods of test construction, appropriateness of individual tests, and practical applications of measurement and evaluation.

#### REHB 688 (3) Career Planning and Development in Rehabilitation

Overview of career development theories. Relates career development to the challenges and barriers associated with disability. Employment development, job seeking and job retention factors that pertain to employment, and career planning for individuals with disabilities who participate in rehabilitation programs are examined.

#### REHB 691 (1-6) Inservice

#### REHB 692 (3) Rehabilitation Counseling Practicum

Provides the student with an individualized learning opportunity related to development and enhancement of direct counseling competencies through supervised, applied counseling experience in a public or private agency that provides counseling and related rehabilitation services to individuals with disabilities. Enrollment in the rehabilitation counseling practicum requires successful completion (grade "B" or better) of REHB 651 - Rehabilitation Counseling Techniques or comparable counseling competence as demonstrated by a method determined through academic advisement. Typically, the rehabilitation counseling practicum will be completed prior to enrollment in the rehabilitation counseling internship or through academic advisement, concurrently with initiation of the internship.

#### REHB 694 (1-2) Alternate Plan Paper

Writing a paper utilizing substantial bibliographic research under the direction of a faculty member.

Prerequisite: permission

#### REHB 698 (1-15) Internship

The student provides a comprehensive array of professional rehabilitation services, including counseling and case management services at an accredited rehabilitation agency, facility, or program under the coaching of a qualified counselor-coach and university supervisor before entering professional employment.

Prerequisite: permission

#### REHB 699 (3-6) Thesis

Performance of a formal research paper under the direction of a graduate faculty member.

Prerequisite: permission

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## SCHOOL HEALTH EDUCATION MS (DISCIPLINE-BASED)

*College of Allied Health and Nursing  
Department of Health Science  
213 Highland Center N • 507-389-1527*

See HEALTH SCIENCE

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## SOCIAL WORK

College of Social & Behavioral Sciences  
Department of Social Work  
358 Trafion Science Center N • 507-389-6504

The Master of Social Work (MSW) curriculum has been carefully developed based upon our mission, goals, and objectives. Our MSW program is accredited by the Council on Social Work Education (CSWE), thus we give particular attention to the requirements set forth by the CSWE, as well as the perceived needs of graduate students and the requirements of our institution. Students are required to proceed through the curriculum as it is sequenced below. The MSW program is based upon a full-time graduate credit load and does not have a parttime option.

### MASTER OF SOCIAL WORK MSW

Students admitted to the Traditional (TR) MSW program complete 59 credit hours of coursework and practicum to earn the degree. The TR MSW program is completed in 6 semesters (fall, spring, summer, fall, spring, summer). Students admitted to the Advanced Standing (AS) MSW program complete 34 credit hours to earn the MSW degree. The AS MSW program is completed in 4 semesters (summer, fall, spring, summer). Foundation Year Required courses are: SOWK 601, 603, 605, 609, 611, 615, 625, 629. Only students admitted to the Traditional (2-year) MSW program are required to complete these courses. SOWK 650 is taken only by students in the Advanced Standing version of the MSW program. SOWK 650 is a required course for Advanced Standing students. All MSW students (Traditional and Advanced Standing) are required to take SOWK 651, 655, 660, 661, 663, 665, 669, 675, 679. Students work with their Academic Advisor on the MSW Capstone Project. Students register for 1 credit hour of SOWK 679 spring semester and 1 credit hour of SOWK 679 summer semester. The MSW Capstone Project is completed at the concentration year practicum agency.

SOWK	601	Foundations of Generalist Social Work Practice (3)
SOWK	603	Human Behavior in the Social Environment (3)
SOWK	605	Social Welfare Policy and Services (3)
SOWK	609	Culturally Responsive Communication in Social Work Practice (3)
SOWK	611	Macro Social Work Theory and Practice (3)
SOWK	615	Foundation Practicum and Seminar I (5)
SOWK	625	Foundation Practicum and Seminar II (5)
SOWK	629	Foundations of Applied Social Work Research (3)
SOWK	650	Advanced Standing Preparation Seminar (3)
SOWK	651	Advanced Social Work Practice with Individuals (3)
SOWK	655	Social Welfare Policy Practice (3)
SOWK	660	Advanced Social Work Practice with Couples and Families (3)
SOWK	661	Social Work Program Planning & Administration (3)
SOWK	663	Advanced Social Work Practice with Groups (3)
SOWK	665	Advanced Practicum and Seminar I (4)
SOWK	675	Advanced Practicum and Seminar II (4)
SOWK	679	MSW Capstone Project (2)

### Unrestricted Electives

Students must complete 3 credit hours of elective from the approved elective list or students may propose a substitute elective requiring approved by the MSW Program Director or MSW Academic Advisor.

CSP	647	Crisis Intervention Strategies (3)
CSP	648	Counseling in a Multicultural Society (3)
CSP	650	Child and Adolescent Counseling Techniques (3)
CSP	652	Counseling Through the Family Life Cycle (3)
CSP	654	Play Therapy Theories and Techniques (3)
ETHN	650	Helping Across Cultures (3)
ETHN	660	Cross-Cultural Training and Diversity Management (3)
GERO	600	Gerontology Theory and Practice (3)
MBA	642	Management of Human Resources (2)
MBA	651	Managing Behavior in a Changing World (2)
MBA	665	Leadership (2)
MBA	667	Organizational Development and Change (2)
NPL	673	Nonprofit Management and Leadership (3)
POL	628	Seminar: Public Management (3)
POL	662	Human Resource Management (3)
PSYC	533	Child Psychology (4)
PSYC	536	Adolescent Psychology (4)
PSYC	555	Abnormal Psychology (4)

PSYC	576	Applied Behavior Analysis (4)
SOC	517	Program Administration (3)
SOC	566	Program Planning (3)
SOWK	515	Child-Family Welfare Services (3)
SOWK	519	Social Work and Aging (3)
SOWK	522	Social Work and Chemical Dependency (3)
SOWK	525	Social Work Health Care Setting (3)
SOWK	527	Social Work and Domestic Violence (3)
SOWK	532	Social Work and Disabilities (3)
URBS	553	Grants Administration (3)
URBS	602	Planning Process (3)

### COURSE DESCRIPTIONS

#### SOWK 515 (3) Child-Family Welfare Services

This course examines social services designed to facilitate child development and family functioning, including child protection, foster care, adoption, family preservation.

#### SOWK 519 (3) Social Work and Aging

This course examines issues, resources, and processes in working with the elderly and their families in the social service system.

#### SOWK 522 (3) Social Work and Chemical Dependency

This course is designed to provide upper level students with a comprehensive introduction to the epidemiology, etiology, history, policy, and treatment modalities of substance abuse from a person-in-environment and systems theory social work perspective.

#### SOWK 525 (3) Social Work Health Care Setting

This course examines social service delivery issues and skills for working in hospitals, nursing homes, and community health programs.

#### SOWK 527 (3) Social Work and Domestic Violence

The overall goal of this course is to enable students to understand the rationale for and application of a variety of intervention strategies for the prevention and intervention of domestic violence.

#### SOWK 529 (3) Introduction to Specialized Instructional Support

This course introduces students to the work of specialized instructional support personnel, who enhance the capacity of every student to learn. Emphasis will be placed on multidisciplinary collaboration that promotes student well-being and supportive school environments.

#### SOWK 530 (3) Social Work in the School Setting

This course examines service delivery issues, knowledge and skills for providing social services within school settings.

#### SOWK 531 (3) Foundations of School Social Work Practice

This course covers the evolution of school social work as a profession and the impact of the culture and climate of the school on practice. It examines how social diversity impacts academic achievement and the role of the school social worker in addressing disparities.

#### SOWK 532 (3) Social Work and Disabilities

This course focuses on service delivery issues and skills, using a strengths-based, family systems, and empowerment approach for working with individuals with developmental and other disabilities and their families across the life span. Students hoping to do a practicum in a disability services setting should complete this course prior to beginning the practicum.

#### SOWK 549 (1-7) Advanced Public Child Welfare

Social Work practice in public child welfare agencies is multi-faceted and uniquely challenging. Seven 1-credit modules are designed to offer maximum specialization in the study of direct (interventions with children, youth, and families) and indirect (policy and administration) practice in state, county, or tribal child welfare. Issues related to practice, policy, cultural responsiveness, and the application of social work ethics are addressed. This course can meet the elective requirement for MSW students, including Title IV-E child welfare stipend recipients. Previous experience or coursework in public child welfare is recommended. Course is taken, with advisement, for up to 7 credits.

#### SOWK 577 (5-10) School Social Work Internship and Seminar

This course provides students with the opportunity to apply knowledge and skills acquired in the school social work certificate program in a school-environment. In seminar students clarify and integrate theoretical and school-specific curriculum content with experiences.

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## SOCIAL WORK

### SOWK 585 (1-6) Selected Topics

Topics announced when offered.

### SOWK 590 (1-3) Workshop

### SOWK 601 (3) Foundations of Generalist Social Work Practice

This foundation social work course focuses on direct generalist practice with individuals, families, and groups; emphasizing the history, knowledge, skills, values, and ethics of the social work profession and the principles that promote social and economic justice, and human well-being.

### SOWK 603 (3) Human Behavior in the Social Environment

This course focuses on theories and knowledge which guide social work practice, emphasizing systems theory, person-in-environment perspective, strengths perspective, and oppression theory. Students also examine theories of individual and family development across the lifespan.

### SOWK 605 (3) Social Welfare Policy and Services

The course provides students with an overview of the historical and contemporary social services system and an exploration of the interconnectedness between social welfare policies, social services and social work practice, with an emphasis on oppressed populations.

### SOWK 609 (3) Culturally Responsive Communication in Social Work Practice

This foundation course provides students with the knowledge and skills for effective interpersonal communication and interviewing, with emphasis on the application of effective communication with diverse populations. Students develop self-awareness and understand implications of their values across diversity domains.

### SOWK 611 Macro Social Work Theory and Practice

This course provides students foundation knowledge, theories, values and skills for generalist social work practice with task groups, organizations and communities. The course emphasizes community level practice, focusing on theories and strategies for community assessment, community development, and community change.

### SOWK 615 (5) Foundation Practicum and Seminar I

Foundation Practicum and Seminar I provide students with the opportunity to integrate social work theory and practice knowledge, values, and skills through direct practice with individual clients, families, groups, agencies, and communities.

### SOWK 625 (5) Foundation Practicum and Seminar II

Foundation Practicum and Seminar II is a continuation of SOWK 615. Students integrate social work theory and practice knowledge, values, and skills through direct practice with individual clients, families, groups, agencies, and communities.

### SOWK 629 (3) Foundations of Applied Social Work Research

This course enables students to understand the rationale for and application of quantitative and qualitative research techniques commonly used in generalist social work practice. Students will become more skilled at reading and critically evaluating research studies, including studies that are designed to empirically test theory, as well as in conducting independent research. Students will understand how issues of diversity are applicable to conducting and evaluating research and to engaging in effective, culturally competent social work practice. Students will also recognize the values, ethical issues, and social and economic justice issues that underlie research with an emphasis on social work research.

### SOWK 640 (3) Advanced School Social Work Practice

The purpose of this course is to acquire advanced school social work practice skills to bring about systems level change. Students will learn how to utilize clinical skills to mobilize stakeholders to adopt evidence informed practices and implement them with fidelity.

### SOWK 650 (3) Advanced Standing Preparation Seminar

This seminar helps students admitted to the Advanced Standing MSW program refine their professional self-identity as generalist social workers and reviews foundation curriculum content to ensure that students are ready for the concentration year of the advanced generalist MSW program.

### SOWK 651 (3) Advanced Social Work Practice with Individuals

This course provides students with advanced generalist theories, knowledge, values, and skills for competent, ethical and evidence-based direct social work practice with individuals from diverse backgrounds.

### SOWK 655 (3) Social Welfare Policy Practice

This course is designed to provide students with knowledge, values and skills to engage in macro level advanced policy practice in organizations and communities in order to promote social and economic justice. This course will focus on policy issues relevant to rural and small communities.

### SOWK 660 (3) Advanced Social Work Practice with Couples and Families

This course provides students with advanced generalist theories, knowledge, values, and skills for evidence-based practice with couples and families. Students will develop, analyze, and apply advanced knowledge and skills in the assessment and application of interventions with couples and families.

### SOWK 661 (3) Social Work Planning and Administration

This course provides students with advanced generalist practice knowledge, values and skills for administrative social work practice. Students develop knowledge and skills in personnel management, grant writing, resource development, budgeting, leadership, and other aspect of administering effective social service agencies.

### SOWK 663 (3) Advanced Social Work Practice with Groups

This course provides students with advanced generalist theories, knowledge, values, and skills for evidence-based practice with treatment groups. Students will develop, analyze, and apply advanced knowledge and skills in the assessment and application of interventions with treatment groups.

### SOWK 665 (5) Advanced Practicum and Seminar I

Advanced Practicum and Seminar I provides students with the opportunity to integrate foundation and concentration social work theory and practice knowledge, values, and skills through direct practice with individual clients, families, groups, agencies, and communities.

### SOWK 669 (3) Advanced Social Work Evaluation

This course provides students with advanced generalist knowledge, values, and skills for both direct social work practice evaluation and program evaluation. Students develop and implement a capstone integrative evaluation project in conjunction with SOWK 675 Advanced Practicum and Seminar II.

### SOWK 675 (5) Advanced Practicum and Seminar II

Advanced Practicum and Seminar II is a continuation of SOWK 665. Students integrate foundation and concentration social work theory and practice knowledge, values, and skills through direct practice with individuals, families, groups, agencies, and communities.

### SOWK 677 (1-3) Individual Study

Under faculty mentorship, students may pursue in-depth library or field research on topics of their choice.

### SOWK 694 (2) Alternate Plan Paper

Individual research.

Prerequisite: grad school approval

### SOWK 697 (1-10) Internship: Social Work

Internship in approved social agency.

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## SOCIOLOGY MA

### SOCIOLOGY: COLLEGE TEACHING EMPHASIS MA

### SOCIOLOGY: CORRECTIONS MS

### SOCIOLOGY: HUMAN SERVICES PLANNING & ADMINISTRATION MS

*College of Social and Behavioral Sciences*

*Department of Sociology and Corrections*

113 Armstrong Hall • 507-389-1561

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<http://sbs.mnsu.edu/soccorr/graduateprogram/>

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Sociology and Corrections offers graduate work leading to the Master of Arts in Sociology: General and Sociology: College Teaching Emphasis; and the Master

of Science in Sociology: Corrections and Sociology: Human Services Planning and Administration. All of these programs emphasize flexibility and individual attention by a broadly trained faculty with a diversity of interests and a commitment to real-world problems and solutions.

**General Admission Requirements.** Students must meet the general admission requirements of the College of Graduate Studies and Research to be admitted to their program.

#### Admission Requirements for the Department of Sociology and Corrections.

In addition to courses specific to each program, admission to the graduate programs in this department require a grade point average of 3.0 on a 4.0 scale for the undergraduate degree. Applicants are also expected to submit

- 3 letters of reference
- resume or curriculum vitae
- statement of purpose
- sample of written work

Students not meeting the requirements may be admitted conditionally; such conditions to be determined by the program admission committee. Forms for the recommendations are available from the department. The application and transcripts should be sent to the College of Graduate Studies and Research. The letters of recommendation, curriculum vitae or resume, statement of purpose, and writing sample should be sent directly to the Department of Sociology and Corrections.

#### Admission to the Sociology MA program (General and College Teaching Emphasis)

In addition to the general admission requirements noted above, admission to the Sociology MA program requires 24 quarter credits or 18 semester credits of sociology including courses in sociological theory, research methods and statistics

#### Admission to the Sociology: Corrections MS program

In addition to the general requirements noted above, admission to the Sociology: Corrections MS program requires 24 quarter credits or 18 semester credits in the social and behavioral sciences including courses in sociology, criminology, penology and research methods or statistics.

#### Admission to the Sociology: Human Services Planning and Administration MS program

In addition to the general admission requirements noted above, admission to the Sociology: Human Services Planning and Administration MS program requires 24 quarter credit hours or 18 semester credit hours of social and behavioral sciences courses, including a research methods or statistics class.

