
complexity theory, their relationships, counting classes and the polynomial time hierarchy are discussed.

Pre: COMS 510

610 (3) Algorithm Analysis

Brings together fundamental methods in order to provide access to the best method(s) for algorithm usage and analysis.

Pre: COMS 510

630 (3) Advanced Artificial Intelligence Systems

This course is a continuation of Artificial Intelligence (COMS 530). Emphasis is placed on advanced topics and the major areas of current research within the field. Theoretical and practical issues involved with developing large-scale systems are covered.

Pre: 530

631 (3) Knowledge-Based Systems

The design of large scale knowledge-based systems. Emphasis on both theoretical and practical issues. Examination of alternative knowledge representation techniques and problem solving methods used to design knowledge-based systems.

Pre: COMS 530

640 (3) Advanced Database Systems

In-depth study of advanced topics such as object-oriented databases, intelligent database systems, parallel databases, database mining and warehousing, distributed database design and query processing, multi-database integration and interoperability, and multilevel secure systems.

Pre: 540

641 (3) Distributed Database Processing

Introduction to distributed database systems, resource allocation, homogeneous vs. heterogeneous databases, schema integration, distributed concurrency control and recovery, and other topics dealing with distributed database processing.

Pre: COMS 540

677 (1-4) Individual Study

Problems on an individual basis.

Pre: consent

680 (3) Software Engineering Project

Advanced software design, analysis, and development techniques under realistic time and budget constraints. Hands-on project management techniques. Emphasis of concepts through immersion in a team project of significant size.

Pre: COMS 580

690 (3) Statistical Inference Packages

Statistical package programs used in data collection, transformation, organization, summarization, interpretation and reporting. Statistical description and hypothesis testing with statistical inference.

Interpreting outputs. Chi-square, correlation, regression, analysis of variance, nonparametrics, and

other designs. Accessing and using large files (U.S. Census data, National Health Survey, etc.)

Pre: a statistics course

691 (1-6) In-Service in Computer Science

A course designed to upgrade the qualifications of persons on-the-job.

Pre: consent

694 (1-2) Alternate Plan Paper

Preparation of a Master's Degree alternate plan paper under the direction of the student's graduate advisor.

Pre: consent

699 (3-6) Thesis

Preparation of a Master's Degree thesis under the direction of the student's graduate advisor.

Pre: consent

COUNSELING AND STUDENT PERSONNEL MS

College of Education

Counseling and Student Personnel Department

Armstrong Hall 107 • 507-389-2423

Chair: Diane Coursol, Ph.D.

Richard Auger, Ph.D., Anne Blackhurst, Ph.D., JoAnne Brandt, Ph.D., Jacqueline Lewis, Ph.D., Walter Roberts Jr., Ed.D., L.P.C., John Seymour, Ph.D.

The need for professional counselors in schools, colleges and social agencies is increasing. The professional counselor is a product of an intensive graduate program which specifically prepares students to take their place in this expanding occupation. The staff of this nationally accredited program are dedicated to offering three challenging specialization areas.

The Council for the Accreditation of Counseling and Related Educational Programs (CACREP), a specialized accrediting body recognized by the American Counseling Association and the Council on Postsecondary Accreditation (COPA), has conferred national accreditation to the following program areas in the Department of Counseling and Student Personnel: Professional Community Counseling, Professional School Counseling, and Student Affairs Practice in Higher Education.

The Counseling and Student Personnel Department prepares students at the graduate level through the following specialization areas: College Student Affairs, Professional Community Counseling and Professional School Counseling (K-12 and Elementary, Middle, and Secondary School licensure areas). The department also provides service courses for students from a variety of majors within the university for professional development, including an undergraduate course in Decision Making/Career Life. This course is specifically designed

to assist students in the decision-making processes that are necessary for effective personal planning.

Admission. Where the GRE or MAT is required (see number 4 below), the applicant must request that the testing institution send the official scores directly to the College of Graduate Studies. Upon receipt of these materials, the college of Graduate Studies will forward the applicant's file to the Department of Counseling and Student Personnel for admission recommendation.

