

Continuous Quality Improvement:

A way of life at Montana State University–Billings

Montana State University–Billings is a student–centered learning environment that is enhanced by commitment to Continuous Quality Improvement (CQI). This dedication to CQI means that the university faculty and staff continually review programs and services to our students to provide an optimal educational experience. This persistent pursuit of quality improvement to assure excellence involves our students, staff, faculty, administration and our community.

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UNIVERSITY CALENDAR

Fall Semester 2006

Residence Halls Open.....	Sunday, September 3
Labor Day OFFICES CLOSED.....	Monday, September 4
Classes Begin.....	Wednesday, September 6
Late Registration Fee Applies (\$40.00).....	Friday, September 8
STUDENTS WHO HAVE NOT COMPLETED FEE PAYMENT OR SIGNED A FEE STATEMENT BEFORE FRIDAY, SEPT. 8 WILL BE DISENROLLED FROM CLASSES AND REQUIRED TO RE-REGISTER	
Last Day for Registering/Adding Classes.....	Thursday, September 14
Last Day for Withdrawing/Dropping Classes with a Partial Refund.....	Tuesday, September 26
Last Day to Apply to Graduate Fall Semester 2006.....	Tuesday, October 3
Columbus Day CLASSES IN SESSION/OFFICES OPEN (Exchanged for Friday, Nov 24).....	Monday, October 9
Last Day to Drop Classes Without Penalty for Failing (No Refund).....	Tuesday, October 24
Registration for 2007 Spring Semester Begins.....	Monday, November 6
Election Day NO CLASSES/OFFICES CLOSED.....	Tuesday, November 7
Veterans' Day (Observed) NO CLASSES/OFFICES CLOSED.....	Friday, November 10
Last Day to Drop a Class with Approval of Advisor and Course Instructor.....	Tuesday, November 21
Thanksgiving Holiday NO CLASSES/OFFICES CLOSED.....	Wednesday, November 22 thru Sunday, November 26
Final Exam Week.....	Monday, December 11 thru Thursday, December 14
Semester Ends.....	Thursday, December 14
Residence Halls Close.....	Friday, December 15
Grades Due in the Registrar's Office.....	12 noon, Wednesday, December 20

InterSession 2006-2007

Classes offered.....	Tuesday, December 26 to Wednesday, January 10
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Spring Semester 2007

Residence Halls Open.....	Sunday, January 14
Martin Luther King Day NO CLASSES/OFFICES CLOSED.....	Monday, January 15
Classes Begin.....	Wednesday, January 17
Late Registration Fee Applies (\$40.00).....	Friday, January 19
STUDENTS WHO HAVE NOT COMPLETED FEE PAYMENT OR SIGNED A FEE STATEMENT BEFORE FRIDAY, JANUARY 19 WILL BE DISENROLLED FROM CLASSES AND REQUIRED TO RE-REGISTER	
Last Day for Registering/Adding Classes.....	Thursday, January 25
Last Day for Withdrawing/Dropping Classes with a Partial Refund.....	Tuesday, February 6
Last Day to Apply to Graduate Spring Semester 2007.....	Tuesday, February 13
Presidents' Day NO CLASSES/OFFICES OPEN.....	Monday, February 19
Spring Break NO CLASSES/OFFICES OPEN.....	Saturday, March 3 thru Sunday, March 11
Registration for 2007 Summer Session Begins.....	Monday, March 12
Last Day to Drop Classes Without Penalty for Failing (No Refund).....	Wednesday, March 14
Registration for 2007 Fall Semester Begins.....	Monday, March 19
Last Day to Drop a Class with Approval of Advisor and Course Instructor.....	Thursday, April 12
Spring Mini Break NO CLASSES.....	Thursday, April 5 thru Sunday, April 8
University Day NO CLASSES/OFFICES OPEN.....	Friday, April 27
Final Exam Week.....	Monday, April 30 through Thursday, May 3
Semester Ends.....	Thursday, May 3
Residence Halls Close.....	12 noon, Friday, May 4
Commencement.....	Saturday, May 5
Grades Due in the Registrar's Office.....	12 noon, Wednesday, May 9

***Note: Ten minutes is added to all Monday-only classes Spring 2007.**

Summer Semester 2007

First Session classes begin.....	May 14
Memorial Day NO CLASSES/OFFICES CLOSED.....	May 28
First Session classes end.....	June 15
Last Day to Apply to Graduate Summer Semester 2004 if not attending ceremony Spring 2004.....	June 15
Second Session classes begin.....	June 18
Independence Day NO CLASSES/OFFICES CLOSED.....	July 4
Second Session classes end.....	July 20
Third Session classes begin.....	July 23
Semester Ends.....	August 24

Fall Semester 2007

Residence Halls Open.....	Sunday, September 2
Labor Day Offices Closed.....	Monday, September 3
Classes Begin.....	Wednesday, September 5
Late Registration Fee Applies (\$40.00).....	Friday, September 7
STUDENTS WHO HAVE NOT COMPLETED FEE PAYMENT OR SIGNED A FEE STATEMENT BEFORE FRIDAY, SEPT. 7 WILL BE DISENROLLED FROM CLASSES AND REQUIRED TO RE-REGISTER	
Last Day for Registering/Adding Classes.....	Thursday, September 13
Last Day for Withdrawing/Dropping Classes with a Partial Refund.....	Tuesday, September 25
Last Day to Apply to Graduate Fall Semester 2007.....	Tuesday, October 2
Columbus Day CLASSES IN SESSION/OFFICES OPEN (Exchanged for Friday, Nov 23).....	Monday, October 8
Last Day to Drop Classes Without Penalty for Failing (No Refund).....	Tuesday, October 23
Registration for 2008 Spring Semester Begins.....	Monday, November 5
Veterans' Day (Observed) NO CLASSES/OFFICES CLOSED.....	Monday, November 12
Last Day to Drop a Class with Approval of Advisor and Course Instructor.....	Tuesday, November 20
Thanksgiving Holiday NO CLASSES/OFFICES CLOSED.....	Wednesday, November 21 thru Sunday, November 25
Final Exam Week.....	Monday, December 10 thru Thursday, December 13
Semester Ends.....	Thursday, December 13
Residence Halls Close.....	Friday, December 14
Grades Due in the Registrar's Office.....	12 noon, Wednesday, December 19
*Note: Monday-only classes Fall 2007 add 10 minutes to each class session.	

InterSession 2007-2008

Classes offered.....	Wednesday, December 26 thru Friday, January 11
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Spring Semester 2008

Residence Halls Open.....	Monday, January 14
Classes Begin.....	Wednesday, January 16
Late Registration Fee Applies (\$40.00).....	Friday, January 18
STUDENTS WHO HAVE NOT COMPLETED FEE PAYMENT OR SIGNED A FEE STATEMENT BEFORE FRIDAY, JANUARY 18 WILL BE DISENROLLED FROM CLASSES AND REQUIRED TO RE-REGISTER	
Martin Luther King Day NO CLASSES/OFFICES CLOSED.....	Monday, January 21
Last Day for Registering/Adding Classes.....	Friday, January 25
Last Day for Withdrawing/Dropping Classes with a Partial Refund.....	Wednesday, February 6
Last Day to Apply to Graduate Spring Semester 2008.....	Wednesday, February 13
Presidents' Day NO CLASSES/OFFICES CLOSED.....	Monday, February 18
Spring Break NO CLASSES.....	Saturday, March 1 thru Sunday, March 9
Registration for 2008 Summer Session Begins.....	Monday, March 10
Last Day to Drop Classes Without Penalty for Failing (No Refund).....	Thursday, March 13

Registration for 2008 Fall Semester Begins	Monday, March 17
Last Day to Drop a Class with Approval of Advisor and Course Instructor.....	Friday, April 11
Spring Mini Break NO CLASSES.....	Thursday, March 20 thru Sunday, March 23
University Day NO CLASSES/OFFICES OPEN.....	Monday, April 28
Final Exam Week	Tuesday, April 29 thru Friday, May 2
Semester Ends.....	Friday, May 2
Residence Halls Close	12 noon, Friday, May 2
Commencement	Saturday, May 3
Grades Due in the Registrar’s Office.....	12 noon, Wednesday, May 7
*Note: Monday-only classes will meet Monday, April 28. As well, ten minutes is added to all Monday-only classes Spring 2008.	

Summer Semester 2008

First Session classes begin.....	May 12
Memorial Day NO CLASSES/OFFICES CLOSED.....	May 26
First Session classes end.....	June 13
Last Day to Apply to Graduate Summer Semester 2004 if not attending ceremony Spring 2004.....	June 13
Second Session classes begin	June 16
Independence Day NO CLASSES/OFFICES CLOSED	July 4
Second Session classes end.....	July 18
Third Session classes begin	July 21
Semester Ends.....	August 22

Graduate Degree Programs

The graduate programs of study at Montana State University – Billings are centered around the activities of educating, serving, and communicating. Montana State University – Billings is committed to ensuring that all its graduate students complement the theoretical study of a subject matter with personal investigation and practical application. A research course is required in all degree programs.

College of Allied Health Professions

Master of Health Administration (M.H.A.)

Master of Science in Athletic Training
(M.S.A.T.)

Master of Science in Sport, Recreation and
Fitness Management (M.S.S.R.F.M.)

Master of Science in Rehabilitation and
Mental Health Counseling (M.S.R.M.H.C.)

College of Arts and Sciences

Master of Public Administration
(M.P.A.)

Master of Science in Psychology
(M.S. Psyc.)

Master of Science in Public Relations
(M.S.P.R.)

College of Education

Master of Education (M.Ed.) with Options
in:

- Curriculum and Instruction K-8
- Early Childhood
- Educational Technology
- Interdisciplinary Studies
- Reading
- School Counseling

The Interdisciplinary Studies Option permits students to have a certain amount of flexibility with college faculty to design a program in the

following departments of the College of
Education:

- Educational Theory and Practice
- Special Education, Counseling, Reading, and
Early Childhood

Master of Science in Special Education
(M.S.S.E.) with Options in:

- Advanced Studies
- Generalist

Other Programs

Post-Baccalaureate Teacher Licensure
Program

Endorsement Program in School
Counseling

Supervisory Endorsement Program

Doctoral Minor in Special Education (in
collaboration with MSU-Bozeman)

College of Professional Studies and Lifelong Learning

Other Programs

Teacher's Institute

WELCOME

Welcome to the Graduate Studies Program at Montana State University-Billings. As the Chancellor of Montana State University-Billings, I am extremely pleased and delighted you have chosen our University to undertake your advanced studies. You have my personal assurance our motto of “Access and Excellence” is more than a slogan. During your time with us, you will be provided every opportunity to enhance and enrich your academic experience in and out of the classroom through field based learning experiences, graduate seminars, special projects, and exciting and stimulating research educational opportunities. I encourage you to take full advantage of every opportunity presented to you.

The value and benefits of a graduate education for you, personally and professionally, are clear and compelling. Quite simply stated, they include professional and career growth, potential for increased lifetime earnings, intellectual growth and development, and to be better prepared to take advantage of a rapidly changing and uniquely challenging environment in which we live and work.

At Montana State University-Billings, you will find excellent resources available to you—state-of-the-art computer labs, up-to-date library holdings, access to student support services, and comfortable classrooms, just to mention a few. But more importantly, I am most proud of our superb faculty. You will have the privilege of working with these extremely talented and dedicated faculty recognized nationally and internationally for their expertise and scholarly contributions. They are here to help you achieve your graduate educational and career goals, and you will find them eager to share their knowledge and experience with you.

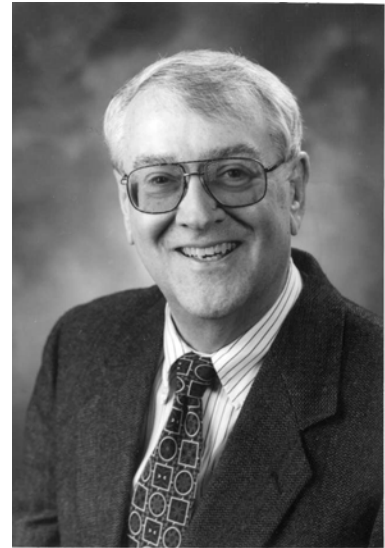
The College of Arts and Sciences, the College of Allied Health, and the College of Education offer graduate degree programs in high demand career fields. The Graduate Catalog details general and specific requirements of all advanced degrees offered by Montana State University-Billings. In addition, the Graduate Catalog contains academic degree requirements and course descriptions, and provides information regarding admission procedures and criteria, registration, fees, financial aid information, and graduate research and teaching assistantships opportunities.

In this changing and challenging world we live in, there is an ever-increasing need for lifelong learning. At Montana State University-Billings, our vision is to be “Your University of Choice and Educational Partner for a Lifetime.” Please remember all of us care about you and are here to assist you in every way possible.

Again, welcome to the campus of Montana State University-Billings and the Graduate Studies Program. I wish you the best as you pursue your graduate education.

Sincerely,

Ronald P. Sexton, Ph.D.
Chancellor



Welcome from the Office of Graduate Studies

Welcome to Montana State University-Billings. We are proud to provide many opportunities for you to receive a graduate degree in your chosen field. As a graduate student at Montana State University-Billings, you will experience top-notch classes, field experiences, and research opportunities to enhance your skills and expertise. Our graduate faculty is recognized nationally and internationally for their teaching, research and scholarship. Our degree programs are regionally accredited and recognized for their excellence.

The Office of Graduate Studies is your initial point of contact for admission to graduate studies. We will help you with the graduate application and get you started in your chosen program. Our office facilitates the process of assigning you a faculty advisor and serves as a resource for information along the way to your degree. If you wish to apply for a Graduate Assistantship or Teaching Assistantship, we can help you with the process. Please make our office in McMullen Hall your first stop.

The graduate catalog is a comprehensive guide to the outstanding graduate programs we offer at Montana State University-Billings. The catalog is intended to act as your guide for the requirements of the various graduate programs, the policies governing the programs, and the support services available to help you attain your goal. Your success is our top priority.

The Office of Graduate Studies
Room 200
McMullen Hall
Phone: (406) 657-2238
Fax: (406) 657-2299
Email: gradstudies@msubillings.edu

Dr. George White, Director
Mr. David Sullivan, Graduate Studies Counselor
Ms. Jackie Christiansen, Administrative Support

Important Notice to All Students

This *Graduate Catalog* is published biennially by Montana State University-Billings as a guide for students, faculty and others interested in the institution and its graduate studies programs. Students are expected to be familiar with the University regulations and information which are set forth in this publication. Effective date of this *Graduate Catalog* is Fall 2006.

The University is not responsible for cancellation of classes due to damage to campus facilities or unavailability of teaching personnel resulting from severe weather conditions, natural or man-made disasters, work stoppages or emergency situations declared by the Governor.

Montana State University-Billings reserves the right to change the regulations and fees in this catalog at any time during the period the publication is in effect. The University, with the concurrence of the Board of Regents of Higher Education, also reserves the right to add or withdraw courses and degree programs at any time. Effective dates of changes shall apply to prospective students and those who are already enrolled.

For further information, write or call the Office of Graduate Studies, Montana State University-Billings, 1500 University Drive, Billings, Montana 59101-0298; (406) 657-2238; e-mail: gradstudies@msubillings.edu.

Montana State University-Billings

Core Values

In any organization there are “core values” that guide the way the organization makes decisions. By clearly stating our core values, Montana State University-Billings communicates to all our stakeholders and constituents the way in which we choose to do business. The core values of the campus are:

Access – MSU-Billings recognizes the importance of access for all our constituents and is committed to providing them with a lifetime of accessibility to superior quality educational opportunities, programs and services.

Excellence – MSU-Billings emphasizes excellence in all of its educational opportunities, programs and services recognizing that excellence is not a destination, but a persistent striving for the very best.

Student Centered – MSU-Billings values student growth and is committed to excellence in teaching, research, and support for all students. Valuing students means a management approach that considers the needs of students first in decision-making.

Civic Engagement – MSU-Billings values civic engagement and provides strong support for educational opportunities that encourage students, faculty, and staff to actively serve the communities where they live and work.

Inclusiveness and Diversity – MSU-Billings encourages, embraces and celebrates the principles of inclusion, diversity, openness, and representation stressing civility, respect, and empowerment.

Constructive Leadership and Change – MSU-Billings values the contemporary culture of continuous change and improvement and seeks to be visionary in thoughts, ideas, and action.

Affordability and Stewardship – MSU-Billings is committed to keeping the cost of public higher education affordable to all Montanans and to assuring responsible stewardship of the resources invested in Montana public higher education.

Dynamic Alliances – MSU-Billings regards the building of dynamic alliances with K-12 education, other institutions of higher education, government, and business and industry as critical to our commitment to meet the growing demand for educational opportunity and an education workforce in a “knowledge economy.”

International Engagement and Cultural Exchange – The University will engage our community of influence in the globalization of our instruction, research, service, and economic development efforts.

MONTANA STATE UNIVERSITY-BILLINGS

2002-2007 STRATEGIC INITIATIVES

Based on the vision statement, core values, history of the institution, and external factors facing the institution, the following Strategic Initiatives have been adopted by the campus:

Student Success, Achievement, and

Retention- In order to ensure that each student attending the University has the opportunity to succeed and reach his or her educational goal, the University will put the planning and resources in place to maximize student success as measured by the student.

Access, Affordability and Stewardship- In order to ensure access for all qualified students the University will work to overcome barriers students face when entering college. Recognizing that cost is a significant element of access the University will seek to keep costs affordable while being good stewards of the money that the state and individuals have invested in the University.

Academic Excellence and Integrity- The University will maintain an atmosphere of excellence and complete all projects with integrity and as stewards of public resources. The six colleges at MSU-Billings will participate in a self-evaluation and external review process in an effort to ensure the highest standards of academic excellence and integrity.

Civic Responsibility, Community Engagement, and Service Learning- MSU-Billings will provide more and better opportunities for community and civic engagement and service learning to the benefit of students engaged in the learning and the communities in which our students serve.

Planning and Innovation- The University will be on the cutting edge of new ideas, continually planning for its future. The University will purposefully plan its activities and continually use innovation to further its mission and objectives.

Technology- Technology will be designed and used to further objectives of the University, community, economic development, and research to enhance the learning, business, and production environments of students, faculty, staff, and research personnel.

Competitive Change- The University will respond to market changes with appropriate strategies that meet or exceed those of the competition. We will stay relevant in a quickly changing world by leading.

Inclusiveness, Diversity, and International Engagement- The University will seek out and support programs and initiatives that engage students in multicultural and global learning. The University will seek diversity within its own workforce, student body, and programming.

Ensuring an Administrative, Operational, and Physical Infrastructure that Fully Supports an Excellent University – To achieve the ambitious goals set forth in our Strategic Plan, it is essential that the University have an excellent, responsive, and customer-oriented infrastructure that supports the work of our faculty, staff, and students. This infrastructure includes the people, processes, facilities, and technologies essential for the operations of a state-of-the-art academic and business environment.

I. General Information

Montana State University - Billings

Montana State University-Billings is a comprehensive, regional public University affiliated administratively with Montana State University in Bozeman. Montana State University-Billings offers undergraduate programs in the arts and sciences, teacher education, business and economics, counseling, human services, rehabilitation and related services, health promotion, health administration and other professional areas. Graduate programs through the master's level are offered in teacher education, special education, school counseling, psychology, public relations, rehabilitation counseling, sport/recreation/fitness management, early childhood education, reading and related areas.

Institutional History

Montana State University-Billings was established in 1927 as Eastern Montana State Normal School. At that time all the institutions of higher education were located in western Montana, so the University was designed to serve the needs of eastern Montana, especially with respect to preparing teachers for elementary schools. In 1966, the institution's name was changed to Eastern Montana College and in 1994, with the merger of the Billings Vocational Technical Center, it became Montana State University-Billings. The University has grown with the city of Billings to become the major higher education center in south-central and eastern Montana.

Today the University is the third largest of the six four-year-plus units of the Montana University System. The University consists of six academic colleges: the College of Allied Health Professions, the College of Arts and Sciences, the College of Business, the College of Education, the College of Professional Studies and Lifelong Learning, and the College of Technology.

Location and Campus

The Yellowstone Region and the City of Billings: America's "last, best place" is undoubtedly an appropriate way to describe the region of the Yellowstone. Stretching from Yellowstone Park to where it joins the Missouri River, the Yellowstone River is the longest un-dammed river in the United States. Montana State University-Billings shares the

history, traditions, and quality of life that characterize the Yellowstone Region.

Montana State University-Billings is located in the expanding city of Billings in the valley of the Yellowstone between rugged mountains and sweeping plains, with the population base of approximately 100,000. The city, the largest in Montana, offers all the conveniences of modern urban life, but has retained its cultural and historical Western tradition of friendliness.

Billings, the "Magic City," serves as a center for agriculture, finance, trade, medical care, education, tourism and energy-related industries for the people of eastern Montana and northern Wyoming. It is the largest health care and business hub in a four-state region. A downtown business district, well-planned shopping centers and malls, and a variety of smaller specialty stores provide ample opportunity for browsing and shopping.

MetraPark, Billings' major indoor complex, provides a number of entertainment opportunities such as major concert productions, trade shows and sporting events.

Historical sites, fishing streams, mountain trails, and downhill ski runs are within easy driving distance from Billings. World-famous Yellowstone National Park is nearby.

Billings has a number of churches, radio and television stations, movie theaters, a symphony society and a community theater. Parks, tennis courts and golf courses offer recreational opportunities. The city is served by excellent transportation facilities. Among other assets are excellent hotels, motels, restaurants and delightful residential districts.

Accreditation

Montana State University-Billings is accredited by the Northwest Commission on Colleges and Universities (NWCCU). In addition, the University is accredited by the following specialized accrediting agencies: the National Council for the Accreditation of Teacher Education (NCATE) for preparing elementary and secondary teachers and school counselors through the Master of Education degree and the Master of Science in Special Education degree, the Montana Office of Public Instruction, the National Association of Schools of Music (NASM), the National Association of Schools of Art and Design (NASAD), the Council on Rehabilitation Education (CORE), and the Commission

on Accreditation of Allied Health Education Programs (CAAHEP) for the athletic training education program.

Faculty

MSU-Billings faculty have expertise in many academic disciplines and over 90 percent hold the highest degrees in their fields. They contribute a number of articles each year to academic and professional journals in their fields and participate with their peers nationwide at conferences and seminars. Each year they receive grants ranging from Fulbrights for study abroad to those for the investigation of human and scientific information. Because the faculty is involved in research, students may also become involved in research, including the presentation of findings at conferences and the publication of papers in journals. Also, because the faculty work with their colleagues around the country, they are able to expose MSU-Billings students to the latest information in each degree.

Graduate Faculty

Members of the graduate faculty are appointed by the Chancellor after individual applications are recommended by the respective chairperson, dean and MSU-Billings Graduate Committee. The graduate faculty, through a shared governance process, have the responsibility for reviewing and recommending graduate programs and changes thereto, and for assisting and maintaining the standards of the graduate program.

Campus Visits

**McMullen 114, 657-2888 or
1-800-565-MSUB (ext. 2888)**

To schedule an individualized campus visit, call (406) 657-2888 or 1-800-565-6782 ext.2888, email admissions@msubillings.edu, or write to the Office of New Student Services, Montana State University-Billings, 1500 University Drive, Billings, MT 59101-0298.

University Policies

This catalog contains the academic regulations governing the graduate program. The Student Affairs Handbook contains the detailed policies and procedures governing rights and responsibilities of students in the academic community. Students are referred to that handbook for details concerning use of facilities, code of conduct, student complaint procedures, regulations for student organizations and other useful information.

Sexual Harassment Policy

Montana State University-Billings affirms its commitment to create and maintain a work environment for all employees, and a study environment for all students that supports, nurtures, and rewards career and educational goals on the basis of ability and work performance, regardless of sex.

Sexual harassment of employees by coworkers or superiors, or of students by students, staff, faculty or administrators is unacceptable. Sexual harassment is sex discrimination as defined in Title VII of the Civil Rights Act of 1964 and the Montana Human Rights Act and includes unwelcome sexual advances, requests for sexual favors or other verbal or physical conduct of a sexual nature when:

1. The employee's or student's submission to the conduct is made, either explicitly or implicitly, a term or condition of an individual's employment or education.
2. The employee's or student's submission to, or rejection of, such conduct is used as a basis for employment or education decisions; or
3. The conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile or offensive environment.

For the purpose of this policy, sexual harassment of a student will also include the following:

1. Unwelcome sexual advances;
2. Requests for sexual favors; or
3. Other verbal or physical conduct or written communication of an intimidating, hostile or offensive sexual nature where:
 - a. Submission to such conduct is made either explicitly or implicitly a term or condition of the student's status in a course, program, or activity.
 - b. Submission to or rejection of such conduct by a student is used as a basis for academic or other decisions affecting each student; or
 - c. Such conduct has the purpose or effect of substantially interfering with a student's educational experience or creating an intimidating, hostile or offensive environment.

Montana State University-Billings prohibits such conduct. Furthermore, sexual harassment is a violation of State and Federal equal opportunity and nondiscrimination regulations. On July 19, 1986, the U.S. Supreme Court in the case of Meritor Savings Bank, FSB vs. Vinson, held that a claim of "hostile environment" is now appropriate for investigation

purposes. For the purpose of this policy, “intimidating, hostile, or offensive” working or academic environment means:

1. Unwelcome sexually-oriented jokes, innuendoes, obscenities, pictures of any action with a sexual connotation which makes an employee or student feel uncomfortable in the workplace or academic environment; or
2. Any aggressive, harassing behavior in the workplace or academic environment, whether or not sexual in connotation, is directed toward an employee or student based on the employee’s or student’s sex.

Timely action will be taken when instances of sexual harassment are identified and confirmed. Retaliation against persons who file complaints is a violation of laws prohibiting discrimination and will result in disciplinary action against offenders. Employees and students who knowingly condone or fail to report incidents of harassment will themselves be subject to discipline by the appropriate Vice Chancellor or Chancellor.

Any employee or student who is the victim of sexual harassment should do the following:

1. Notify the harasser verbally or in writing that the behavior is unacceptable; OR
2. Notify harasser’s supervisor; and
3. Contact the Human Resources Office, McMullen Hall 310 (657-2278), to discuss the problem and available options.

Complaints will be investigated by means established in the Sexual Harassment Procedures.

Americans With Disabilities Act of 1990

Montana State University-Billings Policy Statement

In accordance with ADA, Montana State University-Billings also ensures academic program and building accessibility for all persons with disabilities. No individual with a disability shall, by reason of such disability, be excluded from participation in or be denied the benefits of the campus services, programs, or activities, or be subject to discrimination by any such covered entity.

Employees and Job Applicants

A qualified individual with a disability means someone who satisfies the required skill, experience, education

and other job related requirements of a position and who, with or without reasonable accommodation, can perform the essential functions of the position.

Montana State University-Billings will make reasonable accommodation to any known disability that may interfere with an applicant’s ability to compete in the selection process or an employee’s ability to perform the duties of the job. Departments which are conducting recruitments to fill a vacant position who have issues with regard to a candidate with disabilities should coordinate with the Human Resources Office, McMullen Hall, room 310, (406) 657-2278.

Students

In accordance with ADA, Montana State University-Billings also ensures academic program accessibility as well as physical accessibility for all persons with disabilities. No individual with a disability shall, by reason of such disability, be excluded from participation in or be denied the benefits of the services, programs, or activities of Montana State University-Billings, or be subject to discrimination by any such entity.

Any student and/or person with disabilities concerned about accessibility and/or accommodation issues should contact Disability Support Services, Academic Support Center (406) 657-2283 (Voice/TTY).

Annual Crime Report

In November 1990, the Student Right-to-Know Act was signed into law. The Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act mandates that institutions of higher education report and make available to both current and prospective students and employees the occurrences of specific crimes at each respective campus. In addition to the number of reported specified crimes, the institutions must report the number of arrests for liquor violations, drug-abuse violations and weapon violations. The report is available through the Vice Chancellor for Student Affairs Office or the Office of Human Resources / EEO-AA. (406) 657-2307 or 657-2278.

Equal Opportunity Policy

Pursuant to Title VI and VII of the Civil Rights Act, Title IX of the Education Amendments, Section 504 of the Rehabilitation Act, Executive Order 11246 as amended by 11375, and the Montana State Human Rights Act, Montana State University-Billings has a policy of nondiscrimination in employment practices, admission, access to and conduct of educational

programs. Discrimination is prohibited on the basis of race, sex, color, national origin, religion, age, disability, marital status, or any other factor protected by law.

II. Campus Facilities and Support Services

The graduate faculty, curriculum, and programs are at the heart of graduate education, and Montana State University-Billings offers many other resources which support the graduate programs and enrich students' educational experiences.

Library Services

Library Reference Desk 657-1662

The Montana State University-Billings Library, located in the middle of the campus, supports the University's programs of instruction, research and service by providing free and open access to information and ideas. The collections and services available in the Library are designed to benefit students at all levels and in all phases of their college careers.

The Library and AudioVisual Services are designed to help students with their information needs. Friendly and helpful staff at the reference desk will assist students in finding books, journal articles, Internet sites, and other resources that they need for class. The MSU Libraries share an online catalog, which provides quick and easy access to materials in the libraries at MSU-Billings, MSU-Bozeman, MSU-Northern and the Colleges of Technology at Great Falls and Billings. Many Web-based indexes and databases are accessible from computers in the Library and elsewhere on campus.

The shared catalog, the OMNI MSU Libraries catalog, is available 24 hours a day, 7 days a week from outside the Library on the campus web site. Go to www.msubillings.edu, and then click on Library, to find the OMNI MSU catalog system and many other information links. In addition to the MSU Libraries, the shared catalog gives access to the collections of Rocky Mountain College, Dawson Community College, Dull Knife Memorial College and Little Big Horn College.

Books, journals, documents and other information in the MSU-Billings Library are supplemented by a wide variety of electronic resources, such as electronic journals, databases, online indexes and Internet resources. Interlibrary loan and document delivery services are available to obtain materials from other libraries for students and faculty. There is no charge for items borrowed from another library.

The Library collections include federal and state documents, University archives and special collections,

as well as books, journals and other materials which support the curriculum. Subject strengths of the Library include, business, health sciences, and education, particularly special education, reading and rehabilitation.

Library instruction is offered to students through many classes, such as English composition and writing courses. All faculty are invited to bring their classes to the Library for appropriate instruction sessions.

The Library has study rooms for group use, copy machines, and microform reader-printers. Students can use U-card money or cash for copies in the Library. AV Services checks out AV equipment for student presentations, and offers other services such as tape dubbing.

The Library building has excellent access for people with disabilities. Students who need assistive technology are encouraged to use such equipment as the Arkenstone or Kurzweil readers, V-Tech magnifying device, Braille printer and computers with adaptive software, in the Assistive Technology Room on the first floor of the Library.

For information about library hours, call 657-1657.

AudioVisual Services

LI 102, 657-2329

AudioVisual Services provides many services pertaining to media and multi-media use. Equipment is available for use in the classroom, permanently installed in some locations, by request for other rooms. Faculty may have equipment delivered, and students may reserve equipment for presentations, free of charge.

For a nominal fee AV Services provides production services such as videotape and audiocassette duplication, lamination, etc.

Copyright Warning

The copyright law of the United States (Title 17, United States Code) governs the making of photocopies or other reproductions of copyrighted material. Under certain conditions specified in the law, libraries and archives are authorized to furnish a photocopy reproduction. One of these conditions is that the photocopy or reproduction is not to be "used for any purpose other than private study, scholarship, or

research.” If a user exceeds “fair use,” that user may be liable for copyright infringement.

Software licensing agreements are very specific, and may prohibit making copies for use by those who have not purchased the software.

Montana State University-Billings reserves the right to refuse to accept a copying request if, in its judgment, fulfillment of the request would involve violation of copyright law, licensing agreements or fair use.

Office of Information Technology

COE 158, 247-5755

www.msubillings.edu/technology/

The Office of Information Technology provides computing and multi-media technology services to students, faculty, and staff. The office supports over 800 student computers across 3 campuses. Students may go to College of Education 158 to receive assistance with using computing applications and developing special multi-media technology projects. Assistance is also available by calling 247-5755.

The Office of Information Technology provides opportunities for students to be employed to work with other students and faculty in developing web, multimedia, and instructional material for course work and research. Information Technology guides and mentors students in learning the latest technologies using current software and hardware. Special attention is given to enabling the student employee to have experience working with each technology and learning to teach others to develop new applications or systems using the technology. For information in becoming part of this program please go to the College of Education 158 or call the Student Helpdesk at 247-5755.

Student Computing Resources

Information Commons

Library, 247-5755

The Information Commons, an open access computer lab for MSU-Billings student use, is located on the first floor of the MSU-Billings Library and is available all hours that the Library is open. The Information Commons is operated by the Information Technology (IT) department, and has computers, scanners, laser printers, and access to color printing. A wide variety of software is available for student use, including Microsoft Office, Visual Studio .NET, Adobe Creative Suite, Macromedia Studio MX, ArcView, Mathematica,

Minitab, SPSS, iLife, Oracle, web publishing software and specific software for various courses and programs.

The lab is open to all current MSU-Billings students during Library hours and Student Assistants are available to support students in the use of hardware and standard software and to direct them to additional help resources if needed.

Students must have a student ID card to use the computers in the Information Commons, and will need money in their U-card accounts to pay for color printing and other services. People who are not current students, faculty or staff of MSU-Billings will be asked to use the open access computers located in other areas of the Library.

Access is available to the Internet, e-mail, and the Library’s online catalog as well as other web-based Library resources. Each MSU-Billings student has disk space to store their e-mail and course related documents. Disability accommodation resources are available and students using the Assistive Technology Lab on the first floor of the Library have easy access to the lab and support staff.

College of Education 158, 247-5755

COE 158, a computer lab for the design, development, and production of academic multi-media projects, is located on the first floor of the College of Education in room 158 and is available 8:00 a.m. to 6:00 p.m. COE 158 is operated by the Information Technology (IT) department, and has PC’s, iMacs, scanners, cameras, laser printers, and access to color printing. A wide variety of software is available for student use, including Microsoft Office, Visual Studio .NET, Adobe Creative Suite, Macromedia Studio MX, ArcView, Mathematica, Minitab, SPSS, iLife, Oracle, web publishing software and specific software for various courses.

The lab is open to all current MSU-Billings students; Information Technology staff are available to support students in the use of hardware and standard software and to direct them to additional help resources if needed.

Students must have a student ID card to use the computers in COE 158 and preference is given to academic work, and will need money in their U-card accounts to pay for color printing and other services.

All computers are connected to a network (LAN) providing students at each computer access to the Internet, e-mail, and disk space to store their e-mail and course related documents.

Multi-media Technology Services

COE 158, 247-5755

Information Technology Multi-media Technology Services support, located on the first floor of the College of Education room 158, provides an organized and readily accessible collection of multi-media, scanners, digital cameras, production software, materials, and equipment to enhance the educational experience at MSU-Billings. By taking advantage of these resources, one can add an innovative, supportive dimension to a particular program of study.

Services include development of video, photo, multi-media, music, and presentation materials for coursework. There are consulting staff available to assist in the design and to utilize the best practices in production of these materials.

Montana State University-Billings Online University

msubonline.org

At MSU-Billings Online University, we are pleased to be able to offer you an opportunity to take college courses via the Internet as a way of overcoming barriers of time and place.

Our students have told us that they need the ability to fulfill their academic goals in an environment that affords them "freedom and flexibility," "comfort and convenience," and "more time for work and family." By combining our commitment to *Access and Excellence* with the technology that allows you to "Learn Online... Anywhere... Anytime," this program ensures that you can achieve your personal, professional and academic goals while not having to sacrifice the other things that are important in your life.

Through the MSU-Billings Online University, you can achieve Certificate, Associates, Undergraduate and Graduate degrees or take online courses that fulfill General Education Requirements common to any degree program at MSU-Billings & other universities. The graduate degrees that you can pursue include: Master's in Health Administration (M.H.A.), Master of Science in Public Relations (M.S.P.R.), and Master of Education (M.Ed.) - Teaching as a Second Career.

[All of our current course offerings and a wealth of information about our online undergraduate and graduate degree programs can be reviewed at www.msubonline.org and in the MSU-Billings Undergraduate Catalog.](http://www.msubonline.org)

Contact:

Marlow Ockfen
MSU-Billings Online Coordinator
406.657.2030
1-800-565-MSUB x2030
email: coordinator@msubonline.org

Montana Center on Disabilities COE 168, 657-2312

The Montana Center on Disabilities, a public service unit of Montana State University-Billings, collaborates with campus, regional, state, and national programs in support of increasing the number of leaders with disabilities. The Center conducts activities in the following areas: advancement of youth with disabilities, community outreach, professional development, and technical assistance. Through these activities, the Center is working to create a fully inclusive society which values people with disabilities and their perspectives.

The Montana Center serves as a training and technical assistance resource to people with disabilities, families, and numerous agencies throughout the state. The activities of the Center are funded by a variety of sources including the Montana Office of Public Instruction, Montana Department of Public Health and Human Services, U.S. Departments of Justice and Department of Education, Social Security Administration, and other contract sources.

Staff members of the Montana Center have professional skills related to disability in the areas of employment, rehabilitation counseling, transition, traumatic brain injury, ending violence against women with disabilities, hearing conservation, community integration, and collaboration.

Through its unique array of services and programs, the Center allows graduate students opportunities to apply skills in a supervised setting. In addition, the various programs of the Center offer unique opportunities for students to engage in study and applied research.

Career Services and Cooperative Education Library 100, 657-2168

A full range of career services is available to help students gain experience and skills that will clarify career goals and facilitate entry into the job market. Services include career counseling and testing, Job Locator, credential & résumé file service, career resource library, campus interviewing, and career/job fairs and workshops. Visit us on the web at www.msubillings.edu/careers.

Cooperative Education

Library 100, 657-1717

Cooperative Education Internships (Co-Op) create educational partnerships among Montana State University-Billings, the business community, and students. It is a unique academic experience that allows students to earn academic credit, combining classroom learning with practical work experience under supervision of both faculty and employer. Learn more at www.msubillings.edu/careers/cooped/students.htm.

Career Services/Job Locator

Library 100, 657-1618

College of Technology A-017, 247-3006

The Job Locator coordinates part-time jobs for currently enrolled students that can be accessed on the MSU-Billings Career Services web page. Positions range from the service industry to technical positions and are designed to accommodate students' academic schedules. Financial aid-eligible work-study students can access on-campus jobs and Community Service positions which enable students to work in non-profit agencies. These jobs are posted at www.msubillings.edu/careers.

Multicultural Student Services

SUB 228, 657-2182

Multicultural Student Services assists all students, especially American Indian, Black-American, Asian-American and Hispanic/Latino to make academic, cultural and social adjustments to Montana State University-Billings.

This campus recognizes and has a commitment to cultural diversity; therefore, Multicultural Student Services provides advocacy for students, referral to other Student Affairs and MSU-Billings programs including Native American Studies, and liaison with tribal educational representatives and other community organizations.

Intertribal Indian Club is open to all interested students. The Intertribal Indian Club is a student organization, established to assist Native American students in their adjustment to university life, to promote scholastic ability, and to foster pride in the cultural heritage of the Native American. The Club sponsors an annual Pow Wow, the largest student-sponsored campus event.

American Indian Science and Engineering Society (AISES)

is available to students interested in science, math, engineering, medicine, business, and related fields. AISES' programs include campus chapters, scholarships, national professional conferences, mentoring support and leadership training to further prepare American Indian students for successful science and engineering careers. Membership is open to any full-time student; however, only American Indian students are eligible for scholarships and other awards.

Academic Support Center

657-1641

The Academic Support Center provides services to support the academic success of Montana State University-Billings students. The Learning Lab provides tutors to assist all students in completing math and writing assignments. Graduate students may be particularly interested that writing tutors are available to assist students in the utilization of APA standard format. The Academic Support Center Learning Lab is open Monday through Thursday from 8:00 a.m. to 8:00 p.m., Friday from 8:00 a.m. to 5:00 p.m., and Saturday 9:00 a.m. to noon.

Disability Support Services

Academic Support Center, 657-2283

(V/TTY)

Disability Support Services assists in creating an accessible university community where students with documented disabilities have an equal opportunity to fully participate in all aspects of the educational environment. We coordinate the provision of reasonable accommodations, advocate for an accessible and amenable learning environment, and promote self-determination for the students we serve.

To facilitate academic access, assistive technology is available on campus. The Assistive Technology Room on the first floor of the library is equipped with a variety of assistive technology programs, a CCTV, and a Braille printer to support the academic needs of students with disabilities. The Disability Support Services office also has additional assistive technology.

Students with disabilities have the responsibility to identify themselves and request appropriate accommodations.

Montana State University- Billings Alumni Association

2615 Virginia Lane, 657-2244

The Montana State University-Billings Alumni Association serves as a link between the University and its graduates.