### SOCIOLOGY MA: GENERAL

(Thesis Plan - 33 credits)

The Master of Arts in Sociology: General is designed for the person seeking a comprehensive, sociological understanding of the social world. The program strongly emphasizes the diversity of sociological theories and research methodologies. Upon this foundation, the program provides an in-depth apprenticeship in the discipline of sociology by combining core courses, diverse subject areas, and the opportunity for intensive academic specialization. This program is ideally suited for those who wish to continue their education, earn a Ph.D. and plan a career in college teaching or research. It is also appropriate for those who choose to pursue careers applying sociology in a variety of work settings.

#### Required Core (18 credits)

SOC	602	Seminar in Social Organization (3)
SOC	603	Seminar in Social Psychology (3)
SOC	604	Seminar in Sociological Statistics (3)
SOC	605	Seminar in Research Methods (3)
SOC	606	Seminar in Sociological Theory (3)
SOC	699	Thesis (3)

#### Required Electives (15 credits)

Any 500/600 level elective courses selected in consultation with an advisor.

### SOCIOLOGY MA: COLLEGE TEACHING EMPHASIS

(Thesis Plan – 33 credits)

The Master of Arts Sociology: College Teaching is designed for students planning an academic career. MA graduates are eligible for most academic appointments at the community college level. This degree emphasis also provides ideal preparation for students planning to seek a Ph.D. and an academic career at the college or university level. It requires a minimum of 33 credits in sociology .

#### Required Core (24-27 credits):

Soc	602	Seminar in Social Organization (3)
Soc	603	Seminar in Social Psychology (3)
Soc	604	Seminar in Sociological Statistics (3)
Soc	605	Seminar in Research Methods (3)
Soc	606	Seminar in Sociological Theory (3)
Soc	610	Teaching Sociology at the College Level (3)
Soc	696	Internship: College Teaching (3-6)
Soc	699	Thesis (3)

#### Elective Sociology Courses (6-9 credits)

Sociology courses at the 500 or 600 level with approval of advisor.

### SOCIOLOGY: CORRECTIONS MS

(Thesis Plan - 33 credits)

(Alternate Plan Paper – 34 credits)

The Master of Science in Sociology: Corrections is designed for a person seeking a leadership role in the active critique and transformation of corrections practice. A graduate of this program will have dedication to the application of the sociological perspective to correctional practices, a thorough understanding of the correctional system, a commitment to improving the justice system, and the ability to facilitate and maintain necessary processes for change. The graduate of this program is further expected to promote a commitment to the principles of social justice, respect, tolerance, dignity, and worth of all persons within corrections and the community at large.

#### Required Core (21 credits)

SOC	602	Seminar in Social Organization (3)
SOC	603	Seminar in Social Psychology (3)
SOC	605	Seminar in Sociological Research (3)
SOC	606	Seminar in Sociological Theory (3)
SOC	607	Program Evaluation (3)
COR	608	Leadership and Transformation in Corrections (3)
COR	647	Correctional Theory & Practice (3)

#### Required Electives (9-12 credits)

Any 500/600 level Elective courses selected in consultation with an advisor. A list of approved electives is available in the department.

#### Required Thesis or Alternate Plan Paper

COR	694	Alternate Plan Paper (1-2)
COR	699	Thesis (3)

### SOCIOLOGY: HUMAN SERVICES PLANNING AND ADMINISTRATION MS

(Thesis Plan - 33 credits)

(Alternate Plan Paper – 34 credits)

The Master of Science in Sociology: Human Services Planning and Administration is designed for a person seeking a leadership role as an administrator in the field of human services. The graduate of this program will have a solid grounding in the knowledge, values, and skills appropriate for a broad range of human services programs. The program especially encourages creative and critical thinking skills which enable the graduate to produce positive changes in organizations.

#### Required Core (21 credits)

SOC	517	Program Administration (3)
SOC	566	Program Planning (3)
SOC	602	Seminar in Social Organization (3)
SOC	603	Seminar in Social Psychology (3)
SOC	605	Seminar in Sociological Research (3)
SOC	606	Seminar in Sociological Theory (3)
SOC	607	Program Evaluation (3)

#### Required Electives (9-12 credits)

Any 500/600 level Elective courses selected in consultation with an advisor.

#### Required Thesis or Alternate Plan Paper

SOC	694	Alternate Plan Paper (1-2)
SOC	699	Thesis (3)

### CORRECTIONAL LEADERSHIP GRADUATE CERTIFICATE

The Correctional Leadership Graduate Certificate is granted upon completion of 15 credits of coursework in Corrections and Program Planning/Administration. The Cer-

tificate program includes five specific courses that are designed to build and enhance skills in the areas of leadership, correctional policy development, theory, and program administration and evaluation. The goal of this certificate is to develop transformational leaders that can become a force for positive change in corrections and the broader criminal justice system. This program is fully online and is designed to support the ability of working professionals to meet their educational goals without disrupting their careers. Admission to the Certificate program requires formal application to the Graduate College, and the same admissions criteria found for the Master of Science in Corrections program apply.

CORR/SOC 517	Program Administration
SOC 566	Program Planning
CORR 571	New Directions In Correctional Policy: Transforming Practice
CORR 608	Leadership and Transformation in Corrections
CORR 647	Correctional Theory and Practice

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## COURSE DESCRIPTIONS

### SOCIOLOGY

#### **SOC 502 (3) Medical Sociology**

Introduces students to central topics in medical sociology including social factors responsible for health outcomes, social construction of health and illness health inequalities, evolution of the social institution of medicine, and/or issues related to race/ethnicity, social class and gender.

#### **SOC 503 (3) Sociology of Mental Health**

This course brings a sociological perspective to the understanding of mental health and illness. Students review the history and the perception of mental illness in western society, and critically examine how social factors influence the definition and the responses to mental disorders.

#### **SOC 504 (3) Sociology of Aging**

Social and gerontological focus later in life. Problems and prospects of growing old in the United States.

#### **SOC 505 (3) Sociology of Death**

Study of the structure of human response to death, dying, and bereavement in their socio-cultural, interpersonal, and personal context. Formation of children's perception of death, functions of the funeral, euthanasia, and suicide are among the topics to be discussed.

#### **SOC 507 (3) Population Dynamics**

The course will acquaint students with dynamic forces operating in the field of population and development. Includes an introduction to basic theories and techniques of population analysis, with coverage of global economic forces: fertility, mortality, and migration. The causes and consequences of overpopulation are discussed with special attention to resource depletion and food shortages.

#### **SOC 509 (3) Family Violence**

Various forms of family violence including dating violence, intimate partner violence, and child abuse; social theory, empirical research and social policy on family violence; social context, responses and solutions.

#### **SOC 517 (3) Program Administration**

Implications of sociological knowledge for the administration of Human Services programs. Theoretical and practical aspects of administration with the social service systems.

#### **SOC 520 (3) Identity Work in Women's Reentry Experiences**

Applies sociological theories of identity to the experience of women being released from prison. Taught at a women's prison and integrates Minnesota State Mankato students with students drawn from the educational program located within the women's prison.

#### **SOC 523 (3) Complex Organizations**

Analysis of the development, structure, and functioning of social processes in large-scale, formal organizations.

#### **SOC 525 (3) Social Movements**

Survey of major sociological perspectives on social movements, including theoretical approaches and empirical research on the causes, processes, and outcomes of social movements.

#### **SOC 530 (3) Sociology of Globalization**

Overview of the role of the United States in an increasingly globalized society with a focus on economic and political inequality, the class structure, the labor process, race and gender relations, the global dimensions of capitalism, and modern crisis tendencies.

#### **SOC 541 (3) Social Deviance**

Sociological perspectives on social deviance; overview of theoretical approaches; emphasis on symbolic interactionism; issues of social control; research examples and policy implications.

#### **SOC 542 (3) Criminology**

A critical consideration of myths concerning crime, perspectives on crime and their assumptions, current criminology theory, and construction of alternative explanations related to crime.

#### **SOC 546 (3) Race, Culture & Ethnicity**

Study of minority racial and cultural groups in US society. An examination of how the lives of the members of these groups are affected by racism, prejudice, and discrimination.

#### **SOC 558 (3) Sociological Theory**

An overview of sociological theory that surveys the classical tradition and emphasizes contemporary theories including functionalism, conflict theory, rational choice theory, and symbolic interactionism, as well as recent trends in theoretical developments.

#### **SOC 560 (3) Environmental Sociology**

Examines the sociological relationship between people and the environment including: ways various societies view the environment, social changes from ecological degradation, and solutions to environmental problems. Topics may include a sociological analysis of climate change, agriculture, and resource extraction.

#### **SOC 561 (3) Urban Sociology**

A survey of sociological theory and research on the ecology, demography, and social organization of the urban community. Presents a sociological interpretation of the development of urban society and how the process of urbanization affects the basic societal institutions and individual behavior.

#### **SOC 563 (3) Social Stratification**

An overview of the causes, processes and consequences of social stratification in society. Includes an overview of classical statements about stratification and focuses on social inequalities rooted in social class structures, the organization of political power, and social hierarchies based on race and gender differences in society.

#### **SOC 565 (3) Law & Chemical Dependency**

Addresses aspects of criminal and civil law pertinent to substance abuse.

#### **SOC 566 (3) Program Planning**

Theoretical and practical aspects of the planning process within social service systems. Examines the social context of planning and the use of a sociological knowledge base for planning in human services.

#### **SOC 569 (3) Survey Research**

Techniques of survey research, interview, and questionnaire construction, field administration, and sampling methodology.

#### **SOC 570 (3) Sociology of Parent-Child Interaction**

Examines parent-child relationships in societal context; socialization theories; classic and contemporary research; parenting applications.

#### **SOC 579 (3) Sociological Ethnography**

Examination of ethnographic methodologies in sociology with emphasis on analytic, performance, and autoethnography. Exploration of ethics in ethnography, visual sociology, and first-hand experience in both crafting and presenting ethnographic works. Pre: SOC 101 or SOC 101W; SOC 201 or similar social science research course with instructor permission.

#### **SOC 580 (3) Qualitative Methods**

Workshop based course: Students learn participant observation, focused interviews, and qualitative analysis through engagement in field research projects. Pre: SOC 101 or SOC 101W; SOC 201 or similar social science research course with instructor permission.

#### **SOC 582 (3) Social Change**

Analysis of social forces and processes involved in changing norms, values, and structures in traditional and modern societies. Examines both planned and unplanned change.

**SOC 583 (3) The Family and Society**

An examination of theory development and research findings about family systems with a special emphasis on societal influences (social, economic, political) on the changing family.

**SOC 584 (3) Sociology of Religion**

Analysis of the structures, functions, and origins of religion, its relationship to other social institutions, and its role in modern secular society. Examines processes of individual religiosity and explores current religious movements and trends.

**SOC 585 (2-6) Selected Topics**

Topics vary as announced in class schedule. May be retaken for credit if topic varies.

**SOC 590 (1-3) Workshop**

Workshop topics vary as announced in class schedule. May be retaken for credit.

**SOC 591 (1-6) In-Service****SOC 593 (3) Applied Sociology**

Applying sociology to create a career and make the world a better place. Explores how to investigate and implement solutions to problems of social process and social organization in workplace or other settings including community agencies, government, business, and other social institutions.

**SOC 601 (3) Topics in Sociology**

Topics vary as announced in class schedule. May be repeated for credit if topic varies.

**SOC 602 (3) Seminar: Social Organization**

Macro-analysis of society as a system. Examines cultural, structural, behavioral, and ecological patterns of organization. Includes a focus on complex organizations.

**SOC 603 (3) Seminar: Social Psychology**

A survey and analysis of major scientific approaches to human social behavior.

**SOC 604 (3) Seminar: Social Statistics**

Appreciation of basic multivariable methods in the analysis of sociological data. Includes computer applications using SPSS and application to various social issues.

**SOC 605 (3) Seminar: Social Research**

Advanced-level introduction or review of social science research methods, including entire research process: problem definition, literature review, hypothesis development, method development, data collection, analysis, interpretation, and communication; focuses on quantitative methods.

**SOC 606 (3) Seminar in Sociological Theory**

An overview of sociological theory that spans the classical and contemporary traditions within the discipline and focuses on current theoretical issues and controversies within the field.

**SOC 607 (3) Program Evaluation**

Quantitative and naturalistic paradigms as a knowledge base for program evaluation. Examines the social context and implication of evaluation to discuss mode and ethical considerations. Includes applied contribution of empirical research and current issues and trends.

**SOC 609 (3) Seminar: Thesis Writing**

Exploration of intellectual craftsmanship, existing models of thesis scholarship, the generic elements of the thesis, the writing process, and common obstacles to thesis completion in a collaborative and supportive context designed to foster significant progress on the thesis project throughout the semester.

**SOC 610 (3) Teaching Sociology at the College Level**

An overview of pedagogical philosophies and approaches, course design, and practical skills for day-to-day classroom teaching to develop both effectiveness and excellence in teaching sociology. Includes development of teaching portfolio.

**SOC 677 (1-3) Individual Study**

A maximum of six credits is applicable toward a degree program.

**SOC 691 (1-4) In-Service**

Topics vary as arranged by students and instructor. May be retaken for credit.

**SOC 694 (1-2) Alternate Plan Paper**

Preparation of an alternate plan paper under supervision of the student's graduate advisor. Prerequisite: must be enrolled in the MS program in Sociology.

**SOC 695 (1-6) Internship: Human Services**

Prerequisite: consent

**SOC 696 (1-6) Internship: College Teaching**

The internship in college teaching is designed to provide opportunity to acquire supervised teaching experience in the college classroom and to explore a career in college teaching. It also serves as a vehicle for the student to become more aware of personal strengths and identify areas in which further growth is needed.

Prerequisite: consent

**SOC 697 (1-12) Internship: Sociology**

The internship is designed to provide opportunity to apply classroom learning, to practice and enhance skills, to experience professional socialization, and to explore a career. It also serves as a vehicle for the student to become more aware of personal strengths and identify areas in which further growth is needed.

Prerequisite: consent

**SOC 699 (1-3) Thesis****CORRECTIONS****CORR 517 (3) Program Administration**

Implications of sociological knowledge for the administration of human services programs. Theoretical and practical aspects of administration with the social service systems.

**CORR 541 (3) Social Deviance**

Sociological perspective on social deviance; overview of theoretical approaches; emphasis on symbolic interactionism; issues of social control; research examples and policy implications.

**CORR 542 (3) Criminology**

A critical consideration of myths concerning crime, perspectives on crime and their assumptions, current criminology theory, and construction of alternative explanations related to crime.

**CORR 543 (3) Penology**

Addresses the justifications for punishment, the historical development of punishment, the legal and policy issues concerning capital punishment, and the use of incarceration as a response to crime.

**CORR 544 (3) Women in the Criminal Justice System**

This course focuses on the experiences of women in the criminal justice system-as victims, offenders, and professionals. Women's involvement in this system (whether they were a defendant, an attorney, an inmate, a correctional officer of a crime victim) has often been overlooked or devalued. The goal of this course is to bring the special needs and contributions of women in the criminal justice system into sharper focus.

**CORR 547 (3) Community Corrections**

Philosophy, historical developments, and theoretical basis of probation, parole, and other community corrections programs. Evaluation of traditional and innovative programs in Community Corrections.

**CORR 548 (3) Correctional Law**

Examines the rights of inmates, probationers, and parolees.

**CORR 549 (3) Correctional Counseling**

Principles and methods of individual and group counseling with juvenile and adult offenders; development of interpersonal helping skills.

**CORR 551 (3) Law & Justice in Society**

A critical look at the construction of the concepts of law and justice as it operates in the United States and an application of the principles of justice to community issues.

**CORR 552 (3) Victimology**

Historical overview of characteristics of victims, victim-offender relationships, societal victimization, victim's rights and services, and restorative justice.