In addition to the College of Graduate Studies' requirements, the applicant must submit the following directly to the Department of Counseling and Student Personnel:

1. Three letters of recommendation (forms are available from the Counseling and Student Personnel department office) focusing on the applicant's academic potential as well as the individual's promise to become an effective counselor/helping professional (one of these recommendations must be from an undergraduate/graduate instructor and/or academic advisor);
2. A completed Personal Statement form (available from the Counseling and Student Personnel department office) summarizing the applicant's experiences and professional goals;
3. The applicant's professional resume or vita;
4. Attainment of a minimum grade point average of 3.0 on a 4.0 scale during the last two years of undergraduate study. If the applicant's GPA is below 3.0, the student must have obtained a minimum GRE score of 900 in the Verbal plus Quantitative subtests and a minimum of 500 in either the Verbal or Quantitative subtest, with an overall minimum GRE score of 1350 for the verbal, quantitative and analytical combined. NOTE: GRE scores must be received in the College of Graduate Studies prior to the applicant's file being forwarded to the CSP department for departmental admission recommendation. A student may choose to submit results from the MAT and attain a raw score of 44 or higher in lieu of the GRE to meet admission requirements. The CSP Department cannot review any applicant's file until it is complete and forwarded to the College of Graduate Studies and Research.

Admissions will occur summer session and fall semester only. There will be no consideration for admission until all of the above admission criteria have been met. **All materials must be received in the Counseling and Student Personnel office by March 15 for summer session admission and June 1 for fall admission.** Early application is recommended as enrollment is limited. Applicants will be notified regarding their admission status following the receipt of all required application materials.

Admission does not guarantee continuation in the department, admission to a practicum, internship, or graduation. As part of the admission process and throughout the program, the student's personal charac-

teristics and professional potential are evaluated. Formalized reviews are conducted at the following times:

1. on completion of the student's Plan of Study (within the first 22 credits of work);
2. during completion of skills acquisition courses;
3. during completion of the pre-practicum application and during the practicum and internship experiences;
4. on completion of comprehensive examinations.

COUNSELING AND STUDENT PERSONNEL MS

(Thesis Plan - 51 cr)

(Alternate Plan Paper - 50 cr)

Choose one of the following specialization areas:

COLLEGE STUDENT AFFAIRS (50 cr)

College Student Affairs is a broad program designed to prepare individuals for positions on the college campus in admissions, counseling, financial aid, student housing, student activities, career development and student affairs administration. A comprehensive overview of the field of student affairs is offered with the opportunity to work in several areas. Emphasis is placed on the developmental issues confronting college students, philosophical bases, and the multi-disciplinary foundations of student affairs.

Required Prerequisite: A course in statistics.

Required Core (39 cr)

CSP	620	Introduction to College Student Affairs In Higher Education (3)
CSP	622	Adm. in College Student Affairs (3)
CSP	662	American College Student (3)
CSP	664	Managing and Assessing Campus Environments (3)
CSP	647	Crisis Intervention (3)
CSP	681	Practicum in Student Affairs (3)
CSP	686	Internship: Student Affairs (3)
CSP	645	Counseling Procedures and Skills I (3)
CSP	648	Counseling in Multicultural Society (3)
CSP	665	Counseling Theories (3)
CSP	666	Counseling Procedures and Skills II (3)
CSP	658	Career Development I (3)
CSP	670	Women's Issues in Counseling (3)
CSP	570	Group Procedures (3)

Required Research (8 cr)

EDFN	600	Introduction to Educational Research (3)
CSP	675	Research and Writing in CSP (3)
CSP	694	Alternate Plan Paper (2) OR
CSP	699	Thesis (3)

Required Electives (3 cr)

Select 3 credits of electives from any 500/600 level course in consultation with an advisor

PROFESSIONAL COMMUNITY COUNSELING (50 cr)

Professional Community Counseling is a broad program of study intended to prepare persons to provide counseling in a variety of community helping service settings. Graduates of this program may serve clients in mental health centers, a variety of business and industry settings, career counseling agencies and centers for marriage and family counseling. Emphasis is placed upon counseling with individuals, groups, families, and couples in various settings. Professional preparation includes areas such as theory, skill development, assessment, treatment planning and counseling with specific populations utilizing individual, group, marriage, family, career, and community consultation interventions. A basic background in psychology is helpful for students in this program.

Required Prerequisites: Statistics, Developmental Psychology and Abnormal Psychology or equivalents.