While strengthening the University by bringing alumni to a better awareness of the progress and growth taking place at Montana State University-Billings, it also brings to the attention of the University the types of programs that will address the needs of alumni in their communities. The Alumni Association, which operates under the auspices of the Montana State University-Billings Foundation, is financed in part by Association membership dues.

Montana State University-Billings Foundation**2615 Virginia Lane, 657-2244**

The Montana State University-Billings Foundation receives and administers gifts, grants and bequests to support scholarships and special needs of the University which cannot be met through public funds. It is incorporated in the State of Montana as a nonprofit organization for charitable and educational purposes.

Jackets and Company

Jackets and Company operates four retail outlets located on campus and in downtown Billings and provides the campus community with textbooks, supplies, and supplemental learning tools required in academic courses. Jackets and Company also carries a wide selection of school and office supplies, imprinted apparel, computers, software, gifts, greeting cards, and sundries at competitive prices. You can visit Jackets and Company on line at www.jacketsandcompany.com.

Physical Education Facility

657-2370

Students majoring in Health and Physical Education can draw on the facilities of the Physical Education Building. The building includes a 3,300-seat gymnasium with a varsity basketball court, two regulation volleyball courts, badminton and tennis courts; the south balcony which has space for indoor archery, golf, and baseball pitching and batting; the north balcony, with a combatives area; two handball courts, usable for racquetball and squash; a 25-yard swimming pool equipped with one and three meter diving boards, a spectator gallery, and an underwater observation window; dressing rooms for men and women with disabilities and an elevator with direct access to the swimming pool; men's and women's

locker rooms, each with showers; training room with built-in whirlpool; human performance lab used for physical fitness testing and studies; and a fitness center with aerobic, selectorized, and free weight equipment.

The facility also includes an annex which has a large gymnasium divisible by curtains into two sections, each with a high school-sized basketball court; two tennis courts; three volleyball courts; six badminton courts; four racquetball-handball courts with glass back-walls and an instructor's gallery; and a suspended running track, 14 laps to the mile.

Recreational Activities**SUB 222, 657-2881**

The MSU-Billings Recreational Activities Program offers a wide range of activities. It provides all students, faculty, and staff with recreational opportunities in competitive and noncompetitive events as well as organized and informal activities as regularly as their time and interest permit.

Intramural Sports

Competition is scheduled for individual, dual, and team sports. Participation is generally arranged in men's, women's, and co-ed divisions for each activity. These range from the traditional team sports of flag football, volleyball, basketball, dodgeball, and softball, to the popular individual and dual sports such as racquetball, tennis, golf, and disc golf. Everyone is encouraged to participate regardless of experience or skill.

Leisure Recreation

This informal activity allows those not wishing to be a part of a structured program to make use of our fine recreational facilities. The Physical Education Building includes two gymnasiums, a swimming pool, four racquetball/handball courts, a new fitness center, an indoor jogging track and locker rooms. Outdoor activity areas include two playing fields, a new softball field, and four lighted tennis courts housed inside an all-weather bubble.

Yellowstone Public Radio**406 Marbara Lane, 657-2941**

Yellowstone Public Radio originates from KEMC at 91.7 in the Joseph S. Sample Studios on the Montana State University-Billings campus. It provides in-depth news and information, music, spoken arts and humanities programs to more than 35,000 listeners in Montana and northern Wyoming. YPR programming is also heard on stations KBMC at 102.1 in Bozeman/Gallatin County, KECC at 90.7 in Miles City,

KYPR at 88.9 in Gillette, and from twenty-eight translators throughout Montana and Wyoming.

Yellowstone Public Radio is affiliated with National Public Radio (NPR), Public Radio International (PRI) and the WFMT Fine Arts Network.

Yellowstone Public Radio can be heard at these frequencies in the following MONTANA

communities: Ashland 89.1, Big Sky 95.9, Big Timber 90.5, Billings 91.7, Bozeman 106.7 & Bozeman/Gallatin County 102.1, Broadus 91.9, Chester & the Sweetgrass Hills 100.1, Colstrip 88.5, Columbus 88.5, Conrad 91.9, Cut Bank 88.9, Emigrant & Paradise/Shields River Valleys 91.1, Forsyth 91.1, Glasgow 91.9, Glendive 88.5, Hardin 91.7, Havre 91.7, Helena 97.1, Lewistown 88.5, Livingston 88.5, Miles City 90.7, Red Lodge 89.1, Shelby 90.3, Terry 91.9.

And in the following WYOMING communities:

Buffalo 91.9, Cody 88.5, Gillette & Wright 88.9, Greybull, Lovell & Powell 91.1, Sheridan 104.9, Worland 88.5, Yellowstone Park 104.9.

Yellowstone Public Radio can also be heard online at www.yellowstonepublicradio.org

Student Health Services

Petro Hall, 657-2153

The Student Health Services provides health care for all students enrolled at Montana State University-Billings. For those students taking less than seven credits, the Health Service fee is optional and may be paid at any time during the semester. Registered nurses, physicians, mental health counselors and a student health educator staff Student Health Services. Consultations with local physicians are scheduled if considered desirable by the University physician. The cost of these consultations, as well as laboratory tests and x-rays, are borne by the student. The Student Health Services is available eight hours per day Monday through Friday.

Montana state law requires signed and dated proof of two valid measles and rubella immunizations or a physician's statement of proof of having had these diseases for all students of postsecondary education who were born after December 31, 1956. The Student Health Services provides immunizations for those students who need it at a reasonable cost. It is recommended that students have tetanus/diphtheria boosters within the last five years.

In the event of a medical emergency after Student Health Services hours, the student is advised to seek care at either hospital's emergency room or walk-in

clinics. The cost of medical care received outside the Student Health Services is borne by the student.

Insurance

Students are required to have health insurance. All on-campus students taking seven or more credits will be assessed a premium fee for the student health insurance offered through the Student Health Services. Those students who do not need this insurance must waive it online before the 15th day of fall and spring semesters. Directions to waive the insurance online can be found on the SHS website www.msubillings.edu/hservices. Click on "insurance." Students taking from four to six credits may enroll in the health insurance plan by filling out an enrollment form at the SHS office. Students taking only online credits are NOT eligible for the student health insurance. Insurance brochures can be found at the SHS office.

Health Education

Student Health Services provides a comprehensive health education program for students. Programs concerning vital health and wellness issues are offered on a regular basis. Informative pamphlets and videos are available in the Student Wellness Center.

International Studies

Library 131, 657-1705

In this age of global interdependence, developing an international perspective among students is one of the essential components of a higher education. Montana State University-Billings provides students exciting opportunities to study and live in other countries and to explore diverse cultures and societies. Studying abroad is the unique way to expand one's global awareness, and one's academic and personal growth.

In thinking about studying abroad, four issues are important to understand:

1. There are a number of study abroad opportunities for which students may pay *regular* MSU-Billings (or MSU-Bozeman) tuition and fees. Besides these officially sanctioned exchanges, there are some other fairly low cost programs that the Office of International Studies (Library 131) can help students identify.
2. *Financial aid* is available for study abroad costs. Visit the Office of Financial Aid and Scholarships early in your planning process to ensure that details can be worked out in timely fashion.
3. Study abroad programs range in length from two weeks to a year. Fairly brief *summer* programs

allow students both to study abroad and to earn money for the next year.

4. Study abroad programs can give one an experience in a foreign language, but many programs are available in *English* even in countries where English is not the native language.

Come to the Office of International Studies, Library 131, to find out about the variety of study abroad opportunities available to students. MSU-Billings offers its own programs in Japan, Korea, Finland, the Netherlands, Ireland/Wales, Germany, Spain, Costa Rica, and Mexico. Through MSU-Bozeman, with whom MSU-Billings works closely, there are opportunities to study in universities in such countries as Australia, England, France, Norway, and Morocco. Many of these placements are competitive; therefore, a record of good academic performance is an advantage.

The Office of International Studies also helps recruit and assist international students at MSU-Billings. English as a Second Language (ESL) courses are offered in the summer to help support international students achieve their academic goals. The Office of International Studies promotes international awareness by sponsoring such events as International Day, an International Education Week, international movie nights, programs on specific countries, and advising the on campus International Students Club, which is open to all students.

ACCESSIBILITY DATA

For Individual Buildings On Campus

Building	General Accessibility						Restroom Facilities			
	Entrance ramped on ground level	Automatic entrance doors	Number of accessible floors	Stairs non-skid	Interior ramps available	ELEVATORS P=Passenger, F=Freight; *=Braille labels	Restroom designed for wheelchair	Entrance door width = 32"	Wall accessories below 40"/A	Access to showers and tubs
Academic Support Center	yes	yes	1		no		yes	yes	yes	
Apsaruke	Yes	Yes	3	Yes	Yes/F	P*	Yes	Yes	yes	
Art Annex	yes		1		no		yes	yes	yes	
Cisel Hall	yes	yes	4	yes	yes	P*	yes/B	yes	yes	
College of Business	yes	Sky-Bridge	3		yes	P	Yes/F	yes	yes	
College of Education	yes	yes	4	yes	no	P*	yes	yes	yes	
College of Technology	yes	yes	2		yes	P*	yes	yes	yes	
Facilities Services	yes		1				yes	yes	yes	
Family Housing	yes	no	1				yes	yes	yes	yes
Liberal Arts	yes	yes	8	yes	no	P*	yes/C	yes	yes	
Library	yes	yes	3	no	yes/F	P*	yes/D	yes	yes	
McMullen Hall	yes	yes	4	yes	no	P*	yes	yes	yes	
Parking Garage	yes			yes	yes	P*				
Petro Hall	yes	yes	8	no	no	P*	yes/H	yes	yes	no
Physical Education	yes	yes	2	yes	yes	P*	yes	yes	yes	yes
Rimrock Hall	yes	yes	6	no	no	E/G,P*	yes	yes	yes	yes
Science	yes	yes	3	yes	no	P*	yes	no	yes	
Security	yes		1		yes		yes	yes	yes	
Student Union	yes	yes	2	no	no	P*	yes	yes	yes	

- A: In most restrooms, the sinks but not the towels are below 40"
- B: Off ramp between new and old building
- C: 1st floor, between Liberal Arts Building and Library/2nd & 5th floor Liberal Arts Building
- D: 2nd floor, between Library doors and stairs

- E: Stairs to basement
- F: Wheelchair lifts
- G: Freight elevator does not have automatic doors
- H: Lobby area

Evacuation Procedures for Persons with Disabilities

Persons with disabilities need to become familiar with exits, evacuation procedures and rescue assistance areas in each building. Persons needing rescue assistance should ask someone to immediately notify rescue personnel of their location.

Location of Rescue Assistance Areas: It is your responsibility to verify the location of rescue assistance areas upon arrival at MSU-Billings.

Apsaruke	East and West corridor ends
Cisel Hall	North stairwell landings
College of Education.....	Center stairwell landings
College of Business.....	Stairwell landings near the elevators
College of Technology, 3803 Central Ave.,	Second floor near B012
Liberal Arts Building	South stairwell landings
Library.....	East stairwell landings
McMullen Hall.....	Center stairwell landings
Petro Hall	Center stairwell landings
Rimrock Hall.....	Center stairwell landings
Science Building	West stairwell landing

In emergency situations, persons unable to use the stairways to exit a building will wait at the nearest designated rescue assistance locations, if safe to do so, until someone comes to help them evacuate the building. Signs in buildings with stairwells indicate designated rescue assistance areas*. MSU-Billings Campus Police or the Billings Fire Department will check designated rescue assistance areas for people who need assistance in the building where an evacuation is in progress. In cases of fire drills, the persons needing assistance will be advised by those conducting the drill that if there had been a fire or other emergency, they would have received the necessary help to leave the building. Under no circumstances should anyone use the elevators, nor should any person who is disabled be carried down the stairways unless by trained personnel during an actual emergency evacuation.

In an emergency, ask to have emergency personnel notified immediately of your location.

KEEP DOORS TO STAIRWELLS CLOSED.

Some MSU-Billings fire alarms are also equipped with flashing lights since hard-of-hearing students may not hear the audio emergency alarms. It may be necessary to write a note telling the hard-of-hearing student what the emergency is.

Students who are visually impaired may need to take someone's elbow and be escorted to the nearest emergency exit.

*The term *rescue assistance area* is used to describe an area where a person who is unable to evacuate may wait to be rescued. It is not meant to imply compliance to ADAAG standards for new buildings. Persons should ask someone to immediately notify rescue personnel of their location.

III. Student Fees

Student fees are based upon policies and decisions of the Montana University System Board of Regents. The 2006-2007 fee schedule is listed below. Additional information concerning tuition and fees may be obtained by accessing the Business Services website at www.msubillings.edu/boffice or contacting us at (406)657-2301.

Students are encouraged to have adequate funds available to properly pay their tuition and fees and other related expenses. Forms of payment accepted are cash, check and credit card. Foreign checks are not accepted.

GRADUATE TUITION AND FEE SCHEDULE 2006-2007 Academic Year

Course Credit	Resident Fees Per Sem.	Non-Resident Fees Per Sem.
1	\$412.55	\$756.30
2	\$621.60	\$1309.10
3	\$830.65	\$1861.90
4	\$1071.20	\$2446.20
5	\$1280.25	\$2999.00
6	\$1489.30	\$3551.80
7	\$1831.85	\$4238.10
8	\$2090.40	\$4840.40
9	\$2299.45	\$5393.20
10	\$2508.50	\$5946.00
11	\$2717.55	\$6498.80
12-18	\$2926.60	\$7051.60
19	\$3135.65	\$7604.40
20	\$3344.70	\$8157.20
21	\$3553.75	\$8710.00
22	\$3762.80	\$9262.80
23	\$3971.85	\$9815.60
24	\$4180.90	\$10368.40
25	\$4389.95	\$10921.20
add for each additional credit	\$209.05	\$552.80

Tuition and fees are subject to change at any time by authorization of the Montana Board of Regents of Higher Education. Please call Business Services at 657-2301 or see our web page at www.msubillings.edu/boffice.

Determination of Resident Fee Status

The Montana University System classifies all applicants for admission and students as either in-state or out-of-state. The basic rules for making the classification are

found in the Board of Regents' policy. Each residency determination is based on the unique set of facts found in each individual's case. It is the student's responsibility to secure and review a copy of the policy. Failure to be aware of the rules will not be cause for granting exceptions to them. A copy of the policy is available from the Office of Admissions and Records at Montana State University-Billings (McM 107, 657-2303). A complete explanation and residency questionnaire is found in the Montana University System's Student Guide to Montana's Residency Policy, a brochure available from the Office of Admissions and Records.

Fee Schedule Explanation Required Tuition and Fees Per Semester

Registration Fee

A \$30.00 nonrefundable fee is assessed each enrolled student per semester.

Tuition

There is a per credit hour charge of \$199.40 up to 11 credits. For students taking 12 through 18 credits, there is a flat rate of \$2392.80. Nonresident students will pay an additional \$339.35 per credit hour.

Associated Students Activity Fee

Students enrolled for seven credit hours or more each semester are required to pay \$33.50 for activities sponsored by the Associated Students of MSU-Billings. Students enrolled for four through six credit hours pay \$15.50 each semester and students enrolled for three hours or less pay \$6.50 per semester.

Recreational Activity Fee

A \$15.00 per semester fee is assessed to all students. The funds generated from this fee are used to support student recreational facilities and equipment.

Academic Building Fee

The Academic Building fee varies based on the number of credit hours taken. At 12-18 credits, the fee is \$28.00. The funds generated from this fee are used to pay a portion of the costs of repair, maintenance, and operation of the state buildings.

Nonresident Building Fee

A \$4.40 per credit nonresident building fee is collected from all students who are not residents of the State of Montana.

Building Renewal and Replacement Fee

Students enrolled for seven credit hours or more are required to pay a \$116.00 fee per semester. Students enrolled for less than seven credit hours pay \$58.00 per semester, and those enrolled for less than four credit hours pay \$44.50 per semester.

Equipment Renewal and Replacement Fee

Students are assessed an Equipment Renewal and Replacement Fee of \$3.60 per credit hour.

Student Union Fee

A \$38.50 per semester fee is pledged for the operation of the Student Union for all students enrolled for four or more credit hours. Students enrolled for less than four credit hours pay \$30.00 per semester.

Computer Fee

Students are assessed a computer fee of \$3.30 per credit hour.

Library Fee

Students are assessed a library fee of \$10.00 each semester.

Athletic Fee

Students enrolled for more than seven credit hours are required to pay a \$34.50 fee per semester. Students enrolled for seven credits or less are required to pay a \$23.00 fee per semester.

Academic Support Center Fee

A \$3.25 per credit hour fee is assessed to students.

Technology Replacement Fee

Students enrolled for 1 to 7 credits will pay \$35.00 for technology replacement. Students with a course load greater than 7 credits will pay \$75.

Comprehensive Health Plan

Student health coverage consists of two parts:

Health Service

All students are entitled to services provided by the Student Health Center. Students enrolled in 7 or more credits are charged a mandatory fee of \$49.50 per semester. Students enrolled for six credit hours or less may have the benefits of the Health Center services by

electing coverage and paying the \$49.50 per semester fee.

Health Insurance

All students may enroll in the health insurance plan by electing the group health insurance plan and paying the health insurance premium. Students declining participation must sign a waiver at the time of fee payment or within one week following fee payment. Students who enroll for six credits or less may participate in the health insurance plan by paying the insurance premium and the \$49.50 Health Service fee.

Payment of Tuition and Fees

Tuition and fees may be paid after courses are selected. Tuition and fees are due by the first day of classes for each semester. Summer semester tuition and fees are due by the first day of classes for the first session which you are attending. Tuition and fees may be paid by mail. Student bills may be accessed on the MSU-Billings secure student website at www.msubillings.edu.

Students may elect to pay their fees in installments. The installment payment method requires 1/4 down, 1/4 within 30 days, 1/4 within 60 days and 1/4 within 90 days. Summer session installments will require 1/3 down, 1/3 on June 1, and 1/3 on July 1. A \$30.00 administrative charge is assessed to students using the installment method. Students not paying in accordance with the terms of the deferred fee contract will be charged a \$15.00 late payment fee per installment, and may have their enrollment canceled. If a bank declines payment on a personal check and returns it to Montana State University-Billings, a late registration fee shall be charged to the student offering the check as a payment of fees.

If the student withdraws from the University and the installment contract is not paid in full, any refund due the student is applied first to the unpaid balance of the contract. Withdrawal from the University does not void the contract.

The student is responsible for payment of his/her tuition and fees. Students failing to pay the University for tuition and fees are responsible for all collection costs incurred in the collection of that debt.

Payment may be made by credit card (VISA, MasterCard, or Discover) in person, by mail, or by telephone.

Late Registration Fee

A nonrefundable fee of \$40.00 is payable by all students who do not pay during the designated fee payment period unless their late payment was due to the fault of Montana State University-Billings. If a bank declines payment on a personal check and returns it to Montana State University-Billings, a late registration fee shall be charged to the student offering the check as payment of fees. The late registration fee applies to students enrolled for seven or more credits on the date specified in the Schedule of Courses. It applies to those enrolled for six credits or less beginning the second week of classes.

Non-Payment of Fees

No person who owes Montana State University any fees, fines or other charges will be permitted to (1) receive academic credit or grades; (2) register; (3) secure a transcript, diploma, or other record; or, (4) access any MSU-Billings facilities or services, regardless of the relationship thereof to the amount owed, until the full amount due has been paid or satisfactorily adjusted with Business Services. Any attorney's fees or other costs or charges necessary for the collection of the amount owed may be added to the balance due, including collection agency fees. MSU-Billings shall have the right to apply any portion of any amount it may owe such individual for any reason, including wages, to payment of the balance owed MSU-Billings.

Refunds

Unless otherwise required by the Higher Education Act of 1965 as amended, students withdrawing from Montana State University-Billings are refunded the fees paid in accordance with the schedule established by the Board of Regents. In order for a student to receive a refund under the Board of Regents' policy, an official withdrawal form must be on file in the Registrar's Office. The following policies govern the amount refunded:

1. Registration fee is nonrefundable.
2. 90 percent of all remaining fees will be refunded to the end of the fifth classroom day.
3. 75 percent of all remaining fees will be refunded to the end of the 10th classroom day.
4. 50 percent of all remaining fees will be refunded to the end of the 15th classroom day.
5. Refunds will not be made after the 15th day of classes.
6. Refunds are determined as of the day the student officially withdraws from college and not from the date of last class attendance.
7. Classroom days are determined by the college calendar, not by the student's class schedule.

MSU-Billings students receiving Title IV funds and who officially or unofficially withdraw or are expelled, up to the 60% point of the semester, may be required to return federal funds. Students may also be entitled to a post withdrawal refund up to the 60% point of the semester. Examples of the Federal Title IV policy may be obtained at the MSU-Billings Financial Aid Office. Financial aid recipients will not receive refunds until their financial aid is repaid (Pell Grant, SEOG Grant, SSI Grant, Perkins Loan, FFEL Loans, fee waivers, and some scholarships). If the refund is insufficient to repay the financial aid programs, students will be billed for the over-awards.

Students who owe repayments to any federally sponsored student aid program cannot receive any type of federal student aid. Students are responsible for repayment of all financial aid returned on their behalf by the University. Students failing to make satisfactory repayment are responsible for all collection costs incurred in the collecting of the debt.

Changes in Credit Load after Payment of Fees

Students adding classes after payment of tuition and fees are required to pay any additional tuition and fees created by the change in credit load.

Students dropping some classes (but not withdrawing) will receive a 100 percent refund on classes dropped before the end of the 15th classroom day. Refunds will not be made for classes dropped after the 15th classroom day. A \$5.00 drop processing fee will be assessed for each class dropped during any given semester.

Other Fees

Graduate Application Fee

A \$40.00 nonrefundable application fee is assessed each person applying for admission to Montana State University-Billings for the first time as a graduate student or to take graduate courses. The applicant has one calendar year from the semester of initial application to apply for readmission without paying an additional application fee.

Audit Fee

Any person not otherwise enrolled, and who does not want to register in a course for college credit, may, with approval, enroll upon payment of a \$15.00 per credit hour audit fee. Regularly enrolled students who elect to audit a course must pay the normal per credit hour fee as outlined in the student fee schedule. Audit fees are nonrefundable.

Course-Related Fees

Several Montana State University-Billings courses require additional fees. Examples of these include art materials, laboratory courses, or field trips. Some practicum and internship classes require an extra fee for professional liability insurance. A complete schedule of course related fees is available from the Business Office.

Field Based Liability Insurance

During their internship and clinical practice, students in the Rehabilitation Counseling program or any student doing a field-based experience in a nonpublic school setting, must be covered by liability insurance. The Business Office will add this fee (typically \$30.00 a semester) for professional liability coverage to the semester bill.

Graduation Fee

A \$50.00 nonrefundable fee is assessed per degree for each application to graduate.

Parking Permits

All vehicles parked on University property must display a current Montana State University-Billings parking permit on weekdays when classes are in session during the hours specified in the “Montana State University-Billings Traffic and Parking Regulations” brochure.

Transcript Fee

Students may receive one free official transcript. Each official transcript thereafter costs \$3.00. No charge is assessed for unofficial transcripts.

Returned Check Fee

An administrative service fee of \$15.00 is assessed each time a check is returned by a bank. Any check tendered in payment of fees and returned by a bank may result in the postponement of a student’s registration and a \$40.00 late registration charge. Student registration is not complete until all fees have been paid or arrangements made for payments. Tuition and fees are paid per semester.

IV. Financial Aid and Scholarships

Office of Financial Aid and Scholarships

Ms. Judy Chapman, Interim Director
McMullen Hall 103, 657-2188

Graduate students who wish to apply for financial assistance at Montana State University-Billings must be enrolled for at least six credits in a graduate degree, licensure (re-licensure), teacher licensure or endorsement program. Some aid is available for summer term, but most aid is allocated for the regular academic year. A non-degree graduate student is not eligible to receive financial aid.

Students applying for financial assistance are considered for all aid options for which they request and are eligible. The amount of financial aid awarded is generally a combination of loans and employment. The award is based on the evaluated financial need of the student. The estimated financial need is the difference between the cost of attending Montana State University-Billings and the ability of the student to contribute to those education costs as determined by federal methodology.

To apply for financial aid, students must complete the Free Application for Federal Student Aid (FAFSA) financial aid application. Students can apply through FAFSA on the Web at www.fafsa.ed.gov. Early application is essential; March 1 is the priority date for mailing the financial aid application to the processor. **Students should allow up to two months for processing.** The financial aid application must be filed annually.

Loans and workstudy must be applied for through the Financial Aid Office. Graduate scholarships, assistantships and waivers are administered by the Office of Graduate Studies working in concert with the Financial Aid Office.

Loans

Student loans, which have a lower interest rate than commercial loans, must be repaid after a student has graduated, ceased taking classes, or dropped below six credits. Interest rates and repayment requirements vary according to the type of loan. The rules and regulations regarding eligibility for loans are complex. The Financial Aid Office's brochure, "Financial Aid Guide," should be consulted for details concerning eligibility, procedures, and types of aid. A graduate

student may be eligible for a Federal Stafford Loan (GSL), unsubsidized Stafford Loan, and/or a Federal Perkins Loan.

Students who wish to be considered for a loan and/or workstudy must complete the free Application for Federal Student Aid. Other forms of documentation (tax returns, verification form, etc.) may also be required.

The Financial Aid Office award letter will offer a package of aid which is consistent with eligibility requirements and legal limits. The degree or certificate program in which the student is enrolled determines the types of aid and limits of aid available.

1. Graduate students can borrow up to \$18,500 a year. At least \$10,000 of this full amount must be in the form of unsubsidized Stafford Loan(s). In addition, students cannot borrow more than the cost of attendance minus any other financial aid. A student who is enrolled for less than six credits is not eligible for any aid.
2. Students working toward licensure alone (and not simultaneously on a degree) or in a Fifth-Year Program, are limited to subsidized loans of \$5,500 per year and unsubsidized loans of \$5,000.

Eligibility for financial assistance ceases if a student's plan of study is not approved within one calendar year of when the student takes the first post-baccalaureate class. Graduate students are eligible for financial aid for up to 45-90 credits, depending on the degree. Federal regulations limit financial aid to 150% of the credits required to obtain a degree.

Workstudy Employment

Workstudy positions and part-time campus employment are available. To be eligible for workstudy, a student must show demonstrated need, be accepted for enrollment, and maintain satisfactory academic progress toward a degree while employed. Workstudy hourly pay varies with the type of work and student's experience. Workstudy students are paid every other week. Since workstudy is tied to demonstrated financial need, the amount a student earns can impact loan limits and other types of financial assistance.

A Job Locator service is located in the Career Services Office. The Job Locator assists any enrolled Montana State University-Billings student to find part-time work

with area businesses. This service is free to all Montana State University-Billings students.

Applying for Tuition Waivers and Assistantships

A unified application form for tuition waivers, graduate assistantships and teaching assistantships is available from the Office of Graduate Studies (McM 200). Typically tuition waivers and assistantships are allocated on an academic year basis (for fall and spring semesters). The priority date for submission of the application is March 1st.

In order to receive a tuition waiver or an assistantship with tuition waiver for a second semester, students must maintain a 3.00 cumulative grade point average and continue to be enrolled for at least the **minimum nine credits**. Moreover, the supervisor, unit chair and/or dean must be satisfied with the recipient's performance.

Partial Tuition Waivers

The purpose of tuition waivers is to recruit and retain good graduate degree students, reward academic achievement, and recognize service and benefit to the campus community. Students must be enrolled for at least nine credits in a degree program to be considered for a tuition waiver. Tuition waivers are considered to be part of a student's financial aid package and, therefore, may reduce loan eligibility. Tuition waivers apply to the tuition and registration fee only and do not reduce other mandatory fees.

For example, Fall 2003 partial tuition waivers of \$1300/semester were awarded. A resident graduate student enrolled for nine credits was charged tuition and registration fees of \$1885 minus the partial waiver for \$1300. The student paid the balance of \$585 for nine credits.

Teaching/Graduate Assistantship

A limited number of Teaching/Graduate assistantships are available. Graduate assistantship positions are varied and may include research, scholarly activity, professional service, or assistance with some campus program. The work should enhance the student's professional development. The teaching assistant works with faculty in planning, delivering, and evaluating instruction. The unit faculty have a responsibility to provide the teaching assistant with training and support to enable the student to learn advanced skills. Please visit our website for a complete listing of job descriptions (www.msubillings.edu/grad). Every attempt is made to award assistantships on the basis of alignment of the student's abilities and job description attributes; financial need is not of primary

importance. The workload may not exceed 20 hours per week. A student must take **at least nine (9) credits** to be eligible for an assistantship. A student may hold only one campus employment position per semester.

Veterans' Benefits

Information concerning veterans' educational benefits may be obtained from Montana State University-Billings' Office of Admissions and Records or the local office of the Veterans Administration.

Montana State University-Billings Scholarships

Several scholarships at Montana State University-Billings are awarded exclusively to graduate students. Application forms are available from the Financial Aid Office, the Graduate Studies office or online at www.msubillings.edu/grad/scholarships. The deadline for submitting scholarship applications to the Graduate Studies Office is February 1.

Dr. Robert McRae Graduate Fellowship

In recognition of Dr. McRae's outstanding personal qualities and his contribution as Director of Graduate Studies and Research, 1984-1991, an annual scholarship of \$1000 is awarded to a superior graduate degree student who has demonstrated the capacity to provide excellent professional leadership and community service.

Dr. Robert Waterman Graduate Fellowship

In recognition of Dr. Waterman's caring leadership as Director of Graduate Studies, 1962-1968 and 1979-1982, an annual scholarship of \$1000 is awarded to a graduate degree student who by reason of exceptional scholarship and professional contributions promises to be a leader in the profession.

Dr. Helen Wilson Graduate Fellowship

In recognition of Dr. Wilson's contributions as Director of Graduate Studies from 1975-1979, an annual scholarship of \$1000 is awarded to a full-time graduate student who shows outstanding scholarship, research and creativity.

Other Scholarships Offered

The Montana State University-Billings Foundation also offers scholarships that can be awarded to graduate students. Students interested in applying for these scholarships must submit a completed MSU-Billings General Scholarship Application to the Financial Aid Office, McMullen Hall, Room 103, by February 1. All applicants must also have applied for admission at

MSU-Billings. Scholarship applications are available in the Financial Aid Office or online at www.msubillings.edu/finaid/forms.htm.

College of Education Graduate Alumni Excellence Award

Award: 1 or more at \$500. Graduate student, 3.75 GPA or above, plan of study accepted, must have demonstrated ability to provide leadership in Montana schools or human services, letter of support from the faculty advisor.

Dr. Rockne Copple Fellowship

Awards \$1000 to an outstanding graduate student with an approved plan of study who has demonstrated outstanding scholarship and commitment to community service and related accomplishments in the field of Rehabilitation Counseling.

Grace K. Harkins Scholarship

Award: \$100 - \$150. Female student, teacher in School District #2, must be an elementary teacher (grades 1, 2, or 3) working on Master's Degree in Education, must be enrolled in Graduate School at MSU-Billings, enrolled full time for summer semester, must have children. Award distributed summer semester.

Kenneth W. Heikes Family Endowed

Award: \$1500. Full time upper division undergraduate or graduate student, enrolled in the discipline of Accounting and Information Systems of the College of Business or the teacher education program of the College of Education, demonstration of academic and leadership potential, recipient must not be on academic or disciplinary probation, financial need (as defined by the selection committee), 3.0 overall GPA with at least a 3.25 GPA in declared major field of study. Scholarship alternates year to year from COB and COE.

Florence Steele Kem Scholarship Fund

Award: 1 undergraduate at \$2500 OR 2 graduate at \$1250 each. Montana resident, Education major, undergraduate or graduate student, 3.25 GPA or above, financial need, undergraduate students preferred to be enrolled full time, graduate students may be part-time enrolled if demonstrating continuous enrollment by registering for a minimum of one course per semester. Preference given to students with an Early Childhood minor and/or students admitted to the teacher education program from a tribal institution.

Morningstar Nontraditional

Award: 5 or more at \$500. Madison and/or Ruby Valley resident given preference, 2.5 GPA or above, financial need, part or full-time student, nontraditional student, student enrolled in undergraduate, graduate or vocational degree program.

The Elaine Marie Smith Scholarship Endowment

Award: \$700. Vocational Rehabilitative Services major with preference given to a student specializing in Vocational Rehabilitative Counseling, U.S. Citizen, graduate student. Recipient must have completed one year of study or have candidacy for graduate program approved through an accepted plan of study, 3.0 GPA or above, participation in activities pertaining to field of study is a factor, full time student, financial need.

Shannon Weatherly Memorial

Award: \$750. Special Education major, 3.5 GPA or above, part-time student, graduate student, female student, completion of 9 graduate credits and plan of study approved by advisor, recommended by Faculty Selection Committee.

V. Student Affairs

Mr. Stacy Klippenstein, Vice Chancellor for Student Affairs McM 201, 657-2307

Montana State University-Billings provides a diverse array of academic programs and co-curricular activities for students. Challenges and opportunities are available for every student. Student Affairs encompasses programs and services which affect student life from the time of admission to MSU-Billings until graduation.

MSU-Billings Division of Student Affairs Mission Statement

Montana State University – Billings Student Affairs provides ACCESS & EXCELLENCE through EDUCATION and SERVICE.

Student Rights, Responsibilities, and Conduct

The Board of Regents statement regarding students' rights and responsibilities is as follows:

“The Montana University System is committed to the full support of the constitutional rights of its students, including due process in student disciplinary matters. At the same time, each unit has an obligation to protect its own educational purpose and the interests of its student body. Each educational institution is dedicated not only to the learning and the advancement of knowledge, but also the development of responsible persons. These goals are achieved through a sound educational program and through policies governing student conduct that encourage independence and maturity.

“Students are subject to federal, state, and local laws, as well as the institutional rules and regulations. A student is not entitled to greater immunities or privileges before the law than those enjoyed by citizens generally. The University System cannot and will not abrogate its responsibility to protect its property, its purpose and processes, and may take appropriate disciplinary action, independent of any action taken by the courts, whenever a student commits an offense which would have an adverse effect on the institution.

“Since there are appreciable differences between institutions in tradition, environment, mission, clientele, and institutional character, each unit of the Montana University System is authorized to establish rules and regulations for student conduct, within the overall state system philosophy, that are appropriate to the unique needs of an institution. The administration of each unit, in consultation with faculty and students, shall formulate these rules and regulations, and all students

shall assume the responsibility for compliance with them upon entering the institution.”

MSU-Billings has formulated rules and regulations and has established a disciplinary system to administer and enforce these rules and regulations. The Student Code of Conduct, in the *Student Handbook*, provides details regarding the rules, regulations and disciplinary procedures which will be followed.

Misuse of Electronic Devices

Cellular phones, pagers, and other electronic devices shall not be used in a manner that causes disruption in the classroom, library, or within any college-owned or college-operated facility. Abuse of cellular devices with photographic capabilities, use of devices for purposes of photographing test questions or other notes and materials is prohibited. Photographing individuals in secured areas such as bathrooms, locker rooms, or other areas where there is a reasonable expectation of privacy, and/or taking photographs of any person without expressed permission is strictly prohibited.

Housing and Residential Life

SUB 221, 657-2333

Montana State University-Billings provides on-campus living facilities for students who are pursuing higher education. The residence halls offer a convenient living environment for students who are seeking an education at MSU-Billings. Participation in hall programs and group activities is part of the complete experience the residence hall provides.

Students living in the residence halls may select from a variety of living options. These options include the following: co-ed floors (women and men are housed on separate ends of the floor divided by a common lounge area); co-ed 24-hour quiet floor; co-ed guaranteed

singles floor (additional single room price added at registration) or single sex floor (females only).

Students with disabilities are encouraged to make arrangements for any specific needs with the Office of Housing and Residential Life and Disability Support Services prior to moving on campus.

Once students have claimed their reservations by checking into the hall, they are obligated financially for the remainder of that semester or contract period. If a student is under 18 years of age, a parent or guardian must also sign the contract.

Housing Contract

Residents who sign their Housing Applications and pay their \$75.00 Room Damage Deposit to reserve a room have entered into a legally binding agreement with MSU-Billings for the purchase of housing. Once a student has moved into the residence halls and accepted or signed for a room key, he/she is financially obligated by the contract for the entire term, and may only be released for the following reasons:

1. Withdrawal from the MSU-Billings.
2. Graduation from the MSU-Billings.
3. Internship or student teaching assignment out of the area
4. Medical condition
5. Extreme financial circumstances
6. Marriage
7. Academic suspension
8. Disciplinary suspension

Any student wishing to cancel a Housing Contract for an upcoming term must notify the Office of Housing and Residential Life in writing at least two weeks prior to the first day of classes in order to be eligible to receive a Room Deposit Refund. Additional charges may apply if canceling between semesters.

Room and board rates, programs, and rules and regulations governing the residence halls are subject to change without notice.

An optional installment plan is available for payment of room and board. Students may pay room and board in full at the beginning of each term or select the installment plan. This selection is made in conjunction with regular fee payments.

Dining Services

657-2382

Montana State University-Billings dining service provides four separate locations on campus. Rimrock Cafe offers a variety of retail breakfast and lunch

options, and all-you-care-to eat dinner buffet. Rimrock Cafe features Grill 155°, a Salad Bar, from-scratch Soups, Fresh Creations featuring made-to-order deli sandwiches and wraps, Ultimate Baja fresh-Mex, International Stir-Fry & Sauté, Home-style Entrees or Hot Sandwiches, and assorted beverages and desserts. Stingers coffee house, also located in the SUB, features lattes, cappuccinos, smoothies, Italian sodas, assorted bottled beverages, and convenient Smart Market and Casual Bakery grab-n-go items. LA Express, located in the Liberal Arts Building, offers a variety of quick food items, snacks and beverages, and our coffee kiosk featuring Seattle's Best Espresso Beverages, Smart Market and Casual Bakery grab-n-go items. Our COT Cafe includes beverages, Smart Market and Casual Bakery grab-n-go products, continental breakfast including hot breakfast sandwiches, a daily grill, pizza, from-scratch soups, and a fresh salad bar.

Residence Hall students are required to purchase 1 of 5 different meal plans each semester for dining service use. Meal Plans consist of Dining Dollars and Block Meals. Block meals are used for an all-you-care-to-eat dinner in Rimrock Café, while Dining Dollars can be used in any of our dining venues including Rimrock Café, Stingers, LA Express, and COT Cafe. Faculty, staff and commuter students may purchase “U-Card” dollars that are placed on their ID card, and the ID card then serves as a “prepaid” debit card. “U-Card” dollars may be used to purchase snacks or meals in any of the dining operations. Additionally, faculty, staff and commuter students may purchase a small block of 5 meals for a discounted rate from the door rate to use in Rimrock Cafe for all-you-care-to eat dinners. “U-Card” dollars and 5 Block Meals can be purchase from the MSU-Billings Business Operations Office located in the SUB, room 223.

For more information, please contact the MSU-Billings Business Operations Office (406) 657-2023 or Housing and Residential Life (406) 657-2333.

Student Union and Activities

Student Union (SUB) 219, 657-2387

The Student Union (SUB) is a major center for co-curricular activities and serves as the community center or gathering place for the University serving students, faculty, staff, alumni, and guests visiting the MSU-Billings campus. The SUB is an integral part of the Petro-Rimrock-Student Union complex and is centrally located on the campus with easy access to other college services and facilities. Please contact our office for information on our building hours during the academic year, summer, sessions, and breaks.

Offices and Programs Housed in the Student Union

In addition to Student Union and Activities, the Student Union provides space for Jackets and Company (campus bookstore), Office of Community Involvement, Business Operations (Student Affairs), Campus Dining Services, Stingers Coffee Shop, ASMSU-Billings, Housing and Residential Life, Student Union Activities Council, Petro Theater, *The Retort* (campus newspaper), student organization offices, Multicultural Office and student organization work/resource room.

Student Organizations

The Student Union and Activities Office coordinates and supervises the registration of over 50 student organizations. The office provides organizations with support, consultation services, resources and leadership development and recognition programs. The Office is also the University contact for students seeking assistance to charter and organize new student organizations on campus. At MSU-Billings, student organizations exist in the following categories: Academic/Departmental, Cultural, Campus Media/Literary, Honorary, Performing and Visual Arts, Recreation/Club Sports, Religious, Service, Special Interest, and Student Government/Leadership/Campus Programming. Students are encouraged to get involved in at least one student organization during their collegiate career. Many co-curricular activities are related to course work and thus provide opportunities for applying knowledge and skills learned in the college classroom, in the studio or in the laboratory. A Student Organization Work/Resource room is also available for use by students. The room includes student organization mailboxes, event planning calendars, computers, typewriter, cutting board, resource magazines, fundraising resources, poster board and banner paper. For more information on student organizations or how to get involved, contact Student Union and Activities at (406) 657-2387.