**CORR 553 (3) Treatment Methods in Corrections**

Examination of major correctional treatment models, e.g., individual and group counseling approaches, behavior modifications, reality therapy, and transactional analysis. Considerations in planning, implementation, and evaluating juvenile and adult treatment programs. Critical evaluation of research on the effectiveness of various treatment methods.



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## SOCIOLOGY

### **CORR 559 (3) Issues in Corrections**

A critical examination of current issues in the correctional field.

### **CORR 565 (3) Law & Chemical Dependency**

Addresses aspects of criminal and civil law pertinent to substance abuse.

Prerequisite: HLTH 225 or PSYC 73

### **CORR 571 (3) New Directions in Correctional Policy: Transforming Practice**

A comprehensive historical and cross-cultural study of social policy analysis, the transforming role correctional policy formation plays in correctional practice, and the process of policy change and the mechanisms leaders can employ to encourage effective and ethical social policy.

### **CORR 585 (2-6) Selected Topics**

Topics vary as announced in class schedule. May be retaken for credit if topic varies.

### **CORR 591 (1-6) In-Service**

Topics vary as arranged by students and instructor. May be retaken for credit.

### **CORR 607 (3) Program Evaluation**

Quantitative and naturalistic paradigms as a knowledge base for program evaluation. Examines the social context and implication of evaluation to discuss mode and ethical considerations. Includes applied contribution of empirical research and current issues and trends.

### **CORR 608 (3) Leadership and Transformation in Corrections**

An examination of leadership skills fostering efficient processes and satisfying human relationships in transforming correctional practice. Recent innovations in the correctional field will provide case studies of effective leadership, the process of transformation and emerging best practice in corrections.

### **CORR 647 (3) Correctional Theory & Practice**

Critical analysis of the relationship between causal theory and correctional practice.

### **CORR 677 (1-3) Individual Study**

### **CORR 694 (1-2) Alternate Plan Paper**

Preparation of an alternate plan paper under supervision of the student's graduate advisor. Prerequisite: must be enrolled in the MS program in Sociology: Corrections.

### **CORR 698 (1-6) Internship**

The graduate-level internship in Corrections is designed to provide opportunity to apply classroom learning, practice and enhance research and administrative skills, and experience professional socialization.

### **CORR 699 (1-3) Thesis**

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## SPANISH MS

### **SPANISH EDUCATION MS**

(DISCIPLINE-BASED)

*College of Arts and Humanities  
Department of World Languages and Cultures  
227 Armstrong Hall • 507-389-2116*

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Graduate study in Spanish at Minnesota State University offers students three program options: Master of Science in Spanish (Community College Option), Master of Science Spanish Education (Discipline based), and MS Spanish for the Professions. The MS Spanish is for broad training in Spanish and is suited for students who plan to teach at the post-secondary level or pursue additional graduate study. The MS Spanish for the Professions degree serves students who are pursuing an advanced degree in Spanish for work in the professions. The MS Spanish Education option is primarily for licensed K-12 teachers of Spanish who are interested in pursuing an advanced degree in their field. The Department of World Languages and Cultures also cooperates with the College of Education by offering supporting coursework (secondary and FLES methods of teaching a world language and/or studies in Spanish) toward the Masters in Arts of Teaching degree for World Languages: Spanish. For information about the MAT or courses that lead to K-12 licensure, contact the College of Education.

**Admission.** Complete the general admission requirements of the College of Graduate Studies and Research. Applicants must possess Spanish oral proficiency at a level of advanced low on the ACTFL proficiency scale or equivalent (contact department for

information). A writing sample in Spanish (4-6 pages), personal statement in English summarizing experiences and professional goals that apply to the MS degree in Spanish (2-3 pages), and two letters of recommendation, one from an undergraduate instructor or academic advisor should be sent to the department chair.

**Graduate Teaching Assistantships.** A number of graduate teaching assistantships are available during the academic year. A graduate teaching assistant in the Department of World Languages and Cultures teaches classes in elementary French, German, Spanish or ESL and receives a salary, a tuition stipend and automatic residency for tuition purposes. For more information, contact the College of Graduate Studies and Research or the Department of World Languages and Cultures.

**Graduate Study Abroad.** Graduate credit can be earned in Spanish on department-sponsored Study Abroad Programs. For more information, consult the Department of World Languages and Cultures.

## SPANISH MS

### **COMMUNITY COLLEGE OPTION**

(Thesis Plan - 30 credits)

(Alternate Plan Paper -34 credits)

This program prepares students of Spanish for teaching in higher education. Students interested in teaching at the college level should see their advisor about identifying appropriate methods courses and professional education courses to strengthen their teaching performance. Licensure is not required to teach at the college level, but courses in teaching skills are highly recommended. Fifty percent of the credits must be taken at the 600 level (excluding thesis and APP credits).

### **Required Major Teaching Field (18-22 credits)**

Choose any 500/600 level Spanish courses selected in consultation with an advisor.

### **Required Modern Language Methods (3 credits)**

WLC 560 – Methods of Teaching Modern Languages (3)

### **Required Professional Education credits (6 credits)**

Choose any 500/600 level Professional Education courses selected in consultation with an advisor.

Electives (0-4 credits)

### **Choose any 500/600 level elective courses selected in consultation with an advisor.**

Required Thesis or Alternate Plan Paper

SPAN 694 Alternate Plan Paper (1-2)

SPAN 699 Thesis (3-4)

## SPANISH EDUCATION MS

(Discipline-Based)

(Thesis Plan - 30 credits)

(Alternate Plan Paper -34 credits)

This program is primarily for teachers of Spanish who are interested in pursuing an advanced degree in the language and in increasing their proficiency. The degree requires courses totaling 30 credits (with thesis) or 34 credits (with alternate plan paper). Fifty percent (50%) of the credits must be taken at the 600 level, excluding thesis or APP credits.

This degree does not lead to teaching licensure. Students who desire initial licensure should consult the Master of Arts in Teaching (MAT) program.

### **Required Spanish (18-22 credits)**

Choose any 500/600 level Spanish courses selected in consultation with an advisor.

### **Required Professional Education (6 credits)**

Choose any 500/600 level Professional Education courses selected in consultation with an advisor.

### **Electives (0-6 credits)**

Choose any 500/600 level elective courses selected in consultation with an advisor.

### **Required Thesis or Alternate Plan Paper (1-4 credits)**

SPAN 694 Alternate Plan Paper (1-2)

SPAN 699 Thesis (3-4)

**SPANISH FOR PROFESSIONS MS**

(34 credits)

The MS Spanish for the Professions degree program is a competency-based program to develop writing, oral and multicultural literacy for the Spanish-speaking professional environment. Required coursework emphasizes the development of student skills in audience analysis and cultural awareness of appropriate practices, language usage for specific purposes, and cultural problem solving through improved communication for the workplace. The program is offered online and gives the student practice in developing specialized productive skills for a variety of professional settings in Spanish-speaking countries and the US.

**Common Core**

SPAN 600	Research & Bibliography (2)
SPAN 635	Writing project: Technical, Creative, Translation (1)
SPAN 690	Portfolio (1)

**Restricted Electives****Oral Proficiency****Choose 9-12 credit(s):**

Topic course may be selected if offered online.

SPAN 601	Topic Spanish Language/Linguistics (1-4)
SPAN 651	Oral communication for the professions (3)
SPAN 652	Oral reasoning workshop (3)
SPAN 653	Interpretation workshop (3)
SPAN 654	Oral presentation skills with Digital Technology (3)

**Writing Proficiency****Choose 9-12 credit(s):**

SPAN 631	Writing Workshop for the Professions (3)
SPAN 632	Translation Workshop 1 (3)
SPAN 633	Translation Workshop 2 (3)
SPAN 634	Editing and Document Preparation (3)

**Multicultural Literacy****Choose 9-12 credit(s):**

Topics courses may be selected when offered online.

SPAN 602	Topic Peninsular Culture (1-4)
SPAN 603	Topics in Spanish American Culture (1-4)
SPAN 604	Topic: Peninsular Spanish Literature (1-4)
SPAN 605	Topics in Spanish American Literature (1-4)
SPAN 641	Cultural Readings and Analysis (3)
SPAN 642	Pragmatics (3)
SPAN 643	Cultural practices of Spain and the Americas (3)

**Unrestricted Electives****Choose 0-3 credits**

SPAN 698	Internship: Engagement in the Profession (1-3)
WLC 610	Comparative Language Studies: Spanish and Portuguese (2-4)

\* - Course has prerequisite courses

## COURSE DESCRIPTIONS

## SPANISH

**SPAN 501 (1-4) Topics in Linguistics**

Topics may vary. Course may be repeated for credit. Discussion and analysis of Spanish linguistics (syntax, sociolinguistics, historical linguistics, translation theory and practice, etc.)

Prerequisite: graduate status, undergraduate major or equivalent in Spanish

**SPAN 502 (1-4) Topics in Spanish Peninsular Literature**

Topics vary: Don Quixote de la Mancha; Golden Age drama and poetry; Spanish literature since the Golden Age, etc. May be repeated for credit.

Prerequisite: graduate status, undergraduate major or equivalent in Spanish

**SPAN 503 (1-4) Topics in Spanish American Literature**

Topics vary. Major writers from Spanish America. Topics include Spanish American novel, Spanish American poetry, Spanish American drama, Spanish American short story, romanticism, and the Mexican novel, etc. May be repeated for credit.

Prerequisite: graduate status, undergraduate major or equivalent in Spanish

**SPAN 507 (1-4) Topics in Translation**

Introduction to the theory and practice of translation.

This course is targeted at Spanish students and language professionals interested in developing translation skills, as well as in finding out what it is involved in becoming a professional translator.

**SPAN 564 (1-6) Internship: FLES**

Field experience in the elementary school setting for students earning licensure in Spanish or Elementary Education Teaching Specialty in Spanish.

**SPAN 593 (1-6) Individual Study Abroad: Topics in Language and Linguistics**

Topics will vary. May be repeated for credit. Study for credit must be approved by the department prior to departure. Prerequisite: graduate status, undergraduate major or equivalent in Spanish

**SPAN 594 (1-6) Individual Study Abroad: Topics in Spanish American Literature**

Topics will vary: major writers from Spanish America; Spanish American novel; Spanish American poetry; Spanish American drama; Spanish American short story, romanticism, the Mexican novel. May be repeated for credit. Study for credit must be approved by the department prior to departure. Prerequisite: graduate status, undergraduate major or equivalent in Spanish

**SPAN 595 (1-6) Individual Study Abroad: Topics in Spanish Peninsular Literature**

Topics will vary. Spanish literature from medieval to modern times. May be repeated for credit. Prerequisite: graduate status, undergraduate major or equivalent in Spanish

**SPAN 596 (1-6) Individual Study Abroad: Topics in Spanish American Culture**

Topics will vary. Major cultural and historical aspects of Latin America from pre-colonial times to the present. May be repeated for credit. Prerequisite: graduate status, undergraduate major or equivalent in Spanish

**SPAN 597 (1-6) Individual Study Abroad: Topics in Spanish Peninsular Culture**

Topics will vary. May be repeated for credit.

**SPAN 600 (2) Research & Bibliography**

An introduction to methods of literary research, including use of literary resources, literary theory, the MLA style, and paper writing strategies. Primarily for graduate students who are writing their thesis or alternate plan paper.

Prerequisite: graduate status

**SPAN 601 (1-4) Topic Spanish Language/Linguistics**

Topics will vary. May be repeated for credit.

Prerequisite: graduate status

**SPAN 602 (1-4) Topic Peninsular Culture**

Topics will vary. May be repeated for credit. Prerequisite: graduate student status

**SPAN 603 (1-4) Topics in Spanish American Culture**

Topics will vary. May be repeated for credit. Prerequisite: graduate status

**SPAN 604 (1-4) Topic: Peninsular Spanish Literature**

Topics will vary. May be repeated for credit.

Prerequisite: graduate status

**SPAN 605 (1-4) Topics in Spanish American Literature**

Topics will vary. May be repeated for credit.

Prerequisite: graduate status

**SPAN 631 (3) Writing Workshop for the Professions**

Experience in designing, writing, and critiquing writing for a variety of professional areas to meet expectations for the use of Spanish in a professional setting. Course explores cultural and linguistic variance in Spanish-speaking environments, including the US.

**SPAN 632 (3) Translation Workshop 1**

Introduction to theory and practice of translation to and from Spanish. Readings, analysis, translation, peer review, preparation of documents for specific professional and cultural environment.

**SPAN 633 (3) Translation Workshop 2**

Theoretical parameters of translation not covered in Translation Workshop 1. Students work with complex issues of translation of documents for the professions meant for different regions and variations in the Spanish-speaking world.

**SPAN 634 (3) Editing and Document Preparation**

The art and practice of editing documents in Spanish for electronic publication on paper or for the internet. Advanced grammar, writing and editing support for native, heritage and second language speakers of Spanish.

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## SPANISH

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### SPAN 635 (1) Writing project: Technical, Creative or Translation

Capstone technical, creative or translation writing project.

### SPAN 641 (3) Cultural Readings and Analysis

Read and interpret a wide variety of professional documents within a cultural context. Each semester the course focuses on a minimum of three different regions of the Spanish-speaking world (i.e. Mexico, Southern Cone, Spain or Andean region, Caribbean, US, Latino).

### SPAN 642 (3) Pragmatics

Recognition and usage of appropriate language and gestures in a variety of social and professional contexts.

### SPAN 643 (3) Cultural practices of Spain and the Americas

Readings, investigation and discussions concerning cultural practices and policies for intercultural and international interaction for the workplace and for social interaction for the development of the research project on cultural practices for the portfolio.

### SPAN 651 (3) Oral Communication for the Professions

Development of oral productive skills for general, social, professional, technical and business situations in a variety of cultural contexts.

### SPAN 652 (3) Oral Reasoning Workshop

Development of oral reasoning and presentation skills for specific cultural audiences. Students read and analyze documents from a variety of viewpoints to prepare oral reasoning demonstrations on software for workshop distribution and evaluation.

### SPAN 653 (3) Interpretation Workshop

This course introduces students to the theory and practice of interpretation using Spanish.

### SPAN 654 (3) Oral Presentation Skills with Digital Technology

Development of strategies and training with digital technologies to improve students' formal presentational skills in Spanish for a Spanish-speaking viewing audience. Course stresses how cultural difference affects potential reception when designing online oral presentations with visuals.

### SPAN 677 (1-4) Individual Study

Individual study, variable topics.

Prerequisite: graduate status

### SPAN 690 (1) Spanish for the Professions Portfolio

Development and preparation of the documents to demonstrate performance and skill level in all competency areas for MS Spanish for the Professions degree program. Students register for this course during the semester in which they plan to graduate.

### SPAN 692 (1-3) Independent Study

Variable topics.

Prerequisite: graduate status

### SPAN 694 (1-2) Alternate Plan Paper

### SPAN 697 (1-6) Internship: Community College Option

Preparation of teaching materials and minimum of 20 hours of classroom teaching at the intermediate level. Areas in which materials are to be developed and taught are listening comprehension, speaking, literature, culture, and writing.

Prerequisite: permission of instructor

### SPAN 698 (1-3) Spanish for the Professions Internship

Integration of oral, written and multicultural competency in a supervised workplace setting.

### SPAN 699 (3-6) Thesis

## MODERN LANGUAGE (MODL)

### WLC 560 (3) Methods of Teaching Modern Languages

This course is intended to provide prospective secondary school teachers and teachers of modern languages with experience and background to prepare them for teaching modern languages to secondary school students. The course meets state licensure requirements. Major topics include: Second language acquisition and child language development; comprehension-based teaching strategies; standards-based curriculum development and planning; integrating modern languages with the secondary school

curriculum; subject content instruction; and teaching and assessing listening, speaking, reading and writing skills. Pre: Student must demonstrate oral proficiency level of Intermediate-High on ACTFL scale or equivalent in target language. Contact the department for additional details

### WLC 561 (1) Applied Modern Language Teaching Methods

A field experience in a secondary school setting for students earning licensure in modern language teaching. Practicum students work with middle or high school students of French, German, or Spanish. Take concurrently with or following WLC 460.

