
reports, formative and summative assessment data, enabling incorporation of relevant information/data into an evaluation report. Applied practical understanding, development, usage and interpretation of information assessment tools determining identification and instructional design.

Pre: SPED 4/519

646 (4) Instructional Interventions

Pedagogy for teaching students with learning disabilities with an understanding of instructional theories and trends. Applications include sequences/adaptations of instruction/curriculum, technology integration, collaborative techniques, and meta-cognitive strategies. Focus is in reading, written language, and mathematics.

Pre: SPED 4/519

648 (4) Graduate Student Teaching: Learning Disabilities

Field experiences in off-campus programs providing services to students with learning disabilities. Designed to professionalize the educational experiences and ensure license standards competency. Required concurrent with SPED 649.

Professor permission required.

649 (2) Seminar: Current Issues and Trends Learning Disabilities

Summative conversations incorporating current issues and trends in the area of learning disabilities. This course focuses on “big picture” constructs allowing the special education professional to culminate the collection of knowledge and skills into comprehensive value and belief systems.

Pre: SPED 645, 646

Required concurrent with SPED 648.

Professor permission required.

657 (4) Emotional/Behavior Disorders: Program Design and Implementation

The purpose of this course is the effective applications of procedures for teaching students with emotional/behavioral disorders in school settings. Students will build individual programs through the use of Functional Behavioral Assessments focusing on Positive Behavioral Supports.

658 (2) Seminar: Current Issues and Trends in E/BD

Review of theory, correct best practices, research trends and issues relative to the delivery of educational services to students with emotional/behavioral disorders.

Pre: SPED 656 and SPED 657

Required concurrent with SPED 667.

Instructor permission required.

661 (3) Special Education Law

This graduate course is designed to assist educators to develop knowledge of the due process requirements outlined in Minnesota Rule and Statute as well as a

working understanding of federal special education law under the Individuals with Disabilities Act (IDEA) and Section 504 of the Rehabilitation Act. Understanding the requirement of due process and federal special education law is critical in today’s schools both for teachers as well as administrators.

667 (2) Graduate Student Teaching: E/BD

Directed teaching and community experiences in off-campus schools and programs serving emotionally/behavior disorders children and youth.

Required concurrent with SPED 658.

Instructor permission required.

677 (1-3) Individual Study

Advanced independent study in a specified area.

691 (1-3) In-Service

Teaching individuals with exceptional needs.

694 (1) Alternate Plan Paper

Faculty guidance in alternate plan paper development/ completion.

Advisor permission required.

(May be repeated)

699 (2) Thesis

Faculty guidance in thesis development for students desiring to perform experimental applied research.

Advisor permission required.

(May be repeated)

SPEECH COMMUNICATION MA

SPEECH COMMUNICATION EDUCATION MS (DISCIPLINE-BASED)

*College of Arts and Humanities
Speech Communication Department
230 Armstrong Hall • 507-389-2213*

Chair: Warren Sandmann, Ph.D.

Graduate Coordinator: Sheryl Dowlin, Ph.D.

Daniel Cronn-Mills, Ph.D., Martine Linderman, Ph.D., Patricia Palm, Ph.D., Lisa Perry, JD, Ph.D.

Speech Communication offers programs leading to the Master of Arts and the Master of Science degrees. Programs are available for all students who have a bachelor’s degree. Students must complete graduate courses in communication theory and research methods and may design the remainder of their program with the approval of the Graduate Coordinator in Speech Communication.

Admission. In addition to completing the minimum requirements for the College of Graduate Studies, students must also have a GPA of 2.75 or better in overall undergraduate studies and a 3.0 for the last two years of undergraduate work. In one packet, students should submit the following items: three completed Recommendation

for Master's Program forms from individuals qualified to judge competence in speech scholarship; a writing sample demonstrating research, sound analysis, organization and evidence such as a term paper, convention paper, professional report, etc., and a statement of personal, educational and professional goals.

The Graduate Coordinator examines applications and determines if requirements have been met. If an applicant does not meet the requirements, admission may be provisional. Probationary status will be provided for applicants with an undergraduate degree whose GPA is below admission standards under the following conditions: Acceptable performance on the GRE of 1380 and at least one subtest of 500 OR acceptance of a student petition and contingency of adherence to contract terms formulated by graduate faculty. Completion of the contract requirements will result in a change to a regular admission status.

SPEECH COMMUNICATION MA

(Thesis Plan 30-33 cr)

Required Speech Communication Core (6-9 cr)

SPEE 600 Seminar in Comm. Theory (3)

SPEE 601 Comm. Research Methods (3)

SPEE 603 Strategies: Basic Course (3)*

*required only of Teaching Assistants

Required Speech Communication Electives (15-18 cr)

Choose 5/600 level electives in consultation with an advisor

Required Supporting Field Electives (6 cr)

any 5/600 level related elective courses

Required Thesis (3-6 cr)

SPEE 699 Thesis (3-6)

Appropriate research tools such as ethnography, critical analysis or others may be required by the department. No P/N credit is acceptable in fulfilling major requirements except in the case of thesis, practicums, in-service courses and individual study, and then only by special permission of the department. Fifty percent (50 percent) of all coursework must be at the 600 level, not including thesis.