Leadership Development & Recognition Programs

The Student Union & Activities Office provides a mini library on a variety of leadership topics. Our office also provides a leadership resource handout series for students' use. The library resources are available for checkout from the Office and the handout series are available in the Student Organization Work/Resource Room, Student Union 220.

The Leadership Recognition Program is an annual event held each April in the Student Union to recognize

student leaders at MSU-Billings for excellence in leadership and service. All currently enrolled students and active chartered student organizations are eligible for an award.

Office of Community Involvement

MSU-Billings is a member of the Montana Campus Compact (MTCC). The MTCC is a non-profit organization committed to promoting volunteerism, public service, and service-learning on Montana's college and university campuses. The Office of Community Involvement works closely with the MTCC to provide access to service opportunities, training workshops, AmeriCorps, VISTA, student and faculty fellowship opportunities, grants, and education awards. During the academic year, our office organizes students, faculty, and staff to volunteer and participate in a variety of annual community events. The Office of Community Involvement also maintains a Community Service/Outreach Bulletin Board. Lastly, our office works closely with the United Way of Yellowstone County Volunteer Center to provide volunteer referral resources. Contact the Office of Community Involvement for more information.

Meeting, Conference, Display, and Lounge Space

The Student Union provides meeting and conference rooms, space for art exhibits, event posting and displays, and public lounges. The Student Union & Activities Office coordinates the scheduling of most non-academic space on campus. The Office also publishes a weekly electronic listing of the majority of non-academic campus events scheduled in University facilities for offices and departments. Additional copies can be provided upon request. For more information contact the Student Union & Activities Office.

Additional Services in the Student Union

Vending, Public Fax Services, ATM, Informational Directories, Poster Enlarging Service, Three IMAC Terminals with internet access, Public Copy Machine, LED and Marquee Display Services, Courtesy and Pay Phones

Associated Students of Montana State University-Billings

SUB 213, 657-2365

The Associated Students of Montana State University-Billings (ASMSU-B) are governed by the Student Senate, the functions of which are to administer and to distribute student activity fees; to formulate policies concerning student affairs and programs; to act as liaison among students, faculty, and administration; to

protect the privileges and the rights of students; and to act as a central agent for student opinion.

Legal Services

The ASMSU-B maintains an attorney on staff to assist students with legal problems. While there is no charge to see the attorney, a nominal fee may be charged for certain types of legal services such as divorce, a will, or a name change.

Graduate Student Association (GSA)

657-0298

<http://www.student.msubillings.edu/gsa>

The Graduate Student Association is open to all students admitted to graduate study at Montana State University-Billings. GSA members attending the first fall meeting elect four officers to an executive committee, which in turn appoints representatives to various University committees. For instance, the bylaws of the University Graduate Committee (a policy making committee for the graduate program) provide for one graduate student member. Also, the Graduate Student Association is entitled to one member on the Student Senate.

The GSA represents the interests of graduate students. Not only is it active in curriculum and policy matters, it also funds awards for graduate projects, organizes graduate colloquia, and helps fund research projects for graduate students. The GSA also serves as a social base for graduate students by hosting receptions throughout the school year. The GSA seeks a budget from the ASMSU-B annually to fund its diverse activities.

Student Activities Board (SAB)

SUB 212, 657-2257

The Student Activities Board is a volunteer programming organization that plans a balanced calendar of entertainment and/or educational events/activities/programs/productions held primarily in the Student Union. SAB utilizes student fee monies allocated by the Associated Students of MSU-Billings to fund all activities and programs. The Director of Student Union and Activities serves as the staff advisor to the Student Activities Board. To apply for a volunteer position on SAB, contact the Student Union & Activities Office at (406) 657-2387.

Publications

Students may serve as staff members of *The Retort*, a weekly University newspaper, or they may serve as members of the Publications Board which recommends policy for on-campus student publications.

VI. Graduate Programs and Admissions

Office of Graduate Studies

McM 200, 657-2238

Dr. George White, Director

**Mr. David Sullivan, Graduate Studies
Counselor**

**Ms. Jackie Christiansen, Administrative
Support**

The Office of Graduate Studies is the administrative center for graduate studies at Montana State University-Billings. All applications for admission to the different graduate programs, petitions for exceptions to University regulations, and related paperwork are processed through this office. Also, information and applications regarding scholarships, fee waivers, and assistantships for graduate students are available through the Office of Graduate Studies.

All prospective, new, returning, or transfer students are encouraged to meet with the Graduate Studies Counselor for program information and assistance in exploration of academic options. After all required application materials have been received, students who are accepted will be assigned an academic advisor. All non-degree graduate students are also encouraged to meet with the Graduate Studies Counselor to help with career options.

MISSION STATEMENT

- Promote standards of excellence in graduate programs and services
- Assist the graduate educational needs of all students
- Seek resources to recruit and retain quality graduate students
- Promote partnerships with the global community
- Support research and facilitate creative and original endeavors

Montana State University- Billings Graduate Committee

The Graduate Committee, appointed by the Academic Senate, consists of one graduate faculty member from each college offering graduate program(s), one graduate student selected by the Graduate Student Association, the Dean from each College with a graduate degree program, and the Director of Graduate Studies. The Graduate Committee is responsible for serving as a curriculum review body for graduate programs, for

developing policies related to the Graduate Program, for recommending membership on the graduate faculty, for acting on post-baccalaureate student petitions for deviations from policies, and for advising the Director of Graduate Studies on all aspects of the graduate program.

Graduate Degree Programs

The graduate programs of study at Montana State University-Billings are centered around the activities of educating, serving, and communicating. Montana State University-Billings is committed to ensuring that all its graduate students complement the theoretical study of a subject matter with personal investigation and practical application. A research course is required in all degree programs.

Montana State University-Billings graduate programs are as follows:

College of Allied Health Professions

Master of Health Administration (M.H.A.)

Master of Science in Athletic Training (M.S.A.T.)

Master of Science in Rehabilitation and Mental
Health Counseling Degree (M.S.R.M.H.C.)

Master of Science in Sport, Recreation and Fitness
Management (M.S.S.R.F.M.)

College of Arts and Sciences

Master of Public Administration (M.P.A.)

Master of Science in Psychology (M.S. Psyc.)

Master of Science in Public Relations (M.S.P.R.)

College of Education

Master of Education Degree (M. Ed.)

with Options in:

- Curriculum and Instruction (K-8)
- Early Childhood
- Educational Technology
- Reading
- School Counseling (K-12)
- Interdisciplinary Studies

The Interdisciplinary Studies Option permits students to have a certain amount of flexibility in their degree programs. Students may work with college faculty to

design a program in the following departments of the College of Education:

- Educational Theory and Practice
- Special Education, Counseling, Reading, and Early Childhood

Master of Science in Special Education Degree (M.S.S.E.) with Options in:

- Advanced Studies
- Generalist

Other Programs

- Teacher Licensure Program
A non-degree program leading to teacher licensure and/or subject area endorsements in Montana.
- Endorsement Program in School Counseling
A post-masters, non-degree program leading to the endorsement in School Counseling (K-12).
- Supervisory Endorsement Program
A post-masters, non-degree program leading to advanced endorsements in:
 - Supervisor in Reading
 - Supervisor in Special Education
- Doctoral Minor in Special Education (in collaboration with MSU-Bozeman)

Admission Requirements for Master’s Degree

Complete details of admission requirements for each Master’s Degree are found in the pages of the College offering the degree. The table below provides a quick checklist of requirements. Students will need to refer to the pages shown at the bottom of the table for details about specific requirements.

M.Ed. = Master of Education excluding M.Ed. Reading and Early Childhood
 M.H.A. = Master of Health Administration
 M.P.A. = Master of Public Administration
 M.S.A.T. = Master of Science in Athletic Training
 M.S. Psyc. = Master of Science in Psychology
 M.S.P.R. = Master of Science in Public Relations

M.S.R.M.H.C. = Master of Science in Rehabilitation and Mental Health Counseling
 M.S.S.E. = Master of Science in Special Education
 M.S.S.R.F.M. = Master of Science in Sport, Recreation and Fitness Management

	M.Ed.	M.Ed./SC	M.H.A.	M.P.A.	M.S.A.T.	M.S.Psyc.	M.S.P.R.	M.S.R.M.H.C.	M.S.S.E.	M.S.S.R.F.M.
Standardized Exam and Minimum Score	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes
Minimum Undergraduate GPA	3.0	3.0	3.0	3.0	3.0	3.0*	3.0	3.0	3.0	3.0
Minimum Graduate GPA	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.25
Three Letters of Reference	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes
Admission Essay	yes	no	yes	no	yes	no	no	no	no	yes
Letters of Interest	no	yes	yes	no	no	yes	yes	yes	yes	no
Application Deadline	---	---	---	---	---	Mar 15	---	---	---	---
Resume	no	yes	yes	yes	no	yes	no	no	no	no
Complete Details on Page	86	92	54	70	58	72	67	62	92	60

Graduate Programs other than Master's Degree Programs

Second Master's Degree

A student may earn a second master's degree from Montana State University-Billings. A student seeking the second degree from Montana State University-Billings must have earned the first master's degree at an institution accredited by a regional accrediting association.

Whether the first master's degree was earned at Montana State University-Billings or at another accredited institution, students enrolling for a second master's degree may, where appropriate, count from the first master's degree a maximum of 10 semester (15 quarter) hour credits towards the Master of Education and Master of Science in Special Education degrees, and a maximum of 20 semester (30 quarter) hour credits towards the Master of Education in School Counseling and the Master of Science in Rehabilitation and Mental Health Counseling Degree.

In reviewing the plan of study for the second master's degree, the advisor, unit chairperson, and dean will determine if these credits from the first master's degree are relevant to the program for the second master's degree.

If a student enrolls at Montana State University-Billings for two master's degrees concurrently, the above paragraphs will be interpreted as follows:

A student enrolling for both the Master of Education Degree and the Master of Science in Special Education Degree will complete all requirements for both degrees, with the provision that up to 9 semester credits of professional core credits may be common to both degrees.

A student enrolling for either the Master of Education Degree or the Master of Science in Special Education Degree together with the Master of Science in Rehabilitation and Mental Health Counseling Degree will complete all requirements for both degrees, with the provision that up to 20 semester (30 quarter) credits may be common to both degrees.

Courses common to multiple degree programs

The professional core courses are common for all degree programs in the College of Education. In addition, many courses are required for more than one

degree program. Those students interested in earning a second master's degree should examine the degree requirements outlined in the "Graduate Degree Programs" section of this catalog to assess courses common to the degrees they are seeking. Students should also consult with their advisor regarding the procedures for earning a second master's degree.

Teacher Licensure

A post-baccalaureate student who returns to school to seek initial teacher licensure may use either graduate or undergraduate courses to meet requirements. It is often to a student's advantage to take 500 level courses while seeking initial licensure because those courses may help advance the student on a school district pay scale and may often be used toward a graduate degree. A student taking any 500 level courses toward licensure must apply for Graduate Program Status through the Office of Graduate Studies (McM 200). Official transcripts from all institutions other than Montana State University-Billings must also be submitted.

Conversely, acceptable courses in the plan for licensure may also be used simultaneously or subsequently on a master's degree plan of study so long as they contribute coherently to the degree option chosen and fit within master's degree guidelines.

Those entering the graduate degree program and planning to teach, but not yet certified, or with lapsed licensure, must complete the initial licensure requirements as either part of the master's degree plan of study or concurrent with it. The same advisor will work with the student on a plan for licensure as well as on the master's degree plan of study.

All licensure plans should be filed with the Teacher Licensure Officer, (657-2336). Students with questions about teacher licensure as well as admission requirements for the teacher education program should visit with the Licensure Officer, who can be helpful concerning licensure requirements of other states as well as those of Montana. Information about Montana certificates and renewals may be found at the Office of Public Instruction web site <http://www.opi.state.mt.us>

When course work satisfying the plan for licensure is completed, a copy of the plan, approved by the advisor, Licensure Officer, and Dean of Education, will be sent, along with an official transcript, to the Office of Public Instruction in Helena. Students may request an institutional recommendation to any State Department of Education.

Endorsements

A teaching endorsement is an official notation applied to the Teacher Certificate which defines the areas in which the holder of the certificate is qualified to teach or to serve in a professional service position in the public schools of Montana. The graduate program at Montana State University-Billings includes a Graduate Endorsement in School Counseling and a Teaching Endorsement in Special Education (K-12) or Reading. Supervisory Endorsement programs at the post-master's level in Reading and Special Education are also available. Application for one of these programs must be made through the Office of Graduate Studies (McM 200).

If any 500 level course will be included in an endorsement plan, a graduate application must be completed. The procedure for those seeking one of these endorsements is much the same as outlined above for licensure. See the Courses of Study section of this catalog for program details and visit with the Licensure Officer for administrative details.

Teacher Licensure Program

Graduate students in education who do not wish to work toward an advanced degree may choose to develop and complete the Teacher Licensure Program. Teachers often use this program to secure an additional endorsement for their certificate. Successful completion of three years of teaching and all coursework in an approved plan of study qualifies a teacher for the Montana Class I certificate. Additional uses for the program may include becoming re-certified, securing an additional teaching major or minor, developing new skills, and achieving incremental salary scale advancement in some school districts. Before embarking on a Teacher Licensure Program, a student must have already met basic teacher education requirements. Most program applicants will have had some teaching experience before beginning the program.

Admission procedures to Montana State University-Billings and the graduate program are the same for the Teacher Licensure Program as for graduate degree programs. The prospective student will list the endorsement, major, minor or concentration area to be followed in the program and submit official transcripts. An advisor will be identified and assigned. The student and advisor will work out a plan of study as indicated in the Courses of Study section of this catalog. Semester credits taken at the 500 level and included in the plan of study may be applied later, within the six year degree time limit and with appropriate approvals, toward a master's degree program.

Graduate students must file an application for admission to the Teacher Education program with the Office of Licensure and Field Experiences, COE 114. The College of Education at Montana State University-Billings requires that a national criminal history background check, including fingerprinting, be completed for all candidates participating in any field experience, lab, internship, or student teaching.

General Admission Procedures for Graduate Students

An individual who is a graduate of an accredited college or university may apply for admission to Graduate Studies. The Office of Graduate Studies provides three application options: an online application available on the Web, a Web-based printable application, and a paper application. The paper application is available at the Office of Graduate Studies. All paper application materials must be submitted directly to the Office of Graduate Studies.

A Montana State University-Billings identification number will be assigned to all applicants at the time of application.

For All Applicants

All applications must include the following:

1. a completed graduate student application form;
2. admission test scores (a photocopy will suffice to accommodate the evaluation process but applicants must instruct the testing service to supply official copies);
3. official transcripts reflecting all baccalaureate and post-baccalaureate work including degrees earned;
4. a completed cumulative grade point calculation form;
5. payment of a non-refundable application fee of \$40.00;
6. a letter of intent or essay, if required by the program;
7. three letters of recommendation if required by the program;
8. a vita or resume if required by the program.

Non-Degree Applicants

The applicant must complete an application form available in the Office of Graduate Studies or online. The completed form must be submitted (with an official transcript showing a bachelor's degree earned) to the Office of Graduate Studies. A \$40.00 non-refundable application fee is required. Should you change to degree seeking, this fee will be applied to your application.

Application Deadlines

Completed applications from domestic degree seeking students must be submitted by the student to the Office of Graduate Studies approximately 45 days prior to the beginning of the term for priority consideration.

International degree seeking students should submit their applications approximately 75 days prior to the beginning of the term in order to ensure sufficient time for the issue of an I-20.

The following dates indicate when applications are due in the Office of Graduate Studies:

Domestic degree seeking applications

Fall semesters: July 15th

Spring semesters: December 1st

Summer semesters: April 1st

International degree seeking application

Fall semesters: May 15th

Spring semesters: October 1st

Summer semesters: February 1st

Domestic non-degree applications, complete with application fee and official transcripts, must be received in the Office of Graduate Studies no later than three (3) business days before the last published drop/add date (as listed in the academic calendar).

Admission Test Scores

Although the applicant may submit a copy of his/her admission test scores in the application packet, the applicant must request an official score report from the testing service to be sent directly to MSU-Billings. Registration at MSU-B will be withheld until an official test result is received.

A photocopy of the applicant's admission test scores will be accepted from another accredited academic institution in lieu of official exam scores only under all of the following circumstances:

1. the copy must be reproduced by an official of that institution on the institutions original letterhead stationary;
2. the copy must bear an original imprint of the institution's official stamp;
3. the copy must bear the original signature of a designated officer of the institution.

Minimum test scores for acceptance into specific graduate programs are determined by the individual graduate programs.

General Guidelines

Admission decisions are made for each applicant individually, and applicants may or may not be judged acceptable regardless of the undergraduate record or the

institution from which credentials are submitted. Before admission is granted, each application is reviewed by the Office of Graduate Studies and the appropriate faculty, who determine if the applicant's academic history and preparation are satisfactory.

Students may be admitted with regular or provisional standing. Admission is subject to a favorable recommendation by the degree-granting program. Additionally, the program directors reserve the right to grant an admission status other than full admission to any of the graduate degree programs at MSU-Billings. As such, applicants should consider themselves admitted **only when official notification** has been received from the Office of Graduate Studies.

Regular Admission

The student must hold a four-year baccalaureate degree from an accredited institution and have demonstrated potential for graduate study and have a "3.0" average or better for their undergraduate cumulative Grade Point Average (GPA).

Minimum admission test scores for acceptance into specific graduate programs are determined by each program.

The student must have met all requirements of admission to Montana State University-Billings as listed in the catalog. These include a complete application, transcripts, admission test scores, proof of immunization (if required), and any requirements of a specific program.

Provisional Admission

Provisional admission is granted when the program director, chair, or admission committee identifies an academic weakness. It is not guaranteed to students with low undergraduate GPA's, and may only be used in defined instances.

1. Provisional admission may be granted to a student when some type of deficiency is noted in the applicant's academic work, such as:
 - a. the applicant has a less than 3.0 cumulative GPA in undergraduate work;
 - b. the last two (2) years of undergraduate work appear weak or the GPA is less than a 3.0;
 - c. the applicant has low admission test scores;
 - d. the program director, chair, or admission committee identifies other academic weaknesses that may adversely impact the applicants graduate career.

2. Provisional admission may be granted with up to fifteen (15) credits of deficiency coursework needed.

The following stipulations apply:

- a. The deficiency coursework must be listed *in writing* on the official acceptance letter from the Office of Graduate Studies. The acceptance letter will also state that the program may require additional prerequisites or deficiency work;
 - b. It is up to the program to monitor acceptable progress of deficient coursework and to ensure completion of such coursework the first semester the class is available.
3. Provisional status will be granted for one academic year. If deficiencies are not cleared within that time, the student will need to reapply to the program.

Admission Denial

Students with less than a 3.0 undergraduate GPA will be denied full regular admission but may qualify for provisional admission. The program may recommend non-degree or undergraduate work for one or two semesters to improve the student's GPA standing and provide evidence of the applicant's ability to do well in graduate school.

Non-Degree Graduate Status

General Criteria

Non-degree graduate students are those who have earned baccalaureate degrees and meet one of the following criteria:

1. do not wish to pursue graduate programs leading to an advanced degree at MSU-Billings but wish to take courses;
2. have been denied regular or provisional admission;
3. have non-degree standing through the recommendation of a program;
4. whose formal degree applications are pending final action;
5. who applied too late to be admitted for the intended term;
6. who wish to apply for the post baccalaureate teacher licensure program.

Non-Degree Application Requirements

Non-degree seeking applicants must complete an application form available from the Office of Graduate Studies or online.

Submit completed applications to the Office of Graduate Studies.

All applications must include the following:

1. The completed application form;
2. An official transcript showing receipt of a bachelor's degree;
3. A \$40.00 non-refundable graduate application fee. (This will be applied should you decide to pursue a graduate degree.)

Non-Degree Registration

New non-degree students will be eligible to register for classes as soon as the completed application is processed. This is generally 24 to 48 hours after receipt of the completed application.

A non-degree student may register for undergraduate or graduate level courses.

Non-degree graduate students are not eligible for graduate assistantships.

Applicants who have never before attended MSU-Billings must submit the following items to the Office of Admissions and Records:

1. A completed Application for Admission to MSU-Billings form (obtained from the Office of Admissions and Records or the Office of Graduate Studies).
2. A nonrefundable \$40.00 admission fee.
3. For students born after December 31, 1956, proof of MMR immunization that was administered after December 31, 1967. The immunization dates must also be after the student's first birthday. Montana state law requires that the documentation proves that two (2) doses of immunizations against measles were given at least 30 days apart, and the one (1) proof of rubella immunization was received. Any immunizations administered after June 11, 1993 must be an MRMR. A physician, health agency, or school official must sign the record. The Student Health Center can give necessary vaccinations for a small fee.

Applicants wishing to pursue a Graduate Degree Program must have completed the application process outlined above before being granted full acceptance to a Graduate Program. No action will be taken on an application until all requirements have been completed.

Special Graduate Admissions International Students

International students must meet all admission requirements of Montana State University-Billings in addition to the following:

1. Certified copies of all certificates, degrees, and diplomas with a certified translation of the records.
2. Certified statements from a reliable financial institution, bank or U.S. citizen who will accept responsibility for the student's financial obligations. The statements must certify that the applicant will have a minimum of \$12,000 (U.S.) available for each year of study.
3. Students from non-English speaking countries must provide evidence of proficiency in English. Applicants must arrange to take the Test of English as a Foreign Language (TOEFL), a minimum score of 550 is required on the written test and 209 on the computer test. Official results should be sent to the Office of Admissions and Records, Montana State University-Billings, 1500 University Drive, Billings, MT 59101-0298. Requests for information on test procedures should be directed to the following address: Test of English as Foreign Language, P.O. Box 899, Princeton, NJ 08540.
4. Statement of degree objectives (area of major interest).

All of the above items must be on file in the Office of Admissions and Records by July 15 for Fall Semester, by November 1 for Spring Semester, and by April 15 for Summer Session.

Senior Undergraduate Students

Undergraduate seniors at Montana State University-Billings who are within one semester of completing all requirements for their undergraduate degree will be allowed to enroll for up to eight (8) semester credits at the 500 level. **Under no circumstances will undergraduate students be permitted to enroll in courses numbered 600 and above.**

Enrollment must be approved by the Director of Graduate Studies. The student must complete the Application for Undergraduate Students to take graduate level classes (available on the website www.msubillings.edu/grad). A student must have a minimum cumulative undergraduate grade point average of at least 3.00 in his/her major.

If a student takes graduate coursework as an undergraduate, those credits may be applied subsequently toward a graduate degree only if they are not used to meet undergraduate requirements for graduation.

Please call the Business Office (657-2301) or visit the website (www.msubillings.edu/boffice) for information on tuition.

Extension Credits

In order to take graduate level extension courses through Montana State University-Billings and receive graduate credit, students must complete the following forms prior to the first class session:

1. Extension Credit Application form available from the College of Professional Studies and Lifelong Learning at Montana State University-Billings (207 N. Broadway, 896-5890).
2. An Application for Admission to Graduate Study form if the student has not previously taken graduate courses for credit at Montana State University-Billings. Using this form, the Office of Graduate Studies will assign all extension graduate students Graduate Non-degree Status.

Advisors and Plans of Study

After a prospective student has made application to Graduate Studies and has selected a program, the student will be assigned an academic advisor. Additionally, any student choosing the thesis track as well as some graduate programs in the College of Education require a three person advisory committee. The student's academic advisor will help the student select committee members and will serve as the chair of the committee.

Students should schedule an appointment with their advisor as soon as possible after being admitted to candidacy. Candidates admitted to graduate studies in spring semesters should contact their academic advisors to set up an initial advising meeting before the end of spring semester. Candidates admitted to graduate studies during summers may need to check with department chair/dean and/or the support staff in those offices on the availability of faculty advisors during the summer months, holidays, or other breaks from the academic schedules. The student and advisor will develop the Plan of Study during the student's first semester of graduate work. The plan should be completed by the end of the first semester to avoid possible problems with the student's financial aid or registration for the next semester.

The Plan of Study guides the progress of the student toward the graduate degree. The specific required and elective courses the student must take to fulfill the requisites of the degree program are listed along with the semesters that each of these courses will be taken. Additionally, the Plan of Study denotes any courses to be transferred into the degree program that are both approved by the advisor and fall within the guidelines for allowable transfer credits for the particular degree. Once the plan is completed, the student and advisor

sign the document and forward to the Department Chair for approval and signature. Approval and signatures are also required from the Dean of the identified College, and finally from the Director of the Office of Graduate Studies.

The student should meet periodically with his or her advisor to discuss any changes or additions to the Plan of Study. Finally, the advisor serves as a mentor to the student and as such, assists the student with problems or concerns regarding progress with graduate studies.

Please refer to advisor policies and procedures as described by individual colleges throughout this catalog for more details.

Western Regional Graduate Program

Montana State University-Billings is a participant in the Western Regional Graduate Program (WRGP) of the Western Interstate Commission for Higher Education (WICHE). Under the program, residents of Alaska, Arizona, Colorado, Hawaii, Idaho, Montana, New Mexico, Nevada, North Dakota, Oregon, Utah, Washington, and Wyoming are eligible for admission to designated graduate programs in the other 12 states at reduced rates. A number of high-quality, specialized programs at colleges and universities in these states have agreed to admit students from the other WICHE states for resident tuition rates; designated programs at private institutions are available for reduced tuition rates.

The Master of Science in Rehabilitation and Mental Health Counseling and Master of Science in Athletic Training are the programs at Montana State University-Billings that have been approved as part of the WRGP. Four students per program can be accepted each academic year and given nonresident tuition waivers. These students with tuition waiver are subject to successful academic performance. Inquiries for information about the Regional Graduate Programs should be directed to:

Director of Graduate Studies
Montana State University-Billings
1500 University Drive
Billings, MT 59101-0298
(406) 657-2238

The Graduate Educational Project
WICHE
P.O. Box P
Boulder, CO 80302
(303) 541-0200

Petition to Consider Exemptions to Graduate Degree Program Admission Requirement(s)

Students who fail to meet the minimum GPA or test score requirements for admission to a graduate degree program may petition to consider exemption to the requirement(s). To appeal an admission requirement, the student must complete a Petition to Waive Graduate Policy form, available in the Office of Graduate Studies (or on the website www.msubillings.edu/grad). The student will complete the top portion of the petition and return it to the Office of Graduate Studies. The petition will then be sent to the chair of the department, and the dean of the College for review. When completed, the petition will be returned to the Office of Graduate Studies and will then be presented to the Montana State University-Billings Graduate Committee for consideration.

Falsification of information

Each student is responsible for knowing and for complying with all regulations regarding admission procedures. Failure to be informed or to comply will not excuse a student from responsibility, or from any penalty or difficulty that may be encountered.

Misrepresentation or falsification of a student's enrollment status will be sufficient grounds to cancel a student's current registration and to suspend the student for two semesters. It is the student's responsibility to know his/her enrollment status at his/her former institution(s).

Denial of Admission

Under Board of Regents' policy (301.10), Montana State University-Billings "may deny or condition admission, re-admission, or continuing enrollment of any individual who, in the judgment of the unit, presents an unreasonable risk to the safety and welfare of the campus and persons thereon."

Grade Appeal/Grievance Procedure

Montana State University-Billings has set a procedure for contesting a grade which must be followed:

Step 1 A student should contact the ASMSU-Billings Student Resolution Officer and schedule a time for the Resolution Officer, the instructor of the course, and the Student to meet and discuss the assigned grade.

Step 2 If no resolution is achieved at Step 1, the dispute may be brought to the Dean of the relevant College with the Student Resolution Officer present.

Step 3 If no resolution is achieved at Step 2, the dispute may be brought before the grievance hearing board. The Board makes a recommendation to the Chancellor who makes the final decision.

Student Resolution Officer

The Associated Students of MSU-Billings employ a Student Resolution Officer to assist students with various academic and nonacademic questions and concerns. The purpose of the Student Resolution Officer is to help students resolve problems or refer them to the appropriate University officer for assistance. Procedures of the grievance process are available from the Student Resolution Officer in the ASMSU-Billings office in the Student Union Building.

Registration Procedures

Directions and exact dates for pre-registration are issued each year in the Schedule of Courses. A Schedule of Courses may be obtained at the Office of Admissions and Records (McM 107, 657-2303), or by contacting the Office of Graduate Studies (McM 200, 657-2238). All students are held responsible for knowledge of listed dates.

Late Registration

Students are expected to complete registration within the dates stated. For any delay beyond that period, unless University officials cause such a delay, a late registration fee of \$40.00 will be charged as stated in the General Bulletin. Students permitted to register late must pay the full fees. Students who fail to pay fees or to have their fee payment arranged before the final fee payment day will have their classes deleted for that semester.

Repeated Courses

When a course in which a student has previously attempted credit is repeated, the credit and the first grade received are canceled. The credit and second grade are recorded, even if the second grade is lower. In order to inform the Office of Admissions and Records of a repeated course, the student must file with the Admission and Records Office a Repeat Form that identifies the proper course numbers. The numbers of times a course may be repeated as well as the number of courses allowed to be repeated are determined by each program. Students **MUST** have the permission of their advisor before repeating any class.

Adding Courses

Students may add courses during the first seven instructional days of each semester. Students may add

courses after the 7th instructional day and up to the 15th instructional day only with the approval of the instructor and the department chairperson.

Final Examinations

Final examinations are scheduled during the last week of each semester. A final examination schedule is published in the Schedule of Courses and a copy of the schedule is available at the Office of Admissions and Records.

Withdrawal Procedures

Please refer to the “Student Fees” section regarding the University refund schedule and policy procedures for students withdrawing from either courses or Montana State University-Billings.

Dropping a course

Withdrawal from a course (drop) is permitted through the 7th week, 35th class day of the semester. Withdrawal from a course is permitted through the 13th week and up until 10 class days from the official end of the semester with the approval of the student’s academic advisor and course instructor. There is no penalty for failing work through the drop period. After the 13th week students may not drop courses, and the instructor will assign a letter grade other than a “W.”

Withdrawal from the University

Students who withdraw from the University during a semester are required to fill out a withdrawal form and complete an exit interview in the Advising and Support Center. Students who officially withdraw from school for the current semester will receive a grade of “W” (Withdrew Passing) in all classes. Students who do not officially withdraw from classes will receive letter grades (other than a “W” grade) to be determined by the instructor of each class.

Academic Policies

Class Attendance and Student Absences

Each faculty member determines class attendance policy. Any absence can only be excused on a basis of negotiation between student and faculty member.

Excused Official Absence

An official absence occurs when a student officially represents the University through an academic department, sponsored University program, or officially registered student organization. An official absence must be recognized as excused by a faculty member.

Requests for an official absence shall be submitted to the Vice Chancellor for Student Affairs on the Student Travel Authorization form. This form should be obtained from the Vice Chancellor for Student Affairs (McM 203) at least one week in advance of the expected absence. This procedure will assure students the opportunity to make up examinations given when official University activities are scheduled.

Extent of Official Absence

When issued, an official absence is an excuse for time only and does not mean that a student is excused from the study assignment for that period. Each student is responsible for making up all work missed, as required by the instructor.

Class Enrollment Lists

At the beginning of each semester, the Office of Admissions and Records furnishes each instructor with a list of students who have registered in each course. Only students who are regularly registered for a course may attend. No grade or credit will be given to students for any course in which they are not properly registered.

Course Load Limits

The maximum course load for graduate students in the College of Education is 16 credits per semester. During the summer sessions, no more than 9 semester credits may be taken at any one time and no more than 15 credits from combined summer sessions may be taken. Any credits beyond these limits must have signed approval by the student's graduate advisor and department chairperson in which the student is enrolled. Use the "Request for Credit Overload" form for this purpose. It may be obtained in the Dean's Office or the Graduate Studies Office. When required signatures are obtained, it is then turned in to the Office of Admissions and Records. A graduate student who devotes time to other occupations is expected to limit the course load according to time available for graduate work.

Grades

For the purpose of computing a grade point average, grade points are as follows:

A	4.0	C	2.0
A-	3.70	C-	1.70
B+	3.30	D+	1.3
B	3.0	D	1.0
B-	2.70	F	0
C+	2.30		

No credit for the master's degree will be allowed for grade less than "2.0" even though the grade is computed into the student's grade point average.

Incomplete ("I") Grades

Upon request, a grade of incomplete ("I") may be given in a course for which the course requirements are normally expected to be completed in the semester of enrollment. To qualify, a graduate student must have been in attendance for at least three-fourths of the semester and have been prevented from completing all of the requirements for the course. Prior to the time the instructor submits grades, the student must provide adequate written evidence to the instructor as to the reason(s) why he/she was unable to complete the course requirements. All work for removal of the deficiency must be specified in writing by the instructor and must be completed within one calendar year from the end of the enrollment semester. Extensions to this time allotment may be requested by a student petition, recommended by the instructor and unit chairperson, and approved by the MSU-Billings Graduate Committee.

An incomplete grade not made up within the prescribed length of time will automatically be converted to an "F" grade. Once the grade of incomplete has been converted to an "F" grade, the course must be repeated in order to have the grade changed. An "I" grade will not be included in the computation of the GPA.

In instances involving extended leave or resignation of the instructor of the incomplete course, the unit chairperson may act to establish an appropriate grade and verify completion of the course work within the approved time frame.

Work in Progress "T" Grades

A grade of "T" (work in progress) is given by the instructor to indicate that the graduate student's work in a course is in progress and the requirements of the course are of such a nature that the assignment(s) could not be completed by the end of the semester of enrollment.

"T" grades will be allowed for the following courses: Thesis, Internship, Capstone, and Clinic. Enrollment/registration in these courses is restricted to students who have an approved plan of study on file in the Office of Graduate Studies.

All work for removal of the "T" grades must be completed before graduation. A "T" grade will not be included in the computations of the GPA. A "T" grade that has not been completed before the end of the six-year plan of study will turn to an "F." A "T" grade given for a pass/no pass course that has not been completed before the end of the six-year plan of study

will turn to an “X.” A student may petition for an extension.

Pass/No Pass (P/NP) Grades

Courses in a student’s degree program plan of study may not generally be taken on a Pass/No Pass basis. Each program has exceptions to this which are articulated in the program pages of the catalog.

A Pass (“P”) grade indicates that a student has satisfied all course requirements and has earned the course credits. A No Pass (NP) indicates that the student’s performance in the course is below passing. The grade received (P or NP), however, is not calculated into the MSU-Billings grade point average. Pass/No Pass grades from other institutions will not normally be used in the plan of study. Courses taken on a P/NP basis at MSU-Billings may not be changed to a letter grade at some future time. A Pass is indicated on the academic transcript as a “P.” An “X” indicates a No Pass.

Grade Reports

Students’ grades are available over the web. Students who wish to have their grades mailed must leave a self-addressed stamped envelope at the Office of Admissions and Records.

Student Progress - Academic Probation

Graduate students are placed on academic probation when their cumulative graduate GPA falls below 3.0. Students on academic probation who fail to earn at least a 3.0 GPA during the next semester in courses on the approved Plan of Study are dismissed from the graduate program. **All students on academic probation MUST meet with their academic advisors to review their respective course schedules. In order to be eligible for graduation, all graduate students must meet the graduate program GPA requirement.**

Dismissal

Students who are dismissed must meet with their advisor to reapply for admission. The application packet will be reviewed and acted upon by the Graduate Committee.

Academic Dishonesty

Students at Montana State University-Billings are expected to do their own work in their own words and with their own ideas. If they quote or paraphrase the words of others, they are expected to indicate whom it is they are quoting or paraphrasing. An instructor who believes that a student has claimed the work of someone else as his or her own may take what steps he or she wishes up to failing the student and referring the student to others on campus for further discipline. The

Student Handbook contains more detailed information about the policy on Academic Dishonesty. Please refer to Part IX, section B of the student handbook for further information.

Student Records

Academic Records

Official academic records of each student’s scholastic achievement are kept on file in the Office of Admissions and Records and include the following:

1. A Signed “Official Class Roll and Final Grade Report” from the instructor of each class in which the student is enrolled each semester.
2. An “Official Academic Record” (transcript) for each student officially enrolled.
3. Directory information of a student currently enrolled (See the Family Educational Rights and Privacy Act under “General Information”).

Transcripts

A transcript is a copy of the complete, unabridged educational record of a student who has been or is currently enrolled. An official transcript is issued only to the student upon the student’s written request. An official transcript is distinguished from an unofficial copy of the student’s record in that the official transcript carries the signature of the Registrar and bears the seal of Montana State University-Billings.

As often as possible, transcripts are issued within five days following receipt of the transcript request and payment of the fee. During periods of registration, changes in registration, grading periods and Commencement, the Office of Admissions and Records staff has to devote full time to such activities. Consequently, a longer time than usual is required for the issuance of transcripts.

All current and former Montana State University-Billings students are entitled to one free official transcript; thereafter, each official transcript is processed only upon the receipt of a \$3.00 fee. The student’s signature and/or personal request is required for the release of any transcript except when the transcript is released to those individuals who are considered to have a legitimate reason to have access to the student’s transcript.

Transfer Credits

Non-degree credits can be transferred into a graduate program if they are approved by the program director or advisor. Each graduate program has limits on the

number and type of transfer credits accepted. Transfer credits must be equivalent to courses in the student's graduate program at MSU-Billings.

Official (sealed) transcripts of any transfer credit to be used on a plan of study must be sent with the plan of study for approval. If the class to be transferred is taken after the plan of study has been approved, the transcripts must be sent as soon as the grade is received. If the plan of study is approved that includes a transfer credit that has not been taken, the approval will be based on the understanding that the transfer credit will meet all standards of transfer credit eligibility.

The following are credits that cannot be transferred to MSU-B:

- Credits awarded by postsecondary institutions in the United States that lack regional accreditation;
- Credits with a grade of pass, credit, or satisfactory;
- Courses older than six (6) years for master's students;
- Courses with a grade below a (3.0);
- Credits on an undergraduate transcript (undergraduate status);
- Credits awarded by postsecondary institutions for life experience

The following are credits that will be determined by individual programs:

- Credits awarded by postsecondary institutions for noncredit courses, workshops, and seminars offered by other postsecondary institutions as part of continuing education or professional development programs;
- Credits used for completion of a graduate degree at another institution.
- Credits given for correspondence courses

College of Allied Health Professions

Transfer credits for the **Master of Health Administration** are accepted from regionally accredited institutions of higher education on a case-by-case basis in consultation with the student's advisor.

A maximum of one-fourth of the credits earned in post-baccalaureate courses at other accredited graduate degree granting institutions may be used on a plan of study for the **Master of Science in Rehabilitation and Mental Health Counseling**. Transfer credits must meet the following conditions:

1. The date(s) of the course(s) must meet the same six-year time limit as Montana State University-Billings courses.
2. The courses must be relevant to the degree program as a whole as approved in the plan of study review process.
3. Grades must be at least at the "3.0" (or equivalent) level.
4. Correspondence and electronically delivered courses are reviewed on a case-by-case basis.
5. All transfer courses on a plan of study (or change in plan of study) must be approved by the advisor and/or advisory committee and be documented by course descriptions and/or course outlines.
6. Extension courses are reviewed on a case-by-case basis.

College of Arts and Sciences

The Dean of the College of Arts and Sciences approves transfer credits for the Master of Science in Psychology upon the recommendations of the Psychology Graduate Committee. Two copies of the official transcripts recording the transfer courses must be sent directly from the registrar of that institution to the Office of Graduate Studies. No course credit may be transferred unless the grade received was at least a "3.0."

If approved, a student may transfer a maximum of six semester hours of approved graduate credit from an accredited institution.

Correspondence courses are not accepted as transfer graduate credit.

The Chair of the Department of Communication and Theatre approves transfer credits for the Master of Science in Public Relations. Two copies of official transcripts recording the transfer courses must be sent directly from the registrar of that institution to the Office of Graduate Studies. No course credit may be transferred unless the grade received was at least a "3.0."

If approved by his/her department, a student may transfer a maximum of six semester hours of approved graduate credit from an accredited institution. Students may petition to the MSU-Billings Graduate Committee, with the approval of the Department of Communication and Theatre, for additional hours to be accepted from other accredited institutions.

Correspondence courses are not accepted toward a graduate degree.

College of Education

A maximum of one-fourth of the credits earned in post-baccalaureate courses at other accredited graduate degree granting institutions may be used on a plan of study for the **Master of Education, Master of Science in Special Education**, and Fifth-Year Programs at Montana State University-Billings. Transfer credits must meet the following conditions:

1. The date(s) of the course(s) must meet the same six-year time limit as Montana State University-Billings courses.
2. The courses must be relevant to the degree program as a whole as approved in the plan of study review process.
3. Grades must be at least at the “3.0” (or equivalent) level.
4. Correspondence and electronically delivered courses are reviewed on a case-by-case basis.
5. All transfer courses on a plan of study (or change in plan of study) must be approved by the advisor and/or advisory committee and be documented by course descriptions and/or course outlines.
6. Extension courses are reviewed on a case-by-case basis.