### WLC 562 (3) Foreign Languages in the Elementary School (FLES) Methods

Introduction to theory and practice of modern language teaching for children grades K-6, including oral language development, second language literacy development, content-based language instruction, and techniques for language immersion programs. This course meets state licensure requirements.

Pre: Student must demonstrate oral proficiency level of Intermediate/Mid on ACTFL scale or the equivalent in target language. Contact the department for additional details.

### WLC 563 (1) Applied FLES Methods

A field experience in an elementary setting for students earning licensure in modern language teaching. Practicum students work with elementary school students in French, German, or Spanish. Take concurrently with or following WLC 462.

### WLC 565 (1-3) Workshop in Modern Language Education

Topics in modern language education. May be repeated for credit.

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## SPECIAL EDUCATION

*College of Education*

*Department of Special Education*

313 Armstrong Hall • 507-389-1122

<http://grad.mnsu.edu/programs/bulletin/specialeducation.html>

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The Department of Special Education at Minnesota State University, Mankato offers graduate programs in the areas of Autism Spectrum Disorders (ASD), Developmental Disabilities (DD), Emotional and Behavioral Disorders (EBD), Early Childhood Special Education (ECSE), and Learning Disabilities (LD) that are designed to prepare professionals to work with students with disabilities in school settings. These programs lead to special education licensure and/or a Master of Science (MS) Degree in Special Education, or Master of Science Degree in Early Childhood Special Education, for ECSE.

All of our courses are held at both the Edina site at 7700 France Avenue or on campus. Many of the courses are online, and/or hybrid online/in-person.

### LICENSURE OR GRADUATE CERTIFICATE PROGRAMS

Graduate certificate programs leading to licensure in ASD, DD, EBD, ECSE, and LD are offered for participants who hold a current or previous teaching license and wish to add a special education license to their credential, as well as for participants with a degree outside of education.

#### Admission Requirements

- Overall career GPA of 3.0
- Bachelor's Degree from an accredited university or college
- Completed Graduate Studies Application
- Official College Transcripts
- International applicants have additional requirements, including a paper based TOEFL score of 550 or above, or an IBT score of at least 79.

Students with a degree outside of education are considered initial licensure, and must apply to the Minnesota State University, Mankato College of Education Professional Education Program during their first semester in the program by submitting the following:

- Application to Professional Education
- Unofficial copies of College Transcripts
- MTLE Basic Skills Test scores
- Writing Assessment

**Required Courses: Graduate Certificate (Licensure) for Special Education ASD, DD, EBD, ECSE, LD follow:**

**Autism Spectrum Disorders (ASD)****Admissions Criteria for Licensure/Certificate Program in Special Education: ASD**

Application to the licensure program and submission of transcripts and other materials is made through Minnesota State Mankato's Graduate Studies and Research Office at <http://grad.mnsu.edu/applying/>

**Admission Requirements:**

- 3.0 Overall GPA (Provisional acceptance may be granted with a 2.8 GPA)
- Bachelor's degree from an accredited university or college
- Completed graduate studies application
- Official college transcripts

**Courses Required for Initial Teacher Licensure (16 cr): For those without a teaching license**

SPED 509	Learning and Human Development for Diverse Learners (4)
SPED 511	Differentiation and Accommodation in an Inclusive Classroom (4)
SPED 513	Professional Growth and Development (4)
SPED 514	Literacy Methods in an Inclusive Classroom: Diverse Learners (4)

**Required Courses for All ASD Licensure Students****Prerequisite Courses –**

- 4/548 Behavior Management and Learning Environments for Diverse Learners (4)
- 4/605 Introduction to Psychology and Education of Exceptional Children and Youth (3)

**Reading Requirement:** Licensed teachers outside of Elementary Education must take SPED 614 (3)

The following are the Special Education Core and disability-specific classes totaling 29 credits for licensure:

**Special Education Core Courses (15 Credits)**

SPED 661	Special Education Law (3)
SPED 645	Formal and Informal Clinical Procedures (4)
SPED 639	Transition to Adult Life (4)
SPED 619	Introduction to IEPs, Professional Practice and Educational Technology (4)

**ASD Courses for Licensure (14 Credits)**

SPED 684	ASD: Program Design and Implementation (4 credits)
SPED 685	ASD: Medical and Community Supports (4 credits)
SPED 686	Graduate Student Teaching: Autism Spectrum Disorders (3 credits)

**AND**

SPED 656	Initial Graduate Seminar: Special Education (3 credits) OR
SPED 659	Advanced Graduate Seminar: Special Education (3 credits)

(\*Student teaching and seminar are to be taken concurrently)

**Developmental Disabilities (DD)****Admissions Criteria for Licensure/Certificate Program in Special Education: DD**

Application to the licensure program and submission of transcripts and other materials is made through Minnesota State Mankato's Graduate Studies and Research Office at <http://grad.mnsu.edu/applying/>

**Admission Requirements:**

- 3.0 Overall GPA (Provisional acceptance may be granted with a 2.8 GPA)
- Bachelor's degree from an accredited university or college
- Completed graduate studies application
- Official college transcripts

**Courses Required for Initial Teacher Licensure (16 Credits):****For those without a teaching license**

SPED 509	Learning and Human Development for Diverse Learners (4)
SPED 511	Differentiation and Accommodation in an Inclusive Classroom (4)
SPED 513	Professional Growth and Development (4)
SPED 514	Literacy Methods in an Inclusive Classroom: Diverse Learners (4)

**Required Courses for All DD Licensure Students****Prerequisite Courses –**

- 4/548 Behavior Management and Learning Environments for Diverse Learners (4)
- 4/605 Introduction to Psychology and Education of Exceptional Children and Youth (3)

**Reading Requirement:** Licensed teachers outside of Elementary Education must take SPED 614 (3)

The following are the Special Education Core and disability-specific classes totaling 29 credits for licensure:

**Special Education Core Courses Required for Certificate/Licensure (15 Credits)**

SPED 661	Special Education Law (3)
SPED 645	Formal and Informal Clinical Procedures (4)

SPED 639	Transition to Adult Life (4)
SPED 619	Introduction to IEPs, Professional Practice and Educational Technology (4)

**DD Courses for Licensure (14 Credits)**

SPED 652	Characteristics and Assessments for Students with Developmental Disabilities (4)
SPED 653	Methods and Behavior Strategies for Students with Developmental Disabilities (4)
SPED 655	Graduate Student Teaching: Developmental Disabilities (3)

**AND**

SPED 656	Initial Graduate Seminar: Special Education (3) OR
SPED 659	Advanced Graduate Seminar: Special Education (3)

(\*Student teaching and seminar are to be taken concurrently)

**Emotional Behavioral Disorders (EBD)****\*Pending campus and System approval**

Admissions Criteria for Licensure/Certificate Program in Special Education: EBD  
Application to the licensure program and submission of transcripts and other materials is made through Minnesota State Mankato's Graduate Studies and Research Office at <http://grad.mnsu.edu/applying/>

**Admission Requirements:**

- 3.0 Overall GPA (Provisional acceptance may be granted with a 2.8 GPA)
- Bachelor's degree from an accredited university or college
- Completed graduate studies application
- Official college transcripts

**Courses Required for Initial Teacher Licensure (16 Credits):****For those without a teaching license**

SPED 509	Learning and Human Development for Diverse Learners (4)
SPED 511	Differentiation and Accommodation in an Inclusive Classroom (4)
SPED 513	Professional Growth and Development (4)
SPED 514	Literacy Methods in an Inclusive Classroom: Diverse Learners (4)

**Required Courses for All EBD Licensure Students****Prerequisite Courses –**

- 4/548 Behavior Management and Learning Environments for Diverse Learners (4)
- 4/605 Introduction to Psychology and Education of Exceptional Children and Youth (3)

**Reading Requirement:** Licensed teachers outside of Elementary Education must take SPED 614 (3)

The following are the Special Education Core and disability-specific classes totaling 29 credits for licensure:

**Special Education Core Courses Required for Certificate/Licensure (15 Credits)**

SPED 661	Special Education Law (3)
SPED 645	Formal and Informal Clinical Procedures (4)
SPED 639	Transition to Adult Life (4)
SPED 619	Introduction to IEPs, Professional Practice and Educational Technology (4)

**EBD Courses for Licensure (14 Credits)**

SPED 657	Emotional/Behavior Disorders: Program Design and Implementation (4)
SPED 644	Program Foundations for Students with Learning and Behavior Problems (4)
SPED 667	Graduate Student Teaching: EBD (3)

**AND**

SPED 656	Initial Graduate Seminar: Special Education (3 credits) OR
SPED 659	Advanced Graduate Seminar: Special Education (3 credits)

(\*Student teaching and seminar are to be taken concurrently)

**Early Childhood Special Education (ECSE)****(pending campus and System approval)****Admissions Criteria for Licensure/Certificate Program in Special Education: ECSE**

Application to the licensure program and submission of transcripts and other materials is made through Minnesota State Mankato's Graduate Studies and Research Office at <http://grad.mnsu.edu/applying/>

**Admission Requirements:**

- 3.0 Overall GPA (Provisional acceptance may be granted with a 2.8 GPA)
- Bachelor's degree from an accredited university or college
- Completed graduate studies application
- Official college transcripts

## SPECIAL EDUCATION

### Courses Required for Initial Teacher Licensure (16 Credits):

#### For those without a teaching license

SPED 509	Learning and Human Development for Diverse Learners (4)
SPED 511	Differentiation and Accommodation in an Inclusive Classroom (4)
SPED 513	Professional Growth and Development (4)
SPED 514	Literacy Methods in an Inclusive Classroom: Diverse Learners (4)

### Required Courses for All ECSE Licensure Students

#### Prerequisite Courses - (7 Credits)

SPED 4/548	Behavior Management and Learning Environments for Diverse Learners (4)
SPED 4/605	Introduction to Psychology and Education of Exceptional Children and Youth (3)

#### Reading Requirement:

Licensed teachers outside of Elementary Education must take SPED 614 (3)

### Special Education Core Courses Required for Certificate/Licensure (11 Credits)

SPED 619	Introduction to IEPs, Professional Practice, and Educational Technology (4)
SPED 645	Formal and Informal Clinical Procedures (4)
SPED 661	Special Education Law (3)

### ECSE Courses for Licensure (18 Credits)

SPED 520	Education of Infants and Young Children with Developmental Needs (3)
SPED 621	Assessment of Infants and Young Children with Developmental Needs (3)
SPED 622	Collaboration with Families and Professionals (3)
SPED 625	Methods of Working with Infants & Young Children with Developmental Needs (3)
*SPED 627	Graduate Student Teaching: Early Childhood Special Education (3)
*SPED 656	Initial Graduate Seminar: Special Education (3) <b>OR</b>
*SPED 659	Advanced Graduate Seminar: Special Education (3)

(\*Student teaching and seminar are to be taken concurrently)

### Learning Disabilities (LD)

Admissions Criteria for Licensure/Certificate Program in Special Education: LD  
Application to the licensure program and submission of transcripts and other materials is made through Minnesota State Mankato's Graduate Studies and Research Office at <http://grad.mnsu.edu/applying/>

#### Admission Requirements:

- 3.0 Overall GPA (Provisional acceptance may be granted with a 2.8 GPA)
- Bachelor's degree from an accredited university or college
- Completed graduate studies application
- Official college transcripts

### Courses Required for Initial Teacher Licensure (16 Credits):

#### For those without a teaching license

SPED 509	Learning and Human Development for Diverse Learners (4)
SPED 511	Differentiation and Accommodation in an Inclusive Classroom (4)
SPED 513	Professional Growth and Development (4)
SPED 514	Literacy Methods in an Inclusive Classroom: Diverse Learners (4)

### Required Courses for All LD Licensure Students

#### Prerequisite Courses

4/548	Behavior Management and Learning Environments for Diverse Learners (4)
4/605	Introduction to Psychology and Education of Exceptional Children and Youth (3)

**Reading Requirement:** Licensed teachers outside of Elementary Education must take SPED 614 (3)

The following are the Special Education Core and disability-specific classes totaling 29 credits for licensure:

### Special Education Core Courses Required for Certificate/Licensure (15 Credits)

SPED 661	Special Education Law (3)
SPED 645	Formal and Informal Clinical Procedures (4)
SPED 639	Transition to Adult Life (4)
SPED 619	Introduction to IEPs, Professional Practice and Educational Technology (4)

### LD Courses for Licensure (14 Credits)

SPED 646	Advanced Instructional Methods for Learning Disabilities (4)
SPED 644	Program Foundations for Students with Learning and Behavior Problems (4)

SPED 648 Graduate Student Teaching: LD (3)

#### AND

SPED 656 Initial Graduate Seminar: Special Education (3 credits) OR  
SPED 659 Advanced Graduate Seminar: Special Education (3 credits)  
(\*Student teaching and seminar are to be taken concurrently)

**Student Teaching.** A full time, 16 week student teaching experience is required for an Initial Special Education licensure area. On-the-job placements are considered on a case-by-case basis for add-on Special Education licensures for 6 weeks. Deadlines for applications for student teaching are: for Fall Student Teaching: 4th Friday in October, one year before; for Spring Student Teaching: 4th Friday in March, one year before. Deadlines and forms are posted on the Minnesota State University, Mankato College of Education Office of Field and International Experience website. Students enroll in the student teaching course for one disability-specific licensure area at a time, concurrently with a seminar course as described below.

**Seminar.** Students must be concurrently registered for either SPED 656 Initial Graduate Seminar: Special Education (3 credits), for those pursuing an initial Special Education teaching license; or SPED 659 Advanced Graduate Seminar: Special Education (3 credits), for those pursuing an add-on Special Education teaching license.

### GRADUATE CERTIFICATE IN INCLUSIVE CLASSROOM STRATEGIES

The Special Education certificate program in Inclusive Classroom Strategies is designed to provide general education teachers with the research-based strategies necessary to enable special needs learners to succeed in a general education classroom. These strategies will enable classroom teachers to differentiate their curriculum to meet the needs of following populations: (a) students with emotional/behavioral disorders, (b) students with learning disabilities, and (c) other mild disabilities.

#### Required courses:

SPED 646	Instructional Interventions (4)
SPED 647	Instructional Intervention Strategies for an Inclusive Classroom (3)
SPED 614	Teaching Literacy in an Inclusive Classroom (3)

### MASTER OF SCIENCE DEGREE PROGRAMS

The department offers a Master of Science (MS) Degree in Special Education, for ASD, DD, EBD, and LD, and the Master of Science Degree in Early Childhood Special Education, for ECSE.

The Master of Science Degree allows students to pursue advanced study in special education. Credits earned as part of the licensure program may be applied to the MS degree. Students meeting the admission requirements may apply directly to the Master of Science Degree program. Students accepted into the Graduate Certificate/Licensure Program may apply to the MS program after completion of 12 credits of special education core coursework.

#### MS Admission Requirements

- Minimum GPA of 3.2
- Bachelor's Degree from an accredited university or college
- Completed Graduate Studies Application
- Official College Transcripts

#### Additional Expectations

- All work for a graduate degree must be completed within a six-year period.
- Students must complete all licensure course work including the student teaching requirements prior to enrollment in the Research Core Courses.
- Successful completion of the Research Core Courses is required for enrollment in the Capstone Project (SPED 694).
- All Master's Degree candidates must successfully complete the research requirements and the Capstone Project.

**Required Courses for Master of Science Degree in Special Education ASD, DD, EBD, LD, and Master of Science in Early Childhood Special Education (ECSE) follows, according to disability area:**

#### Autism Spectrum Disorders (ASD)

##### Master of Science Degree

The MS degree program consists of the coursework required for ASD certification/licensure plus three Research Core Courses (SPED 600, 610, and 694). All courses except SPED 548 and SPED 605 can be applied towards the 36 graduate level credits required for the Master's Degree in Autism Spectrum Disorders. Application to the Master's degree program and submission of transcripts and other materials is made through Minnesota State Mankato's Graduate Studies and Research office at <http://grad.mnsu.edu/applying/>.