Required Core (39 cr)

CSP 618	Introduction to Professional Community Counseling (3)
CSP 645	Counseling Procedures and Skills I (3)
CSP 658	Career Development I (3)
CSP 666	Counseling Procedures and Skills II (3)
CSP 661	Appraisal Techniques: Professional Community Counseling (3)
CSP 648	Counseling in Multicultural Society (3)
CSP 667	Family Counseling (3)
CSP 669	Intervention Treatment Planning and Evaluation (3)
CSP 676	Workshop Design & Development (3)*
CSP 686	Internship: Professional Community Counseling (3)
CSP 679	Practicum: Professional Community Counseling (3)
CSP 665	Counseling Theories (3)
CSP 673	Group Counseling (3)
CSP 668	Marriage Counseling (3)

*only required for business and industry specialization

Required Research (8 cr)

EDFN 600	Introduction to Educational Research (3)
CSP 675	Research and Writing in CSP (3)
CSP 694	Alternate Plan Paper (2) OR
CSP 699	Thesis (3)

Required Electives (3 cr)

Selection will be made in consultation with advisor. One of these electives must be in Multicultural understandings.

Marriage and Family Therapy Focus: Coursework and advisement is provided to students interested in obtaining a license in Marriage and Family Therapy. The Min-

nesota Board of Marriage and Family has approved the academic coursework for admission to the national exam.

PROFESSIONAL SCHOOL COUNSELING: K-12 (50 cr)

The Professional School Counseling Program of study prepares the individual for Minnesota state licensure as a K-12 professional school counselor to counsel students, individually and in groups, who are in the process of personal, educational and career development. Particular emphasis is placed on the professional school counselor's role in facilitating the development of positive mental health choices for children and adolescents, as well as the early identification of potential mental health concerns related to the personal and academic growth of K-12 students. To support counseling skills, the counselor learns to use various appraisal instruments, research data, and to consult with significant others in the lives of the student.

Required Prerequisites: Statistics and Abnormal Psychology or equivalents. May be taken during the first year of course work after admission to the program.

Required Core (42 cr)

CSP 645	Counseling Procedures and Skills I (3)
CSP 647	Crisis Intervention Strategies (3)
CSP 648	Counseling in Multicultural Society (3)
CSP 650	Child and Adolescent Counseling Techniques (3)
CSP 658	Career Development I (3)
CSP 659	Introduction to Professional School Counseling (3)
CSP 660	Appraisal Techniques: Educational (3)
CSP 665	Counseling Theories (3)
CSP 666	Counseling Procedures and Skills II (3)
CSP 667	Family Counseling (3)
CSP 673	Group Counseling (3)
CSP 674	Developmental Guidance (3)
CSP 679	Practicum: K-12 School Counseling (3)
CSP 686	Internship: K-12 School Counseling (3)

Required Research (8 cr)

EDFN 600	Introduction to Educational Research (3)
CSP 675	Research and Writing in CSP (3)
CSP 694	Alternate Plan Paper (2) OR
CSP 699	Thesis (3)

Strongly recommend, but not required: Counseling Chemically Dependent Families (CSP 573) and a course in Special Education (in consultation with an advisor)

Required Elective (3 cr)

Select 3 credits of electives from any 500/600 level course in consultation with an advisor.

Teaching Licensure. The Minnesota Board of Teaching allows individuals without a teaching background

or license to enroll in the Professional School Counseling program. Students interested in these programs who do not possess a teaching background must present evidence of in-depth experience with children, as well as knowledge of human growth and development issues. For these students, individual interviews with department faculty are required before admission. It will be necessary for individuals without a teaching background to complete a one-year internship in a school under the supervision of a licensed professional school counselor at either the elementary or secondary school level and to complete appropriate additional coursework as directed by the program. The internship and education courses are in addition to all other requirements for the master's degree in Professional School Counseling and are completed after those degree requirements have been completed.

Specific course requirements for individuals without an existing teaching license vary. Program advisors and the student will construct appropriate plans of study to accomplish the licensure - only requirements of the Minnesota Board of Teaching.

Graduate Assistantships. A limited number of graduate assistantships are available to students enrolled in the Counseling and Student Personnel Department. All graduate assistants must be full-time graduate students.

Graduate Assistantships are also available through the Office of Student Affairs at WA 336 (507/389-2121) or the Office of Residential Life at CC 111 (507/389-1011).

COURSE DESCRIPTIONS

570 (3) Group Procedures

Strategies for establishing a group. A review of concepts related to group membership, group member roles and group techniques, therapeutic factors, and leadership roles. An experiential component is included in this course.

Pre: CSP 4/571

571 (3) Interpersonal Helping Skills

Provides the developing helping professional with an introduction to basic helping skills: attending, listening, responding to content and affect, probing, and providing feedback. The course is experiential in nature and includes small group interaction, videotaping, and role playing simulations.

573 (3) Counseling the Chemically Dependent Family

Understanding the impact of chemical dependency on the family. Family counseling skills and relapse prevention strategies will also be included.