Montana State University Professional Education System Collaborative Courses for the Graduate Core in the Master of Education Degree

In 1996, the three campuses of Montana State University that offer the Master of Education Degree agreed upon a collaborative graduate core of courses to facilitate better access for individuals seeking this degree. Candidates for the Master of Education degree may use up to 12 credits, solely or in combination, from any of the campuses at Billings, Bozeman, or Northern as part of their plan of study if approved by the student’s committee. These credits are treated as credits in residence and do not count against the transfer limit of credits from other institutions of higher education. However, at least fifty percent of all credits used on a plan of study must be from the campus awarding the degree.

The following courses constitute the MSU collaborative graduate core for students earning the Master of Education degree at MSU-Billings (all are 3 credit courses):

MSU-Billings MSU-Bozeman MSU-Northern

EDF 501 Research Design & Interpretation	EDCI 506 Applied Educational Research	EDCI 606 Research Methods
EDF 530 Advanced Human Development & Learning	EDCI 508 Culture & Community-The Psychology of Learning	EDPY 604 Applied Classroom Psychology
EDCI 610 Curriculum Theory: Analysis & Practice	EDCI 532 General School Curriculum	EDUC 603 Curriculum Foundations and Design
EDF 515 Social, Philosophical, and Legal Issues in Education	EDCI 541 History & Philosophy of Education OR EDCI 544 Philosophical Issues in Education	

Extension Credits

All extension credits earned through Montana State University-Billings are considered as resident credits. Extension credits earned at any other accredited institution may be eligible for transfer according to graduate transfer policies.

Special Courses

Independent Study (Includes all 591/691 courses)

Independent study courses permit investigation into topics not covered by existing courses or allow more concentrated study of topics than is possible in existing courses. A maximum of six semester credits may be used on an approved plan of study.

The following policies govern graduate independent study:

1. A Graduate Student Independent Study Agreement must be approved by the instructor, advisor, unit chairperson and Dean. The Graduate Student Independent Study Agreement forms are available in the Office of Graduate Studies and the Deans’ offices. The original copy of the approved agreement for the graduate independent study must be provided to the Registrar and copies given to the student, instructor, unit chair and Office of Graduate Studies for inclusion in the student’s file.
2. The agreement submitted by the student must include the following:

- a. A clear statement of the nature and direction of the investigation;
 - b. The method to be used in carrying out the investigation;
 - c. If appropriate, a preliminary bibliography of resources to be studied; and
 - d. The basis for evaluation of the work. It is recommended that a written report serve as a culminating activity for the project.
3. Normally, only students whose plan of study has been approved or who already have a master's degree will be permitted to enroll for graduate independent study. The specific college dean may grant deviations from this requirement.
 4. Courses listed in this catalog as regularly offered courses may not be enrolled for under the designation "591/691 Independent Study." When a faculty member, unit chairperson and dean agree to provide to a student a regularly numbered course by an independent study method, the enrollment will be by the regular course number, but the same independent study agreement form will be used as described in part one and two above.
 5. If for a valid reason a student is unable to complete the independent study in the term of enrollment, the student may request that the instructor assign and incomplete ("I") grade. A Work in Progress grade ("T") is not allowable for Independent study. For more information, see the paragraphs on Incomplete and Work in Progress Grades in this section.

Internships and Clinics

Many degree programs require completion of at least one practicum or supervised field-based experience. The aim of the internship or clinic is to allow the candidate to utilize advanced skills in an applied setting under the supervision of a graduate faculty advisor. Students must have an approved plan of study on file and meet all other unit requirements before an application for field-based experience is processed. Students should plan to spend a minimum of 45 hours on-site for every semester credit earned. Hours vary by program; please refer to specific programs for requirements. All field experiences, including all 590/690, 594/694, 595/695, 597/697 courses, with the exception of RD 590/690 and RD 594/694, will be graded according to program grading policies.

Applications for all such field experiences at the graduate level must be processed and approved in the term before the experience is to begin. Prior approval through the advisor and the department chairperson is

required before pre-registration or registration is allowed.

Application forms for field experiences are available through the Office of Licensure and Field Experiences of the College of Education (657-2336) or online at msubillings.edu/grad/recforms.htm. Students in the rehabilitation counseling program or any student doing a counseling field-based experience in a non-public school setting must be covered by liability insurance during their period of internship or clinical practice. The medical professional liability policy coverage expense (variable, but commonly \$30 per semester) will be added to the semester bill by the Business Office. Students are advised that professional participation at a field site prior to the start of (or continuing beyond the end of) a semester may be uninsured during such periods of time. Consult with your advisor or department chairperson for further information regarding this matter.

Cooperative Education

Cooperative Education (Co-Op) links students and employers in planned, credit-bearing work experiences (at local, state, and national sites) related to the student's major/minor field of study. Cooperative Education (657-1717) enables students to apply theory to the real world of work, acquire career experience, and enhance personal growth while earning credit.

Human Subjects Protocol

All research conducted by any person affiliated with MSU-Billings and involving human participants as subjects must be reviewed whether or not the project is part of a formal course. The information on the review process and application form are available on the Office of Research Compliance web site (www.msubillings.edu/orc) or at the Office of Grants and Sponsored Programs, McM 205.

Thesis

A thesis is an extended written analysis and interpretation of a specific topic or subject matter. It embodies a unique articulated perspective or specific claim with respect to the topic and it attempts to substantiate the legitimacy of the perspective or claim through a program of research. The research should be informed by a literature search and lead to properly qualified conclusions, which contribute to the discipline. The research project may feature data gathering through a questionnaire, testing procedure, observation, and experimentation. It may also emphasize reflective, analytical, comparative or similar approaches to research.

Students may have a thesis track available. Preparation of a thesis may be of great value for some graduate students and for the profession, because research projects are a crucial step in improving education. A desired outcome is to produce a paper of such quality and currency that it might be published in a professional journal or otherwise disseminated to the field. The student, advisor, and thesis committee have shared responsibility for defining the objectives and scope of the thesis. The presentation and oral defense of either project will be open to the academic community and are designed to give public recognition for the student's achievement.

An approved graduate plan of study must be on file in the Office of Graduate Studies prior to enrollment in Thesis 599.

Prospectus

Before a student begins a thesis, the student's thesis committee and the dean must approve a prospectus for the project. The thesis committee will consist of a minimum of three (3) members, one of who will be from outside the student's department. The thesis committee will meet with the student to review the prospectus. The thesis committee may be called together to review project progress at the discretion of the advisor. The acceptable format for a thesis follows the guidelines of the Publication Manual of the American Psychological Association, 5th edition, or the recommendation of the student's advisor. Research projects involving human subjects must conform to the MSU-Billings human subject research protocol. Policy guidelines and protocol forms may be obtained from the Office of Grants and Sponsored Programs.

Thesis Timeline

Please note that it typically takes a year to complete the process.

The student begins discussions with his/her Advisor and files an approved Plan of Study; declares intent to do a thesis.

The student consults with advisor for approval to form a Thesis Advisory Committee. After a Committee is formed, the student submits a thesis prospectus for approval. This process may also involve registering for thesis credit, depending on the department.

In consultation with the advisor, the student develops the thesis and periodically submits drafts for critique to the Thesis Committee. In order to ensure sufficient time to review and defend the thesis, the final draft should be submitted to the thesis committee eight (8)

weeks prior to the end of the intended semester of graduation.

With the committee's approval, the student and advisor schedule the thesis defense with the Graduate Studies Office. This must be done four (4) weeks prior to the date of the defense.

After successful defense, it is the student's responsibility to obtain required signatures on the Title Page. Signatures include the Chairperson of the Thesis Committee, Members of the Examining Committee, the Dean of the College, and the Director of Graduate Studies.

The student delivers a minimum of three (3) copies of the completed thesis (with all required signatures) to the Graduate Studies Office. The student pays \$8.00 per copy in the Business Office and brings the receipt of payment to the Graduate Studies Office. This must be done before finals week.

The Graduate Studies Office will have the three copies of the thesis bound and will deliver two copies to the MSU-B Library and will keep one copy in the Graduate Studies Office. If the student wants additional bound copies for personal use, \$8.00 per copy is charged. The student is responsible for any mailing of the bound copies.

Defense and Final Disposition

When your thesis is ready to present, you must do the following:

1. Schedule the oral defense with the advisory committee no later than **eight weeks** prior to the end of the semester in which you intend to graduate. Members of the advisory (examining) committee must have a copy of the paper for review no later than one week prior to the final examination.
2. Make revisions required by the advisory committee if necessary.
3. Obtain the signed approval page with the revised, final copy of the paper from your advisor and advisory committee.
4. Pay the binding fee of \$24.00 at the Montana State University-Billings Business Office. With the copy of the binding fee receipt, deliver three unbound copies (the original and two photocopies) to the Office of Graduate Studies. The Office of Graduate Studies delivers the three unbound copies of the thesis to the MSU-B Librarian for binding. Two copies, including the original, remain in the MSU-B

Library and one copy is returned to the Office of Graduate Studies for the graduate archives.

5. Additional copies of a thesis may be bound for the student's use, provided arrangements are made in advance and appropriate binding fees are paid. The student is responsible for any costs of mailing.

Petition to Consider Having Graduate Degree Program Requirement(s) Waived

Certain problems encountered by graduate students may result in a request to have an exception made to academic standards of the Graduate Program as stated in this catalog. A graduate student may request such an exception by filing a special petition which may be obtained from the Office of Graduate Studies (also available online).

To appeal a requirement, the student must complete a "Petition to Waive Graduate Policy" form available on the web site. The student will complete the top portion of the petition and return it to the Office of Graduate Studies. The petition will then be sent to the student's academic advisor, the chair of the department, and the dean of the College for review. When completed, the petition will be returned to the Office of Graduate Studies and will then be presented to the Montana State University-Billings Graduate Committee for consideration.

Time Limit and Update Process for the Graduate Degree and Other Post-Baccalaureate Programs

All work towards the master's degree and other post-baccalaureate programs (including work for which credit is transferred from another institution), the thesis, and final comprehensive examinations must be completed within a period of six years from the date admission to candidacy occurs, and no coursework may be more than ten years old at the time of degree completion. Extensions, by special request, for a longer period are possible under the following conditions:

1. Updating Courses As Part of Plan of Study Approval

As part of the process of filing a plan of study, a student must provide evidence of currency of knowledge in courses included in a plan of study that will be older than six years when the plan is completed. Under these conditions, requests for permission to update must be filed simultaneously with the plan of study on the "Graduate Course Update Request" form. The

conditions and restraints governing these requests are as follows:

1. Requests to update graduate course work will be restricted to course work applicable to the degree from an accredited institution carrying a letter grade of "B" or better.
2. Requests to update graduate course work will be limited to no more than 10 semester credits.
3. Attached to the form requesting that a course be updated shall be a statement of update objectives, activities, products, and evaluation process. The student, instructor, and the academic unit chairperson of the course must sign it.
4. When the updating process for a course has been completed, the faculty member responsible for supervising the updating will forward to the Office of Graduate Studies a signed and dated copy of the request form specifying the satisfactory completion of the updating review process.

2. Time Extensions of a Plan Prior to Expiration Date

A time extension for a plan of study for any graduate degree or post-baccalaureate non-degree program may be requested by petition of the MSU-Billings Graduate Committee. The petition for a time extension must be presented to the Committee prior to the end of the term in which the regular six-year time limit expires. The petition must include clearly stated justifications for the time extension and carry the signed recommendations of the student's advisor and department chairperson. The petition will have as appendices duly executed "Graduate Course Update Request" forms for each course, up to a maximum of 10 semester credits, which will be out-of-date by the adjusted time of expected graduation.

3. Time Extensions After Expiration Date of a Plan

Consideration for time extension for an uncompleted and expired plan of study may be given on a case-by-case basis using the same review process as appropriate for an original plan of study. The student should begin by discussing his/her objectives and circumstances with the advisor or the unit chairperson. Requests to update certain courses, repeat courses, substitute more recent courses, change alternative and/or file a new plan of study are typical avenues to be explored.

4. Effective Date of Graduation Requirements

Within the six-year period, the student must meet the graduation requirements in effect in the catalog current at the time the plan of study was approved. Requests to change to the requirements of a different catalog must

be approved by the advisor, academic department chairperson, and Dean, and be placed on file with the Director of Graduate Studies. The form, entitled “Request to Make a Change in Plan of Study” should be used and is available at the Office of Graduate Studies (also available online at www.msubillings.edu/grad).

Graduation Requirements

In order to graduate from Montana State University-Billings with a graduate degree, a student must satisfy certain requirements. The following list is a *general* guideline for graduation requirements. Please see the individual program section for specific or additional degree requirements:

1. A graduate student must have fulfilled all curricular requirements specified in the program of study or in the student’s approved plan of study as modified by any approved changes to the Plan, or the program requirements as stated in this catalog with electives approved by the advisor, department chairperson, college dean, and Director of Graduate Studies.
2. The student must have a 3.00 GPA (3.25 GPA for Public Relations) for all courses included in the plan of study. For graduate students in education, this includes both the Professional Core and Professional Specialization courses listed in the plan of study.
3. The student must have passed all written and oral comprehensive examinations required in the student’s program.
4. Any student opting to write a Thesis must provide the Office of Graduate Studies with the final copies of the paper in acceptable format along with signed approval sheets for binding.
5. The student must file a formal Application for Graduation with the Office of Admissions and Records. This must be done no later than by the end of the second week of the semester (or June 20 for the summer) in which the student intends to graduate. The application must be signed by the faculty advisor and be accompanied by a \$50.00 graduation fee. Applications forms are available from the Office of Career Services and Cooperative Education. On receipt of the application, the Office of Admissions and Records will circulate a Final Evaluation for Graduation that will be utilized to ensure that the student has met all degree requirements. A student who submits an Application for Graduation after the second week of the semester will have the Final Evaluation for Graduation processed the following term and will graduate at the end of that particular term.

Once all requirements are completed and all required signatures on the Final Evaluation for Graduation are

obtained, the student’s graduation date and degree will be posted on the student’s Official Academic Record (transcript). The student will be sent a letter certifying the student’s graduation and providing a final transcript.

If all requirements are not satisfied by the end of the term for which the student applied to graduate, the date of graduation will be delayed until the end of the semester or session in which all requirements are completed. Students should be aware of the six-year limit within which all requirements must be met.

Commencement

Commencement is held once each year at the end of the spring term. Those students earning an undergraduate or graduate degree will be publicly recognized. A student who intends to complete all requirements for a master’s degree by the end of the Summer Session will be permitted to participate in the preceding spring commencement ceremony so long as the student complies with the following procedures:

1. The student must file a formal Application for Graduation with the Office of Admissions and Records and must have paid the \$50 graduation fee.
2. The student must meet by the end of the Summer Session all of the requirements for graduation, demonstrating this intention by pre-registering for all remaining required courses in the Summer Session by April 1.

Please note that participating in the Commencement does not necessarily signify a student has graduated. Diplomas will be issued and graduation recorded on the transcript only after all degree requirements are certified to have been met by the Director of Graduate Studies.

Awards

Recognition of Academic Excellence

Montana State University-Billings formally recognizes academic excellence among its graduate students in the following ways:

Chancellor’s Outstanding Graduate Research Award

The Graduate Student Association annually recognizes outstanding research (generally a thesis or professional paper) or creative products completed for credit by graduate students. The graduate faculty and other members of the Montana State University-Billings campus are invited to nominate candidates for the award by submitting a letter to the Director of Graduate Studies by February 15th. A Screening Committee of faculty members and community professionals is

appointed to review the nominated work(s). The following criteria will be used as a basis for recommending an award:

1. Originality of the product.
2. Clarity with which the project was planned, executed, and completed.
3. Internal consistency and rigor of project.
4. The timeliness or significance of the project to the discipline.

The Screening Committee may recommend that no award, one award, or more than one award be granted in a given year. The award will consist of a letter and certificate of achievement, a cash award by the Graduate Student Association (upon their annual approval) and/or other sponsoring entity, and a plaque listing the award winner(s) displayed in the College of Education. Consult with the Director of Graduate Studies for further information concerning this award.

Montana Teacher of the Year Tuition Waiver Award

1. The annual winner of the Montana Teacher of the Year Award qualifies for a tuition waiver for graduate study at Montana State University-Billings as follows:
 - A. The tuition waiver qualifies the recipient for a maximum of 24 credits to be applied toward a graduate degree in education.
 - B. The tuition waiver is available to the recipient for a maximum time of three consecutive years, including summer enrollments.
 - C. The tuition waiver may be used for non-degree graduate courses, but no more than nine graduate credit hours earned in non-degree status may be applied toward a graduate degree.
 - D. Recipients holding a master's degree may apply the 24 graduate credits toward a second master's degree or non-degree graduate course.
 - E. All requirements for admission to a graduate program must be met by the applicant.
2. Recipients of the Montana Teacher of the Year Award should contact the Deputy Commissioner for Academic and Student Affairs of the Montana University System for information about the tuition waiver award and processing of the tuition waiver.
3. All other fees and expenses are the responsibility of the Montana Teacher of the Year Award winner.
4. It is expected that while in residence, the Montana Teacher of the Year recipient will serve the program in some fashion at the request of the Department (e.g., speak in undergraduate education classes, work with faculty members in course revision or preparation).

VII. The College of Allied Health Professions

Dr. David Garloff, Dean
APS 107, 896-5833

The College of Allied Health Professions was formally launched in Spring 2004 and represents the sixth academic unit at Montana State University-Billings. The College comprises of a number of undergraduate and graduate programs that are designed to prepare individuals in the allied health professions. A broader definition of allied health is recognized and includes those academic programs in the behavioral sciences (e.g., health promotion, human services, rehabilitation), therapeutic sciences (e.g., athletic training) and support services (e.g., health administration). The College is proud to offer curriculum, faculty, and administrative services that help to prepare students to face the challenges of a changing world. Academic programs in the College not only prepare students with the technical skills required for healthcare practice but also important life skills such as critical thinking, literacy, historical consciousness, multicultural experience, and a sense of values.

The College of Allied Health Professions is comprised of the following academic departments and program area:

- Health Administration Program
- Department Health and Human Performance
- Department Rehabilitation and Human Services

College of Allied Health Professions Mission

The mission of the College of Allied Health Professions (CAHP) is to provide professional and graduate education programs in the allied health professions that are consistent with the highest professional standards. Collaborative partnerships among students, faculty, researchers, community members, and industry leaders for the purpose of health improvement provide a foundation from which to serve the educational needs of a growing allied health professions workforce. The goals of the College are to ensure a seamless curricular articulation among diverse health related programs and create an environment that fosters excellence in student instruction, research and community service.

Graduate Degree Programs

Master of Health Administration

Master of Science in Sport, Recreation and Fitness Management

Master of Science in Athletic Training

Master of Science in Rehabilitation and Mental Health Counseling

Advisement of Students

Upon admission to graduate programs, students are assigned an advisor in the department that administers the degree program they have chosen. Students then work with the assigned advisor to develop a Plan of Study and meet any admission requirements not initially met in order to be formally admitted to their program and proceed to candidacy. Students are informed by letter from the Office of Graduate Studies on the status of their admission (provisional or regular) and the name and phone number of their advisor.

The Health Administration Program

Sheila K. McGinnis, Ph.D., Director

AP 107, 896-5830

heathadministration@msubillings.edu

Faculty

Ann Adair, PhD; Laura Dimmler, MPA;
Jonathan Engel, PhD; Michael Erbschloe,
MA; Stewart Kirkpatrick, JD; Maggie
McBride, PhD; Jay McKiernan; Douglas
Moore, MD; Sheila K. McGinnis, PhD; Jay
Roth, MPH; Rakesh Sah, PhD; Paula Swan,
MLIS, LSY

The department offers and administers the following
Graduate Degree program:

Master of Health Administration

Mission

The Master of Health Administration degree prepares
working practitioner to assume a leadership role in
today's challenging health care environment. The
interdisciplinary curriculum provides the conceptual
framework and knowledge areas to integrate the fields
of health sciences, health management, and public
health and policy. Learning experiences are enhanced
through partnerships with a vibrant healthcare
community.

Admission Requirements

Admission to the Master of Health Administration
degree program is based on the following criteria:

1. Two copies of official transcripts from all previous
undergraduate and graduate institutions to verify:
 - a. Graduation from an accredited institution;
 - b. Undergraduate GPA of at least 3.0 in the last 64
semester (96 quarter) hours;
 - c. Graduate GPA of at least 3.00
2. Completion of the GMAT or the GRE with scores
submitted to the Office of Graduate Studies.
3. A professional resume with letter of application
which includes relevant information about the
applicant's previous experience, professional
interests and career goals, reasons for wanting to
obtain the MHA degree, and what the applicant

expects to contribute as well as receive from the
program.

4. Three letters of recommendation which evaluate the
applicant's record and potential as a graduate
student, professional abilities, and potential for a
career in health administration, commitment to
service, and motivation to excel.

Master of Health Administration

The Master of Health Administration degree program is designed to meet the educational needs of the working professional and others who desire to advance in the field of health administration. The program consists of a sequence of concentrated online courses supplemented by onsite professional seminars in Billings. The online/onsite instructional format meets the needs of students by permitting them to complete the program while pursuing their careers. This distance program may be completed in three years or may be compressed into twenty months with advisor’s approval.

Program Structure

Courses	Credits
HADM 605 Evidence Based Management	2
HADM 607 Health Informatics.....	3
HADM 610 Health Care Systems	2
HADM 615 Managerial Accounting and Budgeting.....	3
HADM 620 Health Operations Methods.....	2
HADM 622 Health Quality Techniques.....	3
HADM 625 Healthcare Financial Management.....	2
HADM 627 Healthcare Reimbursement	2
HADM 632 Health Economics	2
HADM 635 Health Law and Ethics	3
HADM 640 Epidemiology and Disease Control.....	2
HADM 645 Healthcare Management.....	3
HADM 651 Rural Health Administration	2
HADM 655 Health Policy and Regulation.....	3
HADM 660 Long Term Care Administration	3
HADM 671 Integrated Delivery Systems	2
HADM 675 Healthcare Human Resources	2
HADM 685 Research and Evaluation Methods	3
HADM 687 Health Care Marketing.....	2
HADM 689 Healthcare Strategy	2
HADM 697 Capstone.....	3
STAT 541 Applied Statistics.....	3
Total minimum credits required for degree.....	54
*HADM 690 Internship.....	3
Total credits including Internship	57

* HADM 690 Internship is required of MHA students who do not have a background in health care management.

The Department of Health and Human Performance

Dr. Ernesto A. Randolfi,
Chairperson
PE 120, 657-2370

Professors: Gary Gray, Russell Lord*,
 Ernesto Randolfi

Associate Professors: Jay Shaw

Assistant Professors: Mike Diede, Noreen
 Lee, Agnes Samples

Lecturer: Loretta Morgan

Emeritus: Harold Alterowitz, Nels
 Christiansen

* Joint appointment with Educational Theory and Practice

The department offers and administers the following
 Graduate Degree programs:

Master of Science in Athletic Training

Master of Science in Sport, Recreation and Fitness Management

Master of Education degree with an option in: •Interdisciplinary Studies

The most current descriptions and requirements for
 these academic programs including course syllabi are
 available at the Department of Health and Human
 Performance Website: www.msubillings.edu/hhp.

Mission

The Department of Health and Human Performance
 through excellent instruction, innovative research, and
 community outreach to the local and global community
 is dedicated to preparing exemplary professionals who
 promote health and human performance.

Graduate Degree Programs

The Master of Science in Athletic Training
 degree is an Entry-Level Graduate degree program.
 The Master's level curriculum is designed to prepare
 students to become athletic training professionals who
 are also able to develop and evaluate athletic training
 research. The curriculum is based upon specific
 cognitive and psychomotor learning experiences that
 prepare students for the Board of Certification
 Examination and athletic training practice. In order to

become eligible to sit for this examination, students
 must complete all of the course work and the required
 clinical experiences for each semester they are enrolled
 in the program.

**The Master of Science in Sport, Recreation
 and Fitness Management** is designed to prepare
 students to serve in a variety of leadership positions
 within sport, recreation, or fitness organizations.
 Students graduating from this program will be able to
 strategically plan, implement, market and evaluate
 programs designed to serve specific clients in this field.
 Students will also be able to design, execute and assess
 research in the field of sport, recreation or fitness
 management. Two program tracks are available:

Coaching and School Leadership

Designed to prepare students to serve in a variety of
 leadership positions, this track focuses on those who
 intend to work with K-12 athletics and activity
 programs. The Billings Public School District has
 approved this degree for step advancement on its salary
 scale.

Development, Marketing and Management

This academic track is designed to enhance student
 skills in planning, promotion, and organization within
 sport, recreation, and fitness organizations. Graduates
 of this academic focus often work with professional or
 amateur sports teams/organizations, fitness facilities,
 parks and recreation departments, golf and tennis clubs
 and other professional venues.

The Master of Education degree through the
 Interdisciplinary Studies Option allows the student to
 pursue an in-depth emphasis in health and physical
 education K-12, as well as other potential areas
 designed for the student's specific professional
 interests. Graduates of this degree program
 demonstrate outcome competencies as defined in the
 College of Education Advanced Conceptual
 Framework. The Interdisciplinary Studies Option:
 Teacher Licensure Program of Study (Fifth-year
 Program) is also available for the student to pursue a
 non-degree added teaching endorsement in health and
 physical education K-12.

Admission Requirements

The Department of Health and Human Performance
 requires the following minimum requirements in
 determining program admission to graduate degree
 programs.

1. Undergraduate grade point average (GPA) of at least 3.0.
2. Graduate Record Examination (GRE) or other graduate entrance examination.
3. One official transcript from each college and/or university attended.
4. Complete Montana State University-Billings Graduate Studies application:
<http://www.msubillings.edu/grad/recforms.htm>.

Additionally, the Athletic Training and the Sport, Recreation and Fitness Management programs require:

1. An admission essay that describes the student's interest in graduate study and includes a statement of professional goals. A specific form is required for Athletic Training and is available at:
<http://www.msubillings.edu/grad/recforms.htm>.
2. Three letters of reference from academic and professional sources concerning the candidate's potential to succeed in graduate school, prospective contributions to the profession, etc. A specific form is required for Athletic Training and is available at:
<http://www.msubillings.edu/grad/recforms.htm>.

Refer to the graduate and program website for the most current admission criteria and forms.

Transfer Credit

A maximum of twelve (12) graduate credits may be accepted for transfer from approved accredited educational institutions. Copies of official transcripts must be sent directly from the registrar to the Office of Graduate Studies. No course credit may be transferred unless the grade received was at least a "B." Transfer credits will be evaluated by the faculty, the program director, and the Health and Human Performance Department. Copies of syllabi from transfer courses may be required to accurately judge the equivalency of courses.

Competitive Selection Criterion

Admission is competitive and is not guaranteed simply by meeting the minimum admission standards. The Department of Health and Human Performance uses the prospective student's undergraduate GPA, entrance examination score, application essay and letters of recommendation to determine the appropriateness of the applicant's academic background as well as the compatibility of the candidate's educational and career goals within the scope of the program. Applicants are ranked according to the selection criteria below and

admitted until the program is full each year. Students who are not selected for admission may reapply. The relative weights for selection criteria are reflected in the following percentages GPA = 40%, Letters of recommendations = 25%, Admissions essay = 25%, GRE = 10%.

Notification of Program Admittance

The applicant will receive a letter from the director of graduate studies indicating admittance status no later than 30 days following the receipt of the complete application.

Plan of Study

Once admitted to one of the above programs, students meet with their advisor during the first semester of course work and develop a plan of study that reflects their area of professional interest.

Research Project or Thesis

Students must complete a research project or a thesis. Though both involve personal research that includes development of a research question, formulation of appropriate inquiry methods, data collection, analysis, interpretation, and communication skills, a thesis differs from a research project by having greater scope and greater potential contribution to the larger profession beyond personal interest. Students should consult with the faculty prior to deciding between the research project or thesis.

Thesis, Thesis Defense, and Oral Exams

The student will meet with an advisor to explore a master's thesis topic and design a suitable project. A formal proposal, the format of which is to be determined by the advisor, will be written and presented before the graduate faculty. Following completion of the project, a defense of the thesis project will be conducted before the graduate faculty. Oral examinations, generally conducted at the end of the plan of study, and will be conducted on a date agreed upon by the student and graduate faculty.

Master of Science in Athletic Training

Prerequisites

Students entering this graduate program are expected to have appropriate academic preparation prior to beginning academic coursework in athletic training. The following courses are listed using Montana State University-Billings rubrics and course titles. Transcript evaluation will be done by the graduate faculty to determine fulfillment of prerequisite knowledge in these areas. The course description and/or syllabus will be used to determine acceptance.

Human Physiology and Anatomy I and II and Labs.....	each 3 & 1 cr.
Exercise Physiology	3 cr.
Kinesiology or Biomechanics.....	3 cr.

1. Students must complete a plan of study for the Office of Graduate Studies and Research
2. Students must have a physical examination with the technical standards evaluation form completed within the past six months or upon acceptance into the program.
3. It is recommended that the students have a Hepatitis B Vaccination, if not they must sign a waiver form.
4. A two-year (five semester) minimum time period must be allowed for the completion of the required clinical hours once the student is admitted into the program.

Program Retention Requirements

Students must be enrolled in the Athletic Training Education Program a minimum of five (5) semesters.

- Students must maintain current CPR and First Aid certifications.
- Students must have an annual physical examination to verify technical standards.
- Students must take the University and affiliated site, Blood Borne Pathogen Training each year.
- Students must maintain MMR immunizations and current 30 day TB test.
- Students must maintain personal liability insurance 1 & 3 million.
- Students must maintain a **3.00** cumulative GPA.
- Students must complete field experience each semester over two annual years. (1000 hours)
- Students must complete a thesis or research project under the supervision of department faculty.
- Students must pass all clinical experience evaluations.
- Students must read and sign the policy and procedure manual.

Student Learning and Outcomes Assessment

The National Athletic Training Association (NATA), the Board of Certification (BOC) for Athletic Training and Joint Review Committee on Educational Programs in Athletic Training (JRC-AT) have set the benchmarks for education, exam preparation and professional practice. The MSU-Billings athletic training program seeks to meet and exceed the educational requirements presented in the NATA competencies and proficiencies and the expanded educational areas listed by the JRC-AT. The program seeks further to produce athletic trainers who possess the ability to function as entry-level athletic trainers in accordance with the current role delineation study, but also have the ability to conduct and evaluate research in the athletic training field.

Students who complete the Montana State University – Billings Master of Science in Athletic Training will:

- Demonstrate the knowledge, skills and abilities as defined in the competencies and proficiencies established by NATA.
- Engage in critical thinking and clinical decision making.
- Communicate with the public and other medical and health professionals.
- Appreciate the need for professional and community involvement.
- Demonstrate and appreciate research related to athletic training.

Outcome assessments are conducted in each course, during clinical experiences, and at the conclusion of the research project or thesis.

The athletic training program has been granted Initial Accreditation by the Joint Review Committee on Educational Programs in Athletic Training and has received a five year accreditation by the Commission On Accreditation of Allied Health Education Programs (CAAHEP). Students are eligible to sit for the BOC examination. Starting July 2006 accreditation is by the Commission on Accreditation of Athletic Training Education, CAATE.

Master of Science in Athletic Training Degree Requirements

	Credits
EDF 501 Research Design and Interpretation	3
STAT 541 Applied Statistics.....	3
HHP 465 Legal Aspects of Sport	3
HHP 410 Psychology of Coaching	
OR HHP 550 Psychological Principles.....	3
HHP 559 Clinical Education I.....	1
HHP 561 General Medical Assessment.....	3
HHP 562 Graduate Athletic Training I	3
HHP 563 Graduate Athletic Training II	3
HHP 564 Clinical Education II.....	1
HHP 565 Lower Extremity Evaluation	3
HHP 566 Upper Extremity Evaluation.....	3
HHP 567 Clinical Education III	1
HHP 575 Therapeutic Modalities	3
HHP 576 Rehabilitation Techniques.....	3
HHP 577 Clinical Education IV	1
HHP 579 Clinical Education V	1
HHP 597 Athletic Training Practicum/Capstone	3
 HHP 598 Research Project.....	 3
OR	
HHP 599 Thesis	6
 Total minimum credits required for degree.....	 44-47

Students may substitute courses and change the plan of study only with the approval of the graduate faculty.

Master of Science in Sport, Recreation and Fitness Management

The Master of Science in Sport, Recreation and Fitness Management degree is designed to prepare students to serve in a variety of leadership positions within schools, sport, recreational and fitness organizations. To meet the program goal of preparing graduates for leadership responsibilities at various levels, including non-school youth settings, high school, collegiate, professional, and recreational settings, students work with their advisor to develop emphasis in (a) coaching and school leadership or in (b) development, marketing and management.

	Credits
Program Core – Required Courses	
Sport Management Component	12
EDF 501 Research Design and Interpretation	3
STAT 541 Applied Statistics	3
HHP 540 Foundations of Sport Leadership	3
HHP 550 Psychological Principles of Sport Performance	3
Choose Emphasis:	
Coaching and School Leadership Emphasis	12-15
HHP 465 Legal Aspects of Sport	3
HHP 410 Psychology of Coaching	3
HHP 593 Workshop: Coaching Youth Sport	3
PSYC 515 Psychopathology	3
SOC 593 Workshop: Sociology of Sport	3
HHP 436 Stress Management and Emotional Health	3
HHP 562 Graduate Athletic Training I	3
HHP 570 Sport Organizations and Governance	3
Electives	Up to 6 credits
Marketing and Development Emphasis	12-15
Restricted Electives: Select at least 2 courses from the following:	
HHP 465 Legal Aspects of Sport	3
HHP 560 Sport Marketing	3
HHP 570 Sport Organizations and Governance	3
Business Electives – Selected in consultation with advisor	3-6
Electives – Selected in consultation with advisor	0-6
Capstone Component	9-12
HHP 590 Internship and Seminar	3-6
HHP 598 Research Project	3-6
OR	
HHP 590 Internship and Seminar	3-6
HHP 599 Thesis	3-6
Total minimum credits required for degree	36

Student Learning and Outcome Assessment

Graduates of the Sport, Recreation, and Fitness Management degree program will be able to strategically plan, operate, and evaluate athletic, recreation, and fitness programs. Students will develop specific proficiencies in conducting and evaluating relevant research, facility management and marketing strategies, while providing professionally insightful and justifiable answers, opinions, advice, and direction to individuals and groups receiving their services. As Master's level students they will also demonstrate the ability to competently apply critical thinking and research skills to understand professionally relevant topics and issues. Students will further demonstrate professional written and oral communication skills with various constituencies in diverse settings. Outcome assessments are conducted in each course, during internship experiences, and at the conclusion of the research project or thesis.

Master of Education Interdisciplinary Studies Option

The Master of Education Degree, Interdisciplinary Studies Option, allows the practicing professional to pursue a course of study in Health and Physical Education designed in consultation with the Department of Health and Human Performance graduate faculty.

Thesis Track

	Credits
Professional Core	6
EDF 501 Research Design and Interpretation	3
EDF 530 Advanced Human Development and Learning	3
 Professional Specialization	 18
12 credits of regularly scheduled coursework representing at least two different fields or disciplines of study (indicated by course rubrics). In addition, 6 credits of electives may be included in the plan of study. Each plan of study will be supervised by an advisory committee composed of a major faculty advisor plus two faculty from the cognate areas.	
HHP 590 Internship and Seminar	3
HHP 599 Thesis	6
 Total minimum credits required for Thesis Track	 36

Professional Practice Track

	Credits
Professional Core	6
(same as Thesis Track)	
 Professional Specialization	 18
18 credits of regularly scheduled coursework representing at least two different fields or disciplines of study (indicated by course rubrics). Each plan of study will be supervised by an advisory committee composed of a major faculty advisor plus two faculty from the cognate areas.	
HHP 590 Internship and Seminar	6
 Electives	 6
(in consultation with advisor)	
 Total minimum credits required for Professional Practice Track	 36

Student Learning and Outcome Assessment

Graduates of the Interdisciplinary Master’s degree program will develop specific proficiencies in conducting and evaluating research relevant to their unique professional specialization (see Plan of Study template above) in order to be able to provide professionally insightful and justifiable answers, opinions, advice, and direction to individuals and groups they serve. As Master’s level students they will also demonstrate the ability to competently apply critical thinking and research skills to understand professionally relevant topics and issues. Students will further demonstrate professional written and oral communication skills with various constituencies in diverse settings. Outcome assessments are conducted in each course, during internship experiences, and at the conclusion of the research project or thesis.

The Interdisciplinary Studies Option: Teacher Licensure Option

This option is available for students who want to pursue teaching endorsement in health and physical education K-12 and the Plan of Study conforms to the program requirements listed the Graduate Catalog. Student selecting this option work with both an advisor in the Department of Health and Human Performance and an advisor in the College of Education.

The Department of Rehabilitation and Human Services

APS 107, 896-5830

Professor: Daniel Yazak*

Assistant Professors: Kyle Colling, Barbara Harrold

Lecturer: Thomas Dell

Emeritus: Rockne Copple

* Joint appointment with Special Education, Counseling, Reading, and Early Childhood

The department offers and administers the following Graduate Degree program:

Master of Science in Rehabilitation and Mental Health Counseling

Admission

For program admission to Rehabilitation and Mental Health Counseling, the following requirements apply:

1. Undergraduate GPA of 3.0 or better on last 60 semester or 90 quarter credits.
2. Graduate GPA, if applicable, minimum of 3.0.
3. GRE
4. Three letters of reference which must address academic, professional, and work-related experiences.
5. Acceptance of an approved Plan of Study will constitute formal admission to the rehabilitation program.

Master of Science in Rehabilitation and Mental Health Counseling

Rehabilitation is the restoration to fullest physical, mental, social, vocational, and economic functioning following a disability. The role of the rehabilitation counselor involves aiding consumers with physical and psychiatric disabilities through job development and placement, case management, career and lifestyle counseling, and personal and family adjustment counseling. Consumers become self-supporting and independent citizens.

The rehabilitation and mental health counseling curriculum is focused on preparing professionals for employment in rehabilitation and mental health settings. Graduates have found employment in state and private rehabilitation offices, mental health centers, supported employment programs, Veterans Administration, community-based vocational programs, hospitals, chemical dependency programs, schools, centers of independent living, insurance companies, manufacturing firms, and other commercial and nonprofit organizations.

Professional Practice Track

	Credits
Professional Core	6
EDF 501 Research Design and Interpretation	3
EDF 530 Advanced Human Development and Learning	3
Counseling Core	12
REHA 506 Practicum: Counseling and Therapy Techniques	3
REHA 508 Practicum: Multicultural and Gender Issues in Counseling.....	3
REHA/SCOU 505 Theories of Counseling.....	3
REHA/SCOU 507 Ethical and Professional Issues for Counselors and Family Therapists.....	3
Professional Specialization	36
REHA 501 Principles of Rehabilitation and Mental Health Counseling	3
REHA 502 Individual and Family Adjustment to Disability	3
REHA 503 Psychiatric Rehabilitation.....	3
REHA 515 Medical and Psychological Aspects of Disability	3
REHA 521 Advanced Individual and Group Counseling.....	3
REHA 525 Vocational Placement and Support	3
REHA 530 Case Management Principles and Plan Development	3
REHA 557 Group Process: Theory and Practice.....	3
REHA 596 Cooperative Education/Supervised Clinical Practice I & II.....	3 & 9
REHA/SCOU 504 Career and Lifestyle Development	3
REHA/SCOU 520 Group and Individual Evaluation.....	3
Electives	6
A minimum of 6 credits selected in consultation with the advisor to develop a focus area of study.	
Total minimum credits required for Professional Practice Track	60

Student Learning and Outcome Assessment

This program curriculum is based upon specific academic and experiential learning requirements designed to prepare students for the National Certified Rehabilitation Counselor Exam, the Montana State Licensed Clinical Professional Counselor Exam, and the Montana State Licensed Addictions Counselor Exam. The curriculum has been developed specifically to meet the stringent requirements for accreditation through CORE (Council on Rehabilitation Education). Completing all requirements of the curriculum prepares students to sit for the afore-mentioned examinations, and for professional practice.

Thesis Track

	Credits
Professional Core (same as Professional Practice Track).....	6
Counseling Core (same as Professional Practice Track)	12
Professional Specialization (same as Professional Practice Track)	36
Electives.....	6
Thesis	
REHA 599 Thesis in Rehabilitation Counseling	6
Total minimum credits required for Thesis Track	66

Certificate in Clinical Practice

The Certificate in Clinical Practice is designed for students who are in the process of obtaining a Master of Science in Rehabilitation and Mental Health Counseling. The intent is to help students meet the educational requirements for national Certifications, and Licensure as professional counselors in Montana and other States.

