Introduction and General Information

SMSU IN PERSPECTIVE

Founded in 1963, Southwest Minnesota State University is a public university located in Marshall, Minnesota, with a population of 13,400. Currently, SMSU has approximately 3700 students and 236 teaching faculty. Its academic, social, and cultural programs are flourishing, as the campus continues to grow. The University offers over 45 baccalaureate majors, 4 associate degree majors, 20 minors, and 16 pre-professional programs. In addition, it offers master’s degrees in business, education and special education. Highlights of Southwest Minnesota State University are:

- Sweetland Hall, a new residence hall opened in fall 2009;
- Regional Event Center opened in fall 2008;
- New Residence Apartments opened in fall 2006;
- $17 million Student Center Complex opened in spring 2005;
- SMSU Library renovation project equaling $9 million;
- Situated on 216 acres of land with 24 interconnected and accessible buildings;
- Average class size of 23 students;
- Division II Athletics and member of the Northern Sun Intercollegiate Conference;
- Student to faculty ratio of 18:1; and
- Strong placement rates for graduates.

Southwest Minnesota State University is a member of the Minnesota State Colleges and Universities system.

Mission

Mission Southwest Minnesota State University prepares students to meet the complex challenges of this century as engaged citizens in their local and global communities. Our comprehensive degree programs, taught in the liberal arts tradition, are dedicated to connecting students’ academic and practical professional development experiences in southwestern Minnesota to the wider world.

Vision

Southwest Minnesota State University is a university of choice.

Goals

1. The primary focus of all activities is to facilitate the learning experience of our enrolled students. All faculty activities, both within and away from the classroom, are designed to enhance the learning environment.
2. It is essential for SMSU to remain current with technological advancements in delivering classroom and laboratory knowledge to assure maximum interest, impact, and retention by our students.
3. Our faculty recognize the evolving environment in which we all live and the need to insure involving students with current information and developments from the world stage.
4. Student involvement in the learning experience is critical for retention, leading to our dedication to pedagogical improvements that have been shown to enhance the learning experience.
5. We are committed to being good stewards of our resources through demonstrating environmental and fiscal responsibility. Moreover, as responsible citizens and good stewards of our resources, we foster actions, programs, and scholarship that will lead to a sustainable future.
6. We maintain and consistently seek to improve a comprehensive system of support services designed to assist our students in any way possible during their tenure at SMSU and on into the next stages of their lives.
7. We believe in the integration of campus and community. We are committed to being responsive to the needs of southwestern Minnesota and recognize that partnerships with community entities provide us with valuable talents and expertise.
8. We value a safe environment for intellectual expression and encourage open and civil communication.
9. We value a campus safe for all members of the university community.
10. We value maintaining and enhancing a physical design to provide access to all members of the university community.
11. We embrace diversity by developing a quality, comprehensive educational environment that fosters interaction among people of all religions, races, ethnicities, sexual orientations, physical abilities, and ages.
12. We foster cultural understanding on campus through social, educational, and administrative interaction with our diverse population of international students. We offer the opportunity to learn about different cultures through participation in our Global Studies programs.
13. We believe that the southwestern Minnesota region provides rich opportunities for learning that goes beyond the traditional classroom and lab settings—community-based learning experiences. Therefore, we are committed to creating a variety of applied learning experiences that enhance students’ practical problem solving skills and strengthen their commitment to civic engagement.

Accreditations

Southwest Minnesota State University is accredited by the National Association of Schools of Music, the Minnesota Board of Teaching, the American Chemical Society, the Council on Social Work Education, and The Higher Learning Commission of the North Central Association of Colleges and Schools, 30 North LaSalle Street, Suite 2400, Chicago IL 60602; (800) 621-7440.