**Admission Requirements:** 3.2 overall GPA

**Courses Required for Initial Teacher Licensure (16 credits):**

For those without a teaching license

- SPED 509 Learning and Human Development for Diverse Learners (4)  
 SPED 511 Differentiation and Accommodation in an Inclusive Classroom (4)  
 SPED 513 Professional Growth and Development (4)  
 SPED 514 Literacy Methods in an Inclusive Classroom: Diverse Learners (4)

**Required Courses for All ASD Licensure Students****Prerequisite Courses -**

- 4/548 Behavior Management and Learning Environments for Diverse Learners (4)  
 4/605 Introduction to Psychology and Education of Exceptional Children and Youth (3)

**Reading Requirement:** Licensed teachers outside of Elementary Education must take SPED 614 (3)

The following are the Special Education Core and disability-specific classes totaling 29 credits for licensure:

**Special Education Core Courses (15 credits)**

- SPED 661 Special Education Law (3)  
 SPED 645 Formal and Informal Clinical Procedures (4)  
 SPED 639 Transition to Adult Life (4)  
 SPED 619 Introduction to IEPs, Professional Practice, and Educational Technology (4)

**Courses Required for ASD Licensure/Certificate (14 credits)**

- SPED 684 ASD: Program Design and Implementation (4)  
 SPED 685 ASD: Medical and Community Supports (4)  
 SPED 686 Graduate Student Teaching: Autism Spectrum Disorders (3)

**AND**

- SPED 656 Initial Graduate Seminar: Special Education (3) **OR**  
 SPED 659 Advanced Graduate Seminar: Special Education (3)

(\*Student teaching and seminar are to be taken concurrently)

**Research Core Courses (7 credits)**

All coursework for the Master's must be completed before taking the Research Core courses. The courses must also be taken in the sequence listed and cannot be taken simultaneously

- SPED 600 Introduction to Educational Research (3) **OR**  
 SPED 603 Action Research  
 SPED 610 Using Educational Research (3)  
 SPED 694 Preparing Capstone Project (1)

**GRADUATE CERTIFICATE (NON-LICENSURE) IN AUTISM SPECTRUM DISORDERS**

This 11 credit graduate program leads to a certificate in the area of Autism Spectrum Disorders (ASD). This specific certificate does not lead to teacher licensure. The certificate program is designed to prepare professionals to work with individuals identified as being on the autism spectrum. This might include Related Services professionals, para-professionals, general education or special education teachers wanting more information in working with this population.

**Required courses:**

- SPED 684 ASD: Program Design and Implementation (4)  
 SPED 685 ASD: Medical and Community Supports (4)  
 SPED 659 Advanced Graduate Seminar: Special Education (3)

**Developmental Disabilities (DD)**

**\*Pending campus and System approval**

**Master of Science Degree**

The MS degree program consists of the coursework required for DD certification/licensure plus three Research Core Courses (SPED 600, 610, and 694). All courses except SPED 548 and SPED 605 can be applied towards the 36 graduate level credits required for the Master's Degree in Developmental Disabilities. Application to the Master's degree program and submission of transcripts and other materials is made through Minnesota State Mankato's Graduate Studies and Research office at <http://grad.mnsu.edu/applying/>

**Admission Requirements: 3.2 overall GPA**

**Courses Required for Initial Teacher Licensure (16 credits):**

For those without a teaching license

- SPED 509 Learning and Human Development for Diverse Learners (4)  
 SPED 511 Differentiation and Accommodation in an Inclusive Classroom (4)  
 SPED 513 Professional Growth and Development (4)  
 SPED 514 Literacy Methods in an Inclusive Classroom: Diverse Learners (4)

**Required Courses for All DD Licensure Students****Prerequisite Courses -**

- 4/548 Behavior Management and Learning Environments for Diverse Learners (4)  
 4/605 Introduction to Psychology and Education of Exceptional Children and Youth (3)

**Reading Requirement:** Licensed teachers outside of Elementary Education must take SPED 614 (3)

The following are the Special Education Core and disability-specific classes totaling 29 credits for licensure:

**Special Education Core Courses (15 credits)**

- SPED 661 Special Education Law (3)  
 SPED 645 Formal and Informal Clinical Procedures (4)  
 SPED 639 Transition to Adult Life (4)  
 SPED 619 Introduction to IEPs, Professional Practice and Educational Technology (4)

**Courses Required for DD Licensure/Certificate (14 credits)**

- SPED 652 Characteristics and Assessments for Students with Developmental Disabilities (4)  
 SPED 653 Methods and Behavior Strategies for Students with Developmental Disabilities (4)

SPED 655 Graduate Student Teaching: Developmental Disabilities (3)

**AND**

- SPED 656 Initial Graduate Seminar: Special Education (3) **OR**  
 SPED 659 Advanced Graduate Seminar: Special Education (3)

(\*Student teaching and seminar are to be taken concurrently)

**Research Core Courses (7 credits)**

All coursework for the Master's must be completed before taking the Research Core courses. The courses must also be taken in the sequence listed and cannot be taken simultaneously

- SPED 600 Introduction to Educational Research (3) **OR**  
 SPED 603 Action Research  
 SPED 610 Using Educational Research (3)  
 SPED 694 Preparing Capstone Project (1)

**Emotional Behavioral Disorders (EBD)**

**\*Pending final campus and system approval**

**Master of Science Degree**

The MS degree program consists of the coursework required for EBD certification/licensure plus three Research Core Courses (SPED 600, 610, and 694). All courses except SPED 548 and SPED 605 can be applied towards the 36 graduate level credits required for the Master's Degree in Emotional Behavioral Disorders. Application to the Master's degree program and submission of transcripts and other materials is made through Minnesota State Mankato's Graduate Studies and Research office at <http://grad.mnsu.edu/applying/>

**Admission Requirements: 3.2 overall GPA**

**Courses Required for Initial Teacher Licensure (16 cr):**

For those without a teaching license

- SPED 509 Learning and Human Development for Diverse Learners (4)  
 SPED 511 Differentiation and Accommodation in an Inclusive Classroom (4)  
 SPED 513 Professional Growth and Development (4)  
 SPED 514 Literacy Methods in an Inclusive Classroom: Diverse Learners (4)

**Required Courses for All EBD Licensure Students****Prerequisite Courses -**

- 4/548 Behavior Management and Learning Environments for Diverse Learners (4)  
 4/605 Introduction to Psychology and Education of Exceptional Children and Youth (3)

**Reading Requirement:** Licensed teachers outside of Elementary Education must take SPED 614 (3)

The following are the Special Education Core and disability-specific classes totaling 29 credits for licensure:

**Special Education Core Courses (15 credits)**

- SPED 661 Special Education Law (3)  
 SPED 645 Formal and Informal Clinical Procedures (4)  
 SPED 639 Transition to Adult Life (4)  
 SPED 619 Introduction to IEPs, Professional Practice, and Educational Technology (4)

**Courses Required for EBD Licensure/Certificate (14 credits)**

- SPED 657 Emotional/Behavior Disorders: Program Design and Implementation (4)

## SPECIAL EDUCATION

- SPED 644 Program Foundations for Students with Learning and Behavior Problems (4)
- SPED 667 Graduate Student Teaching: EBD (3)
- AND**
- SPED 656 Initial Graduate Seminar: Special Education (3) **OR**
- SPED 659 Advanced Graduate Seminar: Special Education (3)
- (\* Student teaching and seminar are to be taken concurrently)

### Research Core Courses (7 credits)

All coursework for the Master's must be completed before taking the Research Core courses. The courses must also be taken in the sequence listed and cannot be taken simultaneously

- SPED 600 Introduction to Educational Research (3) **OR**
- SPED 603 Action Research
- SPED 610 Using Educational Research (3)
- SPED 694 Preparing Capstone Project (1)

### Early Childhood Special Education (ECSE)

Pending final campus and System approval

### MASTER OF SCIENCE DEGREE

The MS degree program consists of the coursework required for ECSE certification/licensure plus three Research Core Courses (SPED 600, 610, and 694). Additionally, all of the courses completed as part of the ECSE licensure/certificate program (see below) can be applied towards the 35 graduate level credits required for the Master's Degree in Early Childhood Special Education. Application to the Master's degree program and submission of transcripts and other materials is made through Minnesota State Mankato's Graduate Studies and Research office at <http://grad.mnsu.edu/applying/>

Admission Requirements: 3.2 overall GPA

### Courses Required for Initial Teacher Licensure (16 credits): For those without a teaching license

- SPED 509 Learning and Human Development for Diverse Learners (4)
- SPED 511 Differentiation and Accommodation in an Inclusive Classroom (4)
- SPED 513 Professional Growth and Development (4)
- SPED 514 Literacy Methods in an Inclusive Classroom: Diverse Learners (4)

### Reading Requirement:

Licensed teachers outside of Elementary Education must take SPED 614 (3)

### Special Education Core Courses (18 credits)

- SPED 548 Behavior Management and Learning Environments for Diverse Learners (4)
- SPED 605 Introduction to Psychology and Education of Exceptional Children and Youth (3)
- SPED 619 Introduction to IEPs, Professional Practice, and Educational Technology (4)
- SPED 645 Formal and Informal Clinical Procedures (4)
- SPED 661 Special Education Law (3)

### Courses Required for ECSE Licensure/Certificate (18 credits)

- SPED 520 Education of Infants and Young Children with Developmental Needs (3)
- SPED 621 Assessment of Infants and Young Children with Developmental Needs (3)
- SPED 622 Collaboration with Families and Professionals (3)
- SPED 625 Methods of Working with Infants & Young Children with Developmental Needs (3)
- \*SPED 627 Graduate Student Teaching: Early Childhood Special Education (3)
- \*SPED 656 Initial Graduate Seminar: Special Education (3) **OR**
- \*SPED 659 Advanced Graduate Seminar: Special Education (3)
- (\* Student teaching and seminar are to be taken concurrently)

### Research Core Courses (7 credits)

All coursework for the Master's must be completed before taking the Research Core courses. The courses must also be taken in the sequence listed and cannot be taken simultaneously

- SPED 600 Introduction to Educational Research (3) **OR**
- SPED 603 Action Research (3)
- SPED 610 Using Educational Research (3)
- SPED 694 Preparing Capstone Project (1)

### Learning Disabilities (LD)

\*Pending final campus and System approval

### Master of Science Degree

The MS degree program consists of the coursework required for LD certification/licensure plus three Research Core Courses (SPED 600, 610, and 694). All courses except SPED 548 and SPED 605 can be applied towards the 36 graduate level

credits required for the Master's Degree in Learning Disabilities. Application to the Master's degree program and submission of transcripts and other materials is made through Minnesota State Mankato's Graduate Studies and Research office at <http://grad.mnsu.edu/applying/>

Admission Requirements: 3.2 overall GPA

### Courses Required for Initial Teacher Licensure (16 cr): For those without a teaching license

- SPED 509 Learning and Human Development for Diverse Learners (4)
- SPED 511 Differentiation and Accommodation in an Inclusive Classroom (4)
- SPED 513 Professional Growth and Development (4)
- SPED 514 Literacy Methods in an Inclusive Classroom: Diverse Learners (4)

### Required Courses for All LD Licensure Students

#### Prerequisite Courses -

- 4/548 Behavior Management and Learning Environments for Diverse Learners (3)
- 4/605 Introduction to Psychology and Education of Exceptional Children and Youth (3)

Reading Requirement: Licensed teachers outside of Elementary Education must take SPED 614(3)

The following are the Special Education Core and disability-specific classes totaling 29 credits for licensure:

### Special Education Core Courses (15 credits)

- SPED 661 Special Education Law (3)
- SPED 645 Formal and Informal Clinical Procedures (4)
- SPED 639 Transition to Adult Life (4)
- SPED 619 Introduction to IEPs, Professional Practice, and Educational Technology (4)

### Courses Required for LD Licensure/Certificate (14 credits)

- SPED 646 Advanced Instructional Methods for Learning Disabilities (4)
- SPED 644 Program Foundations for Students with Learning and Behavior Problems (4)
- SPED 648 Graduate Student Teaching: LD (3)

#### AND

- SPED 656 Initial Graduate Seminar: Special Education (3) **OR**
- SPED 659 Advanced Graduate Seminar: Special Education (3)
- (\* Student teaching and seminar are to be taken concurrently)

### Research Core Courses (7 credits)

All coursework for the Master's must be completed before taking the Research Core courses. The courses must also be taken in the sequence listed and cannot be taken simultaneously.

- SPED 600 Introduction to Educational Research (3) **OR**
- SPED 603 Action Research
- SPED 610 Using Educational Research (3)
- SPED 694 Preparing Capstone Project (1)

### Special Education MS: Developmental Cognitive Disabilities

#### Core

#### Choose 16 credit(s):

- SPED 600 Introduction to Educational Research (3)
- SPED 610 Using Educational Research (3)
- SPED 639 Transition to Adult Life (4)
- SPED 645 Formal/Informal Clinical Procedures (4)
- SPED 661 Special Education Law (3)
- SPED 694 Preparing the Capstone Project (1-2)

#### Emphasis: Developmental Cognitive Disabilities

- SPED 652 Characteristics and Assessment for Students with Developmental Cognitive Disabilities (4)
- SPED 653 Characteristics and Assessment for Students with Developmental Cognitive Disabilities (4)
- SPED 654 Graduate Seminar: DCD (3)
- SPED 655 Graduate Student Teaching: DCD (3)

#### Plus additional Research Core Courses

## COURSE DESCRIPTIONS

### SPED 507 (3) The Special Education Learner in the Regular Classroom

This course prepares special education teachers to instruct learners with exceptional needs in a classroom environment shared with regular class students. It supports a team approach to instructional delivery, using assistive technology, accommodations and modifications, adapted curriculum and collaborative staffing.

**SPED 508 (4) Individuals with Diverse and Exceptional Needs**

This course is designed to provide an introduction and overview of the characteristics and educational needs of children and youth with diverse and exceptional needs in the public school. The course introduces Minnesota Graduation Standards Rules in relationship to the needs of students with diverse and exceptional needs.

**SPED 509 (4) Educational Psychology**

This course is designed to introduce students to theories of learning and human development as they relate to regular and diverse learning populations. Students will acquire an understanding of the many factors that affect learning and human development and strategies that can be used to enhance learning for all learning populations.

**SPED 510 (4) Assessment, Evaluation and Individualized Planning for Diverse Learners**

This course will provide students with assessment skills and information. Emphasis will be placed on learning and administering a variety of norm-referenced and criterion reference test instruments and applying them appropriately.

**SPED 511 (4) Differentiation & Accommodation in an Inclusive Classroom: Diverse Learners**

This course is designed to describe and demonstrate strategies that teachers can use to differentiate the curriculum to meet the special learning needs of students in an inclusive classroom setting. This course will also examine the latest knowledge related to intelligence, creativity, holistic education, and classroom differentiation.

**SPED 512 (4) Due Process, Planning & Design of the Individual Education Program**

This course will provide students with knowledge and skills related to IEPs, alternative dispute process for the state of Minnesota, and legal issues and requirements.

**SPED 513 (4) Advanced Pedagogy and Learning Theories**

This course will introduce students to methods and strategies for personal and professional growth and development. Students will engage in reflective inquiry, identify professional dispositions, and describe environment effects on learning and human development.

**SPED 514 (4) Literacy Methods for an Inclusive Classroom: Diverse Learners**

This course is designed to provide an introduction to reading and language arts instruction for special needs and other students in an inclusive classroom. As a result of taking this course, students will be able to plan and implement effective literacy lessons and utilize a variety of differentiation strategies.

**SPED 515 (3) Introduction to Talent Development**

Introduction to the field of gifted education and talent development. Focus on History, Definitions, Practices, Characteristics, Needs, Special Populations, and Models.

**SPED 520 (3) Education of Infants and Young Children with Developmental Needs**

Legal, historical, and foundational issues in the education of young children with disabilities as well as characteristics, service needs, and models of service for young children with disabilities with emphasis on young children with moderate/severe disabilities.

**SPED 530 (3) Teaching Individuals with Physical and Multiple Disabilities****SPED 548 (4) Behavior Management and Learning Environments for Diverse Learners**

Applied practical approaches to improve academic and personal social behavior of special needs students in general education and special education settings. Principles of applied behavior analysis including reduction and enhancement procedures will be explored.