Counseling Theory

REHA/SCOU 505 Theories of Counseling.....3

Counseling Techniques

REHA 506 Practicum: Counseling and Therapy Techniques.....3

REHA 508 Practicum: Multicultural and Gender Issues in Counseling.....3

Supervised Experience

REHA 596 Cooperative Education/Supervised Clinical Practice I & II.....3 & 9

Human Growth & Development

EDF 530 Advanced Human Development and Learning3

REHA 503 Psychiatric Rehabilitation.....3

Social & Cultural Foundations

REHA 502 Individual and Family Adjustment to Disability.....3

REHA 508 Practicum: Multicultural and Gender Issues in Counseling.....3

The Helping Relationship

REHA 501 Principles of Rehabilitations and Mental Health Counseling.....3

REHA 530 Case Management Principles and Plan Development.....3

Groups

REHA 506 Practicum: Counseling and Therapy Techniques.....3

REHA 521 Advanced Individual and Group Counseling.....3

Lifestyle & Career Development

REHA 525 Vocational Placement and Support.....3

REHA/SCOU 504 Career and Lifestyle Development.....3

Appraisal	
REHA 593 Workshop: DSM IV for Rehabilitation & Mental Health Counselors.....	3
REHA/SCOU 520 Group and Individual Evaluation.....	3
Research & Evaluation	
EDF 501 Research Design and Interpretation	3
REHA 515 Medical and Psychological Aspects of Disability	3
Professional Orientation	
REHA/SCOU 507 Ethical and Professional Issues for Counselors and Family Therapists	3
Advanced Counseling Practicum	
REHA 596 Cooperative Education/Supervised Clinical I & II	3 & 9
Total Credits	60

*REHA 506 3 credits split between two Content Areas.
 **REHA 508 3 credits split between two Content Areas.
 ***REHA 595 9 credits split between two Content Areas.

Advising Options for Professional Specializations

Clinical Practice* (9 credits recommended)	
REHA 503 Psychiatric Rehabilitation.....	3
REHA 593 Workshop: DSM-IV for Counselors.....	3
REHA 596 Cooperative Education/Supervised Clinical I & II	3 and 9
(with focus and learning objectives defined in MT Code Annotated)	
Chemical Dependency Counseling* (9 credits recommended)	
HHP 411 Drug and Alcohol Education.....	3
REHA 503 Psychiatric Rehabilitation.....	3
REHA 593 Workshop: DSM-IV for Counselors.....	3
REHA 596 Cooperative Education/ Clinical Practice I & II	3 and 9
(with focus and learning objectives related to Chemical Dependency Counseling)	

* Professional licenses or certifications are administered by the specific licensing/certifying body and are not guaranteed or granted by MSU-Billings.

Student Learning and Outcome Assessment

This program curriculum is based upon specific academic and experiential learning requirements designed to prepare students for the National Certified Rehabilitation Counselor Exam, the Montana State Licensed Clinical Professional Counselor Exam, and the Montana State Licensed Addictions Counselor Exam. The curriculum has been developed specifically to meet the stringent requirements for accreditation through CORE (Council on Rehabilitation Education). Completing all requirements of the curriculum prepares students to sit for the afore-mentioned examinations, and for professional practice.

VIII. The College of Arts and Sciences

Dr. Tasneem Khaleel, Dean
LA 427, 657-2177

The College of Arts and Sciences is a comprehensive college comprising ten departments and offering majors and/or minors in twenty different academic disciplines. The College offers both the Bachelor of Arts and Bachelor of Science degrees in a variety of majors, and supports a wide range of minors. Additionally, the College maintains a close relationship with the other colleges, including supporting the bulk of general education offerings, collaborating with the College of Education in supporting teaching minors and teacher education, and in supporting the Bachelor of Science in Liberal Studies, an interdisciplinary degree completion program.

The College of Arts and Sciences is comprised of the following academic departments:

- Department of Art
- Department of Biological and Physical Sciences
- Department of Communication and Theatre
- Department of English and Philosophy
- Department of History
- Department of Mathematics
- Department of Modern Languages and Literatures
- Department of Music
- Department of Psychology
- Department of Native American Studies, Political Science, and Sociology
- Environmental Studies Program
- Honors Program

- selected undergraduate and graduate degree programs in the arts, humanities, sciences, and social sciences;
- selected pre-professional programs; and
- various graduate, continuing education, and non-conventional learning opportunities consistent with the mission of the University.

Through these learning experiences, the College seeks to provide knowledge and cultivate skills to allow a student to select realistic future directions for study and/or employment. These learning experiences should be of high quality and be consistent with the mission and resources of the University. With its inherent diversity, the College serves as an intellectual and cultural resource for all students, faculty, and staff of the University, and for the larger community and region which it serves.

Advisement of Students

Upon receiving all application materials, students are provisionally admitted to graduate programs in the College of Arts and Sciences. With provisional admission, students are assigned an advisor in the department that administers the degree program they have chosen. Students then work with the assigned advisor to develop a Plan of Study and meet any admission requirements not initially met in order to be formally admitted to their program and proceed to candidacy. Students are informed by letter from the Office of Graduate Studies on the status of their admission (provisional or regular) and the name and phone number of their advisor.

Graduate Degree Programs

Master of Public Administration (M.P.A.)

Master of Science in Psychology (M.S. Psyc.)

Master of Science in Public Relations (M.S.P.R.)

Mission

The mission of the College of Arts and Sciences is to serve the educational needs of the people of Montana through:

- a General Education program providing a foundation of liberal education to all students;

The Department of Communication and Theatre

Dr. Daniel Gross, Chairperson
LA 600, 657-2178

Professors: Stephen Coffman, Daniel Gross

Associate Professors: Susan Balter-Reitz

Assistant Professors: Sarah Keller, David Weiss

Lecturers: Loyd Knudsen, Randall Pugh, Julia Robinson, Melinda Tilton

Emeritus: Anneke-Jan Boden, Victoria Coffman, McDonald Held, Frederick Miller

The department offers and administers the following Graduate Degree program:

Master of Science in Public Relations (M.S.P.R.)

Courses and Credit Requirements

The maximum load for a student during a regular semester is twelve semester hours. A student must be enrolled for nine hours to be considered full-time. During each summer session, six semester hours may be taken. A full-time load for each summer session is six hours. Exceptions will be reviewed by the Chair of the Department of Communication and Theatre.

Courses for which a student has received a grade of “D” or less may not be used to satisfy degree requirements. A graduate degree will not be awarded to a student who earns grade of “C” or lower in more than six semester hours of graduate-level work. A minimum of a 3.25 GPA is required for graduation from the program.

Courses numbered 500 and above are graduate courses. Courses offered at Montana State University-Billings at the 400 level may be used as program electives with the approval of the advisor within the Plan of Study.

A minimum of thirty semester hours of graduate work is required for completion of studies leading to the Master of Science in Public Relations.

Student Progress - Academic Deficiency

Anytime a student’s cumulative GPA drops below 3.25, his/her performance will be reviewed by the Department of Communication and Theatre. Determination of whether or not the student will be permitted to continue in the program will also be

determined by this Department. Students will not be allowed to graduate from the MSPR program with more than two “C” grades. Students may retake a course once and are allowed to count this toward graduation.

Transfer Credits

Transfer credits are approved by the Chair of the Department of Communication and Theatre. Two copies of official transcripts recording the transfer courses must be sent directly from the registrar of that institution to the Office of Graduate Studies. No course credit may be transferred unless the grade received was at least a “B.”

If approved by his or her department, a student may transfer a maximum of six semester hours of approved graduate credit from an accredited institution. Students may petition to the MSU-Billings Graduate Committee, with the approval of the Department of Communication and Theatre, for additional hours to be accepted from other accredited institutions.

Correspondence courses are not accepted toward a graduate degree.

Admission Requirements

The number of students admitted to the program annually is limited. Applicants will be evaluated according to the criteria listed in numbers 1-6 below. If the number of qualified applicants exceeds the number of available openings, those applicants with the highest ratings will be given first consideration for admission to the program. Applicants who do not meet the admission requirements in a given year may be considered for probationary admission. Please see the Department Chairperson for further information.

1. A bachelor of arts or science in communication or related discipline with significant coursework in communication.
2. An undergraduate GPA of 3.0 or higher.
3. A Graduate Record Examination (GRE).
4. Three letters of reference, with at least one from an academic source.
5. A completed Graduate Studies Admissions Form.
6. A letter of application stating the applicant’s purpose for pursuing a graduate degree *in public relations*.

Master of Science in Public Relations

Credits

Emphasis One: Public Relations Theory and Practice

COMT 502 Research Methods*	3
COMT 514 Issues in Organizational Communication*	3
COMT 522 Issues in Public Relations*	3
COMT 526 Cases in Public Relations*	3
COMT 527 Public Relations Ethics*	3
COMT 529 The Law of Public Communication*	3
COMT 565 Communication Theory*	3

Choose one course from the following:

COMT 516 Leadership and Communication*	3
COMT 525 Media Criticism*	3
COMT 531 Political Communication*	3
COMT 530 Public Influence*	3

Choose one of the following three options:

Coursework:

Electives*	6
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Project:

COMT 570 Applied Communication*	3
COMT 598 Project	3

OR

Elective	3
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Thesis:

COMT 599 Thesis	6
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Total credits required for degree 30

Emphasis Two: Health Communication

COMT 502 Research Methods*	3
COMT 514 Issues in Organizational Communication*	3
COMT 522 Issues in Public Relations*	3
COMT 527 Public Relations Ethics*	3
COMT 565 Communication Theory*	3
COMT 580 Health Communication*	3
COMT 581 Media for Social Change*	3

Choose one course from the following:

HADM 605 Evidence Based Management*	2^
HADM 607 Health Informatics*	3
HADM 635 Health Law and Ethics*	3
HADM 640 Epidemiology and Disease Control*	2^
HADM 685 Research and Evaluation Methods*	3
HADM 687 Health Care Marketing*	2^
HHP 450 Worksite Health Promotion*	3

^ This course requires concurrent enrollment in one credit of COMT 590 Internship.

Choose one of the following three options:

Coursework:

Electives*6

Project:

COMT 570 Applied Communication*3

COMT 598 Project.....3

OR

Elective.....3

Thesis:

COMT 599 Thesis.....6

Total credits required for degree 30

Emphasis Three: Public Communication

COMT 502 Research Methods*3

COMT 514 Issues in Organizational Communication*3

COMT 522 Issues in Public Relations*3

COMT 527 Public Relations Ethics*3

COMT 529 The Law of Public Communication *3

COMT 530 Public Influence*3

COMT 565 Communication Theory*3

Choose one course from the following:

COMT 525 Media Criticism*3

COMT 531 Political Communication*3

POLS 523 Constitutional Law: Civil Liberties*3

POLS 558 Public Organization Dynamics*3

POLS 559 Program Evaluation and Policy Analysis*3

Choose one of the following three options:

Coursework:

Electives*6

Project:

COMT 570 Applied Communication*3

COMT 598 Project.....3

OR

Elective.....3

Thesis:

COMT 599 Thesis.....6

Total credits required for degree 30

*With the advisor’s approval, another graduate course may be substituted for this course if the student has previous coursework in this area.

Department of Native American Studies, Political Science and Sociology

Dr. Craig Wilson, Chairperson
LA 807, 657-2995

Professors: Joe Floyd, Craig Wilson
Associate Professors: Mark Hardt, David Hood, Jeffrey Sanders
Assistant Professor: Stephen Eliason, Joy Honea
Emeritus: Ruey-Lin Lin

The department offers the following Graduate Degree program:

Master of Public Administration (M.P.A.)

Introduction

The Montana State University system graduate program in Public Administration leads to a Master of Public Administration (MPA) degree. The program will be offered on the Billings campus and online by MSU faculty from Billings and Bozeman. The program's purpose is to prepare recent college graduates and returning students for professional public service employment and to enhance the professional competence of mid-career public administrators.

The MPA degree is a typical requirement for entry-level administrative positions in the public and nonprofit sectors. The MPA curriculum offers professional education in the areas of research methodology, program evaluation and policy analysis, organizational management, public budgeting and finance, public personnel administration, local government administration, and public sector ethics.

Admission Requirements

To be admitted to the MPA program, prospective degree candidates must have completed a bachelor's degree at an accredited college or university with a 3.0 grade point average (GPA) recommended and submitted their GRE scores. Additionally, the following application materials need to be sent to the Office of Graduate Studies by March 15th for fall matriculation or October 15th for spring classes:

1. A letter of application, which includes a personal statement of the applicant's career goals and how the degree will be applied within those career goals;
2. Complete, official transcripts from all institutions attended;
3. Official notification of scores on the Graduate Record Examination (GRE) to be sent directly to the Office of Graduate Studies at MSU-Billings;
4. Three letters of recommendation from individuals who can attest to the applicant's academic performance and potential for graduate study;
5. A vita or resume;
6. A graduate admission form. The Department Graduate Committee will determine admissions.

Transfer Credit

The MPA coordinator must approve transfer credits. Two copies of official transcripts recording the transfer courses must be sent directly from the registrar of that institution to the Office of Graduate Studies. No course credit may be transferred unless the grade received was at least a "3.0".

If approved by the coordinator, a student may transfer a maximum of six semester hours from an accredited institution.

Internship Option

Students without any public service career work are encouraged to complete an internship with a public agency. The purpose of the internship is to provide the degree candidate with a meaningful learning experience within the context of public administration. Each graduate credit for an internship must entail a minimum of 50 hours of work; a total of 150 hours for the three credit requirement. Normally, the internship is completed during the summer months between the student's first and second year in the degree program.

Comprehensive Examination

The purpose of the comprehensive examination is to test the student's capacity to identify and integrate general concepts derived from the course of study. During the student's final semester of course work, the MPA faculty reviews the student's progress and writes five questions covering completed course work. The student receives these questions one week prior to the examination, and comes to the exam site prepared to write on three questions of choice.

Master of Public Administration

Degree Requirements

The MPA program requires completion of 36 credit hours: 21 credits selected from public administration courses listed, POLS 551, POLS 554, POLS 574, and 6 credits of electives.

	Credits
Required Courses	
POLS 551 Research Methods.....	3
POLS 554 Foundations of Public Administration.....	3
POLS 574 Applied Research Project.....	3
Total.....	9
Choose 21 credits from below:	
POLS 423/523 Constitutional Law: Civil Liberties.....	3
POLS 427/527 Constitutional Law: Powers and Structures.....	3
POLS 555 Human Resource Management.....	3
POLS 557 Public Budgeting and Finance.....	3
POLS 558 Public Organization Dynamics.....	3
POLS 559 Program Evaluation and Policy Analysis.....	3
POLS 560 Ethics and Public Policy.....	3
POLS 562 Local Government Administration.....	3
POLS 576 Internship.....	1-9
POLS 580 Special Topics.....	3
Total.....	21
Electives.....	6
Electives must be graduate-level courses that focus on the student’s goals and must be approved by the student’s advisor.	
Total minimum credits required for degree.....	36

The Department of Psychology

Dr. Michael D. Havens, Chairperson
LA 500, 657-2242

Professor: M. G. Bulgatz

Associate Professors: Doxey Hatch, Michael Havens, Judith McLaughlin, Matthew McMullen

Lecturers: Marilyn Preston, W. Dee Woolston

Emeritus: Beal Mossman, Eugene Wiesner

The department offers and administers the following Graduate Degree program:

Master of Science in Psychology

Thesis, Thesis Defense and Oral Exams

The student will meet with an advisor to explore a master's thesis topic and design a suitable project. A formal proposal, the format of which is to be determined by the advisor, will be written and presented before the graduate faculty. Following completion of the project, a defense of the thesis project will be conducted before the graduate faculty. Oral examinations, generally conducted at the end of a plan of study, will be conducted on a date agreed upon by the student and graduate faculty. Students failing the thesis defense or oral examinations will be assigned additional academic activities that will satisfy the requirement by the graduate faculty.

Clinical Internship

Students choosing to complete a clinical internship can, in consultation with an advisor, choose among numerous internships that are available throughout the Billings area. These internships, established through a long history of cooperation between the Department of Psychology and local agencies, provide students with professionally-supervised training opportunities, off campus research associations, and practical experience in assessment. Potential internship sites include an inpatient psychiatric center, a community mental health center, a prison pre-release center, and residential and day-treatment centers for children and adolescents.

Transfer Credit

Transfer credits will be approved by the Dean of the College of Arts and Sciences on the recommendations of the Psychology Graduate Committee. Two copies of official transcripts recording the transfer must be sent

directly from the registrar of that institution to the Office of Graduate Studies. No course credit may be transferred unless the grade received was at least a "B." If approved, a student may transfer a maximum of six semester hours of approved graduate credit from an accredited institution.

Correspondence courses are not accepted as transfer graduate credit.

Admissions Procedures

Applicants seeking admission to the Master's Degree program in Psychology must submit all application materials to the Office of Graduate Studies by **March 15** each year. Those materials include:

1. A letter of application, which includes a personal statement of the applicant's career goals and how the degree will be applied within those career goals.
2. Complete, official transcripts from all institutions attended. Applicants should indicate, on a separate sheet overall GPA for undergraduate and graduate courses, GPA in all psychology courses, and GPA for the last two years of coursework.
3. Official notification of scores on the Graduate Record Examination (GRE) general test (to be sent directly to the Office of Graduate Studies, Montana State University-Billings).
4. Three letters of recommendation from individuals who can attest to the applicant's academic performance and potential for graduate study.
5. A vita or resume.

The Department of Psychology uses a two-stage approach to determine admission of a limited number of entrants to degree candidacy in the Master's Degree program. First, the committee uses the letter of application, resume, and letters of recommendation to determine the appropriateness of the applicant's academic background as well as the compatibility of the candidate's educational and career goals within the scope of the program. Next, if the academic background and career goals of the applicant are suitable to the program, the GRE scores and GPA are used to determine admission. Applicants will be notified by April 15 as to whether or not they have been accepted into the program.

Master of Science in Psychology

The Master of Science in Psychology provides advanced, concentrated study for students wishing to prepare for additional graduate study, employment in a clinical or research setting, teaching at the community college level, or preparing for licensure.

Degree Requirements

	Credits
PSYC 505 Clinical Research Methods.....	3
PSYC 510 Advanced Social Psychology	3
PSYC 515 Psychopathology	3
PSYC 520 Human Neuropsychology.....	3
PSYC 525 Psychological Assessment.....	3
PSYC 530 Psychopharmacology.....	3
PSYC 535 Techniques of Psychotherapy.....	3
PSYC 540 Theories of Psychotherapy	3
PSYC 545 Stress and Health.....	3
PSYC 590 Internship.....	1-8
PSYC 591 Independent Study.....	1-5
PSYC 592 Seminar.....	3
PSYC 593 Workshop	1-8
STAT 541 Advanced Statistics	3
Total minimum credits required for degree.....	42

Once admitted to degree candidacy, each student will meet with an advisor and complete a Plan of Study. Each plan of study will include at least 42 hours of classroom credit and the completion of either a thesis or a clinical internship. In addition, those students who have written a thesis will be required to defend the thesis orally before the graduate faculty. Students choosing to complete a clinical internship will be required to sit for an oral examination before the Psychology Graduate Committee. No course in which a candidate received lower than a “C” may be applied towards graduation and only 3 semester hours of course work in which a “C” was earned may be applied.

IX. The College of Education

Dr. Mary Susan Fishbaugh,
Interim Dean
COE 106, 657-2285

The College of Education provides an array of undergraduate and graduate programs in education. Degree programs and specific courses are designed to ensure the comprehensive development of practitioners able to serve children and adults in a variety of settings. While the major focus of the College of Education is on the preparation of teachers, the complementary program in counseling allows students the opportunity to develop clinical skills to assist children and adults with special needs.

The College of Education includes the following units:

- Department of Educational Theory and Practice
- Department of Special Education, Counseling, Reading, and Early Childhood
- Montana Center on Disabilities
- Office of Licensure and Field Experiences

The College of Education is committed to the MSU-Billings Continuous Quality Improvement (CQI) process. Commitment to CQI means that the College continually reviews its programs, its faculty, its staff, and its service to our students in an effort to enhance an optimal educational experience through a student centered culture. As part of this commitment, the College maintains its accreditation status through the National Council for Accreditation of Teacher Education (NCATE) and the Montana Office of Public Instruction (OPI). College faculty, staff, and students engage with faculty, staff, and students across the campus community and beyond to assure excellence.

Graduate Degree Programs

Master of Education Degree (M.Ed.) with Options in:

- Curriculum and Instruction (K-8)
- Early Childhood
- Educational Technology
- Interdisciplinary Studies (Students may work with college faculty to design a program of study individualized to their needs. Interdisciplinary Studies by definition involves more than one program area.)
- Reading
- School Counseling (K-12)

Master of Science in Special Education Degree (M.S.S.E.) with Options in:

- Advanced Studies
- Generalist

Other Programs

Post Baccalaureate Teacher Licensure Program: A non-degree program leading to teacher licensure and/or subject area endorsements in Montana.

Endorsement Program in School Counseling: A post-master's, non-degree program leading to the endorsement in School Counseling.

Supervisory Endorsement Program: A post-master's, non-degree program leading to advanced endorsements as Supervisor in Reading or Special Education.

Doctoral Minor in Special Education: In collaboration with the School of Education and Human Development at MSU-Bozeman, the College of Education offers a special education minor in the Montana State University education doctoral programs.

Mission

The Mission of the College of Education is to:

- Provide undergraduate education that prepares competent, caring, and committed professionals for Montana's schools;
- Provide graduate education designed for the continuing development of clinical and research skills of practicing professionals;
- Provide community services aimed at improving the quality of life experienced by Montanans; and
- Prepare all students for leadership, lifelong learning, and a commitment to service.

Operating Principles

In order to successfully implement the College's mission, the faculty and staff adhere to the following operating principles:

- All people are entitled to education programs committed to helping the individual develop a knowledge of self and designed to promote physical, social, mental, intellectual and spiritual health, delivered in a manner which enhances dignity and respect.
- Education programs enable students to think critically and analytically, make independent decisions, develop social consciousness, and recognize the importance of

making productive contributions to a multicultural society.

- Education programs are committed to the concept of equal opportunity.
 - Educators are committed to the ethical principles of the profession.
 - Teachers are facilitators of learning, able to assist and direct the natural learning processes of their students.
 - Professionals in education develop skills and understanding necessary to help people from different cultures and those with disabling conditions.
 - Professional preparation programs are interdisciplinary in nature.
 - Professionals in education have a comprehensive foundation in the liberal arts.
- Professional preparation programs involve sequential and increasingly intense supervised field experiences to allow for the guided demonstration of skills.
 - Research conducted by the academic community is directed toward the search for solutions to specific human problems.
 - Faculty are actively engaged in community education and service programs to assist with the implementation of current, empirically validated practices.
 - In support of lifelong learning of professionals in education, the faculty provide regular professional development via the graduate and community education programs.

General Structure of Graduate Degree Programs in the College of Education

The Graduate Advisor

Every graduate student will plan his or her graduate program with the help of a member of the graduate faculty who serves as an advisor. Typically the advisor is a faculty member in the department that offers the student's degree program. The relationship between student and advisor is distinctive in graduate education. Ideally, the advisor is both mentor and advocate for the student. The student creates a plan of study with the advisor, so it is important the student respects and feels comfortable with this person. The student should feel free to discuss with several faculty members whether they should be his/her advisor. When the student has determined which faculty member s/he would like as an advisor, the student confirms that person's willingness to serve as advisor and indicates that preference on the Request for an Advisor form available through the Office of Graduate Studies. Although a faculty advisor may be initially assigned for a student, it is the student's prerogative to change advisors. When a need or desire to change an advisor arises, the Request for Advisor form is used to make the change formal. All affected parties should be contacted by the student seeking a change.

Office of Licensure and Field Experiences

COE 114, 657-2336

The Office of Licensure and Field Experiences is responsible for approving and coordinating all graduate level, field-based experiences (internships, clinics, etc.) in the education programs, including placement and faculty supervision. Students seeking permission for field-based experiences must complete the Internship Application form available from the Office of Licensure and Field Experiences. Graduate students must file an application for admission to the Teacher Education program with the Office of Licensure and Field Experiences, COE 114. The College of Education at Montana State University-Billings (MSU-B) requires that a national criminal history background check, including fingerprinting, be completed for all candidates participating in any field experience, internship, or student teaching.

Students who will be pursuing teacher licensure or endorsement in conjunction with their master's degree should contact the College of Education to obtain a list of requirements necessary for admission into the

Teacher Education Program. It may be possible that some graduate level courses will meet outstanding requirements for admission to both the Teacher Education Program and the Master's Degree Program. Each student should meet with his/her advisor to discuss these possibilities further. Arrangements should also be made to take the Graduate Record Exam or other standardized test as required by the State of Montana.

Graduate Level Coursework

For any master's degree in education or counseling, at least 50 percent of the total credits (including electives) included in an approved plan of study must be taken in course work at the 500 level or above. In addition, at least 50 percent of the total credits (including electives) must be taken within the College of Education.

The remainder of the total credit requirements (including electives) must be chosen from any post-baccalaureate or upper division undergraduate courses (300-499) subject to approval by the faculty advisor and advisory committee (if required by the student's program). Elective courses proposed in the plan of study must clearly contribute to overall program coherence in keeping with the degree and option designation.

The Professional Core

The Professional Core has been designed to build upon undergraduate professional education courses and provides a foundation for graduate study in specific disciplines within the fields of teacher education and counselor education.

The Professional Core consists of six semester credits required of all candidates for the Master of Education Degree, or the Master of Science in Special Education Degree. The core has been designed to provide graduate students with advanced knowledge and application of:

- Human growth, development, and diversity; and
- Research design, interpretation, and analysis.

The graduate student's program schedule should be planned in a manner to allow completion of the standard core early in the graduate program. The research course should be taken during the student's first semester of course work if possible.

The core classes are:

EDF 501 Research Design and Interpretation.....	3
EDF 530 Advanced Human Development and Learning	3
Total Required Semester Core Credits.....	6

Drug and Alcohol Requirement for a Degree in Education in Montana

In keeping with a state law of Montana passed in 1971, any student receiving a degree in education since December 31, 1972, must have successfully completed a course in health education to include drug and alcohol abuse education.

Chapter No. 396, Section 3, Montana Session Laws 1971

“All units of the Montana university system and all private colleges and universities in Montana that offer any degree in education shall require that any person who receives any degree in education from that unit, private college, or private university after December 31, 1972, must have successfully completed a course in health education to include drug and alcohol education and abuse prior to being awarded his degree.”

The requirement may be met at Montana State University-Billings by completing HHP 411, Drug and Alcohol Education. HHP 411 may be included on an individual’s plan of study with the approval of the advisor. Any student who wishes to transfer a course from another Montana institution should consult with the Director of Graduate Studies concerning acceptable courses. Any student who wishes to use a transfer course from outside Montana must supply a transcript, a course description and a course syllabus for the course as an appendix to the Plan of Study. The Drug and Alcohol requirement applies to both the Master of Education and the Master of Science in Special Education.

The Graduate Advisory Committee

Students electing the Thesis Track or the Interdisciplinary Studies Option must have an advisory committee. Recommendations for members of the advisory committee are submitted by the student and student’s advisor to the unit chairperson and Dean for approval as part of the individual’s plan of study.

The advisory committee will include at least three faculty members. The student’s advisor will serve as chairperson and at least one other graduate faculty member from the same unit will serve on the committee. The third graduate faculty member may be drawn from outside the major field. Additional

members from beyond the graduate faculty and/or the campus community may be included as the need for such diversity warrants. If the members of the advisory committee need to be changed, all affected parties should be informed.

Procedures for Completing a Master’s Degree in Education or Counseling

Plan of Study Approval Procedure

Each graduate student who intends to complete a master’s degree in the College of Education must prepare, in consultation with her or his advisor, an individualized plan of study. Regular admission students may file this plan of study during their initial semester and must do so by the time the second semester is underway. Alternative admission students file their plan of study after completing at least 9 and not more than 18 semester credits taken at Montana State University-Billings. The plan of study, together with necessary attachments and recommended signatures, is used by the Dean of the College of Education as a basis for Admission to Candidacy of students for their particular degrees.

Those students who include more than 12 credits of work from Montana State University-Billings when they submit their plan of study for approval have increased risk of having course work they have taken not accepted toward their degree. Moreover, if a student’s plan of study has not been approved by the end of the student’s first semester of full-time attendance at MSU-Billings, he or she ceases being eligible for financial aid.

Attachments to the plan of study when it is filed will include a working transcript and (when appropriate) letters of reference, update requests, statements of purpose for Interdisciplinary Studies options, and documentation for transfer courses.

Once the plan of study is signed by the appropriate individuals and approved by the Dean of Education, the student is accepted into Candidacy Status. This approved plan of study serves as an agreement between the student and the University.

Changes in a Plan of Study

Students who wish to initiate a change in an approved plan of study within the same degree and option must do so by submitting a “Change of Plan of Study” request. When approved by advisor, unit chairperson, and Dean, the change will be recorded on the original

Plan. The student has the right to follow the program requirements outlined in the Graduate Catalog in effect when the plan of study was approved. To make changes of option or degree, a student must file a new plan of study. It is important that approval for a change is received before proceeding with the work.

Oral Thesis Defense

Those students writing a Thesis will take an oral comprehensive examination only. During this exam the student will defend his or her research product. The date, time, and place of the oral exam will be arranged by the student in consultation with the advisory committee. All oral examinations are to occur at least two weeks before the last day of classes in the term in which the student expects to graduate. Oral examinations are open to anyone in the academic community who might wish to attend. The department chairperson is responsible for informing the MSU-Billings community of the date, time, and location.

College of Education Convocation

Each spring, shortly before the end of the semester, a special convocation is held during which all graduating undergraduate and graduate students in the College of Education are honored.

Advanced Conceptual Framework

The College of Education conceptual frameworks are based on the overarching, university-adopted belief in education for service and teaching as described in the Montana State University-Billings Mission Statement. The conceptual frameworks were developed from the faculty's breadth of knowledge based on their own research, the research of others with whom they are familiar, and best practices.

The Advanced Conceptual Framework was developed in a collaborative process involving unit faculty, Arts and Sciences faculty, school district representatives, and candidates. Development of the Conceptual Framework incorporated standards from major framework professional groups, state and university standards, and the mission of the institution and unit. This framework gives students the opportunity to develop and demonstrate competencies through multiple venues.

The key elements of the Advanced Conceptual Framework include four major framework areas. They are:

- Framework Area 1** Research & Professional Inquiry
- Framework Area 2** Human Development & Learning
- Framework Area 3** Professional Knowledge Base
- Framework Area 4** Professionalism

The framework itself demonstrates through individual framework indicators expected student outcomes. These outcomes address the student's professional studies, and area of specialization. Ultimately, students are expected to synthesize professional core knowledge with specialized knowledge as professional educators.

Master's Initial Conceptual Framework

Development of the Master's Initial Conceptual Framework incorporates standards from major professional groups, including the Interstate New Teacher Assessment and Support Consortium (INTASC) the International Society for Technology in Education (ISTE), state and university standards, and the mission of the institution and unit. The Master's Initial Conceptual Framework is based on the initial teacher education undergraduate framework, modified to reflect the expectations for master's level candidates.

The key elements of the Master's Initial Conceptual Framework include:

- Framework Area 1** Human Development & Learning
- Framework Area 2** Social Responsibility
- Framework Area 3** Content & Pedagogy
- Framework Area 4** Professionalism
- Framework Area 5** Research & Professional Inquiry

Similar to the Advanced Conceptual Framework, the Master's Initial Conceptual Framework (MICF) demonstrates through framework area indicators expected student outcomes. Unlike the advanced framework with its focus on synthesis, the MICF guides candidates seeking initial licensure at the post baccalaureate level through emerging and developing levels of competence to basic competence as a novice educator.

College of Education

ADVANCED CONCEPTUAL FRAMEWORK

Framework Area # 1: Research and Professional Inquiry

	Professional Studies	Specialization	Synthesis
1.1 Research and Evaluation	a. Understand research and the role it plays in the decision-making of professionals.	a. Interpret and analyze research in the specialty area and know how this relates to theory and best practice of professionals.	a. Develop research that effectively provides solutions to contemporary issues in the professional setting.
1.2 Critical Inquiry	a. Understand the characteristics of variables and be able to articulate their relationships to each other.	a. Evaluate contemporary theory and practice in the specialty area with recommendations for future study and applications.	a. Construct expert explanations for professional issues as a result of critically examining disparate fields.
1.3 Data Collection and Analysis	a. Understand quantitative and qualitative data collection and analysis.	a. Critically examine data collection methods and analysis procedures in the specialty area.	a. Formulate and implement data collection and analysis in order to evaluate professional practice.

Framework Area # 2: Human Development and Learning

	Professional Studies	Specialization	Synthesis
2.1 Human Development	a. Understand how developmental theories relate to professional practice.	a. Interpret and apply knowledge of development as it relates to the specialty area.	a. Synthesize concepts about human development as they inform best professional practice.
2.2 Learning	a. Demonstrate an advanced understanding of various theories of human learning as they relate to professional practice.	a. Interpret and apply knowledge of learning as it relates to the specialty area.	a. Synthesize theories of learning as they inform best professional practice.
2.3 Criticism	a. Critically compare theories of human development and learning.	a. Evaluate the interpretation and application of knowledge of human development and learning as they relate to the specialty area.	a. Critically evaluate theories of human development and learning as they form best professional practice.
2.4 Diversity	a. Demonstrate an advanced understanding of the ways in which diversity among individuals influences professional practice.	a. Interpret and apply appropriate strategies within the specialty area when working with individuals with diverse needs.	a. Formulate strategies to assist individuals with diverse needs in professional practice. b. Engage in leadership roles to build awareness of diversity.

College of Education
ADVANCED CONCEPTUAL FRAMEWORK

Framework Area # 3: Professional Knowledge Base

	Professional Studies	Specialization	Synthesis
3.1 Technology	a. Understand and evaluate the quality of current research regarding professional practice using contemporary technology.	a. Enhance the quality of professional practice by applying contemporary technology to the specialty area.	a. Apply technology to enable and empower individuals with diverse backgrounds, characteristics, and abilities.
3.2 Methods of Practice	a. Demonstrate an in-depth understanding of past and current theories about and methods of the area of professional practice.	a. Select, apply, analyze, and reflect upon past and current methods of practice in the specialty area.	a. Develop a plan for continual self-assessment of methodological practice. b. Develop a plan for the evaluation of new methodological practices.
3.3 Theory and Content	a. Demonstrate an in-depth understanding of the concepts, generalizations, and tools of inquiry in the area of professional practice.	a. Integrate new and advanced content knowledge and conceptual understandings into the specialty area.	a. Develop a plan for maintaining currency in content knowledge and integration of such into professional practice.

Framework Area # 4: Professionalism

	Professional Studies	Specialization	Synthesis
4.1 Communication	a. Understand methods of effective interpersonal communication. b. Recognize effective methods of professional communication through publication, presentation, and multimedia.	a. Develop effective interpersonal communication skills for use in the specialty area. b. Develop skills in professional writing, presentation, and multimedia.	a. Use effective interpersonal communication skills in professional practice. b. Communicate through professional writing, presentation, and multimedia.
4.2 Collaboration and Team Building	a. Understand the purpose and roles of teams in school processes and reform. b. Understand different models of team building and management. c. Understand different models of effective collaboration.	a. Develop skill in organization and facilitation of teams in the specialty area. b. Develop skills in collaboration for use in specialty area.	a. Use effective skills in organization and facilitation of teams in professional practice. b. Use effective collaboration in professional practice.
4.3 Service	a. Understand the relevance of engagement in professional and community service.	a. Become aware of professional and community service opportunities in professional area of practice.	a. Participate in professional organizations or community service.
4.4 Dispositions	a. Understand the importance of the dispositions of a professional.	a. Develop the dispositions of a professional within the specialty area.	a. Demonstrate the dispositions of a professional in practice.

College of Education
MASTER’S INITIAL CONCEPTUAL FRAMEWORK

Framework Area #1: Human Development and Learning

	Level I: Emerging Competence	Level II: Developing Competence	Level III: Basic Competence
1.1 Individual Development	a. Demonstrate an advanced understanding of developmental theories as they relate to professional practice.	a. Interpret and apply knowledge of development as it relates to the professional practice.	a. Synthesize concepts about human development to provide opportunities that support all students’ intellectual, personal, and social development.
1.2 Learning	a. Demonstrate an advanced understanding of various theories of human learning as they relate to professional practice.	a. Apply theories of learning when planning educational practice. b. Apply various instructional strategies to meet diversity among students when planning educational practice. c. Apply theories of motivation and behavior when planning educational practice.	a. Provide opportunities that support all students’ intellectual, personal, and social development. b. Create instructional opportunities adapted to students’ differences in learning. c. Create a learning environment that encourages positive social interaction and active engagement in learning and self-motivation.
1.3 Criticism	a. Critically compare theories of human development and learning.	a. Evaluate the interpretation and application of knowledge of human development and learning as they relate to professional practice.	a. Critically evaluate theories of human development and learning as they inform best professional practice.

College of Education
MASTER’S INITIAL CONCEPTUAL FRAMEWORK

Framework Area #2: Social Responsibility

	Level I: Emerging Competence	Level II: Developing Competence	Level III: Basic Competence
2.1 Ethics and Moral Development	<ul style="list-style-type: none"> b. Understand the development of ethics and morality at the level of the individual. c. Understand the ethical, cultural, and societal issues related to technology. 	<ul style="list-style-type: none"> b. Apply considerations of ethics and moral development as they relate to professional studies. c. Practice responsible use of technology. 	<ul style="list-style-type: none"> c. Incorporate ethics and moral principles in educational practice. d. Incorporate ethical and responsible use of technology into educational practice.
2.2 Diversity	<ul style="list-style-type: none"> b. Demonstrate an advanced understanding of the ways in which diversity among individuals influences professional practice. 	<ul style="list-style-type: none"> b. Interpret and apply appropriate strategies when working with individuals with diverse needs. 	<ul style="list-style-type: none"> b. Formulate strategies to assist individuals with diverse needs in professional practice. c. Engage in leadership roles to build awareness of diversity.
2.3 Historical, Philosophical, Legal, Social, and Political Foundations	<ul style="list-style-type: none"> b. Understand the historical, philosophical, legal, social, and political concepts that form the foundation of educational policies and practices. 	<ul style="list-style-type: none"> b. Analyze the historical, philosophical, legal, social, and political concepts that form the foundation of educational policies and practices. 	<ul style="list-style-type: none"> c. Incorporate the historical, philosophical, legal, social, and political concepts that form the foundation of educational policies and practices.
2.4 Social Consciousness and Service	<ul style="list-style-type: none"> a. Understand the relevance of engagement in professional and community service. b. Become aware of professional and community service opportunities in professional area of practice. 	<ul style="list-style-type: none"> b. Participate in professional organizations or community service. 	<ul style="list-style-type: none"> b. Foster student participation in the community.

College of Education
MASTER’S INITIAL CONCEPTUAL FRAMEWORK

Framework Area #3: Content and Pedagogy

	Level I: Emerging Competence	Level II: Developing Competence	Level III: Basic Competence
3.1 Discipline Content	<ul style="list-style-type: none"> b. Understand the structure of content area disciplines and key concepts. c. Understand the content area tools of inquiry. d. Understand how disciplinary content can be modified for teaching. 	<ul style="list-style-type: none"> b. Gain a repertoire of disciplinary knowledge that supports conceptual understandings. c. Demonstrate an ability to investigate areas of inquiry within a discipline. d. Select and organize into lesson/unit formats appropriate content for P-12 students. 	<ul style="list-style-type: none"> a. Develop a process for keeping current in content knowledge. b. Develop a process for keeping current in unique areas of inquiry. c. Analyze and adapt appropriate content knowledge.
3.2 Instructional Practices (Pedagogy)	<ul style="list-style-type: none"> a. Understand pedagogical research regarding “best practices” in teaching and learning. b. Understand a range of pedagogical strategies. c. Understand the impact of classroom grouping choices. d. Understand the use of computer technologies for personal learning. 	<ul style="list-style-type: none"> a. Recognize “best practices” during classroom observations. b. Plan and create activities, lessons, and units that integrate a range of pedagogical strategies. c. Develop classroom learning experiences that utilize a variety of student grouping arrangements. d. Organize and develop activities and lessons in which computer technologies are integrated to enhance student learning. 	<ul style="list-style-type: none"> b. Employ “best practices” while engaged in professional practice. c. Analyze learning situations and adapt pedagogical strategies in professional practice. d. Use appropriate grouping strategies in professional practice. e. Implement teaching and learning activities in which computer technologies are used to enhance learning.
3.3 Curriculum Planning and Implementation	<ul style="list-style-type: none"> b. Understand a range of curriculum theories. 	<ul style="list-style-type: none"> b. Develop lesson and unit plans that reflect a range of curriculum theories. 	<ul style="list-style-type: none"> b. Analyze the classroom setting and lessons and adapt for effectiveness in professional practice.
3.4 Assessment	<ul style="list-style-type: none"> b. Understand that a variety of assessment strategies can be adapted to meet needs of learners and curriculum models. c. Understand how technological tools can assist in assessing student learning. 	<ul style="list-style-type: none"> c. Develop formal and informal assessment strategies that reflect student learning and the planned curriculum model. d. Develop technology-based assessment strategies. 	<ul style="list-style-type: none"> c. Analyze and adapt a variety of assessment processes in professional practice. d. Apply technology to facilitate a variety of evaluation and assessment strategies.