Note: While every effort is made to ensure accuracy, SMSU reserves the right to correct any clerical errors herein.
Equal Opportunity/Affirmative Action Statement
Southwest Minnesota State University is committed to providing equal education and employment opportunities to all persons and does not discriminate on the basis of race, sex, color, creed, religion, age, national origin, disability, marital status, status with regard to public assistance, sexual orientation, or membership or activity in a local commission as defined by law, or any other group or class against which discrimination is prohibited by Title VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Minnesota Statutes Chapter 363, and other applicable state or federal laws. Furthermore, Southwest Minnesota State University will continue to develop and implement timely and comprehensive affirmative action procedures aimed at removing barriers to equal educational and employment opportunity. Inquiries regarding compliance should be referred to the Affirmative Action Officer, (507) 537-6243.

Student Records and Directory Information
The University allows former students, current students, and parents of students under 18 access to their academic records. While the primary record is located in the Registration and Records Office, other records may be located in Admission, Financial Aid, the Business Office, Career Services, Counseling and Testing, the Health Center, Student Development, and academic departments. The following items have been designated as directory information and may be disclosed without the student’s prior consent: name, class standing, field of study, attendance dates, degrees received, local and home address, local and home phone number, email address, participation in officially recognized activities and sports, weight and height of members of athletic teams, awards received, and most recent previous educational agency or institution attended. View the University’s Policies online. Refer to G-009 Student Records for the Privacy of Student Records under the Federal Family Educational Rights and Privacy Act (FERPA) and Minnesota Government Data Practices Act. Copies of the University’s privacy policy may be obtained from the Registration and Records Office or from the Office of Academic Affairs.

Financial Information
The University makes available upon request information that accurately describes its financial condition. A copy of the latest MnSCU financial statement, the most recent audit, as well as SMSU’s current budget documents are on reserve in the SMSU Library. Audit information may be viewed online at www.auditor.leg.state.mn.us. The MnSCU financial statements are available at www.budget.mnscu.edu. Further information may be obtained by contacting the Office of Business Services at (507) 537-6219.

Notice to All Students
Southwest Minnesota State University, in accordance with Minnesota Statute §135.157, is hereby notifying both current and prospective students if they have been arrested, charged or convicted of any criminal offense, they should investigate the impact that the arrest, charge or conviction may have on their chances of employment in the field they intend to study or on their chances to obtain federal, state, and other higher education financial aid.

University Promotional Photographs
Southwest Minnesota State University and its representatives, on occasion, take photographs for the University’s use in print and electronic publications. This serves as public notice of the University’s intent to do so and as a release to the University giving permission to use such images as it deems fit. If you prefer that your photograph(s) not be used for such purposes, you have the right to withhold its release by contacting the University Relations Office at (507) 537-6255 or (800) 642-0684, ext. 6255.
Academic Organization

Academic Organization and Courses of Study

Academic Organization

The core of the University is its academic program, and the Provost serves as the University’s Chief Academic Officer. In meeting that responsibility, the Provost has as principal associates the Dean of Arts, Letters, and Sciences and the Dean of Business, Education, and Professional Studies. Each academic program, major, minor or concentration is sponsored by an academic department. Each department has a department chairperson, who are teaching faculty within the department.

Academic Departments

Each department is a part of one of the University’s two colleges:
the College of Arts, Letters, and Sciences, or
the College of Business, Education, and Professional Studies.

The College of Arts, Letters, and Sciences includes the following departments:
Art, Music, Speech Communication, and Theatre
English
Humanities, Philosophy, and Foreign Language
Science
Social Science

The College of Business, Education, and Professional Studies includes the following departments:
Business and Public Affairs
Education
Mathematics and Computer Science
Wellness and Human Performance
the Center for Rural and Regional Studies

Academic Programs and Degrees

Graduate Degrees

Business Administration
Education
Special Education

M.B.A.
M.S.
M.S.

Undergraduate Degrees

Major Programs

Accounting
Agrribusiness Management

Degree
A.S., B.S.