Pre: CSP 4/571 or 645

618 (3) Introduction to Professional Community Counseling

Philosophies and strategies of professional counseling. Overview of counseling literature, field of

counseling, and development of the professional counselor.

620 (3) Introduction to College Student Affairs in Higher Education

Students will explore the functional areas represented by the student affairs profession and will examine current issues and problems facing student affairs and higher education. Philosophical and historical underpinnings of the student affairs profession will also be examined.

622 (3) Administration in Student Affairs

Current theories and practices in the administration of student affairs programs in higher education. Includes: theories of leadership, management, and change; models of planning, budgeting, staffing, and evaluation. Current issues and trends are also explored.

Pre: CSP 620

645 (3) Counseling Procedures and Skills I

Focus on helping skills model, professional issues, and skill acquisition of basic listening responses.

Pre: CSP 665, or take concurrently

647 (3) Crisis Intervention Strategies

A combination of classroom lecture and interaction with community professionals involved in crisis intervention. Designed to give students practical experience in distinguishing between crisis intervention, theory, and practice.

648 (3) Counseling in a Multicultural Society

This course is specific to the counseling profession, focusing on both the cultural and sociopolitical forces influencing people in a multicultural society, as well as the microskills necessary for engaging in cross-cultural counselor-client interactions.

650 (3) Child and Adolescent Counseling Techniques

Provides an overview of theory, research, and practice regarding counseling with children and adolescents. Developmentally and culturally appropriate counseling strategies are stressed. Relevant current topics are examined.

658 (3) Career Development I

Overview of theories of career development, career guidance, career choice and decision-making. Career counseling interviews and assessment techniques are also emphasized.

Pre: CSP 645 and 665, or concurrently

659 (3) Introduction to Professional School Counseling

Roles and functions of the professional school counselor in a school setting. Survey of guidance programs and services.

660 (3) Appraisal Techniques: Educational

Nature and use of measurement tools in counseling

with particular emphasis on representative standardized tests, norms, and basic research procedures.

Pre: Permission from instructor

661 (3) Appraisal Techniques: Community

Basic appraisal principles and applications of projective and objective personality assessment tools in counseling practice.

Pre: Permission from instructor

662 (3) The American College Student

Provides theoretical and outcomes perspectives on human development during the college years. Includes the theory and application of developmental perspectives on gender, race, ethnicity, religion, age and sexual orientation. Application to college student affairs programs is stressed.

664 (3) The Management and Assessment of Campus Environments

Provides the developing student affairs practitioner with an understanding of the dynamic relationship between students and the college environment. Includes the study of physical, social, and organizational environments and the assessment of environmental impact on students' development.

Pre: CSP 662

665 (3) Counseling Theories

A review and analysis of major counseling theories coupled with empirical support and specific counseling theory techniques and theoretical case analysis.

666 (3) Counseling Procedures and Skills II

Emphasis on knowledge and skill acquisition of advanced listening responses, helping interventions, and counseling strategies.

Pre: CSP 645

667 (3) Family Counseling

Overview of family theories and family functioning. Focus on techniques and skills to address issues of contemporary families.

Pre: CSP 645, 666, 665

668 (3) Marriage Counseling

Overview of major theories of marriage counseling; skill and strategies for effective marital counseling and case analysis.

Pre: CSP 665, 666

669 (3) Intervention: Treatment Planning/Evaluation

Fundamentals of treatment plan development in counseling, with particular focus on the integration of personality assessment, intake interviewing and diagnostic classification data.

Pre: CSP 661

670 (3) Women's Issues in Counseling

This course provides an introduction to the developmental, socio-cultural and psychological issues

unique to women, and explores the ways in which such issues affect women's mental health. The course includes an introduction to the basic helping skills necessary to effectively respond to women's developmental and mental health needs.

673 (3) Group Counseling

Major theories of group development are presented along with analysis of group notes, group techniques, and groups for special populations. An experiential component is included for experience in group processes.

Pre: CSP 665, 645

674 (3) Developmental Guidance

Developmental needs and characteristics of children and adolescents. School guidance programs and interventions that respond to these needs.

Pre: Permission from instructor; CSP 679; Taken in conjunction with Internship I.

675 (3) Seminar: Research and Writing in Counseling and Student Personnel

The primary product of the course will be a scholarly review of literature on a topic mutually acceptable to the student, the faculty advisor, and the instructor of the course. Students will learn to effectively analyze and utilize the results of research in their chosen field.