College of Education
MASTER'S INITIAL CONCEPTUAL FRAMEWORK

Framework Area #4: Professionalism

	Level I: Emerging Competence	Level II: Developing Competence	Level III: Basic Competence
4.1 Collegiality	<ul style="list-style-type: none"> d. Develop collaborative learning relationships with other candidates. e. Understand how one's actions affect others. f. Understand that technology can be used to collaborate and interact with other candidates 	<ul style="list-style-type: none"> c. Understand the process of collaboration with professionals, students, and parents. d. Use computer technologies to collaborate with other candidates and professionals 	<ul style="list-style-type: none"> c. Practice strategies for collaboration and professional relationship building. d. Apply collaborative technologies in order to nurture student learning
4.2 Self-Reflection	<ul style="list-style-type: none"> b. Understand the importance of self-reflection for personal and professional development. 	<ul style="list-style-type: none"> b. Reflect on professional and personal practice. 	<ul style="list-style-type: none"> b. Adjust personal and professional practice based on self-reflection.
4.3 Professional Development	<ul style="list-style-type: none"> b. Display an interest in and commitment to their education. 	<ul style="list-style-type: none"> b. Understand the need and methods for engaging in ongoing professional development. c. Become involved in professional activities outside the unit. 	<ul style="list-style-type: none"> b. Demonstrate commitment to lifelong learning. c. Seek out opportunities for professional growth.
4.4 Dispositions	<ul style="list-style-type: none"> a. Understand the importance of the dispositions of a professional. 	<ul style="list-style-type: none"> a. Demonstrate the dispositions of a professional in academic activities with other candidates and professionals. 	<ul style="list-style-type: none"> a. Demonstrate the dispositions of a professional in practice.

College of Education
MASTER’S INITIAL CONCEPTUAL FRAMEWORK

Framework Area #5: Research and Professional Inquiry

	Level I: Emerging Competence	Level II: Developing Competence	Level III: Basic competence
5.1 Research and Evaluation	a. Understand research and the role it plays in the decision-making of professionals.	a. Interpret and analyze research in the specialty area and know how this relates to theory and best practice of professionals.	a. Develop research that effectively provides solutions to contemporary issues in the professional setting.
5.2 Critical Inquiry	a. Understand the characteristics of variables and be able to articulate their relationships to each other.	a. Evaluate contemporary theory and practice in the specialty area with recommendations for future study and applications.	a. Construct expert explanations for professional issues as a result of critically examining disparate fields.
5.3 Data Collection and Analysis	a. Understand quantitative and qualitative data collection and analysis.	a. Critically examine data collection methods and analysis procedures in the specialty area.	a. Formulate and implement data collection and analysis in order to evaluate professional practice.

The Department of Educational Theory and Practice

Dr. Tony Hecimovic, Chairperson
COE 278, 657-2315

Professors: David Davison[^], Anton Hecimovic, Russell Lord*, Kenneth Miller, Dixie Metheny[^]

Associate Professors: Susan Barfield, Sharon Hobbs, Judith McEnany

Assistant Professors: Cindy Dell, Christy Low, Johanna Mitchell, Gary Pasioka

Lecturers: Jack Ballard, Katherine Holt**, Lynette Schwalbe, Merry Jane Trehwella

Emeritus: Harold Davidson, Lowell Dunlop, Richard Gruber, Stanley Heywood, Marlene LaCounte, Harry Lee, George Madden, Earl Warne

*Joint Appointment with Health and Human Performance

[^]Joint Appointment with Mathematics

**Joint Appointment with Licensure and Field Experience

The department offers and administers the following Graduate Degree programs:

Master of Education degree and licensure programs with options in:

- Curriculum and Instruction K-8
- Educational Technology
- Interdisciplinary Studies
- Interdisciplinary Studies: Teacher Licensure Program of Study

Post Baccalaureate Teacher Licensure

Department Mission

The Mission of the Department of Educational Theory and Practice is to prepare teachers who evidence the highest ideals of the teaching profession. This mission involves leading prospective teachers to examine the complex ways in which diverse disciplines interrelate and provide the foundations of all education. Study in the department's courses is intended to prepare professional educators for insightful, critical examination of the principles and practices that they encounter in their careers.

Offerings in the Department are based on the assumptions that teaching excellence depends upon:

1. celebration of the dignity of all individuals and cultural groups;
2. comprehensive understanding of subject matter;

3. knowledge of human intellectual, physical, social, emotional, and spiritual development; and
4. thoughtful, informed decisions about pedagogy.

Admission Requirements

Admission requirements for the Master of Education (M.Ed.) degree are as follows:

1. Undergraduate GPA of at least 3.0.
2. Graduate GPA of at least 3.0.
3. GRE (Graduate Record Examination) or Praxis II if seeking Teacher Licensure.
4. An admission essay.
5. Three letters of recommendation

Students must meet all five of the criteria or seek a department graduate committee waiver.

Master of Education Curriculum and Instruction (K-8)

This degree program is designed to extend the theoretical and practical bases upon which elementary level teachers base successful instruction. Candidates should hold elementary school licensure and have experience teaching at this level.

Credits

Professional Core.....	15
EDF 501 Research Design and Interpretation	3
EDF 515 Social, Philosophical, and Legal Issues in Education	3
EDF 530 Advanced Human Development and Learning	3
EDCI 610 Curriculum Theory: Analysis and Practice	3
SPED 530 Curricular Adaptations for Special Populations.....	3
Professional Specialization	15
Select 15 credits from the following, in consultation with advisor. Other courses may be substituted with advisor’s approval.	
Electives.....	15
Choose 5 courses from the following list:	
EDCI 441 Multicultural Education	3
EDCI 443 Teaching the Bilingual/Multicultural Student.....	3
EDCI 445 Learning Mathematics and Science in Cross-Cultural Settings	3
EDCI 531 Advanced Study in Language Arts Instruction	3
EDCI 532 Advanced Study in Social Science Instruction.....	3
EDCI 533 Advanced Study in Mathematics Instruction	3
EDCI 534 Advanced Study in Science Instruction.....	3
EDCI 535 Advanced Study in Art Instruction.....	3
EDCI 536 Advanced Study in Music Instruction	3
EDCI 545 Integrating Mathematics and Science Curricula.....	3
EDCI 571 Integrating Technology into School Curriculum.....	3
EDCI 591 Independent Study.....	3
EDCI 592 Seminar	3
EDCI 648 Teaching Mathematics to Learners with Special Needs.....	3
Elective chosen in consultation with advisor	3
Professional Practice	6
EDCI 699 Thesis	6
OR	
EDCI/EDF 698 Directed Research Project	3
EDCI 697 Critical Issues in Education.....	3
Total minimum credits required.....	36

Master of Education

Educational Technology Option

This degree program is designed to prepare educators for leadership positions in educational technology. Individuals successfully completing the program will meet the standards for Advanced Programs in Educational Computing and Technology Leadership adopted by the National Council for Accreditation of Teacher Education.

Credits

Professional Core	9
EDF 501 Research Design and Interpretation	3
EDF 530 Advanced Human Development and Learning	3
EDCI 610 Curriculum Theory: Analysis and Practice	3
 Professional Specialization	 23
EDCI 570 Computers in Education	2
EDCI 571 Integrating Technology into the School Curriculum.....	3
EDCI 572 History, Theory, and Research of Educational Technology.....	3
EDCI 573 Instructional Design	3
EDCI 672 Instructional Materials Design	3
EDCI 673 Distance Education and Web Based Learning	3
EDCI 674 Design and Use of Multimedia.....	3
EDCI 675 Computer Programming for Education	3
 Capstone	 6
EDCI 697 Critical Issues in Education.....	3
EDCI 698 Directed Research Project	3
OR	
EDCI 699 Thesis	6
 Total minimum credits required for Educational Technology Option	 38

Master of Education Interdisciplinary Studies Option

This degree program allows students to develop a comprehensive plan for advanced study in an area of education other than those specifically designed programs described elsewhere in this catalog. Programs of study in this option must include coursework from a minimum of two departments. Sample programs of study for this degree option are found on pages 61 and 99 of this bulletin. (The Program of Study below is not applicable for teacher licensure. The program of study for Montana Teacher Licensure is found on page 37 of this bulletin.)

Students pursuing degrees in this program area will have an Advisory Committee which consists of faculty from at least two departments. The Advisory Committee will meet with the student and approve the Program of Study.

Credits

Professional Core	6
EDF 501 Research Design and Interpretation	3
EDF 530 Advanced Human Development and Learning	3
Professional Specialization	24
Programs of study will include coursework from at least two departments. Students should meet with a faculty advisor from the Department which specializes in their area of interest to determine specific Departmental requirements in this area.	
Capstone	6
EDCI 699 Thesis	6
OR	
EDCI/EDF 698 Directed Research Project	3
EDCI 697 Critical Issues in Education.....	3
OR	
EDCI 690 Internship	3
EDCI 697 Critical Issues in Education.....	3
Total minimum credits required for Option	36

Master of Education

Interdisciplinary Studies Option: Teacher Licensure Program of Study

The Teacher Licensure Program of Study is designed for persons who have baccalaureate degrees from accredited institutions in fields other than education who wish to become secondary, K-12, and elementary education teachers. This M.Ed. option provides an intensive program combining basic teacher licensure and an advanced degree in education.

Students wishing to pursue and complete this degree program must first be admitted to candidacy in the Teacher Education Program. This should be completed at the time of initial registration for classes (Forms for Admission to Teacher Education are available from the Office of Licensure and Field Experiences). After the completion of not more than 12 credit hours, candidates for the M.Ed. degree should have completed all admission requirements for master’s degree candidacy as described on page 86 of the Graduate Catalog. (Candidates not fulfilling these requirements may be eligible to continue as post baccalaureate teacher licensure program candidates.)

The courses EDCI 500 and EDF 530 should be included in the first 12 credit hours of the candidate’s program of study.

Credits

Advanced Professional Core	12
EDF 501 Research Design and Interpretation	3
EDCI 610 Curriculum Theory: Analysis and Practice	3
EDCI 697 Critical Issues in Education/Capstone	3
EDCI/EDF 698 Directed Research Project.....	3
Licensure Professional Core	21
EDCI 500 Curriculum Development: Past, Present, and Future.....	4
EDCI 570 Computers in Education.....	2
EDF 530 Advanced Human Development and Learning	3
EDF 515 Social, Philosophical, and Legal Issues in Education	3
SPED 540 Education of Exceptional Learners	3
Choose one course:	
EDCI 584 Student Teaching (K-12).....	6
EDCI 585 Student Teaching (Elementary).....	6
EDCI 586 Student Teaching (Secondary)	6
Elementary Specialization	18
EDCI 551 Instructional Strategies in Language Arts and Social Studies	4
EDCI 552 Instructional Strategies in Mathematics and Science	4
EDCI 553 Instructional Strategies in Movement, the Performing and Visual Arts.....	4
HHP 518 Health Enhancements Methods and Materials K-8	4
RD 510 Instructional Practices in Literacy Education.....	3
Secondary and K-12 Specialization	9-12
RD 520 Content Area Reading and Writing.....	3
Content Area Methods (dependent upon discipline)	3-6
HHP 411 Drug and Alcohol Education	3
Total minimum credits required for the M.Ed. Elementary Program	52
Total minimum credits required for the M.Ed. Secondary Program	42-45

Post Baccalaureate: Teacher Licensure Program of Study

The Post-Baccalaureate: Teacher Licensure Program of Study is designed for persons who have baccalaureate degrees from accredited institutions in fields other than education who wish to become secondary, K-12, and elementary education teachers. This program of study provides intensive coursework for basic teacher licensure in the State of Montana.

Students wishing to pursue and complete this degree program must first be admitted to candidacy in the Teacher Education Program. This should be completed at the time of initial registration for classes (Forms for Admission to Teacher Education are available from the Office of Licensure and Field Experiences). After the completion of not more than 12 credit hours, candidates should have completed all admission requirements for post baccalaureate candidacy (standardized test scores, undergraduate GPA of at least 2.65, graduate GPA of at least 3.0, three letters of recommendation from individuals familiar with the candidate’s work with children, and an admissions essay), along with a Plan of Study with all appropriate signatures. The courses EDCI 500 and EDF 530 should be included in the first 12 credit hours of the candidate’s program of study.

Credits

Licensure Professional Core	21
EDCI 500 Curriculum Development	4
EDCI 570 Computers in Education	2
EDF 530 Advanced Human Development and Learning	3
EDF 515 Social, Philosophical, and Legal Issues in Education	3
SPED 540 Education of Exceptional Learners	3
Choose one course	
EDCI 584 Student Teaching (K-12)	6
EDCI 585 Student Teaching (Elementary)	6
EDCI 586 Student Teaching (Secondary)	6
Elementary Specialization	18
EDCI 551 Instructional Strategies in Language Arts and Social Studies	4
EDCI 552 Instructional Strategies in Mathematics and Science	4
EDCI 553 Instructional Strategies in Movement, the Performing and Visual Arts	4
HHP 518 Health Enhancements Methods and Materials K-8	4
RD 510 Instructional Practices in Literacy Education	3
Secondary and K-12 Specialization	9-12
RD 520 Content Area Reading and Writing	3
Content Area Methods (dependent upon discipline)	3-6
HHP 411 Drug and Alcohol Education	3
Total minimum credits required for the Elementary Teacher Licensure Program	40
Total minimum credits required for the Secondary Teacher Licensure Program	30-33

The Department of Special Education, Counseling, Reading, and Early Childhood

Dr. Katharin Kelker, Chairperson
COE 233, 657-2338

Professors: Linda Christensen, Mary Susan Fishbaugh, James Nowlin, Sandra Rietz, Ronald Sexton, Daniel Yazak*

Associate Professors: Susan Gregory, Kathy Kelker, Suneetha de Silva, S. Kay Streeter

Lecturers: W. Gregory Allard, Alan Christensen

Instructor: Diann Ogren

Emeritus: Kenneth Card, Rockne Copple, C. Hap Gilliland, Dennis Schultz

* Joint appointment with Rehabilitation and Human Services

The department offers and administers the following Graduate Degree programs:

Master of Science in Special Education with options in:

- Advanced Studies
- Generalist

Master of Education with options in:

- Early Childhood
- Reading
- Interdisciplinary Studies
- School Counseling (OPI Certification and Licensure)

Post-Master's Supervisory Endorsements in:

- Reading
- Special Education

Endorsement Programs

- School Counseling
- Teaching Endorsement in Special Education (P-12)

Doctoral Minor in Special Education

The Department of Special Education, Counseling, Reading, and Early Childhood at MSU-Billings offers a doctoral minor in special education in conjunction with the doctoral programs in Educational Leadership and Curriculum and Instruction at MSU-Bozeman. Courses are taught by faculty from the Department of Special

Education, Counseling, Reading, and Early Childhood. This minor is designed to provide leadership preparation for persons in areas of special education, educational administration, and curriculum development for students with special needs. Students gain skills in curricular planning, collaboration with regular education and community agencies and provision of special education services. Students interested in this option must be enrolled in one of the two MSU-Bozeman doctoral programs cited above. For further information contact the Department of Special Education, Counseling, Reading, and Early Childhood at MSU-Billings (406-657-2338).

Mission

The mission of the Department of Special Education, Counseling, Reading, and Early Childhood is to educate professionals who display the knowledge, skills, and dispositions required for effective practice and participation in scholarship, research, and service to the community. The vision of the department is to be an innovative and reflective educational program that prepares professionals to be effective practitioners, active participants in their professional fields, and respected contributors to their communities.

Admission Requirements

Admission requirements for the Master of Science in Special Education, the Master of Education Reading/Early Childhood Options, and the Interdisciplinary Studies Options are:

1. Undergraduate GPA of at least 3.0.
2. Graduate GPA of at least 3.0.
3. Formal Examination.

For admission to the School Counseling program, the following requirements apply:

1. Undergraduate GPA of 3.0 or better on last 60 semester or 90 quarter credits.
2. Graduate GPA, if applicable, minimum of 3.0.
3. GRE (Graduate Records Examination)

4. Three letters of reference which must address academic, professional, and work-related experiences.
5. Acceptance of an approved Plan of Study will constitute formal admission to the school counseling program. A plan of study** can be submitted when the student has completed (earning no less than a “B” in each of the following courses) either of the following options (or with consent of advisor):

Option 1

EDF 501 Research
Design &
Interpretation

REHA/SCOU 505
Theories of
Counseling

SCOU 506
Practicum:
Counseling and
Therapy Techniques

REHA/SCOU 507
Ethical and
Professional Issues
for Counselors and
Family Therapists

Option 2

REHA/SCOU 505
Theories of
Counseling

SCOU 506
Practicum:
Counseling and
Therapy Techniques

REHA/SCOU 507
Ethical and
Professional Issues
for Counselors and
Family Therapists

SCOU 508
Practicum:
Multicultural and
Gender Issues in
Counseling and
Family Therapy

**A student must submit a plan of study within one academic year in order to continue receiving financial aid or to continue in the program.

Master of Science in Special Education Advanced Studies Option

The Master of Science in Special Education Advanced Studies Option is designed for individuals who have an undergraduate degree in special education, have a special education endorsement on their teaching certificate, or who wish to pursue advanced studies in special education but do not wish to teach P-12 special education. The degree prepares candidates to teach in a categorical or cross-categorical area of special education, advance toward administrative positions, pursue positions in related fields, do research in special education, or pursue a doctoral degree. Candidates studying for this degree must have taken the following prerequisite courses within six years of beginning the master’s program: SPED 260 or SPED 540, SPED 310, SPED 311, SPED 312, SPED 375, SPED 405, and RD 417 or equivalents. Degree completion requires three courses in the Professional Core (9 credits) and nine courses in the Professional Specialization (27 credits). In the Focused Elective Options, candidates must take at least 6 credits (and may take as many as 9 credits) in one of four areas: Preschool Special Education, Learning Disabilities, Emotional Disturbance, or Developmental Disabilities. In the area of Professional Practice, candidates may choose with the consent of their faculty advisor any combination of 6 to 9 credits involving an additional focused elective, Internship (SPED 590) or Professional Seminar in Special Education (SPED 597). The Thesis option requires 6 credits.

Credits

Professional Core.....	9
EDF 501 Research Design and Interpretation	3
EDF 530 Advanced Human Development and Learning	3
SPED 504 Collaboration in Education and Human Services	3
 Professional Specialization	 27
SPED/RD/EC 502 Research in Special Programs	3
SPED 503 Assistive Technology.....	3
SPED 510 Professional and Legal Issues in Special Education	3
SPED 530 Curricular Adaptations for Special Populations.....	3
SPED 543 Supporting Families of Persons with Disabilities	3
SPED 550 Theory and Practice: Emotional Disturbance	3
SPED 551 Assessment and Program Planning for Special Populations.....	3
SPED 560 Theory and Practice: Learning Disabilities.....	3
SPED 570 Theory and Practice: Developmental Disabilities.....	3
 Focused Elective Options	 6-9
 Preschool Special Education	
EC/SPED 521 Models of Early Intervention Services	3
EC/SPED 526 Special Education Interventions and Adaptations for Children (0-6)	3
EC 536 Parent/Child/Professional Relationships	3
 Learning Disabilities	
RD 517 Diagnostic Aspects of Reading Difficulties	3
RD 594 Clinic.....	3
EDCI 648 Teaching Mathematics to Learners with Special Needs.....	3
RD 520 Content Area Reading and Writing.....	3
 Emotional Disturbance	
SPED 555 Models for Services to ED/BD Students.....	3
SPED 600 Facilitating Positive Behaviors in the Classroom Environment.....	3
REHA/SCOU 505 Theories of Counseling	3

Developmental Disabilities

REHA 525 Vocational Placement and Support.....3
SPED 574 Data-Based Instruction3
SPED 600 Facilitating Positive Behaviors in the Classroom Environment.....3

Professional Practice 3-6

SPED 590 Internship3-6
OR
SPED 597 Professional Seminar in Special Education3
OR
SPED 599 Thesis.....6

Total minimum credits..... 48

Master of Science in Special Education Generalist Option

The Master of Science Degree in Special Education Generalist Option is designed for individuals with teaching degrees who have had no undergraduate training in special education and who wish to pursue an endorsement in special education while also achieving a master’s degree. Individuals receiving this degree are prepared to teach special education, advance toward administrative positions, do research in the field, or prepare for a doctoral degree. The degree may be added as an endorsement to a teaching licensure in either elementary or secondary education. Candidates pursuing this degree must have taken either SPED 260 or SPED 540 within six years of beginning the master’s program. Completion of the degree requires 3 courses in the Professional Core (9 credits). Before beginning the Professional Specialization, candidates must complete 6 courses (18 credits) in Professional Preparation. These elective courses are designed to provide the background necessary to do graduate level specialization in special education. On completion of the Professional Preparation courses, candidates are required to complete 9 courses in Professional Specialization (27 credits). To achieve an endorsement in special education for licensure purposes, candidates must take 9 credits of SPED 584 Student Teaching.

Credits

Professional Core	9
EDF 501 Research Design and Interpretation	3
EDF 530 Advanced Human Development and Learning	3
SPED 504 Collaboration in Education and Human Services	3
Professional Preparation.....	18
SPED 310 Teaching Students with Learning Disabilities	3
SPED 311 Teaching Students with Emotional Disturbance	3
SPED 312 Teaching Students with Developmental Disabilities	3
SPED 405 Assessment of Students with Disabilities	3
RD 417 Diagnostic Teaching of Reading.....	3
SPED 600 Facilitating Positive Behaviors in the Classroom Environment.....	3
Professional Specialization	27
SPED/RD/EC 502 Research in Special Programs	3
SPED 503 Assistive Technology.....	3
SPED 510 Professional Issues in Special Education	3
SPED 530 Curricular Adaptations for Special Populations.....	3
SPED 543 Supporting Families of Persons with Disabilities	3
SPED 550 Theory and Practice: Emotional Disturbance	3
SPED 551 Assessment and Program Planning for Special Populations.....	3
SPED 560 Theory and Practice: Learning Disabilities.....	3
SPED 570 Theory and Practice: Developmental Disabilities.....	3
Professional Practice	9
SPED 584 Student Teaching	9
Total minimum required credits for Generalist Option	63

Master of Education Early Childhood Option

The Early Childhood Option provides learning opportunities for teachers, support personnel, and parents of children from birth through nine years of age. The following focus areas are available: Pre-K programs, Primary Education (K-3rd grade), Special Education, and Parenting/Family Studies. Obtaining teacher licensure is optional and may require additional courses to meet licensure standards.

Thesis Track

	Credits
Professional Core	6
EDF 501 Research Design and Interpretation	3
EDF 530 Advanced Human Development and Learning	3
Professional Specialization	9
EC 502 Research in Special Programs	3
EC 532 Advanced Physical and Cognitive Development	3
EC 533 Advanced Social and Emotional Development	3
Program Focus Area	15
*An additional 12 credits will be chosen in consultation with the advisor from one of the following professional areas: Pre-K programs, Primary Education, Special Education, Parent & Family Studies	
EC 590 Internship.....	6
EC 599 Thesis	6
Total minimum credits required for Thesis Track	36

Professional Practice Track

	Credits
Professional Core	6
(same as Thesis Track)	
Professional Specialization	9
(same as Thesis Track)	
Program Focus Area	18
*An additional 15 credits will be chosen in consultation with the advisor from one of the following professional areas: Pre-K programs, Primary Education, Special Education, Parent & Family Studies	
EC 590 Internship.....	3
EC 597 Action Research Project and Seminar	3
Total minimum credits required for Professional Practice Track	36

Master of Education Reading Option

The Reading Option provides learning opportunities for teachers, reading supervisors, and principals. Obtaining an endorsement is optional and may require additional courses to meet licensure standards.

Thesis Track

	Credits
Professional Core	9
EDF 501 Research Design and Interpretation	3
EDF 530 Advanced Human Development and Learning	3
EC/RD/SPED 502 Research in Special Programs	3
 Professional Specialization	 18
RD 505 Psychological Processes in Reading	3
RD 510 Instructional Issues in Literacy Education	3
RD 517 Diagnostic Aspects of Reading Difficulties	3
RD 520 Content Area Reading and Writing	3
RD 590 Internship	3
RD 594 Clinic.....	3
 Electives (Chosen in consultation with advisor)	 3
Electives are chosen in consultation with advisor and represent a coherent plan of study. They may include:	
RD 412/512 Developing Student Writing	3
RD 518 Literacy in Rural and Multicultural Settings	3
RD 519 Reading Round Table.....	3
EC 536 Parent/Child/Professional Relationships	3
EDCI 610 Curriculum Theory: Analysis and Practice	3
EDF 515 Social and Philosophical Issues in Education	3
SPED 543 Supporting Families of Persons with Disabilities	3
 RD 599 Thesis	 6
 Total minimum credits required for Thesis Track	 36

Professional Practice Track

	Credits
Professional Core	9
(same as Thesis Track)	
 Professional Specialization	 18
(same as Thesis Track)	
 Electives (Chosen in consultation with advisor)	 6
Electives are chosen in consultation with advisor and represent a coherent plan of study. They may include courses listed under Electives in the Thesis Track.	
 RD 597 Action Research Project and Seminar	 3
 Total minimum credits required for Professional Practice Track	 36

Master of Education Interdisciplinary Studies Option

This degree program allows students to develop a comprehensive plan for advanced study in an area of education other than those specifically designed programs described elsewhere in this catalog. Programs of study in this option must include course work from a minimum of two programs. The Program of Study below is not applicable for teacher licensure. The program of study for Montana Teacher Licensure is found on page 37 of this bulletin.

Students pursuing degrees in this program area will have an Advisory Committee which consists of faculty from at least two programs. The Advisory Committee will meet with the student and approve the Program of Study.

Requirements	Credits
Professional Core	6
EDF 501 Research Design and Interpretation	3
EDF 530 Advanced Human Development and Learning	3
Professional Specialization	27
Programs of study will include course work from at least two departments. Students should meet with a faculty advisor from the Department which specializes in their area of interest to determine specific Departmental requirements in this area.	
Professional Capstone	6
EC/RD/SPED 599 Thesis	6
OR	
EC/RD/SPED 590 Internship	3
EC/RD/SPED 597 Action Research Project and Seminar	3
Total minimum credits required for Interdisciplinary Studies Option	39

Advising Options for Professional Specializations

Early Childhood/Reading	
Specialization	24
EDCI 610 Curriculum Theory: Analysis and Practice	3
SPED 504 Collaboration in Education and Human Services	3
EC 532 Advanced Physical/Cognitive Development	3
EC 533 Advanced Social/Emotional Development.....	3
EC 536 Parent/Child/Professional Relationships	3
RD 505 Psychological Processes in Reading	3
RD 509 Language acquisition	3
RD 510 Instructional Practices in Literacy Education	3
Specialization Research	3
EC/RD/SPED 502 Research in Special Programs.....	3
Total for Specialization	27

Early Childhood/Special Education

Specialization 24

EDCI 610 Curriculum Theory: Analysis and Practice 3

EC 532 Advanced Physical/Cognitive Development 3

EC 533 Advanced Social/Emotional Development..... 3

EC 534 The Role of Play in Development 3

EC 535 Discipline Theory & Strategies 3

OR

SPED 600 Facilitating Positive Behavior in the Classroom Environment 3

SPED 504 Collaboration in Education and Human Services 3

SPED 530 Curricular Adaptations for Special Populations..... 3

SPED 540 Education of Exceptional Learners 3

Specialization Research..... 3

EC/RD/SPED 502 Research in Special Programs 3

Total for Specialization 27

Reading/Special Education

Specialization 24

EDCI 610 Curriculum Theory: Analysis and Practice 3

EDF 530 Advanced Human Development and Learning 3

RD 505 Psychological Processes in Reading 3

RD 517 Diagnostic Aspects of Reading Difficulties 3

RD/SPED 611 Administration & Supervision of Special Programs 3

SPED 504 Collaboration in Education and Human Services 3

SPED 530 Curricular Adaptations for Special Populations..... 3

SPED 600 Facilitating Positive Behaviors in the Classroom Environment..... 3

Specialization Research..... 3

EC/RD/SPED 502 Research in Special Programs 3

Total for Specialization 27

Master of Education School Counseling Option (K-12) OPI Licensure

The School Counseling option for the Master of Education Degree is designed to meet the licensure requirements established by the Office of Public Instruction for counseling in a school setting in the State of Montana. The intent of the program is to prepare individuals to work with elementary and secondary students (K-12 OPI licensure) in a professional, compassionate manner to promote positive intellectual, behavioral, and emotional change. Those students who want to do a thesis for a master’s degree in School Counseling will develop their plan of study in direct consultation with their advisor.

Professional Practice Track

	Credits
Professional Core	6
EDF 501 Research Design and Interpretation	3
EDF 530 Advanced Human Development and Learning	3
 School Counseling Core	 8
SCOU 506 Practicum: Counseling and Therapy Techniques.....	1
SCOU 508 Practicum: Multicultural and Gender Issues in Counseling and Family Therapy.....	1
SCOU/REHA 505 Theories of Counseling.....	3
SCOU/REHA 507 Ethical and Professional Issues for Counselors and Family Therapists	3
 Professional Specialization	 21
SCOU/REHA 504 Career and Lifestyle Development	3
SCOU/REHA 520 Group and Individual Evaluation	3
SCOU 527 Counseling in the Elementary and Middle School.....	3
SCOU 554 Organization and Administration of School Counseling	3
SCOU/REHA 557 Group Process: Theory and Practice.....	3
 Each student will take 2 of the 3 courses below in consultation with his/her advisor.	
EDCI 500 Curriculum Development.....	4
EDF 515 Social, Philosophical, and Legal Issues in Education	3
SPED 540 Education of Exceptional Learners.....	3
 Internship and Capstone	 13
SCOU 590 Internship: School Counseling.....	12
SCOU 597 Capstone in School Counseling.....	1
 Total minimum credits required for Professional Practice Track	 48

Students in School Counseling rarely choose the thesis option, but if they so choose, they will take the above program plus a six-credit thesis and the total credits will be 54.

Master of Education School Counseling Option (K-12)

OPI Licensure and State Licensure Opportunity

The counseling faculty of the College of Education recognize that there will be students who wish to pursue both school counselor licensure from the Office of Public Instruction and State of Montana licensure (LPC or LCPC) simultaneously. Those seeking both licenses will take a 60 hour degree program in consultation with his/her advisor. Students should be aware that licensure is controlled by the Montana Board of Social Work and Licensed Professional Counselors, not the MSU-Billings College of Education. Students who wish to pursue licensure should use the coursework listed below and the programmatic requirements established by the Montana Board of Social Work and Licensed Professional Counselors for LPC/LCPC eligibility.

Requirements	Credits
Professional Core.....	6
EDF 501 Research Design and Interpretation	3
EDF 530 Advanced Human Development and Learning	3
School Counseling Core	8
SCOU 506 Practicum: Counseling and Therapy Techniques.....	1
SCOU 508 Practicum: Multicultural and Gender Issues in Counseling and Family Therapy.....	1
SCOU/REHA 505 Theories of Counseling	3
SCOU/REHA 507 Ethical and Professional Issues for Counselors and Family Therapists	3
Professional Specialization	30
EDCI 610 Curriculum Theory: Analysis and Practice	3
EDF 515 Social, Philosophical, and Legal Issues in Education	3
REHA 521 Advanced Individual and Group Counseling.....	3
REHA 543 Marriage and Family Therapy: Theory and Practice	3
SCOU/REHA 504 Career and Lifestyle Development.....	3
SCOU/REHA 520 Group and Individual Evaluation	3
SCOU 527 Counseling in the Elementary and Middle School.....	3
SCOU 554 Organization and Administration of School Counseling	3
SCOU/REHA 557 Group Process: Theory and Practice	3
SPED 540 Education of Exceptional Learners.....	3
Elective	3
Internship and Capstone.....	13
SCOU 590 Internship: School Counseling	12
SCOU 597 Capstone in School Counseling	1
Total minimum credits required for OPI Licensure and State Licensure Opportunity	60

Supervisory Endorsements

Supervisory Endorsement programs of study at the post-master’s level are available as an administrative endorsement in Montana for specific fields of teaching. Montana State University-Billings offers supervisory programs in Reading and Special Education. For candidates who meet all criteria below, this plan of study must be developed with a faculty advisor; it is subsequently approved by the Department Chair and the Dean of the College of Education. Upon completion of all program requirements and with a minimum program GPA of 3.00, the endorsement candidate is responsible to file an official Montana State University-Billings transcript with Montana State University-Billings Licensure Officer and request to have the added endorsement approved by the Department Chairperson and Dean for transmission to the Office of Public Instruction in Helena.

Reading Supervisor

The Supervisory Endorsement in Reading is intended for individuals pursuing advanced studies in Reading Education and planning to be employed in a supervisory position in school settings. Each applicant must meet the criteria listed below:

1. Completion of the Master of Education Degree (Reading Option) at Montana State University-Billings or equivalent from an accredited program within the past 6 years.
2. Eligible for Montana Class 1 or 2 Teaching Certificate in Elementary Education.
3. Eligible for Reading Endorsement.
4. Minimum of three years teaching experience in Reading.
5. Recommendation of Chair of the Department of Special Education, Counseling, Reading, and Early Childhood.
6. Recommendation from the Dean of the College of Education.

Required Courses	Credits
EDCI 610 Curriculum Theory: Analysis and Practice	3
EDLD courses taken through MSU-Bozeman	
EDLD 532 School Law	3
EDLD 508 Supervision of Instruction.....	3
EDLD 555 School Finance.....	3
EDLD 507 Foundations of Education Leadership.....	3
 RD 590 Internship: Supervision of Instruction in Reading	 3
RD/SPED 611 Administration and Supervision of Special Programs.....	3
 Total required for endorsement.....	 21

Special Education Supervisor

The Supervisory Endorsement in Special Education is intended for individuals who are pursuing advanced studies in Special Education and plan to be employed as a director of special education. Each applicant must meet the criteria listed below:

1. Completion of the Master of Science in Special Education Degree at Montana State University-Billings or equivalent from an accredited program.
2. Eligible for Montana Class 1 or 2 Teaching Certificate in Elementary Education.
3. Eligible for Special Education Endorsement.
4. Minimum of three years teaching experience in Special Education
5. Recommendation of Chairperson of the Department of Special Education and Reading.
6. Recommendation from the Dean, College of Education.

Required Courses	Credits
EDCI 610 Curriculum Theory: Analysis and Practice	3
EDLD courses taken through MSU-Bozeman	
EDLD 532 School Law	3
EDLD 508 Supervision of Instruction	3
EDLD 555 School Finance.....	3
EDLD 507 Foundations of Education Leadership.....	3
 SPED 590 Internship: Supervision of Instruction in Special Education	 3
SPED/RD 611 Administration and Supervision of Special Programs.....	3
 Total required for endorsement	 21

Teaching Endorsement in Special Education (P-12)

All students selecting a teaching endorsement in special education must have a written plan of study for the endorsement approved by the Department Chair and placed on file in the Department of Special Education, Counseling, Reading, and Early Childhood with final approval from the Licensure Officer.

Required Courses	Credits
RD 417 Diagnostic Teaching of Reading.....	3
(Note: RD 401 is a prerequisite for RD 417)	
SPED 260 Introduction to Teaching Exceptional Learners.....	3
SPED 310 Teaching Students with Learning Disabilities	3
SPED 311 Teaching Students with Emotional Disturbances	3
SPED 312 Teaching Students with Developmental Disabilities	3
SPED 375 Teaching, Learning and Behavior in the Schools	3
SPED 400 Legal and Current Issues in Special Education.....	3
SPED 405 Assessment of Students with Disabilities	3
SPED 415 Individualizing Curriculum (Preschool-12th grade).....	3
SPED 420 Collaboration and Individualization in Education	3
SPED 484 Special Education Student Teaching.....	8
 Total Credits for Teaching Endorsement.....	 38

Graduate Endorsement in School Counseling (K-12)

This endorsement will be granted only to students possessing a master's degree in education or a counseling discipline. By Montana certification standards, a Class I Endorsement will require, in addition to the classes listed below, verification of three years of successful teaching experience. By Montana certification standards, a Class VI Endorsement requires the same classes listed below but *does not require* three years of successful teaching experience. Individual course requirements as listed below may be met by appropriate post-baccalaureate transfer courses from another accredited institution, with the advisor's consent.

Requirements	Credits
Professional Core	6
EDF 501 Research Design and Interpretation	3
EDF 530 Advanced Human Development and Learning	3
School Counseling Core	8
SCOU 506 Practicum: Counseling and Therapy Techniques.....	1
SCOU 508 Practicum: Multicultural and Gender Issues in Counseling and Family Therapy.....	1
SCOU/REHA 505 Theories of Counseling.....	3
SCOU/REHA 507 Ethical and Professional Issues for Counselors and Family Therapists	3
Professional Specialization	15
SCOU/REHA 504 Career and Lifestyle Development	3
SCOU/REHA 520 Group and Individual Evaluation.....	3
SCOU 527 Counseling in the Elementary and Middle School.....	3
SCOU 554 Organization and Administration of School Counseling	3
SCOU/REHA 557 Group Process: Theory and Practice.....	3
Internship and Capstone	13
SCOU 590 Internship: School Counseling.....	12
SCOU 597 Capstone in School Counseling	1
Total minimum credits required for Endorsement	42

X. Course Descriptions

Accounting

COB 300, 657-2326

Acct 592 Seminar V 1-3 cr. Prerequisite: Graduate standing or consent of department. Provides graduate students with an opportunity to investigate intensively topics pertinent to accounting.

Art

LA 116, 657-2324

ART 591 Independent Study V 1-5 cr. Prerequisite: Graduate standing and consent of the instructor, approval of the department chairperson and Dean of Arts and Sciences, and Independent Study contract filed with the Office of Graduate Studies prior to registration. Provides an opportunity for students of superior academic standing to explore material beyond that covered by undergraduate courses in Art.

ART 596 Cooperative Education/Internship V 1-9 cr. Provides university credit for graduate work experience in the area of Art, supervised by faculty. Learning agreement must be completed prior to registration (restricted).

Biology

SCI 110, 657-2031

BIOL 591 Independent Study V 1-5 cr. Prerequisite: Graduate standing and consent of the instructor, approval of the department chairperson and Dean of Arts and Sciences and Independent Study contract filed with the Office of Graduate Studies prior to registration. Provides an opportunity for students of superior academic standing to explore material beyond that covered by undergraduate courses in Biological Sciences.

BIOL 596 Cooperative Education/Internship V 1-9 cr. Provides university credit for graduate work experience in the area of Biology, supervised by faculty. Learning agreement must be completed prior to registration (restricted).

Communication and Theatre

LA 600, 657-2178

COMT 502 Research Methods 3 cr. Prerequisite: Consent of instructor. Surveys qualitative and quantitative research methods utilized in the field of communication.

COMT 510 Advanced Interpersonal

Communication 3 cr. Prerequisite: Consent of instructor. Considers major concepts relevant to the study of interpersonal communication, explores some of the most important and recent research in the area of interpersonal communication, and provides experiences for the practical application of these ideas. The content centers on such issues as self-disclosure, interpersonal conflict, perception of self and others, empathic listening, and the study of various specific types of interpersonal relationships such as inter-personal guidance and loving relationships. Graduate students will be required to present an extensive research paper/project.

COMT 514 Issues in Organizational

Communication 3 cr. Prerequisite: Consent of instructor. Covers climate, leadership, and conflict issues related to organization. Includes assessment center process, communication training, managing work team effectiveness, functional managerial metaphors, communication audits, communication ethics, planned change in organizations, cognitive mapping as a managerial skill, dealing with ambiguity, and managerial creativity. Graduate students will be required to present an extensive research paper/project.

COMT 416/516 Leadership and Communication 3

cr. Offered ONLY Online. Presents material related to leadership theories, leader-participant relations, vision/mission/goals, structure and design, culture, capacity building and social responsibility.

COMT 420/520 Media Advertising 3 cr.

Provides instruction in the research, composition, and measurement of advertising messages in both commercial and public information contexts. Students will explore the appropriate media choices to accomplish the mission set forth in their communication. The course culminates with the presentation of a completely developed advertising project.