Note: While every effort is made to ensure accuracy, SMSU reserves the right to correct any clerical errors herein.
<table>
<thead>
<tr>
<th>Program Name</th>
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<tbody>
<tr>
<td>Agronomy</td>
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<tr>
<td>Art</td>
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<tr>
<td>Bachelors of Applied Science: Law Enforcement Administration</td>
<td>B.A.S.</td>
</tr>
<tr>
<td>Bachelors of Applied Science: Management</td>
<td>B.A.S.</td>
</tr>
<tr>
<td>Bachelors of Applied Science: Marketing</td>
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</tr>
<tr>
<td>Biology</td>
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<td>Biology Medtech/Cyotech Emphasis</td>
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<td>Biology Education</td>
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<td>Business Administration</td>
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<td>Chemistry</td>
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<td>Chemistry Education</td>
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<tr>
<td>Communication Arts &amp; Literature/Secondary Ed.</td>
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</tr>
<tr>
<td>Communication Arts &amp; Literature/Secondary Ed. - Speech Emphasis</td>
<td>B.S.</td>
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<tr>
<td>Computer Science</td>
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<td>Culinology®</td>
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<td>Elementary Education</td>
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<tr>
<td>Environmental Science</td>
<td>B.S.</td>
</tr>
<tr>
<td>Exercise Science</td>
<td>B.S.</td>
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<tr>
<td>Finance</td>
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<tr>
<td>Health Education</td>
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</tr>
<tr>
<td>History</td>
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</tr>
<tr>
<td>Hospitality Management</td>
<td>B.S.</td>
</tr>
<tr>
<td>Individualized Interdisciplinary</td>
<td>B.A., B.S.</td>
</tr>
<tr>
<td>Justice Administration</td>
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<tr>
<td>Literature</td>
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<td>Literature/Creative Writing</td>
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<tr>
<td>Management</td>
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<tr>
<td>Marketing</td>
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<td>Mathematics</td>
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<tr>
<td>Music</td>
<td>B.A.</td>
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<tr>
<td>Music - Management Emphasis</td>
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<td>Philosophy</td>
<td>B.A.</td>
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<tr>
<td>Physical Education</td>
<td>B.S.</td>
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<tr>
<td>Physical Education-Teaching</td>
<td>B.S.</td>
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<tr>
<td>Political Science</td>
<td>B.A.</td>
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<tr>
<td>Professional Writing &amp; Communication</td>
<td>B.A.</td>
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<td>Psychology</td>
<td>B.A.</td>
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<tr>
<td>Public Administration</td>
<td>B.A.</td>
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</table>
Minor Programs

Accounting
Adapted Physical Activity
Adapted PE/DAPE
Agribusiness Management
Agronomy
Anthropology
Art/Studio Arts
Art/Graphic Design
Biology
Business Administration for Business-related majors
Business Administration for Non-business majors
Classical Studies
Coaching
Computer Science
Criminal Justice
Economics
Environmental Science
Finance
French
Geology
Geography
German
Hispanic Studies
History
Indigenous Nations/Dakota Studies
Leadership Studies
Literature
Management
Marketing
Mathematics
Music
Philosophy
Political Science
Pre-Law
Physics
Psychology
Rural & Regional Studies
Social Welfare
Sociology
Spanish
Special Education
Speech Communication
Speech Communication/Theatre Arts
Speech Communication/Theatre Arts-Secondary
Education
Theatre Arts
Women's Studies
Writing

Pre-professional Programs

Agriculture
Chiropractic
Dentistry
Engineering
Law
Medicine
Ministry
Mortuary Science
Nursing
Occupational Therapy
Optometry
Pharmacy
Physical Therapy
Veterinary Medicine

Key to Curriculum Prefixes

<table>
<thead>
<tr>
<th>Prefix Code...Program Title</th>
<th>Prefix Code...Program Title</th>
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<tbody>
<tr>
<td>ACCT........Accounting</td>
<td>HOSP.......Hospitality Management</td>
</tr>
<tr>
<td></td>
<td>HUMT.......Humanities</td>
</tr>
</tbody>
</table>
Advising

Advising Notes:

Academic Advising

Students declaring a major will be assigned an academic advisor in that program. Students entering the university without a declared major are assigned to either the Advising Center or First Year Experience teaching faculty. Post Secondary Enrollment Option (PSEO) students will receive initial advising through the Office of Admission. Provisionally admitted students will receive initial advising through Academic and Diversity Resources Office.