**SPED 590 (1-3) Workshop in Special Education****SPED 591 (1-2) In-Service: Special Education****SPED 600 (3) Introduction to Educational Research**

Introduction to quantitative, qualitative, and action research methodologies as applied to educational research and evaluation. Development of skills for interpreting and evaluating published studies, for evaluating programs, and for developing original or secondary research plans using one or a combination of the three methodologies.

**SPED 601 (3) Quantitative Research Methods**

Focus in quantitative methods in educational research in applied educational settings.

**SPED 602 (3) Qualitative Research Methods**

Focus on qualitative methods in educational research in applied educational settings.

**SPED 603 (3) Action Research in Education**

This course will familiarize teachers with methods used in action research. Action research is a systematic observation of one's own teaching situation, environment, or pedagogical practice with the expectation that a new understanding will result in a plan of action that in turn, will ultimately lead to change.

**SPED 605 (3) Intro to the Psychology and Education of Exceptional Children and Youth**

Current practices in the identification, placement, and education of exceptional children and youth. Emphasis on patterns of social, cognitive, language, and psychological development of exceptional children. Social, political, and economic advocacy issues.

**SPED 606 (3) Creativity and Intelligence**

Conceptions, foundations, theories, and practical applications of creativity and intelligence.

**SPED 610 (3) Using Educational Research**

This writing intensive course is designed to develop skills for the evaluation and critical consumption of education research for a variety of purposes. Prerequisite: SPED 600,603 or other comprehensive introduction to research course.

**SPED 611 (3) Professional and Scholarly Writing and Planning in Education**

Teaches objective academic writing and the basics of program and curriculum planning design.

**SPED 614 (3) Literacy Instruction for an Inclusive Classroom**

This course covers strategies used to meet the literacy learning needs of all students within an inclusive classroom. Strategies will focus primarily on the special learning needs of students with EBD, LD and gifted learners.

**SPED 619 (4) Introduction to IEPs, Professional Practice and Educational Technology**

This course will introduce teacher candidates to different aspects of being a Special Educator, including writing Individualized Education Program plans, working collaboratively, addressing strategies for working with paraprofessionals, including co-teaching and using technology in the classroom to assist student learning.

**SPED 621 (3) Assessment of Infants and Young Children with Developmental Needs****SPED 622 (3) Collaboration with Families and Professionals****SPED 623 (3) Working with Young Children with Cognitive Delays****SPED 624 (2) Working with Young Children with Social/Emotional Delays****SPED 625 (3) Methods for Working w/ Infants and Young Children****SPED 626 (2) Organization and Administration of Special Education: Early Childhood****SPED 627 (3) Graduate Student Teaching: Early Childhood Special Education****SPED 628 (1) Early Childhood Special Education Student Teaching**

This course is designed to support student teachers in completing requirements for the portfolio required for licensure. It will provide a forum for group problem-solving and support as teacher candidates.

**SPED 630 (3) Emotional Intelligence and Learning**

Teaching for wisdom, emotional IQ, and intrapersonal intelligence, as they relate to human potential, self-actualization, and learning.

**SPED 635 (3) Social and Emotional Needs of Gifted, Talented, and Creative Individuals**

Theory and practice for promoting healthy development of talented individuals.

**SPED 638 (3) Curriculum & Instruction for Classroom Talent Development**

Focus on high-end teaching and learning strategies from which all students can benefit. Emphasis on gifted education pedagogy in the general classroom.

**SPED 639 (4) Transition to Adult Life**

In-depth examination of the problems, trends, and procedures used in planning career development, pre-vocational, and vocational programs for the mildly disabled. Program models, assessment, job analysis, placement, and employer-school relations are covered.

**SPED 640 (2) Administration and Supervision of Special Education**

Procedures in establishing and improving educational programs for exceptional children. Prerequisite: SPED 4/548

**SPED 641 (3) Advanced Differentiation of Curriculum and Instruction for Talent Development**

Focus on development of differentiated curricular and instructional strategies, and programming options to promote optimal individual student growth and talent development. Multiple talent areas explored on a continuum of services.



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## SPECIAL EDUCATION

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### SPED 642 (3) Programs, Systems, and Models in Gifted Education

In-depth examination of gifted education and talent development programs, their implementation, applications, benefits and weaknesses. Focus on standards of the field.

### SPED 644 (4) Program Foundations for Students with Learning and Behavior Problems

This course addresses foundational knowledge for teachers of students with learning disabilities, and focuses on the referral, evaluation, and program planning process for these students

### SPED 645 (4) Formal/Informal Clinical Procedures

Interpretation and implementation of psychological reports, formative and summative assessment data, enabling incorporation of relevant information/data into an evaluation report. Applied practical understanding, development, usage, and interpretation of information assessment tools determining identification and instructional design.

### SPED 646 (4) Advanced Instructional Methods for Learning Disabilities

Pedagogy for teaching students with mild to severe learning disabilities with an understanding of instructional theories and trends. Applications include sequences/adaptations of instruction/curriculum, technology integration, collaborative techniques, and metacognitive strategies. Focus is in reading, written language, and mathematics.

### SPED 647 (3) Instructional Intervention Strategies for an Inclusive Classroom

This course is designed to teach advanced learning strategies that are appropriate for special needs learners in a general education classroom. This classroom will demonstrate how to differentiate the curriculum in an inclusive classroom setting.

### SPED 648 (3) Graduate Student Teaching: Learning Disabilities

Field experiences in off-campus programs providing services to students with learning disabilities. Designed to professionalize the educational experience and ensure license standards competency. Must be taken with SPED 649. Prerequisite: All course work related to special ed licensure must be completed. Professor permission required.

### SPED 649 (3) Seminar: Current Issues and Trends-Learning Disabilities

Summative conversations incorporating current issues and trends in the area of learning disabilities. Must be taken with SPED 648. Prerequisite: All course work related to special ed licensure must be completed. Professor permission required.

### SPED 650 (3) Seminar in Talent Development

Examination of critical issues facing the field of gifted education and talent development while developing proposals for thesis or action research in this area.

### SPED 651 (1-3) Practicum

Professional experience in a field setting requiring reflection and analysis.

### SPED 652 (4) Characteristics & Assessments: Students w/ DCD

This course will provide students with foundational background knowledge of developmental disabilities, and characteristics and assessments associated with students with developmental disabilities. Topics covered will include: characteristics, historical perspectives, identification and assessment, family perspectives, learning characteristics and educational models.

### SPED 653 (4) Methods and Behavior Strategies: Students w/ DCD

This course addresses curricular approaches, instructional strategies, inclusion techniques, adaptive techniques, assistive technology, behavior techniques, and other specialized interventions needed to serve students with moderate to severe developmental and multiple disabilities effectively

### SPED 655 (3) Graduate Student Teaching: DCD

Student teaching is designed to provide graduate students an opportunity to demonstrate the knowledge and skills learned in their coursework and demonstrate the knowledge and skills needed to effectively teach students with developmental cognitive disabilities in a classroom setting

### SPED 656 (3) Initial Graduate Seminar: Special Education

This is an accompanying course for initial licensure Special Education teacher candidates in the areas of ASD, DCD, EBD, LD, and ECSE.

### SPED 657 (4) Emotional/Behavior Disorders: Program Design and Implementation

The purpose of this course is the effective applications of procedures for teaching students with emotional/behavioral disorders in school settings. Students will build individual programs through the use of Functional Behavioral Assessments focusing on Positive Behavioral Supports.

### SPED 658 (3) Seminar: Current Issues and Trends in E/BD

Review of theory, correct best practices, research trends, and issues relative to the delivery of educational services to students with emotional/behavioral disorders. Must be taken with SPED 667. Prerequisite: All course work related to special ed licensure must be completed. Professor permission required.

### SPED 659 (3) Advanced Graduate Seminar: Special Education

This course is an accompanying course for all advanced licensure Special Education teacher candidates.

### SPED 661 (3) Special Education Law

This graduate course is designed to assist educators to develop knowledge of the due process requirements outlined in Minnesota Rule and Statute as well as a working understanding of federal special education law under the Individuals with Disabilities Act (IDEA) and Section 504 of the Rehabilitation Act. Understanding the requirement of due process and federal special education law is critical in today's schools, both for teachers as well as administrators.

### SPED 662 (3) Spirituality and Human Development in Education

Examines both sacred and secular views of spirituality and explores the nature of reality. Also examined are self-actualization, spiritual journey, human development, and education.

### SPED 667 (3) Graduate Student Teaching: E/BD

Field experiences in off-campus programs providing services to students with learning disabilities. Designed to professionalize the educational experience and ensure license standards competency. Must be taken with SPED 658. Prerequisite: All course work related to special ed licensure must be completed. Professor permission required.

### SPED 677 (1-3) Individual Study

### SPED 680 (3) Characteristics and Assessment of Children with Autism

This class will take an in-depth look at the characteristics of children with autism as well as the historical treatment of these children. This class will look at current assessment methods used to develop education programs, and will also explore issues related to advocacy.

### SPED 682 (1-3) Methods for Students with Asperger's Syndrome

The purpose of this course is to provide parents, teachers, and caregivers of individuals with Asperger's Syndrome with background, knowledge, and experience with the diagnosis and characteristics, assessments, functional analysis, various methods and practices, transition planning, support for families, and issues faced by adults with Asperger's Syndrome.

### SPED 684 (4) ASD: Program Design and Implementation

### SPED 685 (4) ASD: Medical and Community Supports

### SPED 686 (3) Graduate Student Teaching: Autism Spectrum Disorders

Field experience with students with autism spectrum disorders. Designed to professionalize educational experience and ensure license standards competency. Take with SPED 656 (initial) or 659 (add-on license). All course work related to special education must be completed. Professor permission required.

### SPED 691 (1-3) In-Service

### SPED 694 (1 ) Preparing the Capstone Project

Designed to assist student in preparation of their capstone project as part of their graduation requirements. In this experience, students receive one-on-one contact with their advisor.

### SPED 699 (1-6) Thesis

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## THEATRE ARTS MA

## THEATRE ARTS MFA

*College of Arts and Humanities*

*Department of Theatre and Dance*

201 Earley Center for Performing Arts • 507-389-2118

[www.mnsu.edu/theatre/](http://www.mnsu.edu/theatre/)

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Theater and Dance offers graduate programs leading to the Master of Fine Arts and Master of Arts. With its emphasis on professional preparation in acting, directing, design or technical production, graduate studies in Theatre at Minnesota State Uni-

versity provides many opportunities for students seeking to enrich and broaden their backgrounds and interests.

The Department of Theatre and Dance is production-oriented and offers six mainstage productions during the academic year, four studio shows, two touring theatres, along with a four-play summer season and two laboratory theatres. Approximately 12 graduate assistantships are available each year.

### THEATRE ARTS MFA

(Thesis Plan - 60 credits)

The Master of Fine Arts in Theatre represents a minimum of 60 credits beyond the bachelor's degree. The MFA is a terminal degree for the creative artist in theatre and provides training for increased professional competencies in the specialized areas of Theatre Arts. The basis for granting the degree is artistic as well as academic competence. Specific study plans are to be arranged in concurrence with the student's major advisor.

A unique feature of the Minnesota State University Master of Fine Arts in Theatre Arts degree program is the professional internship requirement. Each student is required to complete an internship in the student's major specialty with a theatrical company approved by the Department of Theatre and Dance.

**Admission.** In addition to meeting the general admission requirements of the College of Graduate Studies and Research, the Master of Fine Arts in Theatre Arts degree has special entrance requirements. A student must have:

1. a 3.0 GPA (based on 4.0) for the last two years of undergraduate work
2. a major in Theatre Arts or its equivalent
3. three letters of recommendation
4. resume of theatre work
5. acting and directing applicants must submit
  - a. prompt book samples of plays directed by applicant
  - b. photographs and tape recordings of plays directed or acted in by applicant
  - c. appropriate reviews or criticisms of acting or directing by applicant
6. design/technical production applicants must submit
  - a. renderings
  - b. working drawings and/or patterns
  - c. photographs/slides of completed work

### Common Core

#### Required Performance Core [Must choose 3 credits of Thesis]

THEA 514	Stage Dialects I (2)
THEA 515	Stage Dialects II (2)
THEA 526	Stage Combat (2)
THEA 581	Theatre History I (3)
THEA 582	Theatre History II (3)
THEA 612	Advanced Theatre Speech I (2)
THEA 613	Advanced Theatre Speech II (2)
THEA 680	Theatre Research (3)
THEA 681	Theatre Theory and Criticism (3)
THEA 699	Thesis (1-3)

#### Choose 6 Credit(s).

THEA 601	Practicum: Directing (1-2)
THEA 602	Practicum: Acting (1-2)
THEA 603	Practicum: Theatre Management (1-2)

### Emphasis

#### Required Design/Production Core

[Must choose 3 credits of Thesis and 4 credits of Internship]

THEA 530	Theatre Management (3)
THEA 540	Scene Design I (3)
THEA 570	Lighting Design I (3)
THEA 581	Theatre History I (3)
THEA 582	Theatre History II (3)
THEA 585	Theatre Dramaturgy (3)
THEA 638	Director/Designer Communication Seminar (1)
THEA 675	Portfolio Seminar (1)
THEA 680	Theatre Research (3)
THEA 681	Theatre Theory and Criticism (3)
THEA 697	Internship (1-6)
THEA 699	Thesis (1-3)

#### Choose 6 Credit(s).

THEA 603	Practicum: Theatre Management (1-2)
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THEA 604	Practicum: Scene Design
THEA 605	Practicum: Tech Theatre (1-2)
THEA 606	Practicum: Costume Design (1-2)
THEA 607	Practicum: Costume Construction (1-2)
THEA 608	Practicum: Lighting Design (1-2)
THEA 609	Practicum: Sound Design (1-2)

### Restricted Electives

**Performance Electives [Choose one track]** —Acting: Must take 6 cr of 621/622; 5 cr of Internship; —Musical Theatre: Must take 8 cr of 621, 622; 6 cr of Internship; must take 611 6 times —Directing: Must take THEA 630 4 times, 5 cr of Internship.

### Acting Track

THEA 510	Musical Theatre Acting (3)
THEA 516	Acting Scene Studies
THEA 518	Acting Styles (3)
THEA 519	Acting for Radio/TV (3)
THEA 617	Advanced Acting Techniques (3)
THEA 621	Advanced Theatre Movement I (1)
THEA 622	Advanced Theatre Movement II (1)
THEA 697	Internship (1-6)

### Acting Track

#### Choose 3 Credit(s).

THEA 583	Musical Theatre History (3)
THEA 585	Theatre Dramaturgy (3)

### Musical Theatre Track

THEA 510	Musical Theatre Acting (3)
THEA 511	Music Theatre Acting II (3)
THEA 583	Musical Theatre History (3)
THEA 611	Private Voice for the Actor (0)
THEA 621	Advanced Theatre Movement I (1)
THEA 622	Advanced Theatre Movement II (1)
THEA 697	Internship (1-6)

### Musical Theatre

#### Choose 6 Credit(s).

THEA 516	Acting Scene Studies (3)
THEA 517	Acting Techniques (3)
THEA 518	Acting Styles (3)

### Directing Track

THEA 530	Theatre Management (3)
THEA 535	Advanced Directing Methods (3)
THEA 585	Theatre Dramaturgy (3)
THEA 630	Design for Directors (2)
THEA 635	Advanced Directing Methods II (3)
THEA 638	Director/Designer Communication Seminar (1)
THEA 697	Internship (1-6)

### Directing Track

#### Choose 3 Credit(s).

THEA 516	Acting Scene Studies (3)
THEA 517	Acting Techniques (3)
THEA 518	Acting Styles (3)
THEA 519	Acting for Radio/TV (3)

### Design/Production Electives [Choose one track]

#### Scene Design Track

THEA 541	Scene Design II (3)
THEA 544	Styles and Ornamentation (3)
THEA 575	Sound Design I (3)
THEA 645	Advanced Scene Painting (3)
THEA 648	Drawing and Rendering for the Theatre (3)
THEA 651	Advanced Theatre Drafting (3)
THEA 670	Advanced Design Laboratory (3)

#### Costume Design Track

#### Choose 21 Credit(s).

**Elective credits must include 3 credits of 600 level electives and 3 credits Ind Study**

THEA 560	Costume Design I (3)
THEA 561	Costume Design II (3)
THEA 564	Costume History (3)
THEA 648	Drawing and Rendering for the Theatre (3)
THEA 670	Advanced Design Laboratory (3)
THEA 677	Individual Study (1-4)

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## SPECIAL EDUCATION

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### Lighting Design

Choose 21 Credit(s).