COMT 421/521 Communicating Through the Internet 3 cr. Examines the major principles influencing the construction and dissemination of online communication. May address topics such as the conventions of web page design, effective utilization of the internet as a communication channel, differentiating useful messages from spam, and identifying the strengths and limitations of online communication.

COMT 422/522 Issues in Public Relations 3 cr.
Prerequisite: COMT 322. Explores advanced public relations strategies and the role of public relations in society. Topics may include (but are not limited to) Corporations and their publics, Not-for-profit public relations, Socially responsible marketing, Public relations theory, Crisis communication, and Public Relations for Multicultural Audiences.

COMT 425/525 Media Criticism 3 cr. Prerequisites: COMT 320. Addresses the body of research and theoretical literature related to the most controversial areas of modern mass media, their presumed effects on behavior, on individual psychology, and on society.

COMT 426/526 Case Studies in Public Relations 3 cr. Uses actual cases to assess strategic decisions concerning internal and external publics and appreciate the accompanying ethical, legal, economic, psychological, organizational, political, and media impact of such decisions.

COMT 427/527 Public Relations Ethics 3 cr. Explores ethical issues in public relations from a case study approach. Students will critically examine the structures, work and business of the public relations industry, and discuss the implications of ethical standards applied to the field.

COMT 428/528 Advanced Video Production 3 cr.
Prerequisite: Consent of instructor. Provides instruction in advanced video production techniques including camera operation, sound design, lighting, and scriptwriting. Examines studio production systems and equipment. Activities include the production of video projects including news packages and other short video programs designed by the instructor. Graduate students will be required to present an extensive research paper/project.

COMT 429/529 The Law of Public Communication 3 cr. Examines major principles in communication law that influence media and public relations professionals. Students will become familiar with landmark court decisions and contemporary issues in first amendment jurisprudence.

COMT 530 Public Influence 3 cr. Examines the leading theories of persuasion/rhetoric and argumentation—including their nature and history—with special time and attention given to contemporary perspectives on rhetorical theories of influence.

COMT 431/531 Political Communication 3 cr. Explores communication methods and strategies employed by political campaigns to influence voters. Students will analyze political discourse produced by national, state, and local campaigns in order to understand the communication patterns and interactions that occur.

COMT 565 Communication Theory 3 cr.
Prerequisite: Consent of instructor. Provides the student with a theoretical/conceptual framework for understanding human communication. Graduate students will be required to present an extensive research paper/project.

COMT 470/570 Applied Communication 3 cr.
Prerequisite: Consent of instructor. Explores how people apply their knowledge of communication in practical contexts. Addresses applied topics such as dealing with conflict, conducting meetings, leading effectively, managing rumors, advocacy, and political communication. Graduate students will be required to present an extensive research paper/project.

COMT 480/580 Health Communication 3 cr. Explores key findings in health communication research and practice, focusing on a wide range of media (e.g., brochures, posters, radio, television, telephone hotlines, Internet) and a wide range of health objectives (e.g., STD/HIV prevention, smoking cessation, cardiovascular disease prevention). We will examine the literature and key health communication campaigns to determine what are the key ingredients of successful or effective approaches in each medium, for different types of messages and target audiences.

COMT 481/581 Media for Social Change 3 cr. Examines the application of commercial campaign technologies to the analysis, planning, execution, and evaluation of programs designed to influence the voluntary behavior of target audiences in order to improve their personal welfare and that of their society.

COMT 588 Colloquium in Communication 3 cr.

Prerequisite: Consent of instructor. Provides students with the opportunity to research, prepare, and present before the faculty a final project that exemplifies the culmination of their course of study as Communication and Theatre majors. Graduate students will be required to present an extensive research paper/project.

COMT 590 Internship 3 cr. Prerequisite: Consent of instructor. Provides graduate students on-site observational and involvement opportunities.

COMT 591 Independent Study 3 cr. Prerequisite: Consent of instructor. Provides graduate students of outstanding ability an opportunity to explore material not covered by regular Communication courses.

COMT 592 Seminar 3 cr. Prerequisite: Consent of instructor. This course may be offered ONLY Online. Provides graduate students an opportunity to investigate topics pertinent to the field of Communication.

COMT 593 Workshop 3 cr. Prerequisite: Consent of instructor. Provides graduate students an opportunity for experimental study in areas of Communication.

COMT 596 Cooperative Education/Internship V 1-9 cr. Provides university credit for graduate work experience in the area of Communication and Theatre, supervised by faculty. Learning agreement must be completed prior to registration (restricted).

COMT 598 Project 3 cr. Prerequisite: COMT 570 and consent of instructor. Executes project developed in COMT 570 Applied Communication. Requires practicum, paper, and formal presentation to fulfill Option 2 of the Master of Science in Public Relations program.

COMT 599 Thesis 6 cr. Prerequisite: Consent of instructor. Provides graduate students with guided instruction on their thesis.

Curriculum and Instruction

COE 278, 657-2315

EDCI 500 Curriculum Development 4 cr.

Prerequisite: Admission to graduate study. Provides a basic graduate level curriculum course to students seeking teaching licensure. Topics of study include: philosophy, aims and organization of contemporary schools, curriculum goals, objectives, and lesson planning, teaching models, assessment, and classroom management. This course includes a 45-hour in-school practicum experience. Coregistration with a 0 credit lab.

EDCI 520 Integrating Curriculum 3 cr. Assists educators in integrating curriculum across two or more areas. The course combines models of curriculum integration with strategies for interdisciplinary teaching and learning such as interdisciplinary teaming, cooperative learning, and development of multiple intelligences.

EDCI 521 Teaching and Learning I: Thinking Strategies 3 cr. Explores the theories, research and practice of teaching thinking. Covers current methodologies, including reflectivity, metacognition and instructional materials.

EDCI 522 Teaching and Learning II: Discussion Techniques and Questioning Strategies 3 cr. Provides the theory, research and practice of the discussion method and questioning strategies used for improved classroom interaction that promote higher level teaching skills.

EDCI 528 Supervision Practices for Student Teachers 3 cr. Covers current supervisory practices for cooperating teachers working with student teachers. Emphasis is placed on clinical supervision models for inducting and guiding the student teachers through the student teaching experience.

EDCI 531 Advanced Study in Language Arts Instruction 3 cr. Provides an in-depth view of current research and classroom practices in Language Arts and Children's Literature. Emphasis is placed on the process of learning language skills within an integrated curriculum, genre and trends in the development of written children's literature, and the roots of children's literature.

EDCI 532 Advanced Study in Social Science

Instruction 3 cr. Provides graduate level teachers and school administrators with a general overview of current information about Social Studies curricula. In addition, students will conduct in-depth study in a student-selected area of focus in Social Studies.

EDCI 533 Advanced Study in Mathematics

Instruction 3 cr. Covers the role of various teaching strategies in maximizing the effectiveness of mathematics classroom instruction, including the use of manipulatives, technology, and different forms of classroom organization.

EDCI 534 Advanced Study in Science Instruction 3

cr. Provides experience for those teachers in the elementary, middle, and high schools who wish to incorporate more hands-on, relevant, and activity-oriented strategies into their science classroom. In addition to demonstrated hands-on strategies, the teachers will generate and share new ideas and activities, discuss current cognitive theories (both constructivist and traditional), and investigate national trends in science education.

EDCI 535 Advanced Study in Art Instruction 3 cr.

Investigates the purposes, media, and teaching strategies for art at the elementary and middle school levels. Aspects of art studio, aesthetics, criticism and history topics are addressed. Integrates art with other content areas. Planning and assessment, multiculturalism, technology, and developmentally appropriate practices are addressed. (Lab fee)

EDCI 536 Advanced Study in Music Instruction 3 cr. Prerequisite: Admission to Teacher Education and MUSC 100 or MUSC 101.

Investigates the purposes, media, and teaching strategies for music at the elementary and middle school levels. Aspects of musical performance, aesthetics, criticism, and history topics are addressed separately and jointly. Integrates music with other content areas. Planning and assessment, multiculturalism, technology, and developmentally appropriate practices are addressed. (Lab fee)

EDCI 540 Teaching and Learning in Middle School

3 cr. Introduces teachers to the theoretical bases for middle school teaching and learning. Course includes the philosophical stance of the middle school movement; developmental perspectives on middle level learners; and specific structures and techniques which improve teaching and learning in the middle school.

EDCI 545 Integrating Mathematics and Science

Curricula 3 cr. Covers the models of integration and provides experiences for those teachers in the elementary, middle, and high schools who wish to incorporate more hands-on, relevant, and activity-oriented strategies into their mathematics and science classrooms.

EDCI 551 Instructional Strategies in Language Arts and Social Studies 4 cr. Prerequisite: Approved Plan of Study and Admission to Teacher Education.

Provides an in-depth view of current research and classroom practices for the methods of teaching language arts, children's literature, and social studies in an integrated curricular format. Emphasis is placed on the pedagogical process of learning language skills, genre, and social studies.

EDCI 552 Instructional Strategies in Mathematics and Science 4 cr. Prerequisite: Admission to graduate study. Corequisite: EDCI 500.

Covers the role of various teaching strategies in maximizing the effectiveness of mathematics and science classroom instruction, including the use of manipulatives, technology, and activity-oriented strategies. Students will investigate the use of traditional and constructivist strategies in effective classroom instruction, and will investigate national trends in mathematics and science education.

EDCI 553 Instructional Strategies in Movement, the Performing and Visual Arts 4 cr. Prerequisite: Admission to graduate study. Corequisite: EDCI 500.

Provides an in-depth look at methods and techniques for integrating the arts (creative drama, literature, poetry, visual art, creative movement and dance, music, and storytelling) across the elementary curriculum. Participants will learn to design arts-based activities that enhance the basic curriculum, encourage communication, and develop critical thinking skills and creativity. Students will learn techniques and methods for providing meaningful arts experiences and understand the value of the arts as a bridge across student differences.

EDCI 560 Instructional Model and Strategies for Teaching Students Who Are Gifted and Talented 3

cr. Covers historical development of gifted education in the U.S., development of the definition of gifted and talented, understanding of a variety of theoretical and administrative models for gifted and talented students incorporating instructional strategies for gifted and talented into the regular curriculum, and principles of curriculum differentiation for gifted and talented students.

EDCI 570 Computers in Education 2 cr. Provides basic knowledge of computer hardware, operating systems and educational applications. Provides basic instruction and troubleshooting of computer software and hardware.

EDCI 571 Integrating Technology into School Curriculum 3 cr. Prerequisite: EDCI 570. Relates practical strategies for educational use of modern technologies (computers, software, CD ROMs, television, video, graphing calculators, internet, etc.) to theories of teaching and learning; social and historical foundations of education; and equity/diversity issues. Includes study of standards for technological literacy, development of school technology plans related to curriculum, research and relationship of technology to effective learning, and evaluation of computer software.

EDCI 572 History, Theory, and Research of Educational Technology 3 cr. Introduces students to both the historical and current perspectives and trends of the field, as well as its impact on teaching and learning. (This is a survey course in the field of Educational Technology.)

EDCI 573 Instructional Design 3 cr. Provides students with an introduction to the process of instructional design. Students will learn to systematically plan, develop, evaluate, and manage the instructional process and will use this information to create effective instructional materials.

EDCI 584 Student Teaching (K-12) 6 cr. Prerequisite: Approved application to student teach. Places the student in a supervised field experience in a K-12 setting that allows the student to demonstrate teaching skills in the classroom with a variety of learners. Students, in collaboration with the mentor teacher, engage students in learning and participate in related experiences associated with the teaching profession. On-site mentoring and university supervision are integral to this experience. Students participate in the Capstone Seminar scheduled throughout the professional semester. Student teaching is offered on a Pass/No Pass basis. A \$100 fee is required.

EDCI 585 Student Teaching (Elementary) 6 cr. Prerequisite: Approved application to student teach. Places the student in a supervised field experience in an elementary setting that allows the student to demonstrate teaching skills in the classroom with a variety of learners. Students, in collaboration with the mentor teacher, engage students in learning and participate in related experiences associated with the teaching profession. On-site mentoring and university

supervision are integral to this experience. Students participate in the Capstone Seminar scheduled throughout the professional semester. Student teaching is offered on a Pass/No Pass basis. A \$100 fee is required.

EDCI 586 Student Teaching (Secondary) 6 cr. Prerequisite: Approved application to student teach. Places the student in a supervised field experience in a secondary setting that allows the student to demonstrate teaching skills in the classroom with a variety of learners. Students, in collaboration with the mentor teacher, engage students in learning and participate in related experiences associated with the teaching profession. On-site mentoring and university supervision are integral to this experience. Students participate in the Capstone Seminar scheduled throughout the professional semester. Student teaching is offered on a Pass/No Pass basis. A \$100 fee is required.

EDCI 590 Internship V 1-6 cr. Prerequisite: Approved plan of study and approved internship application, Co-Registration with EDCI 597. Provides experience in a responsible appointment as an assistant in an appropriate instructional setting.

EDCI 592 Seminar V 1-6 cr. Provides an opportunity to investigate topics at the advanced level pertinent to the area of curriculum and instruction.

EDCI 593 Workshop V 1-6 cr. Provides an opportunity for experimental study at the advanced level in an area of curriculum and instruction.

EDCI 594 Clinic V 1-6 cr. Prerequisite: Consent of Instructor. Provides an opportunity to explore and develop advanced skills in working with individuals in appropriate instructional settings.

EDCI 597 Contemporary Issues in Teacher Education 3 cr. Prerequisites: Admission to candidacy in Teacher Licensure Program of Study, Co-Registration with EDCI 590, completion of 75% of program coursework. Provides an issue-focused action research course for students completing graduate level teaching licensure. Topics of study include: drug and alcohol education (10 hrs.); classroom management and discipline; multicultural education; and legal issues in education.

EDCI 610 Curriculum Theory: Analysis and Practice 3 cr. Prerequisite: Approved graduate plan of study and prior course in curriculum.

Explores past, contemporary, and future directions for curriculum, based on current research. Students will conduct a comprehensive review of the literature in a curricular area of their choice.

EDCI 648 Teaching Mathematics to Learners with Special Needs 3 cr. Prerequisite: A methods class in mathematics. Provides an analysis of common errors in mathematics with suggestions for remediation, learning sequences in mathematics, diagnostic teaching of mathematics with reference to particular topics of the mathematics curriculum, and approaches relevant to different cultural groups and the needs of special students.

EDCI 672 Instructional Materials Design 3 cr. Prerequisite: EDCI 570. Provides procedures and practice in designing and developing instructional materials. The principles of visual and graphic design and layout will be stressed.

EDCI 673 Distance Education and Web Based Learning 3 cr. Prerequisite: EDCI 570. Introduces students to the fundamental concepts of distance learning. These concepts will be applied to the design of web-based courseware.

EDCI 674 Design and Use of Multimedia 3 cr. Prerequisite: EDCI 570. Exposes students to a variety of multi-media authoring programs. Students develop competency in using multi-media software and incorporating media from a variety of sources into their projects.

EDCI 675 Computer Programming for Education 3 cr. Prerequisite: EDCI 570. Focuses on basic principles of computer programming and several simple computer languages (e.g. html, hypertext, visual basic, etc.). Students analyze a commonly occurring situation found in educational settings, clearly describe a problem found within that situation and several potential programming responses to it, and develop a computer program which addresses the problem. Students analyze the potential uses for computer programming in school settings and the pitfalls to avoid.

EDCI 690 Internship V 1-6 cr. Prerequisite: Approved plan of study and approved internship application. Provides experience in a responsible appointment as an assistant in an appropriate instructional setting.

EDCI 691 Independent Study V 1-6 cr. Prerequisite: Consent of the instructor, approval of the department chairperson and Dean of Education and Human Services, and Independent Study contract filed with the Office of Graduate Studies. Provides an opportunity for students of superior academic standing to explore material not covered by regular graduate courses in Curriculum and Instruction.

EDCI 697 Critical Issues in Education 3 cr. Prerequisite: Approved Plan of Study. Provides experiences in reviewing literature on current issues in education with an emphasis on the synthesis of this research into written and oral presentations.

EDCI/EDF 698 Directed Research Project 3 cr. Prerequisite/Corequisite: EDCI 697. Provides practicing teachers who are pursuing a master's degree the opportunity to engage in a semester-long directed research project. Each student will work closely with a faculty member to develop and conduct a research project and then analyze and present the results of the project. The specific type of research design will vary depending on student interest.

EDCI 699 Thesis 6 cr. Prerequisite: EDF 501 or equivalent and an approved plan of study required. This course may be given the grade of "T" until research and writing is completed and accepted within the time limit of the degree.

Early Childhood COE 234, 657-2338

EC/RD/SPED 502 Research in Special Programs 3 cr. Prerequisite: EDF 501. Guides graduate students in application of different types of research in their professional setting. Types of research may include individual case studies, action research, quasi-experimental design, ethnographic studies, or others as appropriate.

EC/SPED 521 Models of Early Intervention Services 3 cr. Prerequisites: Professional Core: EDF 501, EDF 530, SPED 504. Focuses on the identification of infants, toddlers, and preschoolers with special needs and the delivery of early intervention services.

EC/SPED 526 Special Education Interventions and Adaptations for Children (0-6) 3 cr. Prerequisites: Professional Core: EDF 501, EDF 530, SPED 504. Focuses on teaching strategies and adaptations for young children with special needs, with an emphasis on communication strategies.

EC 532 Advanced Physical/Cognitive Development 3 cr. Provides students with an in-depth theoretical and research base for facilitating the physical and cognitive development of children.

EC 533 Advanced Social/Emotional Development 3 cr. Provides an in-depth theoretical study of concepts and applications related to the social and emotional development of young children.

EC 534 The Role of Play in Development 3 cr. Presents research, theory, applied activities related to the role of play in relation to content learning.

EC 535 Discipline Theory and Strategies 3 cr. Surveys theoretical underpinnings on a continuum of discipline strategies from internal control models to external control models.

EC 536 Parent/Child/Professional Relationships 3 cr. Considers common issues professionals address when working with parents and families. Provides a framework for exploring current issues and framework for designing individual parent interactions.

EC 537 Curriculum Development in Early Childhood Studies 3 cr. Prepares students to develop and utilize appropriate early childhood education curricula for children, infant through 2nd grade. The development of curricula will stress the important dynamics of teacher-pupil-parent needs and will require students to analyze, write, utilize, and evaluate Early Childhood curriculum plans.

EC 590 Internship V 1-6 cr. Prerequisite: Approved plan of study and approved internship application. Provides experience as an assistant in an early childhood setting.

EC 591 Independent Study V 1-6 cr. Prerequisite: Consent of the instructor, approval of the department chairperson and Dean of Education and Human Services, and Independent Study contract filed with the Office of Graduate Studies. Provides an opportunity for students of superior academic standing to explore material not covered by regular graduate courses in Early Childhood.

EC 592 Seminar V 1-6 cr. Provides an opportunity to investigate topics at the advanced level pertinent to the area of Early Childhood.

EC 593 Workshop V 1-6 cr. Provides an opportunity for experimental study at the advanced level in an area of Early Childhood.

EC 594 Clinic V 1-6 cr. Prerequisite: Consent of Instructor. Provides an opportunity to explore and develop advanced skills in working with individuals in early childhood settings.

EC 597 Action Research Project and Seminar 3 cr. Prerequisite: 75% of the plan of study completed successfully. Supports student research in areas relevant to instructional practices, diagnostic procedures, and theoretical issues in early childhood.

EC 599 Thesis 6 cr. Prerequisite: EDF 501 or equivalent and an approved plan of study required. This course may be given the grade of “T” until research and writing is completed and accepted within the time limit of the degree.

Economics

COB 300, 657-2326

ECON 516 Managerial Economics for the Health Industry 3 cr. Prerequisite: ECON 515. Examines efficient management techniques and conflicts, maximization of net benefits, the distinction between economic and accounting profits. Theories and issues relating to game theory, non-competitive markets and decision making models that could be used within the health care industry will be discussed.

ECON 592 Seminar V 1-3 cr. Prerequisites: Graduate standing or consent of department. Provides graduate students with an opportunity to investigate intensively topics pertinent to economics.

Educational Foundations

COE 278, 657-2315

EDF 501 Research Design and Interpretation 3 cr. Extends students' undergraduate preparation, via a survey of the broad areas of research that address human behavior, ranging from natural history through experimental strategies to philosophy of science. Engages students in what was historically known as natural philosophy. The concepts, skills, insight, and understanding needed to appropriately apply and interpret this wide range of research are presented, with students engaging in individual projects that lead them through every phase of integrated, though introductory, research. The course provides the basis for further master's level research.

EDF 505 Education: Law and Policy 2 cr. Covers recent developments in education law and focuses on contemporary issues such as the treatment of exceptional students, treatment of minority students, problems in providing equal educational opportunity, issues in religion and educational practice, equity and school finance, equity and testing, et cetera. The treatment of these topical issues will stress the interplay between law (as means) and policy (as ends). The problematic nature of many legal decisions and policies will be explored. Limited time will be available for review of the basics of school law.

EDF 515 Social, Philosophical, and Legal Issues in Education 3 cr. Prerequisites: Graduate standing or consent of instructor. Asks students to analyze their own assumptions about the process of education, develop understanding of key social, philosophical, and legal issues in public education, and relate these issues to their own work in schools. Includes recent developments in education law. (Discussion-based course designed for graduate students working toward licensure as teachers or school counselors and practicing teachers or counselors.)

EDF 530 Advanced Human Development and Learning 3 cr. Builds upon relevant undergraduate preparation in order to critically examine the major theories developed to understand human learning and development. Inquiry focuses on criticism of the theories themselves, examination of the empirical support or lack of support they receive, and the professional principles and practices derived from each theory.

EDF 550 Supervision of Instruction 3 cr. Review the historical and contemporary development of supervision and examines the work of supervisors in all facets of instruction in schools.

EDF 551 School Finance 3 cr. Covers school finance for supervisory personnel as it relates to education at all levels, including funding, distribution, budgeting, and policy implications of school finance.

EDF 552 General School Administration 3 cr. Covers the topics included within the broad area of school administration for supervisory personnel. Topics covered include facilities, budgeting, scheduling, personnel, and related issues.

EDF 560 Educational Leadership 3 cr. Provides an overview of the principles, and practices of successful educational leadership, and examines issues related to developing successful educational programs.

EDF 590 Internship V 1-6 cr. Prerequisite: Approved plan of study and approved internship application. Provides experience in a responsible appointment as an assistant in a foundation and/or leadership setting.

EDF 591 Independent Study V 1-6 cr. Prerequisite: Consent of the instructor, approval of the department chairperson and the Dean of Education and Human Services, and agreement filed with the Office of Graduate Studies. Provides an opportunity for students of superior academic standing to explore material not covered by regular graduate courses in Educational Foundations.

EDF 592 Seminar V 1-6 cr. Provides an opportunity to investigate topics at the advanced level pertinent to the area of foundations and/or leadership.

EDF 593 Workshop V 1-6 cr. Provides an opportunity for experimental study at the advanced level in an area of foundation and/or leadership.

EDF 594 Clinic V 1-6 cr. Prerequisite: Consent of Instructor. Provides an opportunity to explore and develop advanced skills in working with individuals in a foundation and/or leadership setting.

EDF 597 Capstone in Educational Foundations V 1-3 cr. Prerequisite: Completion of 75% of approved study or consent of advisor and instructor. Provides the opportunity for students to demonstrate integration, synthesis, and extension of their graduate program in a variety of formats. Students lead a seminar, host a colloquium, or write a professional paper on one or more topics related to their plan of study.

EDF 599 Thesis 6 cr. Prerequisite: EDF 501 or equivalent and an approved plan of study required. This course may be given the grade of "T" until research and writing is completed and accepted within the time limit of the degree.

EDF/EDCI 698 Directed Research Project 3 cr. Prerequisite/Corequisite: EDCI 697. Provides practicing teachers who are pursuing a master's degree the opportunity to engage in a semester-long directed research project. Each student will work closely with a faculty member to develop and conduct a research project and then analyze and present the results of the project. The specific type of research design will vary depending on student interest.

English

LA 400, 657-2348

ENGL 591 Independent Study V 1-5 cr.

Prerequisite: Graduate standing and consent of the instructor, approval of the department chairperson and Dean of Arts and Sciences, and Independent Study contract filed with the Office of Graduate Studies prior to registration. Provides an opportunity for students of superior academic standing to explore material beyond that covered by undergraduate courses in English.

Finance

COB 300, 657-2326

FIN 592 Seminar V 1-3 cr. Prerequisites: Graduate

standing or consent of department. Provides graduate students with an opportunity to investigate intensively topics pertinent to finance.

German

LA 600, 657-2178

GERM 591 Independent Study V 1-5 cr.

Prerequisite: Graduate standing and consent of the instructor, approval of the department chairperson and Dean of Arts and Sciences, and Independent Study contract filed with the Office of Graduate Studies prior to registration. Provides an opportunity for students of superior academic standing to explore material beyond that covered by undergraduate courses in German.

Health Administration

APS 107, 896-5830

HADM 596 Cooperative Education/Internship V 1-9

cr. Provides university credit for graduate work experience in the area of Health Administration, supervised by faculty. Learning agreement must be completed prior to registration (restricted).

HADM 605 Evidence Based Management 2 cr.

Prerequisites: Admission to MHA Program or approval of MHA advisor. *Offered ONLY Online.* Provides a systematic introduction to the foundations of evidence based practice in health care, health services research, health services literature appraisal, and technical writing in order to understand and evaluate empirical literature and to apply research evidence in health organizations.

HADM 607 Health Informatics 3 cr. Prerequisites:

Admission to MHA Program or approval of MHA advisor. Offered ONLY Online. Provides students with an understanding of how information systems and health informatics can be used to improve the quality of clinical and patient services and management decisions in health care. Topics include the analysis, development, acquisition, and utilization of computer-based information and control systems organization, and current issues in medical informatics.

HADM 610 Health Care Systems 2 cr. Prerequisites:

Admission to the MHA program or approval of MHA advisor. Offered ONLY Online. Provides an introduction to the US health care system, including major components of the health sector and their roles, origins of current and emerging issues related to access, financing, insurance, and quality, ethics, and delivery systems.

HADM 615 Managerial Accounting and Budgeting

3 cr. Prerequisites: Admission to the MHA program or approval of MHA advisor. Offered ONLY Online.

Reviews basic accounting principles/terminology and provides an overview of financial management and managerial accounting, including basic financial statements and asset accounts, budgeting for managerial control, planning, cost accounting, managerial accounting, rate setting, budgeting preparation, managing the account cycle, basics of capital budgeting, project risk analysis, break-even analysis, contribution margin, overhead allocation, operating costing, and financing health programs.

HADM 620 Health Operations Methods 2 cr.

Prerequisites: Admission to MHA program or approval of MHA advisor. Offered ONLY Online.

Provides an overview of systems processes and analytical techniques in healthcare settings. Topics include process and productivity measures and analyses, forecasting, tools and techniques for data analysis, service design, bottleneck and layout analysis, capacity management, task sequencing, patient and smooth workflow, and quality control management.

HADM 622 Health Quality Techniques 3 cr.

Prerequisites: Admission to MHA program or approval of MHA advisor. *Offered ONLY Online.*

Provides an overview of the origins, concepts, strategies, quality improvement methods, and techniques for managing and improving health care clinical and managerial service quality. Topics include current state of quality management systems, strategies for assessing and improving quality of care, tools and techniques for organizational continuous quality improvement and customer-driven health care.

HADM 625 Health Care Financial Management 2 cr.

Prerequisites: Admission to MHA Program or approval of MHA advisor. *Offered ONLY Online.*

Examines financial management concepts and techniques in health management decisions. Topics include financial statement and operating analyses, cost determination and allocation, pricing of services, budgeting, financial forecasting, working capital management, time value analysis, capital investment decisions, cost of capital, capital structure, variance analysis, financial risk and return, sources of funding and capital rationing, rate setting, methods of improving profitability.

HADM 627 Healthcare Reimbursement 2 cr.

Prerequisites: Admission to MHA Program or approval of MHA advisor. *Offered ONLY Online.*

Provides an overview of health care financing arrangements in the United States focusing on the current financial environment, including both public and private components of the third-party-payer system, payment mechanisms, fiscal incentives, and cost behavior.

HADM 630 US Health Policy and Politics 3 cr.

Prerequisite: Admission to MHA program. Provides a framework for understanding the behavior of policy makers. The primary focus is on analyzing and critiquing how health policy and problems are defined, options are presented, and solutions are determined and implemented. The points at which individuals and organizations can have an impact or influence the process are identified.

HADM 632 Healthcare Economics 2 cr.

Prerequisites: Admission to MHA Program or approval of MHA advisor. *Offered ONLY Online.*

Applies health economics principles and concepts to examine issues and problems in delivery of health care services, including supply and demand of medical care and health insurance, production of health services, expenditure of growth, markets for hospital and physician services, medical liability costs, and alternative delivery systems in health care markets.

HADM 635 Health Law and Ethics 3 cr.

Prerequisite: Admission to MHA program or approval of MHA advisor. *Offered ONLY Online.*

Analyzes the law, legal system, and current legal problems as they relate to the financing and delivery of health care services. Includes social and ethical issues in health services.

HADM 640 Epidemiology and Disease Control 2 cr.

Prerequisite: Admission to MHA program or approval of MHA advisor. *Offered ONLY Online.*

Examines principles and methods of epidemiology, including disease frequency, measures of effect, causal inferences, and descriptive epidemiology. Overview of research designs and methods to describe disease occurrence and risk factor associations; use of quantitative and biomedical information to assess relationship between potential causes and disease populations. Examination of various approaches to prevention.

HADM 645 Healthcare Management 3 cr.

Prerequisites: Admission to MHA program or approval of MHA advisor. *Offered ONLY Online.*

Provides an introduction to managing health organization, focusing on strategies and methods for creating a productive work environment. Overview of managerial roles and techniques with an emphasis on the current challenges of health services management.

HADM 651 Rural Health Administration 2 cr.

Prerequisites: Admission to MHA program or approval of MHA advisor. *Offered ONLY Online.*

Provides an overview of rural health issues with a focus on rural health policy and the unique health challenges of rural communities and rural health care financing and delivery arrangements.

HADM 655 Health Policy and Regulation 3 cr.

Prerequisites: Admission to MHA program or approval of MHA advisor. *Offered ONLY Online.*

Provides an overview of policy formulation and implementation in the U.S., including influences on policy-making, legislative process, and origins and implications of U.S. health policy and its effects on state and local practice. Additional topics include political culture, interest group and party advocacy, legislative and executive processes, and the dynamics of federalism.

HADM 660 Long Term Care Administration 3 cr.

Prerequisites: Admission to MHA program or approval of MHA advisor. *Offered ONLY Online.*

Describes chronic conditions and aging on delivery services, nursing homes and alternatives, mental health facilities and agencies, rehabilitation facilities and services. Overview of the administration of long-term care facilities. Origins of state and national long-term care and aging policies. Nursing home care, organization monitoring, costs, and financing, including Medicare, Medicaid, and public/private long-term policies.

HADM 671 Integrated Delivery Systems 2 cr.

Prerequisites: Admission to MHA program or approval of MHA advisor. *Offered ONLY Online.*

Provides an overview of the structures and organizational processes of managed care organizations and integrated health systems. Topics include structural and market arrangements, reimbursement methods, contracting, rate setting, practice management, utilization control, quality assurance, information systems, effects of managed care, and future trends.

HADM 675 Healthcare Human Resources 2 cr.

Prerequisites: Admission to MHA program or approval of MHA advisor. *Offered ONLY Online.*

Examines the strategic role of human resources in health organizations, principles and concepts of human resources planning and management in health organizations, including strategic use of staffing, development, appraisal, compensations, and labor relations; health professions human resources issues.

HADM 685 Research and Evaluation Methods 3 cr.

Prerequisites: Admission to MHA program or approval of MHA advisor. *Offered ONLY Online.*

Provides an overview of key concepts and methods of applied organizational research and program evaluation in health administration, including designs and techniques for gathering and using data about processes, quality, and effectiveness to study health organization problems in order to guide effective practice. Students will develop the ability to frame and analyze questions and issues related to health services management.

HADM 687 Health Care Marketing 2 cr.

Prerequisites: Admission to MHA program or approval of MHA advisor. *Offered ONLY Online.*

Provides an introduction to the principles, concepts, and methods of strategic market planning in health services organizations. Includes consumer satisfaction and behavior, branding and identity, market segmentation, target marketing, marketing research, and marketing mix.

HADM 689 Health Care Strategy 2 cr.

Prerequisites: Admission to MHA program or approval of MHA advisor. *Offered ONLY Online.*

Provides an overview of managing goals, values, strategy, and structure in health care organizations: external relationships and internal structures, strategy-formulation, decision-making, and change. Topics include internal and external environmental assessment, competitor analysis, and evaluating strategic alternatives; the development, implementation, and evaluation of strategic and operational plans in relation to health care environment.

HADM 690 Internship 3 cr. Prerequisites:

Admission to MHA program or approval of MHA advisor. Provides students with a supervised experience in a responsible appointment as an assistant administrator. Placements are arranged through the Health Administration office.

HADM 691 Independent Study V 1-6 cr.

Prerequisites: Admission to MHA program and consent of instructor. Provides an opportunity for students of superior academic standing to explore material not covered by regular graduate courses in the Health Administration Program.

HADM 692 Seminar V 1-6 cr. Prerequisites:

Admission to the MHA program. Provides an opportunity to investigate topics at the advanced level pertinent to the area of Health Administration.

HADM 693 Workshop V 1-6 cr. Prerequisites:

Admission to MHA program. Provides an opportunity for experimental study at the advanced level in an area of Health Administration.

HADM 697 Capstone 3 cr. Prerequisites: Admission to MHA program or approval of MHA advisor.

Offered ONLY Online. Provides a culminating independent research project that allows students to apply and integrate the skills and knowledge acquired through previous course work. Students link theory with practice and demonstrate ability to apply professional competencies.

Health and Human Performance PE 120, 657-2370

HHP 518 Health Enhancement Methods and Materials K-8 4 cr. Examines theories and models of curriculum design and teaching methodologies for grades K-8 Health Enhancement. Includes basic information about drug and alcohol education (meets State Teacher Licensure requirement for Drug and Alcohol Abuse Class).

HHP 540 Foundations of Sport Leadership 3 cr. Explores theory and practice leadership principles applied to coaching and sport settings. Special attention is devoted to various applied strategies including: leadership/coaching styles, leader personality and behavior, basic anatomy and biomechanics of human movement, decision-making, risk management, planning and organizing, processing and evaluating, communicating and motivating, time management, and conflict management. Use of the case study method is applied to various sport settings.

HHP 445/545 Exercise Testing and Prescription 3 cr. **Prerequisite:** HHP 430. Explores basic techniques in the assessment of physical fitness, prescription of exercise for healthy and unhealthy adults, and promotion of physical activity within communities.

HHP 550 Psychological Principles 3 cr. Covers the psychological dimension of sport science, focusing on advanced motor learning and applied sport psychology. Special attention is focused on sport psychology interventions with strong research support for their effectiveness.

HHP 559 Clinical Education I 1 cr. Corequisite: HHP 561. Offers the introduction to the MSUB athletic training educational program. Students are introduced to general medical assessment techniques, basic taping, wrapping, and injury care. Students will also be assigned to clinical education rotations under the direct supervision of an Approved Clinical Instructor (ACI).

HHP 560 Sport Marketing 3 cr. Explores the theory and practice of the marketing of sport as a product and the marketing of non-sport-related products through sport. Includes the study of various specific areas, such as market definition, consumer analysis, market research, market segmentation, product positioning, pricing, promotion, marketing communication, distribution, and sponsorship applied to sport.

HHP 561 General Medical Assessment 3 cr. **Prerequisite:** Admission to the graduate athletic training program. Introduces the student to the athletic training education program. Provides the knowledge and skills necessary to prevent, recognize, and manage general medical illnesses and injuries of the athletic population with an emphasis placed on anatomy and physiology. Offers introduction to the field of athletic training. Covers risk management, assessment, management, acute care, administration and professional responsibility. Provides knowledge and practical experience relating the proper use of sport pharmacology and sport nutrition.

HHP 562 Graduate Athletic Training I 3cr. **Prerequisite:** Admission to the graduate athletic training program. Builds on the proficiencies in the field of athletic training, including the care and prevention of athletic injuries, psychology, anatomy and physiology, modalities, rehabilitation, and pharmacology. Provides knowledge and practical experience in the care and prevention of common sports injuries.

HHP 563 Graduate Athletic Training II 3 cr. **Prerequisite:** Admission to the graduate athletic training program. Focuses on the organization and administration of athletic training programs. Instructor and guest lecturers will also discuss current topics in sports medicine. Guest lecturers will include general practice, orthopedic, and specialty doctors; psychologists/psychiatrists; and pharmacists.

HHP 564 Clinical Education II 1 cr. Corequisite: HHP 562, 565. Builds on the introductory skills offered in HHP 561. Students are evaluated on advanced injury assessment, injury care, and injury prevention including taping and protective equipment fitting and removal. Students will also be assigned to clinical education rotations under the direct supervision of an Approved Clinical Instructor (ACI).

HHP 565 Lower Extremity Evaluation 3 cr. **Prerequisite:** Admission to the graduate athletic training program. Offers an intensive study of anatomy and physiology, goniometry of the lower extremities, hips, pelvis, and lower back. Therapeutic modalities and therapeutic exercise will also be covered, specific to the lower extremity. Course content is geared towards preparing the athletic training student to practice athletic training. This course will prepare the student for the NATABOC exam.

HHP 566 Upper Extremity Evaluation 3 cr.

Prerequisite: Admission to the graduate athletic training program. Offers an intensive study of anatomy and physiology and goniometry of the head, neck, upper extremities, chest, and abdomen. Therapeutic modalities and therapeutic exercise will also be covered specific to the upper extremity. Course content is geared towards preparing the athletic training student to practice athletic training. The course will also prepare the student for the NATABOC exam.

HHP 567 Clinical Education III 1 cr. Corequisite:

HHP 566. Assesses the psychomotor skills learned and evaluated previously in the lower extremity (565), Graduate AT I (562) courses and during the upper extremity (566) course. Students are assigned to clinical education rotations under the direct supervision of an Approved Clinical Instructor (ACI).

HHP 570 Sport Organizations and Governance 3 cr.

Explores the theory and practice of sport organizations and their various governance structures. Organization theory is presented in the context of sport organizations that regulate high school athletics, intercollegiate athletics, international amateur sport, and professional sport.

HHP 575 Therapeutic Modalities 3 cr. Prerequisite: Admission to the graduate athletic training program.

Offers an intensive study of therapeutic modalities, including heat, cold, ultrasound, electrical stimulation, compression, massage, therapeutic taping, bracing, anti-inflammatory medication, and other modalities used in sports medicine. This course is geared toward preparing the athletic training student for the NATABOC exam.

HHP 576 Rehabilitation Techniques 3 cr.

Prerequisite: Admission to the graduate athletic training program. Offers an intensive study of anatomy and physiology, goniometry, therapeutic mediation, and therapeutic exercise geared toward preparing the athletic training student for the NATABOC exam.

HHP 577 Clinical Education IV 1 cr. Corequisite:

HHP 575, 576. Develops and refines the psychomotor skills learned and evaluated for all previous athletic training courses. Students obtain proficiency in modalities and rehabilitation techniques. Students are assigned to clinical education rotations under the direct supervision of an Approved Clinical Instructor (ACI).

HHP 579 Clinical Education V 1 cr. Corequisite:

HHP 563, 597. Develops and refines the psychomotor skills learned and evaluated for all previous athletic

training courses. Students continue proficiency assessment in modalities and rehabilitation techniques. Students prepare for the certification examination. Students are assigned to clinical education rotations under the direct supervision of an Approved Clinical Instructor (ACI).

HHP 590 Internship V 1-9 cr. Prerequisite: Approved plan of study and approved internship application. Provides experience in a responsible appointment as an assistant in physical education and/or health settings.

HHP 591 Independent Study V 1-6 cr. Prerequisite: Consent of the instructor, approval of the department chairperson and the Dean of Education and Human Services, and Independent Study contract filed with the Office of Graduate Studies.

Provides an opportunity for students of superior academic standing to explore material not covered by regular graduate courses in the Department of Health and Human Performance.

HHP 592 Seminar V 1-6 cr. Provides an opportunity to investigate topics at the advanced level pertinent to the area of Health and Physical Education.

HHP 593 Workshop V 1-6 cr. Provides an opportunity for experimental study at the advanced level in an area of Health and Physical Education.

HHP 594 Clinic V 1-6 cr. Prerequisite: Consent of Instructor. Provides an opportunity to explore and develop advanced skills with individuals in Health and Physical Education.

HHP 597 Athletic Training Practicum/Capstone 3 cr. Prerequisite: Admission to the graduate Athletic Training Program. Offers an intensive study of anatomy and physiology. This course reviews all competencies and proficiencies in athletic training. Course content is geared towards preparing the athletic training student to practice athletic training. This course will prepare the student for the NATABOC exam.