Pre-professional Program Advising

Students wishing to specialize in certain professional areas in which Southwest Minnesota State University does not offer professional degree programs may take sufficient pre-professional work to prepare for admission into a professional program. Requirements vary significantly from institution to institution. Therefore, if you are interested in a pre-professional program, you should seek out an advisor in that program. That advisor can then discuss with you the specific details about courses and other requirements for the program and school(s) which interest you.

Southwest Minnesota State University offers pre-professional programs in the following areas (followed by the recommended program advisor):

* Pre-Agriculture (Advisor: Biology Program)
* Pre-Chiropractic (Advisor: Biology Program)
* Pre-Dentistry (Advisor: Chemistry or Biology Program)
* Pre-Engineering (Advisor: Math or Computer Science Program)
* Pre-Fishery and Wildlife Management (Advisor: Biology Program)
* Pre-Forestry (Advisor: Biology Program)
* Pre-Law (Advisor: History, Philosophy, or Political Science Program)
* Pre-Medicine (Advisor: Biology or Chemistry Program)
* Pre-Ministry (Advisor: Philosophy Program)
* Pre-Mortuary Science (Advisor: Biology or Chemistry Program)
* Pre-Nursing (Advisor: Chemistry or Biology Program)
* Pre-Occupational Therapy (Advisor: Biology Program)
* Pre-Optometry (Advisor: Biology Program)
* Pre-Pharmacy (Advisor: Chemistry Program)
* Pre-Physical Therapy (Advisor: Biology or Exercise Science Program)
* Pre-Veterinary Medicine (Advisor: Biology Program)

Individualized Interdisciplinary Major (IIM)

The purpose of the IIM is to provide each student in good academic standing (minimum GPA=2.5) the opportunity to design and pursue a
major (as part of his/her B.A. or B.S. degree requirements) which transcends existing majors.
The IIM allows the student to formulate an integrated program from two or more disciplines that meets his/her needs in a more viable way than the traditional majors.

Requirements for the IIM include:

1. An IIM shall consist of not less than a total of 36 credits chosen from the curricula of at least two disciplines currently offered at SMSU. The 36 credits shall not include any Internship credits and shall include no more than 3 credits of Special Topics or Independent Study courses. If Internship credits or credits from Special Topics or Independent Study courses beyond the 3 credits stated above are to be required, they must be in addition to the 36 credits described above.

2. The IIM shall not require more than 64 credits.

3. To develop a plan for the IIM, the student will work with an advisory committee consisting of at least one faculty member from each program forming the IIM. The plan will be summarized on the IIM form, which will list the requirements of the IIM and explain the purpose for the IIM. The IIM form may be obtained from the Academic Deans’ office or the Curriculum Committee.

4. Ordinarily, a student will complete his/her plan for an IIM in the sophomore year. However, the latest time for filing such a plan is prior to the beginning of the final semester of the student’s junior year. A student not meeting this deadline must complete the requirements for graduation by selecting and successfully completing a major other than the IIM. The student and his/her committee will select the degree appropriate for his/her IIM Plan (B.S. or B.A.)

5. Any revision of the planned IIM must be approved by each advisor and each department involved.

6. Each student with an IIM will complete a creative or scholarly project in his/her senior year. This project will be developed by the student with the aid of the advisory committee, which shall evaluate the project before awarding the IIM.