Electives must include 3 credits 500-level and 2 credits 600-level electives

THEA 571	Lighting Design II (3)
THEA 575	Sound Design I (3)
THEA 631	Advanced Stage Management (1)
THEA 651	Advanced Theatre Drafting (3)
THEA 670	Advanced Design Laboratory (3)
THEA 672	Virtual Lighting (3)

### Sound Design Track

Electives must include 3 credits 500-level and 3 credits 600-level electives

THEA 575	Sound Design I (3)
THEA 576	Sound Design II (3)
THEA 651	Advanced Theatre Drafting (3)
THEA 670	Advanced Design Laboratory (3)
THEA 674	Digital Audio Systems (3)

### Technical Direction Track

Electives must include 3 credits 500-level and 3 credits 600-level electives

THEA 555	Technical Direction (3)
THEA 575	Sound Design II (3)
THEA 651	Advanced Theatre Drafting (3)
THEA 656	Advanced Technical Direction (3)
THEA 670	Advanced Design Laboratory (3)

### Additional Requirements

Master of Fine Arts students must fulfill a residence requirement of two years (4 semesters) and have a minimum of 26 credits at the 600 level; must pass a written comprehensive examination during the final semester of residency; complete four projects representing different styles of theatre productions. No P/N grades are acceptable in fulfilling major requirements. An internship performing professional theatre activities and a written thesis documenting artistic work must be complete in order to qualify for the degree.

### THEATRE ARTS MA

(Thesis Plan - 30 credits)

Programs are available for students who have an undergraduate major or minor in theatre or its equivalent. Thirty credits of graduate level work is required to complete the Master of Arts degree. A minimum of 17 credits must be at the 600 level. In addition to Theatre Research, specific plans of study are to be devised with the concurrence of the student's advisor. No P/N grades are acceptable in fulfilling major requirements.

Students planning programs concentrating on theatre are advised to consult with the Department of Theatre and Dance chairperson.

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### COURSE DESCRIPTIONS

#### THEA 510 (3) Musical Theatre Acting I

A performance-based class concentrating on using the song as the basis for acting.

#### THEA 511 (3) Musical Theatre Acting II

Introductory survey of American Musical Theatre history and repertoire as well as performance techniques for the singing actor.

ALTF Prerequisite: CON

#### THEA 512 (2) Theatre Speech I

Study and exercises in vocal development emphasizing the demands of stage speech.

S Prerequisite: CON

#### THEA 513 (2) Theatre Speech II

Theatre speech including study of the International Phonetic Alphabet.

F Prerequisite: CON

#### THEA 514 (2) Stage Dialects I

A study and practice of dialects most often used in performance.

ALTS Prerequisite: CON

#### THEA 515 (2) Stage Dialects II

A continuation of Stage Dialects I.

ALTF Prerequisite: CON

#### THEA 516 (3) Acting Scene Studies

Advanced scene studies with a focus on analysis and the varied approaches to developing motivations.

ALTS Prerequisite: CON

#### THEA 517 (3) Acting Techniques

The development of individual performance craft and advanced acting methodologies.

ALTF Prerequisite: CON

#### THEA 518 (3) Acting Styles

Advanced scene studies in classical and stylized dramatic literature.

ALTS Prerequisite: CON

#### THEA 519 (3) Acting for Radio/TV

Development of performance craft for the media.

ALTS Prerequisite: CON

#### THEA 525 (1-2) Styles of Motion

Specialized training in a variety of physical techniques.

ALTS Prerequisite: CON

#### THEA 526 (2) Stage Combat

An exploration of basic skills involved in unarmed combat and a variety of historical weapons systems with primary emphasis on theatricality and safety.

F Prerequisite: CON

#### THEA 530 (3) Theatre Management

Exposes students to the functions of theatre managers through case studies, discussions, practical application and readings.

ALTS Prerequisite: CON

#### THEA 535 (3) Advanced Directing Methods

Advanced studies in script analysis, actor psychology, and staging techniques culminating in performance projects with critical analysis.

S Prerequisite: CON

#### THEA 540 (3) Scene Design I

Development of techniques and skills in the creation of scenery.

F Prerequisite: CON

#### THEA 541 (3) Scene Design II

Refinement of model building and drawing skills in theatrical design.

S Prerequisite: THEA 540

#### THEA 544 (3) Styles and Ornamentation

A visual appreciation of assorted cultures through the study of their architecture, decoration, furniture, utensils, etc.

#### THEA 545 (3) Scene Painting II

Provides information on materials and techniques of scenic painting with a large amount of lab time for experimentation with technique.

ALTF Prerequisite: CON

#### THEA 551 (3) Drafting for the Theatre

Enhances the advanced theatre student's ability to show complex elements of a theatrical design in a clear manner using accepted theatrical drafting methods.

ALTF Prerequisite: CON

#### THEA 555 (3) Technical Direction

Explores duties and construction techniques of the theatre technical director including budgeting, stage machinery, theatrical systems, and project management.

ALTF Prerequisite: CON

#### THEA 560 (3) Costume Design I

Theory and techniques in costume design and execution.

F Prerequisite: CON

#### THEA 561 (3) Costume Design II

Advanced costume design theory and techniques.

ALTS Prerequisite: THEA 560

#### THEA 564 (3) Costume History

Survey of costume history from ancient Egypt to 1900.

ALTS

**THEA 565 (3) Advanced Make-Up**

Practical application of advanced makeup techniques.  
ALTS Prerequisite: CON

**THEA 570 (3) Lighting Design I**

The study of lighting equipment, usage, techniques, and stage lighting design.  
S Prerequisite: CON

**THEA 571 (3) Lighting Design II**

Solving particular lighting design challenges.  
ALTS Prerequisite: THEA 570

**THEA 575 (3) Sound Design I**

Production and sound effects, electronic sound reinforcement of live performance, choice and operation of sound equipment, as well as basic music styles and terminology.  
S Prerequisite: CON

**THEA 576 (3) Sound Design II**

Integrated sound design to support and enhance theatrical production.

**THEA 581 (3) Theatre History I**

Survey of theatrical history from its origins to 1700.  
ALTS

**THEA 582 (3) Theatre History II**

Survey of theatrical history from 1700 to the present.  
ALTS

**THEA 583 (3) Musical Theatre History**

Survey of the history of the American musical theatre from its origins to the present.

**THEA 585 (3) Theatre Dramaturgy**

This class teaches how to access historical information and present it to directors, actors or designers in a way that will help them make informed and practical artistic choices.

**THEA 600 (1-4) Summer Stock**

Technical work or acting in summer theatre productions.  
Summer Prerequisite: CON

**THEA 601 (1-2) Practicum: Directing**

A considerable production responsibility which utilizes skills in script analysis, actor coaching, design coordination, and general production management.  
F,S Prerequisite: CON

**THEA 602 (1-2) Practicum: Acting**

A considerable production responsibility dealing with the preparation and performance of a major acting role including a character study, a rehearsal diary, research materials on the author, play and character analysis, and post-production evaluation of the project.  
F,S Prerequisite: CON

**THEA 603 (1-2) Practicum: Theatre Management**

Special assignments in stage management, house and/or concessions management, public relations, recruitment, and related areas.  
F,S Prerequisite: CON

**THEA 604 (1-2) Practicum: Scene Design**

Preparation and execution of a major scene design assignment. Requires a design and construction schedule, preliminary and final design concepts, necessary drafting details, and a final evaluation of the finished project.  
F,S Prerequisite: CON

**THEA 605 (1-2) Practicum: Tech Theatre**

A considerable production responsibility dealing with some technical aspect including technical drawings, budget management, and construction techniques.  
F,S Prerequisite: CON

**THEA 606 (1-2) Practicum: Costume Design**

Full and assistant costume design assignments for production offered to aid in development of techniques and creativity.  
F,S Prerequisite: CON

**THEA 607 (1-2) Practicum: Costume Construction**

The construction of costumes for theatre productions, used to increase student's skills in advanced costume construction.  
S Prerequisite: CON

**THEA 608 (1-2) Practicum: Lighting Design**

Preparation and execution of a major lighting design assignment with appropriate schedules, supervision of hanging, focusing, and cues, with a final evaluation of the finished product.  
F,S Prerequisite: CON

**THEA 609 (1-2) Practicum: Sound Design**

Preparation and execution of a major sound design assignment including all sound effects, reinforcement, and amplification.  
F,S Prerequisite: CON

**THEA 611 (I) Private Voice for the Actor**

Private lessons in developing the actor's singing voice. May be repeated. (Grade/Audit)

**THEA 612 (2) Advanced Theatre Speech I**

Advanced study and exercises in vocal development.  
S Prerequisite: CON

**THEA 613 (2) Advanced Theatre Speech II**

Advanced theatre speech including study of the International Phonetic Alphabet.  
F Prerequisite: CON

**THEA 615 (1-4) Touring Theatre Supervision**

Supervision or directing of theatre tour.  
Prerequisite: CON

**THEA 617 (3) Advanced Acting Techniques**

Advanced study and development of individual performance, craft, and acting methodologies.  
F Prerequisite: CON

**THEA 621 (1) Advanced Theatre Movement I**

Individual exploration of ballet, jazz, modern, or tap dance based upon the student's expertise.  
F Prerequisite: CON

**THEA 622 (1) Advanced Theatre Movement II**

Continuation of Advanced Theatre Movement I.  
S Prerequisite: CON

**THEA 630 (2) Design for Directors**

Theory and Practice of basic design principles geared for the theatrical director. The course may be repeated to include set, costume, lighting, and sound design.  
F, S Prerequisite: CON

**THEA 631 (1) Advanced Stage Management**

Advanced exploration of all aspects of theatrical stage management activities through specific theoretical and practical study.  
Alt. Fall

**THEA 635 (3) Advanced Directing Methods II**

Continuation of Advanced Directing Methods I.  
S Prerequisite: CON

**THEA 638 (1) Director/Designer Communication Seminar**

Communication skill enhancement between the director and designers of complex theatrical productions.  
Alt Fall

**THEA 645 (3) Advanced Scene Painting**

Advanced theatrical scene painting techniques  
Alt F; Alt S

**THEA 648 (3) Drawing & Rendering for the Theatre**

Exploring compositional organization of the two-dimensional surface by experimenting with a variety of media, materials, forms, approaches and subjects as a means for theatrical communication.

**THEA 651 (3) Advanced Theatre Drafting**

Advanced techniques in theatre drafting and CAD for the theatre design professional.

**THEA 656 (3) Advanced Technical Direction**

Explores advanced facets of technical direction including entertainment engineering and technology currently in use in the field.  
Alt F

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## THEATRE ARTS

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### THEA 670 (3) Advanced Design Laboratory

Advanced study and practical application techniques in either scene, costume, or lighting design.

F, S Prerequisite: CON

### THEA 672 (3) Virtual Lighting

Computer realization for virtual lighting design to enhance practical production quality.

### THEA 674 (3) Advanced Sound Technology: Digital Audio Systems

A study of the concepts behind digital audio and an exploration of their practical uses.

F, alternate years

### THEA 675 (1) Portfolio Seminar

Exploring the techniques of building a working design/technical portfolio and resume.

F Prerequisite: CON

### THEA 677 (1-4) Individual Study

Advanced independent study.

F,S Prerequisite: CON

### THEA 680 (3) Theatre Research

Techniques in advanced theatre research and appropriate project and thesis.

F Prerequisite: CON

### THEA 681 (3) Theatre Theory and Criticism

Survey of drama and theatre critics from Aristotle to the present.

S Prerequisite: CON

### THEA 687 (3) Playwriting

Writing the short and long play.

### THEA 690 (3) Topics in Theatre

Special topics not covered in other classes. May be repeated.

### THEA 697 (1-6) Internship

### THEA 699 (1-3) Thesis

There are also two graduate certificates (Local Government Management and Urban Planning) offered which are designed to meet the basic standards of competency in the profession.

The fields of urban management and planning are rapidly expanding and require a professional education. Applicants who hold the master's degree receive a preference in hiring. The U.S. Department of Commerce has projected a continual increase in opportunities and higher salaries in the coming decade. On the job, managers and planners enjoy a great deal of professional mobility. They frequently provide leadership in complex assignments; they are in constant contact with the general public and with co-workers. They gain satisfaction in solving important problems.

**Admission.** In addition to meeting the general admission requirements of College of Graduate Studies and Research, admission to the program as a degree-seeking student requires: 1) Undergraduate course in research methods/statistics, or equivalent; 2) Undergraduate GPA of at least 3.0/4.0 in last two years of coursework; 3) Two recommendation letters assessing potential for successful graduate study; 4) Personal statement describing applicant's interests and experience. Admission to the program on a provisional basis may be approved for applicants with a GPA of at least 2.6 in the last two years of coursework and who demonstrate special circumstances and potential. Absence of specific undergraduate coursework in urban studies or statistics will result in the assigning of deficiency coursework which must be completed before graduation.

**Financial Assistance.** Applicants seeking university sources of financial assistance should apply to the Office of Financial Aid. See Sources of Financial Assistance at the front of the Bulletin. Special awards are also available to qualified Institute students for research and teaching assistantships, fellowships, and cooperative work/graduate study positions. These awards are administered by the Institute based upon criteria established by alumni donors, local/state/federal agency grants, and faculty and professional association gifts. Although applications to the Institute for financial assistance will be accepted anytime, most complete consideration will be afforded to those complete applications received before April 1 for consideration of awards for the following academic year. Financial assistance awards are normally made for one academic year. Students in good standing may apply for professional internship appointments during the second year of graduate study.

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## URBAN AND REGIONAL STUDIES MA

### URBAN PLANNING MA

#### CERTIFICATES:

#### LOCAL GOVERNMENT MANAGEMENT

#### URBAN PLANNING

*College of Social and Behavioral Sciences*

*Urban and Regional Studies Institute*

106 Morris Hall • 507-389-1714

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The Urban and Regional Studies Institute offers multidisciplinary professional degree programs oriented toward examining and understanding the broad range of problems and opportunities associated with the nation's urban and regional areas. Since its beginning in 1966, the Institute has been training students who have chosen to become involved in the processes of solving problems in a variety of urban environments. As one of the first such graduate multidisciplinary urban studies degree program in the nation, the Institute has developed a generalist, problem solving philosophy for professionals in local government management and planning careers.

Students are offered flexibility in establishing their individual program. In addition to formal coursework, students are encouraged to undertake independent study, become involved in community service projects, participate in field studies and accept internships in local agencies. For complete details concerning the academic program, the graduate student should contact the Urban and Regional Studies Institute.

The Institute has received the Stephen B. Sweeney Award from the International City/County Management Association as the program that had made the most significant contribution to the training of men and women for local government leadership careers. There are master's degree programs of study available through the Institute, including the Master of Arts in Urban and Regional Studies and the Master of Arts in Urban Planning.

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## URBAN AND REGIONAL STUDIES MA

The Master of Arts is a multidisciplinary degree program oriented toward examining and understanding the broad range of problems and opportunities associated with the nation's urban and regional areas. Students in the MA degree program may prepare themselves for professional careers in local government, or use the MA degree as preparation for Ph.D. study. The program requirements are designed to provide flexibility while ensuring a multidisciplinary, problem-solving perspective.