HHP 598 Research Project V 3-6 cr. Provides graduate students an opportunity to research a selected topic in athletic training interdisciplinary studies or sport leadership in close consultation with a graduate faculty committee. Students will present their project both in writing and orally.

HHP 599 Thesis 6 cr. Prerequisite: EDF 501 or equivalent and an approved plan of study required.

This course may be given the grade of “T” until research and writing is completed and accepted within the time limit of the degree.

History

LA 809, 657-2119

HIST 591 Independent Study V 1-5 cr. Prerequisite: Graduate standing and consent of the instructor, approval of the department chairperson and Dean of Arts and Sciences, and Independent Study contract filed with the Office of Graduate Studies prior to registration. Provides an opportunity for students of superior academic standing to explore material beyond that covered by undergraduate courses in History.

HIST 592 Seminar V 1-6 cr. Provides an opportunity to investigate topics at the advanced level pertinent to the field of History

THESE COURSES ARE NO LONGER OFFERED

Information Processing and Communication

IPC 510 Managerial Communication

IPC 520 End-User Data Management

IPC 530 Managerial Decision Making

IPC 540 Research Methods

IPC 550 Organizational Information Systems

IPC 560 Empowerment in Productive Organizations

IPC 570 Service Marketing

IPC 580 Information as a Strategic Resource

IPC 590 Internship V 1-6

IPC 591 Independent Study V 1-6

IPC 595 Field Experience

Information Systems

COB 300, 657-2326

MIS 592 Seminar V 1-3 cr. Prerequisites: Graduate standing or consent of department. Provides graduate students with an opportunity to investigate intensively topics pertinent to information systems.

Management

COB 300, 657-2326

MGMT 592 Seminar V 1-3 cr. Prerequisites: Graduate standing or consent of department. Provides graduate students with an opportunity to investigate intensively topics pertinent to management.

Marketing

COB 300, 657-2326

MKT 515 Health Care Marketing 1 cr. Prerequisites: Admission to MHA program or consent of department. Students will learn an overview of scope of marketing in health care, marketing definitions and organizational purpose, the fundamentals of health care marketing, the functions of health care marketing, and the assessment of marketing outcomes.

MKT 592 Seminar V 1-3 cr. Prerequisites: Graduate standing or consent of department. Provides graduate students with an opportunity to investigate intensively topics pertinent to marketing.

Political Science

LA 807, 657-2311

POLS 423/523 Constitutional Law: Civil Liberties 3 cr. Prerequisite: Graduate standing. Examines major Supreme Court decisions in the field of individual rights; provides and overview of civil liberties decisions with an emphasis on the Bill of Rights, e.g., speech, religion, privacy, and administrative law.

POLS 427/527 Constitutional Law: Powers and Structures 3 cr. Prerequisite: Graduate standing. Introduces the evolution and structure of the United State constitutional system, focusing on the federal relationship, the separation of powers, and judicial review, relying upon the case method. Includes aspects of administrative law.

POLS 462/562 Local Government Administration 3 cr. Prerequisite: Graduate standing. Focuses on contemporary issues affecting small towns and counties. Discussed topics include public works departments, economic growth, human resource development, and parks and recreation.

POLS 551 Research Methods 3 cr. Prerequisite: Graduate standing. Acquires knowledge by means of a research process that is reliable and relevant to the making of public management decisions. Students will prepare and submit a research design that meets social scientific standards.

POLS 554 Foundations of Public Administration 3 cr. Prerequisite: Graduate standing. Explores the theoretical, historical, and intellectual foundations of public administration. Examines the relationship between public administration theory and practice, the political contest, and the intellectual heritage of the field. Examines basic functions and processes of public administration.

POLS 555 Human Resource Management 3 cr. Prerequisite: Graduate standing. Focuses on the essential elements of human resource management, including analysis and evaluation of work, and the selection, management, and evaluation of public employees.

POLS 557 Public Budgeting & Finance 3 cr. Prerequisite: Graduate standing. Focuses on budgeting in the public sector as a tool for financial management and the implementation of fiscal and programmatic policy, with emphasis on the political context.

POLS 558 Public Organization Dynamics 3 cr.

Prerequisite: Graduate standing. Examines alternative organization structures for public management and the influence of those structures upon organization behavior and performance. Influence of management styles and individual differences are examined, as well as issues relating to personal development and organization mission. Public and non-profit organizations are contrasted.

POLS 559 Program Evaluation and Policy Analysis 3 cr. Prerequisite: Graduate standing.

Provides methods of program evaluation and policy analysis for public programs. Quantitative and qualitative methods of analysis are contrasted. Implementation, utilization, and political context of the analysis and evaluation process are examined. Philosophical and ethical issues underlying alternative methods are examined.

POLS 560 Ethics and Public Policy 3 cr.

Prerequisite: Graduate standing. Explores ethics and selected issues in public service and policy making through theoretical and case study approaches. Emphasis on the relation of continuing issues and problem areas to individual careers in policy making and administrative decision making.

POLS 576 Internship V 1-9 cr. Prerequisite:

Graduate standing. Provides an opportunity for students to gain practical experience beyond the material covered by regular Public Administration courses.

POLS 574 Applied Research Project 3 cr.

Prerequisite: Graduate standing. Entails preparation of a project design, implementation of the research design, and completion a professional paper.

POLS 580 Special Topics 3 cr. Prerequisite: Consent

of instructor. Provides Masters of Public Administration students an opportunity for them to investigate contemporary topics related to the field. Staffing needs will largely involve local practitioners in government and not-for-profit organizations. The course will be offered on an irregular basis.

Psychology**LA 500, 657-2242****PSYC 505 Clinical Research Methods 3 cr.**

Prerequisite: Graduate standing and consent of the instructor. Examines important topics in clinical research design. Familiarizes students with current theories and strategies in designing clinical trials ranging from case studies to more expansive group research designs.

PSYC 510 Advanced Social Psychology 3 cr.

Prerequisite: Graduate standing and consent of the instructor. Provides an overview of social-psychological perspectives on mental health, adjustment, and self-esteem. Readings include original empirical and theoretical articles.

PSYC 515 Psychopathology 3 cr. Prerequisite:

Graduate standing and consent of the instructor. Uses the DSM-IV as a framework to present current knowledge regarding the identification, classification, and treatment of psychological disorders.

PSYC 520 Human Neuropsychology 3 cr.

Prerequisite: Graduate standing and consent of the instructor. Examines brain/behavior relationships with special emphasis on health care issues. Focuses on neurological disorders and their treatment including epilepsy, Alzheimer's, Parkinson's and topics such as aphasia, apraxia, and amnesia. Utilizes an extensive case study approach.

PSYC 525 Psychological Assessment 3 cr.

Prerequisite: Graduate standing and consent of the instructor. Surveys important psychological tests, examining appropriate uses for each, as well as administration procedures, scoring and interpretation, and report writing.

PSYC 530 Psychopharmacology 3 cr. Prerequisite:

Graduate standing and consent of the instructor. Presents an overview of pharmacology with an emphasis on clinical uses of behavior-altering drugs. Covers all major classes of psychopharmacologic agents, their use in therapy and historical development.

PSYC 535 Techniques of Psychotherapy 3 cr.

Prerequisites: Graduate standing or consent of instructor. Serves as a clinical case conference for student's work at their practicum sites.

PSYC 540 Theories of Psychotherapy 3 cr.
Prerequisites: Graduate Standing or consent of instructor. Surveys the major approaches to psychotherapy, reviewing theories and examining their practical implications for clinical practice.

PSYC 545 Stress and Health 3 cr. Prerequisites: Graduate standing or consent of instructor. Covers common causes of stress, including life-change, personality, environmental, and job-related factors. Provides working knowledge of stress-reduction techniques including imagery, biofeedback, relaxation, cognitive, and behavioral techniques.

PSYC 590 Internship V cr. Prerequisites: Graduate standing or consent of instructor. Provides students pursuing a Master's thesis the opportunity to conduct original research with a faculty advisor. Alternatively, clinically oriented students will receive faculty supervision for clinical work at their practicum sites.

PSYC 591 Independent Study V 1-5 cr. Prerequisite: Graduate standing and consent of the instructor, approval of the department chairperson and Dean of Arts and Sciences, and Independent Study contract filed with the Office of Graduate Studies prior to registration. Provides an opportunity for students of superior academic standing to explore material beyond that covered by undergraduate courses in Psychology.

PSYC 592 Seminar 3 cr. Prerequisites: Graduate standing or consent of instructor. Examines professional and ethical issues confronting clinical psychologists in modern practice. Provides students an opportunity to discuss issues such as assessment and intervention, confidentiality, publishing and advertising. Introduces students to the APA ethics code and conduct standards.

PSYC 593 Workshop V 1-8 cr. Provides an opportunity for experimental study at the advanced level in Psychology.

PSYC 596 Cooperative Education/Internship V 1-9 cr. Provides university credit for graduate work experience in the area of Psychology, supervised by faculty. Learning agreement must be completed prior to registration (restricted).

Reading COE 234, 657-2338

RD 412/512 Emergent Literacy 3 cr. Prerequisite: EDCI 301 or consent of instructor. Provides a view of the stages of literacy development including areas of language, writing, perception, behavior and cognitive development. Curriculum and instruction analyses are related to various stages of literacy development. Contains a field experience with children, relating theory to practice.

RD 413/513 Developing Student Writing 3 cr. Provides students with a view of the writing process, methods for engaging children in writing activity in the classroom, assessments of and interventions into the writing efforts of children, and understanding of writing-reading connections consistent with current practices in reading education.

EC/RD/SPED 502 Research in Special Programs 3 cr. Prerequisite: EDF 501. Guides graduate students in application of different types of research in their professional setting. Types of research may include individual case studies, action research, quasi-experimental design, ethnographic studies, or others as appropriate.

RD 505 Psychological Processes in Reading 3 cr. Deals with models and theories of print processing; the nature of comprehension; and the relationships of language subsystems, visual and non-visual information and context on construction of meaning during reading.

RD 509 Language Acquisition 3 cr. Prerequisite: 9 credits in Reading Studies. Traces the stages of and processes of language acquisition, child language acquisition strategies and the adult role in initial acquisition and later language development. Provides an overview of dimensions of syntactic maturity and tools for the examination of child oral language production capacities. Relates oral language acquisition to written language acquisition and to print processing. Oral language production case study techniques are introduced.

RD 510 Instructional Practices in Literacy Education 3 cr. Provides background in literacy development necessary to examining and expanding upon current practices and present uses of adopted texts and other materials. Explores approaches to integration within the reading program; covers reading teaching methods which are simultaneously diagnostic and developmental.

RD 517 Diagnostic Aspects of Reading Difficulties 3 cr. Prerequisite: Six (6) graduate hours in reading or experience in remedial reading. Provides graduate students an advanced analysis of the reading process of students who are exhibiting difficulty in the regular classroom. Students will gain the knowledge and skills competencies necessary to utilize selected diagnostic assessment procedures and instructional strategies to increase reading performance of children who demonstrate atypical patterns of reading performance and, therefore, require extensive analysis of their reading processes and their strengths and weaknesses.

RD 518 Literacy in Rural and Multicultural Settings 3 cr. Provides theoretical background and practical experience in approaching literacy acquisition and development in rural and multicultural settings. Offers consideration of the nature of literacy itself vis-à-vis linguistic, cultural, socio-economic, gender, racial, ethnic, and intellectual diversities. Examines the impact of rural and linguistic sub-group poverty on the development of literacies.

RD 519 Reading Round Table V 1-3 cr. Provides students with literature study routines and materials for nine juvenile/young adult trade books; discussion and engagement focuses on one title at a time using a literature workshop method. Examination of reading practices which employ trade books in middle and secondary schools is included.

RD 520 Content Area Reading and Writing 3 cr. Prerequisite: Graduate standing or consent of instructor. Focuses on the use of reading and writing in the content area. Emphasis is on using writing and reading as a means for achieving content area concept development and evaluating concept development. This course is designed to help content area teachers use writing and reading as an instructional tool in their content area classrooms, teach specialized concepts and vocabularies, teach study and organizational skills for specific content material, and provide teachers with ways to effectively evaluate student writing and concept development.

RD 521 Teaching Reading 7-12 3 cr. Prerequisite: RD 510. Provides inservice professionals with a view of reading curricula in upper grades and secondary setting, examines methods and materials appropriate to juveniles and young adult developing readers. Offers diagnostic techniques and intervention strategies and addresses issues relevant to teaching developmental reading beyond K-3 developmental programs.

RD 590 Internship V 1-6 cr. Prerequisite: Approved plan of study and approved internship application. Provides experience in a responsible appointment as an assistant in a reading setting. Periodic Seminars will be required.

RD 591 Independent Study V 1-6 cr. Prerequisite: Consent of the instructor, approval of the department chairperson, and the Dean of Education and Human Services, and Independent Study contract filed with the Office of Graduate Studies. Provides an opportunity for students of superior academic standing to explore material not covered by regular graduate courses in Reading.

RD 592 Seminar V 1-6 cr. Provides an opportunity to investigate topics at the advanced level pertinent to the area of Reading.

RD 593 Workshop V 1-6 cr. Provides an opportunity for experimental study at the advanced level in an area of Reading.

RD 594 Clinic V 1-6 cr. Prerequisite: Consent of Instructor. Provides an opportunity to explore and develop advanced skills in working with individuals in reading settings.

RD 597 Action Research Project and Seminar 3 cr. Prerequisite: Seventy-five percent of plan of study completed successfully. Supports student research in areas relevant to instructional practices, diagnostic procedures, and theoretical issues in reading.

RD 599 Thesis 6 cr. Prerequisite: EDF 501 or equivalent and an approved plan of study required. This course may be given the grade of "T" until research and writing is completed and accepted within the time limit of the degree.

RD/SPED 611 Administration and Supervision of Special Programs 3 cr. Focuses on the responsibilities of special program administrators. Includes issues of legal mandates, funding, professional management, curricular considerations and program evaluation. Provides opportunity to develop a philosophy of leadership and skills for coordination of services across programs.

Rehabilitation & Mental Health Counseling

APS 107, 896-5830

REHA 501 Principles of Rehabilitation and Mental Health Counseling 3 cr. Provides a survey of the history, principles, philosophy, and legal aspects of rehabilitation and mental health counseling. Integration of rehabilitation and mental health services is stressed, utilizing the objectives and organizational basis of rehabilitation and mental health programs.

REHA 502 Individual and Family Adjustment to Disability 3 cr. Provides an overall knowledge and understanding of the psychological and social impact of disability on individual and family life. Examines the unique characteristics and/or problems associated with specific disability groups. Describes and evaluates various treatment approaches available for counselors working with individuals and families with disabilities.

REHA 503 Psychiatric Rehabilitation 3 cr.
Prerequisite: REHA 502. Provides an orientation to the field of psychiatric rehabilitation. Includes historical antecedents, philosophical and traditional connections with the field of rehabilitation counseling, assessment, planning and service delivery methods for those intending to work in rehabilitation focused programs serving persons with psychiatric disabilities.

REHA/SCOU 504 Career and Lifestyle Development 3 cr. Focuses on methods of assisting rehabilitation consumers to obtain, organize, and analyze occupational, educational, personal, and social information, and to use such information in making career and lifestyle decisions. Traditional and contemporary career and lifestyle development theories and methods are explored.

REHA/SCOU 505 Theories of Counseling 3 cr. Explores the general theories (behavioral, cognitive, humanistic, and Freudian) that have played major roles in the development of the counseling profession. Examines representative theories of each of the general counseling perspectives and asks the student to relate these positions to their personal theory of counseling.

REHA 506 Practicum: Counseling and Therapy Techniques 3 cr. Prerequisite: REHA 505, 507, 508, and 521 or consent of instructor. Provides an introduction to practicum experience for counseling students. As an introduction to therapy and counseling, this course provides the student with an opportunity to learn, develop, demonstrate, and practice skills necessary for observing client behavior(s) and

conducting therapy, promoting observation of appropriate and effective counselor/client interactions, and considering developmental levels during the process of interviewing and counseling.

REHA/SCOU 507 Ethical and Professional Issues for Counselors 3 cr. Contributes to the development of a professional attitude, identity and awareness of a therapist in training. Historical and current topics in professional socialization, licensure and certification, responsibilities and liabilities, law and codes of ethics, and inter-professional cooperation will be included.

REHA 508 Practicum: Multicultural and Gender Issues in Counseling 3 cr. Examines current counseling from practical culture-centered perspectives while simultaneously respecting traditional individual approaches to the field. Promotes the development of diversity sensitivity in support of counseling practices that reflect an understanding of psychosocial influences, cultural beliefs, values, and psychological dynamics related to self-identity, self-advocacy, competency, adjustment, and attitude formation.

REHA 515 Medical and Psychological Aspects of Disability 3 cr. Provides knowledge of medical terminology and processes, understanding of various disabling diseases and psychological conditions, and the necessary related information needed to carry out service delivery to a consumer. The student will also become aware of the range of medical and psychological services utilized by rehabilitation and mental health counselors.

REHA/SCOU 520 Group and Individual Evaluation 3 cr. Prerequisites: EDF 501, REHA/SCOU 505, REHA 506, and REHA/SCOU 507 or consent of instructor. Provides training in the proper evaluation, selection and administration of psychological tests as well as correct interpretation and use of test results.

REHA 521 Advanced Individual and Group Counseling 3 cr. Prerequisites: EDF 501, COUN 501, COUN 502, and COUN 503 or consent of the instructor. Focuses on advanced knowledge, techniques, and treatment strategies of individual and group counseling. Concepts and skills needed to provide advanced counseling to individuals, groups, and families will be presented. Strategies and techniques designed to help consumers with specific counseling needs will also be highlighted.

REHA 525 Vocational Placement and Support 3 cr. Explores those issues involved in job development for persons with disabilities and studies techniques for maintaining those people on the job; classroom lectures, community experiences, and guest lecturers are utilized.

REHA 530 Case Management Principles and Plan Development 3 cr. Covers methods for effectively managing a case and a caseload. Areas covered include writing a case history, treatment planning, and writing case notes.

REHA 543 Marriage and Family Therapy: Theory and Practice 3 cr. Prerequisites: COUN 501, COUN 502, COUN 503 or consent of instructor. Designed to introduce students to systems theory and to survey the major models of family therapy. Ideas about how families operate and how these ideas underpin schools of family therapy will be explored.

REHA/SCOU 557 Group Process: Theory and Practice 3 cr. Prerequisite: consent of instructor. Includes methods of exploring the individual's own philosophy, values, attitudes, and goals through experience in group dynamics.

REHA 590 Internship V 1-6 cr. Prerequisite: Approved plan of study and approved internship application. Provides experience as an assistant in a Rehabilitation Counseling setting.

REHA 591 Independent Study V 1-6 cr. Prerequisite: Consent of the instructor, approval of the Department Chair and the Dean of Education and Human Services, and Independent Study contract filed with the Office of Graduate Studies. Provides an opportunity for students of superior academic standing to explore material not covered by regular graduate courses in Counseling.

REHA 592 Seminar V 1-6 cr. Provides an opportunity to investigate topics at the advanced level pertinent to the area of counseling.

REHA 593 Workshop V 1-6 cr. Provides an opportunity for experimental study at the advanced level in an area of counseling.

REHA 594 Clinic V 1-6 cr. Prerequisite: REHA 506, approved plan of study, and approved internship application. Provides an opportunity to explore and develop advanced skills in working with individuals in counseling settings.

REHA 595 Supervised Clinical Practice II 9 cr. Prerequisites: REHA 506, approved plan of study, and approved internship application. Provides the student with the opportunity to demonstrate understanding of basic rehabilitation skills, techniques and principles in a practical setting.

REHA 596 Cooperative Education/Internship V 3 or 9 cr. Prerequisite: REHA 506, approved plan of study, and approved internship application. Provides university credit for a graduate level field experience in the area of Rehabilitation and Mental Health Counseling supervised by faculty. Learning agreement must be completed prior to registration.

REHA 597 Capstone in Rehabilitation 1 cr. Prerequisites: Completion of 75% of approved Plan-of-study or consent of instructor. Corequisite: REHA 595. Provides a forum for students who are in a field experience to share issues, developments, and perspectives related to the delivery of services to people with disabilities in a variety of community and rehabilitation settings. Explores ethical considerations, multicultural issues, and gender issues as they are encountered in rehabilitation practices.

REHA 599 Thesis 6 cr. Prerequisites: EDF 501 or equivalent and approved plan of study required. This course may be given the grade of "T" until research and writing is completed and accepted within the time limit of the degree.

School Counseling

COE 234, 657-2338

SCOU/REHA 504 Career and Lifestyle Development 3 cr. Focuses on methods of assisting rehabilitation consumers to obtain, organize, and analyze occupational, educational, personal, and social information, and to use such information in making career and lifestyle decisions. Traditional and contemporary career and lifestyle development theories and methods are explored.

SCOU/REHA 505 Theories of Counseling 3 cr. Explores the general theories (behavioral, cognitive, humanistic, and Freudian) that have played major roles in the development of the counseling profession. Examines representative theorists of each of the general counseling perspectives and asks the student to relate these positions to their personal theory of counseling.

SCOU 506 Practicum: Counseling and Therapy Techniques 1 cr. Prerequisite: SCOU 505. Provides an introduction to practicum experience for counseling students. As an introduction to therapy and counseling, this course provides the student with an opportunity to learn, develop, demonstrate, and practice skills necessary for observing client behavior(s) and conducting therapy, promoting observation of appropriate and effective counselor/client interactions, and considering developmental levels during the process of interviewing and counseling.

SCOU/REHA 507 Ethical and Professional Issues for Counselors and Family Therapists 3 cr. Provides an orientation to the field of psychiatric rehabilitation. Includes historical antecedents, philosophical, and traditional connections with the field of rehabilitation counseling, assessment, planning, and service delivery methods for those intending to work in rehabilitation-focused programs serving persons with psychiatric disabilities.

SCOU 508 Practicum: Multicultural and Gender Issues in Counseling and Family Therapy 1 cr. Examines current counseling and family therapy from practical culture-centered perspectives while simultaneously respecting traditional individual approaches to the field. Promotes the development of diversity sensitivity in support of counseling practices that reflect an understanding of psychosocial influences, cultural beliefs, values, and psychological dynamics related to self-identity, self-advocacy, competency, adjustment, and attitude formation.

SCOU/REHA 520 Group and Individual Evaluation 3 cr. Prerequisites: EDF 501, SCOU/REHA 505, SCOU 506, and SCOU/REHA 507 or consent of instructor. Provides training in the proper evaluation, selection and administration of psychological tests as well as correct interpretation and use of test results.

SCOU 527 Counseling in the Elementary and Middle School 3 cr. Prerequisites: COUN 501, COUN 502, and COUN 503 or consent of instructor. Provides exposure to the unique aspects of counseling the elementary and middle school student. Curriculum materials for counseling these age groups are explored.

SCOU 554 Organization and Administration of School Counseling 3 cr. Prerequisites: COUN 501, COUN 502, and COUN 503 or consent of instructor. Provides an understanding of a structural approach to the organization of school guidance and counseling programs. Laws and ethical considerations related to counseling are explored.

SCOU/REHA 557 Group Process: Theory and Practice 3 cr. Prerequisites: COUN 501, COUN 502, and COUN 503 or consent of instructor. Includes methods of exploring the individual's own philosophy, values, attitudes, and goals through experience in group dynamics.

SCOU 590 Internship: School Counseling V 1-12 cr. Prerequisite: Approved plan of study and approved internship. Corequisite: SCOU 597. Provides experience as a counselor in training in a community setting.

SCOU 591 Independent Study V 1-6 cr. Prerequisite: Consent of the instructor, approval of the Department Chair and the Dean of Education and Human Services, and Independent Study contract filed with the Office of Graduate Studies. Provides an opportunity for students of superior academic standing to explore material not covered by regular graduate courses in Counseling.

SCOU 592 Seminar V 1-6 cr. Provides an opportunity to investigate topics at the advanced level pertinent to the area of counseling.

SCOU 593 Workshop V 1-6 cr. Provides an opportunity for experimental study at the advanced level in an area of counseling.

SCOU 594 Clinic V 1-6 cr. Prerequisite: Consent of Instructor. Provides an opportunity to explore and develop advanced skills in working with individuals in counseling settings.

SCOU 597 Capstone in School Counseling 1 cr. Prerequisite: Completion of 75% of approved plan of study or consent of the instructor. Provides an opportunity for students in the school counseling program to demonstrate proficiency in the skills presented in the school counseling curriculum.

SCOU 599 Thesis V 4-6 cr. Prerequisite: EDF 501 or equivalent and an approved plan of study required. This course may be given the grade of "T" until research and writing is completed and accepted within the time limit of the degree.

Sociology

LA 807, 657-2311

SOCL 591 Independent Study V 1-5 cr.

Prerequisites: Graduate standing and consent of the instructor, approval of the department chairperson and Dean of Arts and Sciences, and Independent Study contract filed with the Office of Graduate Studies prior to registration. Provides an opportunity for students of superior academic standing to explore material beyond that covered by undergraduate courses in Sociology.

SOCL 593 Workshop V 1-8 cr. Provides an opportunity for experimental study at the advanced level in Sociology.

Spanish

LA 600, 657-2178

SPAN 591 Independent Study V 1-5 cr.

Prerequisites: Graduate standing and consent of the instructor, approval of the department chairperson and Dean of Arts and Sciences, and Independent Study contract filed with the Office of Graduate Studies prior to registration. Provides an opportunity for students of superior academic standing to explore material beyond that covered by undergraduate courses in Spanish.

Special Education

COE 234, 657-2338

SPED/RD/ED 502 Research in Special Education 3 cr. Prerequisite: EDF 501. Guides graduate students in application of different types of research in their professional setting. Types of research may include individual case studies, action research, quasi-experimental design, ethnographic studies, or others as appropriate.

SPED 503 Assistive Technology 3 cr. Prerequisites: SPED 260 or SPED 540. Introduces a broad range of assistive technology devices and services, including low tech and high tech options. Provides hands-on experiences with integrating assistive technology into teaching individuals with a wide variety of disabilities.

SPED 504 Collaboration in Education and Human Services 3 cr. Applies systems theory and collaboration models pertaining to all areas of education and human services.

SPED 510 Professional and Legal Issues in Special Education 3 cr. Focuses on current professional issues in special education. Current literature, legal decisions and research will be discussed.

SPED/EC 521 Models of Early Intervention Services 3 cr. Prerequisites: Professional Core: EDF 501, EDF 530, SPED 504. Focuses on the identification of infants, toddlers, and preschoolers with special needs and the delivery of early intervention services.

SPED/EC 526 Special Education Interventions and Adaptations for Children (0-6) 3 cr. Prerequisites: Professional Core: EDF 501, EDF 530, SPED 504. Focuses on teaching strategies and adaptations for young children with special needs, with an emphasis on communication strategies.

SPED 530 Curricular Adaptations for Special Populations 3 cr. Familiarizes students with the collaborative process used to create curricular adaptations with general education settings, as well as problem solving strategies for students with special needs across the continuum of services.

SPED 540 Education of Exceptional Learners 3 cr. Emphasizes the expanded role of special education to serve as a resource for all teachers and all students, including those with special learning needs. Consideration of current laws and regulations governing special education as well as the provision of special education in the context of regular education.

SPED 543 Supporting Families of Persons with Disabilities 3 cr. Familiarizes students with the growth patterns and adaptations of families which have a member with a disability. Also includes information about the grieving process, stresses on families, coping strategies, and reactions of parents, siblings and extended family members. Students explore effective methods for providing information and support to families of children with disabilities.

SPED 550 Theory and Practice: Emotional Disturbance 3 cr. Investigates the diverse theoretical approaches to working with persons with emotional disturbances. Students will investigate in-depth techniques and programs which have arisen from these approaches.

SPED 551 Assessment and Program Planning for Special Populations 3 cr. Presents assessment techniques and hands-on experience in practicing techniques applicable to the range of students with disabilities. From these assessments, students will develop program plans and teaching techniques which they will carry out in a lab situation.

SPED 555 Models for Services to ED/BD Students 3 cr. Prerequisites: Professional Core: EDF 501, EDF 530, SPED 504. Investigates the continuum of services for children and youth with EB/BD, including school-based, community, mental health, residential, and wrap-around services.

SPED 560 Theory and Practice: Learning Disabilities 3 cr. Investigates the diverse theoretical approaches to working with persons with learning disabilities. Students will investigate in depth techniques and programs which have developed from these approaches.

SPED 570 Theory and Systems: Developmental Disabilities 3 cr. Identifies the theories guiding school services for students with severe disabilities. Central to this course will be issues such as least restrictive environments, integration, community-based services, and the Regular Education Initiative.

SPED 572 Community Integration for Persons with Severe Disabilities 3 cr. Explores current areas within which children with severe disabilities are being integrated into their communities. At a minimum, this course will address the areas of school, work, home and recreation.

SPED 574 Data-Based Instruction 3 cr. Prerequisites: Professional Core: EDF 501, EDF 530, SPED 504. Focuses on data-based instruction techniques, specifically discrete trail training, observation, and interpretation methods.

SPED 582 Issues: Special Education Supervision 2 cr. Prerequisite: Endorsement plan of study on file. Corequisite: SPED 590. Deals with issues related to professional practice. Students are concurrently involved in field experiences related to the issues being discussed.

SPED 584 Student Teaching 9 cr. Prerequisite: Completion of course work. Places the student in a supervised field experience in a special education P-12 setting that allows the student to demonstrate teaching skills in the classroom with a variety of learners. Students, in collaboration with the mentoring teacher, engage students in learning and participate in related experiences associated with the teaching profession. On-site mentoring and university supervision are integral to this experience.

SPED 590 Internship V 1-6 cr. Prerequisites: Approved plan of study and approved internship application. Provides experience in a responsible appointment as an assistant in a special education setting. Periodic Seminars will be required.

SPED 591 Independent Study V 1-6 cr. Prerequisites: Consent of the instructor, approval of the department chairperson and the Dean of Education and Human Services, and Independent Study contract filed with the Office of Graduate Studies. Provides an opportunity for students of superior academic standing to explore material not covered by regular graduate courses in Special Education.

SPED 592 Seminar V 1-6 cr. Provides an opportunity to investigate topics at the advanced level pertinent to the area of Special Education.

SPED 593 Workshop V 1-6 cr. Provides an opportunity for experimental study at the advanced level in an area of Special Education.

SPED 594 Clinic V 1-6 cr. Prerequisite: Consent of Instructor. Provides an opportunity to explore and develop advanced skills in working with individuals in Special Education settings.

SPED 597 Professional Seminar in Special Education 3 cr. Investigates recent (last 3 years) trends and issues within the field of study as evidenced by periodicals or other literature sources. This is an exit course that requires the integration and synthesis of knowledge and experiences developed through the graduate program.

SPED 599 Thesis 6 cr. Prerequisites: EDF 501 or equivalent and an approved plan of study required. This course may be given the grade of "T" until research and writing is completed and accepted within the time limit of the degree.

SPED 600 Facilitating Positive Behaviors in the Classroom Environment 3 cr. Examines and evaluates historical and current models for facilitating positive behaviors in the school setting. Techniques will also be explored for dealing with challenging behaviors.

SPED/RD 611 Administration and Supervision of Special Programs 3 cr. Focuses on the responsibilities of special program administrators. Includes issues of legal mandates, funding professional management, curricular considerations and program evaluation. Provides opportunity to develop a philosophy of leadership and skills for coordination of services across programs.

SPED 612 Colloquium on Special Education Leadership 3 cr. Prerequisites: Enrollment in Doctoral Program at MSU-Bozeman or consent of instructor. Examines contemporary leadership issues in the field of special education. Current leaders in the field will participate in the course, either through on-site visits or telecommunications.

SPED 650 Current Practices for Students with Disabilities 3 cr. Focuses on current theory and practice in teaching students with learning disabilities, emotional disturbance, mental retardation and severe disabilities.

SPED 691 Directed Readings V 1-3 cr. Prerequisite: Enrollment in Doctoral Program at MSU-Bozeman. Presents students with the opportunity for inquiry and investigation to extend research and interests initiated through introduction to topics covered in regular courses.

Statistics

LA 836, 657-2972

STAT 541 Applied Statistics 3 cr. Prerequisite: Graduate standing and permission of instructor. Offered ONLY Online. Provides the basic methodology for estimation, hypothesis testing, and model fitting in a variety of settings. Demonstrates fundamental concepts of statistical reasoning and research design. Includes analytical techniques for classification models, correlational studies and prediction.

Teacher Education

COE 114, 657-2336

EDUC 596 Cooperative Education/Internship V 1-9 cr. Provides university credit for a work experience in the area of Education, supervised by faculty. Learning agreement must be completed prior to registration (restricted).

XI. Glossary of Definitions for Graduate Students

Information pertaining to the following definitions is provided in greater detail throughout the sections of this catalog.

ADMISSION TEST All students intending to enroll in a graduate program at Montana State University-Billings must take a standardized admission test as part of the admission requirements. The type of test which needs to be completed and the minimum score requirements necessary to gain admission depend on the specific program.

ADVISING A service provided by a graduate faculty member to guide students through career issues, academic questions, problems, and/or course work to plan and complete a degree program.

ADVISORY COMMITTEE A committee consisting of at least three faculty members (at least two of which are graduate faculty) selected to assist graduate students electing the thesis or Interdisciplinary Studies options in a graduate program.

CLINIC A clinic provides an opportunity for students to explore and develop advanced skills working with individuals in Human Services settings.

COMPREHENSIVE EXAMINATION Some programs require a student to pass an oral and/or written comprehensive examination before the degree can be awarded.

CONCENTRATION Courses with a specialized emphasis within a major and/or option.

CREDIT HOUR/ SEMESTER HOUR Normally one semester credit hour represents 60 minutes of classroom instruction each week for one semester. Credit in a laboratory, independent study, or internship may require a longer period. A three-credit class will meet for three 60-minute or two 90-minute sessions each week for the entire semester. A semester hour is the basis of college credit at Montana State University-Billings. A semester hour is the credit received for passing a subject taken one hour a week for one semester. Laboratory courses require two or three hours a week for each semester hour of credit.

FINANCIAL AID Financial aid is intended to assist students in financing their education. Forms of financial aid available at Montana State University-Billings include: loans, workstudy and part-time employment,

graduate assistantships, teaching assistantships, fee waivers, and scholarships.

FULL-TIME COURSE LOAD For financial aid purposes, a full-time course load is defined as nine credits in a graduate degree, certification, licensure, or fifth-year program.

FULL-TIME GRADUATE STUDENT A full-time graduate degree student at Montana State University-Billings is defined as one carrying nine or more semester hours in a regular semester.

GRADUATE ASSISTANT Graduate assistantship may include research, scholarly activity, professional service or assistance with some campus program. The dollar amount of assistantships varies among colleges. Please visit with the department chair or faculty member for the exact amount. A graduate assistant may be recommended for a partial tuition waiver each semester. A 15-19 hour per week work load is expected. A student must take at least nine credits to be eligible for an assistantship. The assistantship is counted as financial aid.

GRADUATE COURSES Courses generally reserved for Graduate students and numbered at the 500 level and above.

GRADUATE STUDENT A Graduate Student has earned a baccalaureate degree and is pursuing post-baccalaureate studies.

HUMAN SUBJECTS RESEARCH PROTOCOL Research projects, including thesis work, involving human subjects must conform to Montana State University-Billings human subject research protocol. Policy guidelines and protocol forms may be obtained from the Office of Grants & Sponsored Programs.

INDEPENDENT STUDY Students enroll for independent study as a 591 course. Such study requires an application and involves tutorials, directed and independent readings and research, as well as other individualized activities designed to involve students in a learning process to fit the needs of the chosen graduate program. Generally, independent study course credit is available only for students with an approved plan of study. A maximum of six semester credits of independent study may be used on an approved plan of study.

INTERNSHIP An internship is a supervised arrangement, normally with an external agency or institution. A minimum of forty-five hours are to be spent on-site for every semester credit earned, some programs require more.

INTERDISCIPLINARY STUDIES OPTION

Formerly the Self-Designed Option, Interdisciplinary Studies allows students to design a unique program of graduate study to meet their specific interests or intentions within guidelines of the graduate programs at Montana State University-Billings.

NORMAL LOAD A normal load (see also Full-Time Student) for a graduate student is 9 to 12 semester hours. Maximum load is 15 semester hours without special approval. Six hours is a normal load for any summer session. No more than 9 credits may be taken in a given time period during summer or 15 credits for all sessions combined.

OPTION An option is a defined series of courses within a degree program that prepares students for a specific branch of a profession. Options are found within degree programs broad enough to accommodate a variety of professional applications.

ORAL DEFENSE/THESIS DEFENSE All students completing a thesis must schedule an oral defense of their research project with their project advisory committee no later than two weeks prior to the end of the semester in which the student intends to graduate. The oral defense is open to members of the Montana State University-Billings community.

PLAN OF STUDY A plan prepared by a student on a special form which indicates all course work the student expects to complete for a degree. It is developed in consultation with the student's advisor and must go through approval channels. Approval admits a student into candidacy for the degree and full time graduate student status. A Plan of Study must be completed within the first semester of attendance.

PROFESSIONAL CORE All graduate degrees in the College of Education require that students take two courses designed to provide a common foundation for graduate study in specific disciplines within the field of education and human services.

PROFESSIONAL PRACTICE OPTION A degree program in the College of Education that does not require a thesis.

PROGRAM A program is a unified, complementary series of courses or learning experiences that lead to a

degree, certification, licensure, or endorsement. An option may be included within a program.

PROSPECTUS Before a student begins a thesis, the student's advisory committee and the dean must approve a prospectus which outlines objective and procedures of the research project in which the student plans to engage.

SEMINAR A seminar engages a small group of students in advanced study concentrated on each student's original research or important recent advancements in a field. Seminars are organized under the direction of a faculty member.

SPECIALIZATION A particular line of research or study restricted to a special branch or field of activity within a profession. In education, it involves the area or areas in which a student is certified to teach or to serve in supervisory roles.

TEACHING ASSISTANT A teaching assistant works with faculty in planning, delivering, and evaluating instruction. Stipends for teaching assistants vary in amounts among colleges. Please visit with the department chair or faculty member for the exact amount. A teaching assistant may be recommended for a partial tuition waiver each semester. A 15-19 hour per week work load is expected. A student must take at least nine credits to be eligible for an assistantship. The assistantship is counted as financial aid.

THESIS The thesis is a formal paper written to describe and report on the research program the student has completed. Students selecting the thesis alternative commit themselves to a program of research and are expected to demonstrate a certain claim or perspective in relation to the research evidence and professional literature on the subject.

WORKSHOP A workshop is a highly practical, participatory course designed for advanced students or professionals in a discipline. It provides experience or instruction in a new technique, theory or development.

XII. Montana State University–Billings Graduate Faculty

The graduate faculty at Montana State University-Billings are committed to providing students with the knowledge, skills and confidence necessary to become outstanding contributors in their chosen field. The graduate faculty are representatives of the high academic standards of the various graduate degree programs. Over 90% of the full-time faculty have the highest degree possible for their field. In addition to providing quality instruction, many of the faculty are writing books and articles, presenting papers, and conducting research. Since 1980, nine members of the faculty have received Fulbright Scholar Program research grants to foreign countries.

ACTON, Gary A., *Professor and Chairperson, Department of English and Philosophy*
B.A., Morningside College, 1964; M.A., University of Iowa, 1966; Ed.D., Montana State University, 1980 (1966)

BALTER-REITZ, Susan J., *Associate Professor, Department of Communication and Theatre*
B.S., Eastern New Mexico University, 1985; M.A., University of Wyoming, 1991; Ph.D., University of Washington, 1997 (2004)

BARFIELD, Susan C., *Associate Professor, Departments of Music and Educational Theory and Practice*
B.M., Colorado State University, 1973; M.A., University of Colorado, 1978; Ph.D., George Mason University, 1997 (1997)

BEHM, Gary, *Professor, Department of Music*
B.M., University of Iowa, 1958; M.A., University of Iowa, 1965; Ph.D., University of Southern Mississippi, 1992 (1979)

BROWN, Douglas, *Professor of Accounting, Department of Business Academic Programs*
B.S., B.A., University of Denver, 1973; M.B.A., University of Colorado, 1979; C.P.A. (1988)

BULGATZ, M. Gershon, *Professor, Department of Psychology*
A.B., University of California, Los Angeles, 1961; M.A., University of California, Los Angeles, 1964; Ph.D., University of Montana, 1968 (1968)

CAMPBELL, Michael C., *Professor of Accounting, Department of Business Academic Programs*
B.S., Colorado State University, 1971; M.S. Colorado State University, 1975; C.P.A. (1978)

CHRISTENSEN, Linda, *Professor, Department of Special Education, Counseling, Reading, and Early Childhood*
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