7. Normally, at least half of the IIM will be in junior and senior level courses.

8. The student must receive approval for the IIM plan from the assigned academic advisor, each member of the advisory committee, each department involved, and the appropriate academic dean. After all signatures are obtained, the student will forward a copy of the IIM plan to the Curriculum Committee and the Registrar. The Registrar will keep an approved copy of the IIM form. Before the student graduates, the Registrar will determine whether the student has satisfied all the requirements as approved on the IIM form.

**Summer Session**

After graduation in May through the end of July, the summer session is conducted as a regular part of the academic program. Courses are offered at varying start dates (mid-May, early June, and early July). Summer session provides an opportunity for the student who wishes to advance his/her learning in a particular field of study, to meet teacher licensure requirements, or to accelerate college work. Further information and announcement of summer courses and workshops are published in the spring of each year. Consult the Summer Session list which is available online each Spring for current offerings.

**Distance Learning**

Southwest Minnesota State University offers programs to off-campus students through the Distance Learning programs across the state of Minnesota and beyond. Courses and programs leading to Bachelor’s degrees are available at specific locations through Interactive Television and weekend delivery. Online course offerings are also available. Online programs in Business, Public Administration, and Early Childhood Education are currently offered.

Undergraduate courses and programs are offered via Interactive Television at specific Minnesota locations. Business and Marketing programs as well as Exercise Science and Early Childhood Education programs from SMSU are available through ITV at locations across Minnesota through our partnerships with Community and Technical Colleges. These courses and programs are usually offered during the evening or on weekends to meet the needs of students who work. Courses are available online as well as via ITV.

Southwest Minnesota State University offers the Master of Business Administration degree to cohorts at off-campus sites in Minnesota. Course work is done via ITV or online.

To determine what degrees and programs are being offered and if there may be a site in your region, you may write to the Office of Distance Learning, Southwest Minnesota State University, or call (800) 642-0684, ext. 6251.

**International Programs/Study Abroad**

SMSU students are encouraged to undertake study and travel in other countries. Students who have never considered foreign study to be financially possible may find that by planning well in advance, saving regularly and arranging to apply on-campus financial aids or loans, they can cover the costs of a term of study abroad. Special scholarship aid is rarely available for foreign study. However, if a student joins an overseas program for credit sponsored by one of the MnSCU universities, his/her existing financial aid can apply overseas (except work study).

Students have an opportunity for foreign travel and studies through this program described in the “Global Studies” section in Academic Programs. Through the Common Market plan, SMSU students may apply to join overseas programs of other MnSCU universities. St. Cloud State University and Minnesota State University, Mankato, for example, have study programs in many other countries.

Independent study abroad for credit is also possible under an arrangement approved by the SMSU faculty. The student makes written agreements in advance with the departments from which credit is desired, spelling out in detail the activities to be undertaken abroad. Reporting and/or testing will be required when the student returns to campus.

Groups of students with a common interest, (for example, in music, art, social science or foreign language) can receive help in organizing a group study tour. Such projects are most likely to be successful when planned in conjunction with a faculty member who has experience and contacts in the country or countries to be visited. Groups of SMSU students studying French have visited France, staying with families there.
Internships
Almost all of the majors offered at Southwest Minnesota State offer internship opportunities to students. Internship coordinators within programs assist students in finding opportunities to obtain with work experience for credit. A wide variety of businesses and organizations, as well as locations, are part of this program. The work experience usually relates to the student’s curricular goals. The student needs to have sufficient course work as background for the internship, so as to fulfill the needs of the internship. For more information, students should contact their department office and the Career Services Office (BA 156).