SPEECH COMMUNICATION EDUCATION MS (DISCIPLINE-BASED)

(Thesis Plan - 30 cr)

(Alternate Plan Paper - 34 cr)

Required Speech Communication Core (6-9 cr)

SPEE 600 Seminar in Comm. Theory (3)

SPEE 601 Comm. Research Methods (3)

SPEE 603 Strategies: Basic Course (3)*

*required only of Teaching Assistants

Required Speech Communication Electives (9-12 cr)

Choose 5/600 level electives in consultation with an advisor

Required Supporting Field Electives (6-9 cr) Choose any 5/600 level related elective courses

Required Professional Education Electives (6 cr)

Choose any 5/600 level Professional Education Elective courses

Required Thesis or Alternate Plan Paper

SPEE 699 Thesis (3-6)

SPEE 694 Alternate Plan Paper (2)

Appropriate research tools such as ethnography, critical analysis or others may be required by the department. No P/N credit is acceptable in fulfilling major requirements except in the case of thesis, practicums, in-service courses and individual study, and then only by special permission of the department. Fifty percent (50%) of all coursework must be at the 600 level, not including thesis or alternate plan paper.

SPEECH COMMUNICATION MS

(Project Option - 34 cr)

Required Speech Communication Core (6-9 cr)

SPEE 600 Seminar in Comm. Theory (3)

SPEE 601 Comm. Research Methods (3)

SPEE 603 Strategies: Basic Course (3)*

*required only of Teaching Assistants

Required Speech Communication Electives (9-12 cr)

Choose 5/600 level electives in consultation with an advisor

Required Supporting Field Electives (6 cr)

Choose any 5/600 level related elective courses

Required Project/Internship (12)

SPEE 697 (12)

COMMUNICATION ARTS AND LITERATURE MAT

See the Chair of either the Department of Speech Communication or the Department of English.

COURSE DESCRIPTIONS

500 (3) American Public Address: A Tradition

Survey of significant American speakers and their speeches from the colonial period to the Twentieth Century.

501 (3) Rhetoric of Western Thought

The course explores the history of rhetoric and communication from the ancient Greeks to the present day. The course is designed for students interested in expanding their understanding of rhetoric as a force in contemporary intellectual, political and academic fields.

504 (3) Teaching of Speech Communication

This course is designed to fulfill the Secondary Licensure requirement. The course covers teaching methods and materials needed to develop speech communication units for the secondary speech communication courses.

512 (3) Organizational Communication

This course is designed to develop an understanding of speech communication in the organizational context. The course will aid each individual in working more effectively within any type of organization through exposure to major theories and works in the area of organizational communication.

513 (3) Advanced Intercultural Communication

This course explores the reasons we have difficulty communicating with people from other cultures, why misunderstandings occur and how to build clearer and more productive cross-cultural relationships.

530 (3) Directing Forensic Activity

Methods and techniques in the development of competitive speech programs.

532 (3) Advanced Performance Study

This course explores historical and contemporary theories in group and solo performance of literature.

540 (1-3) Special Topics

A course designed for students who have a general interest in speech communication. Content of each special topics course will be different. May be retaken for credit.

600 (3) Seminar in Communication Theory

An introduction to the communication field focusing on theory construction and the function of communication theory/models in the human experience. Contemporary theories of communication will be reviewed.

601 (3) Communication Research Methods

Graduate students will gain a basic understanding of the Social Science research process as it applies to the field of communication. Quantitative and qualitative research designs, methods and data analysis procedures will be reviewed. Students will research and prepare a research proposal document.

603 (3) Strategies: Basic

Open only to teaching assistants of basic course in Speech Communication. Covers course design, course evaluation, methodologies for skill development and related topics.

620 (3) Modern Rhetorical Criticism

This course includes the skills in the analysis, application and evaluation of argumentative communication.

621 (3) Advanced Interpersonal Communication

This course explores and critically examines interpersonal communication theory development, current research and leading theoretical perspectives

and potential applications in contemporary interpersonal communication contexts and relationships.

633 (3) Communication for Professionals

This course is designed to enhance the communication skills of professionals. Students will learn theory and techniques of presentation for academic conferences, professional meetings, business and industry presentations, interviews and group meetings. The use of technology in professional communication will be highlighted.

640 (1-3) Special Topics

This course provides both graduate students and faculty the opportunity to work together with a specific theme that is timely and relevant to the field. May be repeated for credit.

677 (1-6) Individual Study

Advanced independent study.

690 (1-4) Workshop

Topics vary as announced in class schedules.

694 (1-2) Alternate Plan Paper

Review and interpretation of a body of research.

697 (1-12) Internship

Provides first-hand experience in applying communication theories in the workplace under the direction of an on-site supervisor.

699 (3-6) Thesis

Original research which meets accepted research standards.

TALENT DEVELOPMENT AND GIFTED EDUCATION MS

College of Education

313 Armstrong Hall • 507-389-6304

Graduate Coordinator: Marcia Gentry, Ph.D.

Andrew Johnson, Ph.D., Jacqueline Lewis, Ph.D., William Keilty, Ed.D.

This graduate program is designed to prepare teachers and leadership personnel in various aspects of gifted education and talent development for children and youth. It is designed for educators at all levels and in all subject areas who seek to broaden their base of knowledge in order to learn strategies to help students reach their fullest potential as well as those who specialize in working with intellectually and creatively gifted populations. This program is based upon the belief that the development of various talents and potentials is essential for all children, while meeting the needs of children with extraordinary talent or potential is imperative for quality school programming. As a foundation, it addresses the concern for moral and ethical development of these chil-