676 (3) Workshop Design and Development

Skills and knowledge base of critical components of workshop design.

Pre: Permission from instructor

677 (1-4) Individual Study

Individual study focusing upon a curricular or instructional topic under the direction of graduate faculty.

Pre: Consent

679 (1-4) Practicum I in Counseling

Supervised practicum experiences. Admission by prior application.

Pre: Permission from instructor

680 (1-4) Practicum II in Counseling

Supervised practicum experiences. Admission by prior application.

Pre: Permission from instructor

681 (1-4) Student Affairs Practicum

Supervised practicum experience in Student Affairs. Admission by prior application.

Pre: Permission from instructor

686 (1-4) Internship I

Supervised integrative experience. Admission by application only.

Pre: Permission from instructor

687 (1-4) Internship II

Supervised integrative experience. Admission by application only.

Pre: Permission from instructor

688 (1-4) Internship III

Supervised practical integrative experience.

Admission by application only.

Pre: Permission from instructor

694 (2) Alternate Plan Paper

699 (3) Thesis

For students desiring to consult experimental applied research in their graduate specialization's career.

Pre: Consent

CREATIVE WRITING MFA

College of Arts & Humanities

English Department

230 Armstrong Hall • 507-389-2117

See **ENGLISH**

CURRICULUM AND INSTRUCTION MS

CURRICULUM AND INSTRUCTION SP

TEACHING MAT

College of Education

Curriculum and Instruction Department

328 Armstrong Hall • 507-389-1516

Chair: Peggy Ballard, Ph.D.

Graduate Coordinator: Peggy Ballard, Ph.D.

Ronald Browne, Ph.D., Andrew Johnson, Ph.D.,
Marla Mastin, Ed.D., Karl Matz, Ed.D., Sandra
Mullins, Ed.D., Scott Page, Ph.D., Maureen Prenn,
Ph.D.

Curriculum and Instruction serves teachers, other professional educators and all persons concerned with quality education. Curriculum and Instruction graduate courses, seminars and in-service programs deal with the teaching-learning process-pre-kindergarten through high school. Graduate students can pursue advanced curriculum study, examining how curriculum is shaped, delivered, evaluated and changed to meet the needs of students and communities. Program emphasis is placed on helping graduate students strengthen and broaden the knowledge, skills and dispositions previously gained, helping them function even more effectively as educators.

The graduate offerings in the Curriculum and Instruction Department include the Master of Science Degree, Master of Arts in Teaching Degree, Specialist Degree and several non-degree programs, including licensure endorsements for Developmental and Remedial Reading and for Middle School.

Admission. In addition to meeting the general admission requirements of the College of Graduate Studies, requirements for specific degree programs and for licensure endorsements are described in the sections which follow. Detailed admission information is covered under each degree program below.

Financial Assistance. A limited number of graduate assistantships within the Curriculum and Instruction Department are available for full-time students. Contact the department for more detail.

CURRICULUM AND INSTRUCTION MS

(Thesis Plan - 30 cr)

(Alternate Plan Paper - 34 cr)

The Master of Science in Curriculum and Instruction emphasizes curriculum planning and improvement of teaching skills. The program is available to all teachers who wish to broaden their base of knowledge, enhance their classroom performance and better serve the needs of their students. Students choose to specialize in a particular focal area. Either the thesis or alternate plan may be followed.

For admission, applicants for the Master of Science program must have a valid Minnesota teaching license. They must have earned a bachelor's degree from an accredited college or university, and have a minimum grade point average of 2.75 for the last two undergraduate years or a score of 500 on the verbal, quantitative or analytical portions of the aptitude portion of the Graduate Record Examination. The Miller's Analogies Test may be taken in place of the Graduate Record Examination. They must also submit letters of recommendation to the department. Contact the department for further information.

Required Tools of Research Core, All Options (9 cr)

EDFN	600	Intro. to Educational Research (3)
CI	604	Teacher as Researcher: Classroom Inquiry (3)
CI	610	Preparing the APP (3) OR CI 699 Thesis (3-6)

Required C & I Courses, All Options (5 cr)

CI	603	Introduction to Graduate Studies (1)
CI	607	Introduction To Curriculum: Theory and Leadership (3)

Required 5/600 level Focal Courses in Education (Varies with each option, 9-15 cr)

5/600 level Elective Courses within the College of Education which will provide focus in a particular area of study (e.g., Early Childhood Education, Reading, Middle School, Secondary School, Elementary School, Environmental Education, Talent Development, Technology Education).