#### Common Core

A previous statistics course is required prior to taking URBS 502

URBS 501 Foundations in Urban Management and Planning (3)

URBS 502 Urban Analysis (3)

URBS 667 Urban Studies Studio (3)

#### Emphasis

##### Graduate Local Government Management Program Focus

##### Choose 15 Credit(s).

The student will complete the following courses and an internship in consultation with the advisor

URBS 512 Public Information and Involvement (3)

URBS 603 Organization Environment (3)

URBS 650 Urban Administrative Services (3)

URBS 651 Urban Finance Systems (3)

##### \*Required Internship

##### Internship

URBS 697 Internship (1-6)

##### Restricted Electives

##### Electives

##### Choose 12 Credit(s).

Student chooses courses from URSI or other departments with consent of advisor

Any Discipline 500 - 699

**URBAN PLANNING MA**

(Alternate Plan Paper Option Only - 36 credits)

The Master of Arts in Urban Planning is a 2 year professional program oriented towards a systematic, creative approach to analyzing and planning neighborhoods, small towns, cities, suburbs, metropolitan areas, regions, and states. While most planners work for government at the state and local level, planners work in the non-profit and private consulting areas as well.

**Common Core**

URBS 501 Foundations in Urban Management and Planning (3)  
 URBS 502 Urban Analysis (3)  
 URBS 667 Urban Studies Studio (3)

**Emphasis****Graduate Focus****Choose 15 Credit(s).**

The student will complete the following courses and an internship in consultation with the advisor

URBS 602 Planning Process (3)  
 URBS 604 Zoning & Legal Issues (3)  
 URBS 661 Long Range & Strategic Planning (3)  
 URBS 662 Operational Planning (3)

**Required Internship****Internship**

URBS 697 Internship (1-6)

**Restricted Electives****Electives****Choose 12 Credit(s).**

Student chooses courses from URSL or other departments with consent of advisor  
 Any Discipline 500 - 699

**GRADUATE CERTIFICATE IN LOCAL GOVERNMENT MANAGEMENT****(12 credits)**

This is a graduate certificate program which provides the basic concepts, skills, and values for pursuing a career in local government management. The program is designed to meet the basic standards of professional competency specified by the International City/County Management Association (ICMA). The program is appropriate for students who wish to develop a local government management focus within a graduate degree program, or for students who have already earned their degrees and wish to prepare for a career shift.

URBS 512 Public Information and Involvement (3)  
 URBS 603 Organization Environment (3)  
 URBS 650 Administrative Services (3)  
 URBS 651 Urban Finance System (3)

**GRADUATE CERTIFICATE IN URBAN PLANNING (12 credits)**

This is a graduate certificate program which provides the basic concepts, skills, and values for pursuing a career in local government planning. The program is designed to meet the basic standards of professional competency specified by the American Institute of Certified Planners (AICP). The program is appropriate for students who wish to develop a local government planning focus within a graduate degree program, or for students who have already earned their degrees and wish to prepare for a career shift.

URBS 602 Planning Process (3)  
 URBS 604 Zoning & Legal Issues (3)  
 URBS 661 Long Range & Strategic Planning (3)  
 URBS 662 Operational Planning (3)

**COURSE DESCRIPTIONS****URBS 501 (3) Foundations in Urban Management & Planning**

This course is a survey of the local community - the forces which shape it, the significance of a democratic public, and the professional practice of local government service.

**URBS 502 (3) Urban Analysis**

This course is designed to develop the skills needed to gather, analyze, and present information for resolving applied problems in local government and community settings. Pre: a previous course in statistics

**URBS 511 (3) Urban Policy & Strategic Analysis**

Prepares students to analyze problems, identify alternative solutions, and utilize techniques of analysis.

**URBS 512 (3) Public Information and Involvement**

This course is designed for students preparing for a professional career in local government or public service, focuses on media relations and building citizen involvement through public awareness projects.

**URBS 513 (3) Urban Program Evaluation**

Reviews processes and techniques related to evaluation of public programs.

**URBS 515 (3) Urban Housing Policy**

Public policy and programs and non-profit initiatives that address issues of housing supply, quality, and costs.

**URBS 517 (3) Urban Law**

An overview of local government law and local governing powers. In addition, public issues in the legal context will be examined from a management and planning perspective.

**URBS 531 (3) Urban Design Principles**

Basic working knowledge and vocabulary of urban design concepts and techniques in an applied problem-solving context.

**URBS 533 (3) Urban Development**

Theory and applications of principles of landscape architecture or urban design.

**URBS 535 (3) Downtown Revitalization**

Examines the problem of central business district deterioration and explores the changing patterns of economic and social mobility with primary focus upon the trends of downtown revitalization currently being employed by the public and private sectors.

**URBS 537 (3) Urban Heritage Preservation**

Preservation techniques, principles of structural evaluation, adaptive use potentials and options, economic consideration in preservation, and the role of legislation.

**URBS 538 (3) Historic Preservation: Policy and Field Methods**

Historic Preservation: Policy and Field Methods introduces students to the rules and laws of structural historic preservation. The course will investigate the major policy documents, laws, agencies, survey methods, and examine how they are applied in local government preservation.

**URBS 551 (3) Nonprofit Sector**

Nature of the Third Sector, from a variety of perspectives, and implications for managing both internal and external relations of nonprofit organizations.

**URBS 553 (3) Grants Administration**

Raising resources for public and nonprofit organizations from needs assessment through obtaining funding to managing the grant after it is awarded.

**URBS 555 (3) Regional & County Development**

Regional and county planning content and procedures, including basic research, land use planning, and implementation of regulations.

**URBS 557 (3) Economic Development**

A survey course covering the concepts, processes, tools, and strategies of economic development in local communities. Emphasis is on the "why" and "how" of economic development.

**URBS 561 (3) Environmental Planning**

Examines and applies the fundamental concepts, techniques and mechanisms for environmental planning at the city, county, and sub-state regional levels.

**URBS 571 (3) Urban Transportation**

Examines transportation problems of, and solutions for, large and medium sized cities. Special emphasis on reducing traffic congestion, improving management of transit systems, and linking transportation and land-use planning.

**URBS 580 (1-3) Colloquium**

Presentations of research and major trends in urban professions. Prerequisite: permission of instructor

**URBS 581 (1-3) Selected Topics:**

Varying topics dealing with emerging trends and contemporary needs of students resulting from professional changes.

**URBS 583 (1-6) Workshop**

Varying topics dealing with emerging trends and contemporary needs of students resulting from professional changes.

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## URBAN AND REGIONAL STUDIES

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### URBS 585 (1-6) Community-Based Problem Solving

Problem solving in communities and direct involvement into specific areas of study of student interest.

Prerequisite: permission of instructor

### URBS 601 (3) Urban Management Process

Survey course which examines the professions and processes of urban management, including community leadership, organizing, and delivering community services.

### URBS 602 (3) Planning Process

Survey of the history, concepts, values, and ethics of public-sector planning. Emphasis on practical and comprehensive approach to developing and implementing plans.

### URBS 603 (3) Organization Environment

Changing nature of management of urban and human behavior in the municipal organization. Emphasis on the development of decision-making and communication skills.

### URBS 604 (3) Zoning & Legal Issues

Zoning theory, concepts, and techniques, with emphasis on administration of zoning in a planning office.

### URBS 615 (3) Urban Professional Seminar

Reading and research class with emphasis on student projects, analysis of contemporary urban problems, and major skills and concepts of urban professions.

Prerequisite: URBS 601 or 602 or permission of instructor

### URBS 650 (3) Urban Administrative Services

Provides an overview of urban administrative services with an emphasis on urban finance systems and human resource management. Examines the economic and human resource environment for local government managers' decision-making.

### URBS 651 (3) Urban Finance Systems

Course examines financial management utilizing accurate forecasting, fund accounting and fiscal reporting. Covers budget cycle including legal limitations on local taxation, expenditures, and debt financing.

### URBS 653 (3) Urban Mgmt Seminar

Discussion, research, presentation, and critique of standard and emerging concepts of urban management.

### URBS 661 (3) Long Range & Strategic Planning

Comprehensive planning process in urban areas, including basic studies, capital improvement programming, and exercises.

### URBS 662 (3) Operational Planning

Current planning, including zoning, subdivision regulations, annexations, and special projects.

### URBS 665 (3) Advanced Planning Seminar

Discussion, research, presentation, and critique of standard and emerging concepts of urban and regional planning.

Prerequisite: URBS 661 or 604

### URBS 667 (3) Urban Studies Studio

An advanced learning experience working in small group settings on applied projects and problem solving. The team project produced in the studio meets graduate student's capstone project requirement.

Prerequisite: 18 graduate credits, or permission of instructor

### URBS 689 (1-4) Individual Study

Individual learning experiences arranged with faculty on a learning contract basis.

Prerequisite: permission of instructor

### URBS 694 (1-2) Alternate Plan Paper

Prerequisite: permission of instructor

### URBS 697 (1-6) Internship

Scheduled work assignments varying in length and content under the supervision of selected professional sponsors.

Prerequisite: permission of instructor

### URBS 699 (1-3) Thesis

The collection and dissemination of original research in compliance with accepted research standards. (A minimum of 3 credits are required, per Graduate Studies policy.)

Prerequisite: permission of instructor

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## WORLD LANGUAGES AND CULTURES

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*College of Arts and Humanities*

*Department of World Languages and Cultures*

227 Armstrong Hall • 507-389-2116

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The Department of World Languages and Cultures offers courses to prepare current and future educators pursuing the MAT in second language teaching K-12. These courses are major components of licensure in Spanish, French, German, and TESL. See degree requirements for KSP.

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### COURSE DESCRIPTIONS

#### WLC 560 (3) Methods of Teaching Modern Languages

This course is intended to provide prospective secondary school teachers and teachers of modern languages with experience and background to prepare them for teaching modern languages to secondary school students. The course meets state licensure requirements. Major topics include: Second language acquisition and child language development; comprehension-based teaching strategies; standards-based curriculum development and planning; integrating modern languages with the secondary school curriculum; subject content instruction; and teaching and assessing listening, speaking, reading and writing skills. Pre: Student must demonstrate an oral proficiency level of Intermediate-High on the ACTFL scale or the equivalent in the target language. Contact the department for additional details.

#### WLC 561 (1) Applied Modern Language Teaching Methods

A field experience in a secondary school setting for students earning licensure in modern language teaching. Practicum students work with middle or high school students of French, German, or Spanish. Take concurrently with or following MODL 460.

#### WLC 562 (3) Foreign Languages in the Elementary School (FLES) Methods

Introduction to the theory and practice of modern language teaching for children grades K-6, including oral language development, second language literacy development, content-based language instruction, and techniques for language immersion programs. This course meets state licensure requirements.

Pre: Student must demonstrate an oral proficiency level of Intermediate-Mid on the ACTFL scale or the equivalent in the target language. For information contact the department.

#### WLC 563 (1) Applied FLES Methods

A field experience in an elementary setting for students earning licensure in modern language teaching. Practicum students work with elementary school students in French, German, or Spanish. Take concurrently with or following MODL 562.

#### WLC 565 (1-3) Workshop in Modern Language Education

Topics in modern language education. May be repeated for credit.

#### MODL 577 (4) Methods of Teaching ESL

Examines the integration of skills, including listening, speaking, reading, writing, and vocabulary use in a variety of contexts, e.g. K-12, adult, higher education, ESL, EFL.

#### WLC 610 (2-4) Comparative Language Studies: Spanish and Portuguese

Students will explore the linguistic variations for developing productive language skills and study the cultural similarities and differences between Spanish and Portuguese (Europe, South America, Africa).

#### WLC 677 (1-4) Individual Study

Special topics in language education. May be repeated for credit.

#### WLC 694 (1-2) Alternate Plan Paper

Research and writing for the alternate plan paper.

#### WLC 697 (4-6) Internship: Community College Teaching

Classroom experience in post-secondary teaching.

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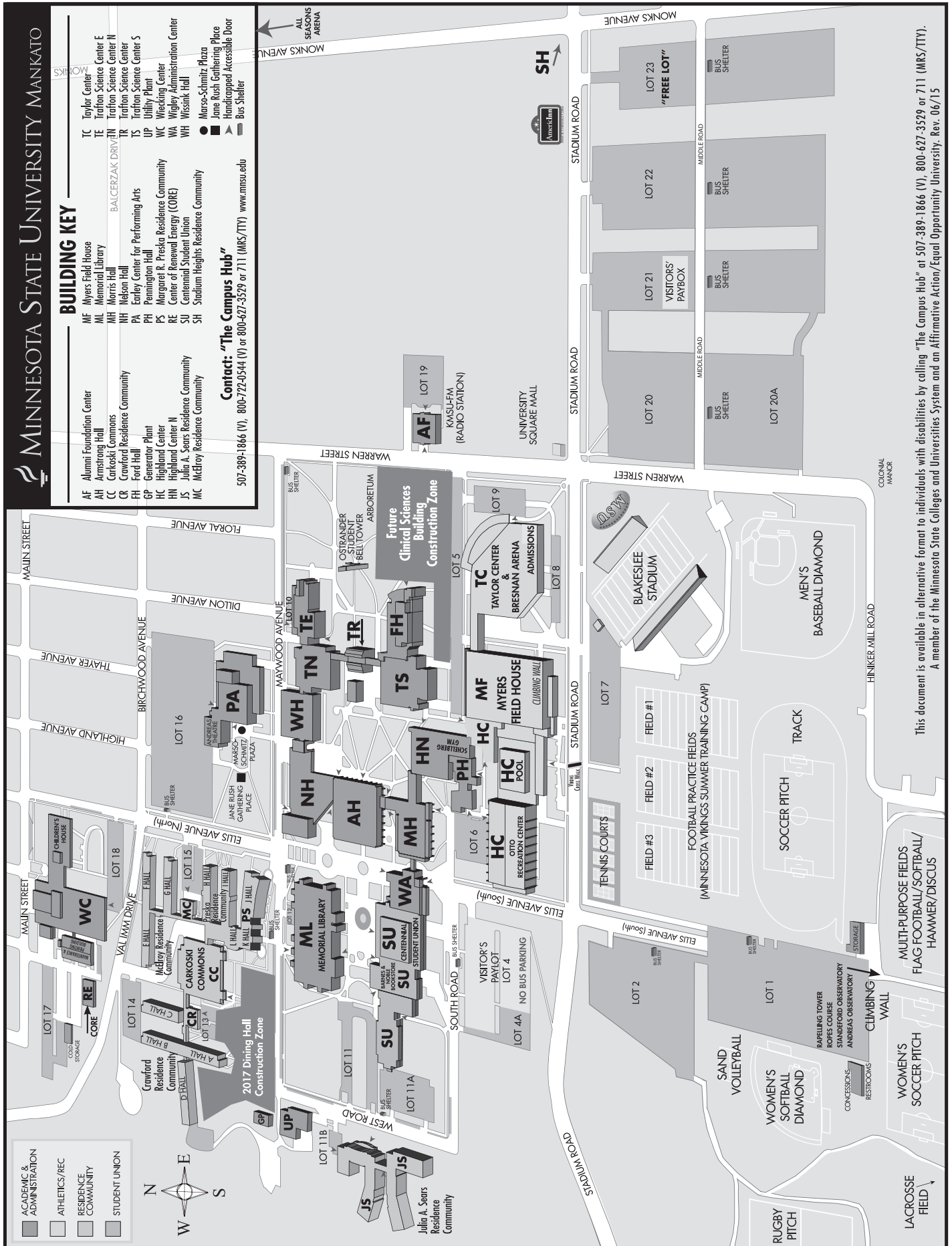
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AH	Armstrong Hall	TE	Trafion Science Center E
ML	Memorial Library	TR	Trafion Science Center N
CC	Carkoski Commons	TR	Trafion Science Center S
CR	Crawford Residence Community	UP	Utility Plant
FH	Ford Hall	WC	Wrecking Center
GP	Generator Plant	WA	Wigley Administration Center
HC	Highland Center	WH	Wisnink Hall
HN	Highland Center N		
JS	Julia A. Sears Residence Community		
MC	McRoy Residence Community		
MF	Myers Field House		
MH	Memorial Hall		
NH	Nelson Hall		
PA	Paylor Center for Performing Arts		
PH	Pennington Hall		
PS	Preska Residence Community		
RE	Center of Renewal Energy (CORE)		
SU	Centennial Student Union		
SH	Stadium Heights Residence Community		

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