Cooperative Programs With Other Institutions
Common Market. The Common Market, coordinated by the Registration and Records Office, allows the student, by prearrangement, to study for one semester at another MnSCU four-year campus or for a total of two semesters at two different MnSCU four-year universities. Credits earned in this program are considered resident credit toward graduation at SMSU.
2+2 Program. Cooperative baccalaureate degree programs are available through SMSU and regional two-year colleges including: Riverland Community College, Ridgewater College, Alexandria Technical College, Central Lakes College, South Central College, Minnesota State Community and Technical College, Dakota County Technical College, St. Cloud Technical College, and Southeast Technical College. Selected upper level courses, instructed by SMSU and adjunct faculty, including faculty from the local cooperating post-secondary institution, are offered on the off-campus sites. As a result, associate degree graduates can earn a bachelor’s degree (2+2). Requests for additional sites are being considered. For further information, please contact the Office of Distance Learning by calling (800) 642-0684, ext. 6251.
The SMSU Liberal Education Program and Minnesota Transfer Curriculum

Part I. Minnesota Transfer Curriculum

The Minnesota Transfer Curriculum (MnTC) is the result of a collaborative effort by all of the two- and four-year public colleges and universities in Minnesota to help students transfer their work in lower-division general education. Each institution certifies the courses for the ten goal areas within the MnTC.

To complete SMSU’s Minnesota Transfer Curriculum:

Students must complete a minimum of 42 credits.

Some courses may fulfill two MnTC goal areas, but this does not reduce the 42 credit requirement.

The MnTC must be completed with a minimum grade point average of 2.0.

Science lecture and lab are considered to be one course.

TIP: Search the online schedule of classes using the "MN Transfer Curriculum Goal" tab to find currently offered courses designated MnTC Goals 1-10.

MnTC Goal 1: Communication (3 courses, 10 credits)

Course to be completed by the end of the student’s first year at SMSU:

ENG 151  Academic Writing 4

Course to be completed by the end of the student’s second year at SMSU:

SPCH 110  Essentials of Speaking and Listening 3

One sophomore-level or above writing course:

ENG 251  Writing in Professions 3

MnTC Goal 2: Critical Thinking (1 course, 3 credits)

Course to be completed by the end of the student's first year at SMSU:

IDST 100  First Year Seminar 3

MnTC Goal 3: Natural Sciences (2 courses with labs, 8 credits)

Two courses with labs from different disciplines, chosen from the following list:

BIOL 100  Biology in Modern World 3
BIOL 100L  Biology in Modern World Lab 1
BIOL 200  Cell Biology 3
BIOL 200L  Cell Biology Lab 1
CHEM 110  Our Chemical World 3
CHEM 110L  Our Chemical World Lab 1
CHEM 121  Basic Chemistry 3
CHEM 121L  Basic Chemistry Lab 1
CHEM 231  General Chemistry I 3
CHEM 231L  General Chemistry I Lab 1
ENVS 100  Earth Science 3
ENVS 100L  Earth Science Lab 1
ENVS 101  Physical Geology 3
ENVS 101L  Physical Geology Lab 1
ENVS 180  Environmental Science: Introduction 3
ENVS 180L  Environmental Science: Introduction Lab 1
PHYS 121  Introduction to Astronomy 3
PHYS 121L  Introduction to Astronomy Lab 1

MnTC Goal 4: Mathematical/Logical Reasoning (1 course, 3-5 credits)

One course chosen from the following list:

MATH 101  Great Ideas of Math 3
MATH 110  College Algebra 3
MATH 115  Finite Mathematics 3
MATH 135  Precalculus 5
MATH 140  Calculus: A Short Course 3
MATH 150  Calculus I 5
MATH 151  Calculus II 5
PHIL 110  Introduction to Logic 3

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**MnTC Goal 5: History and the Social and Behavioral Sciences (2 courses, 6 credits)**

Two courses from different disciplines chosen from the following list:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 201</td>
<td>Principles of Microeconomics</td>
<td>3</td>
</tr>
<tr>
<td>ECON 202</td>
<td>Principles of Macroeconomics</td>
<td>3</td>
</tr>
<tr>
<td>HIST 210</td>
<td>World Hist 20th Century</td>
<td>3</td>
</tr>
<tr>
<td>HIST 210</td>
<td>Contemporary World History</td>
<td>3</td>
</tr>
<tr>
<td>HIST 242</td>
<td>Eur Civ I: Ancient &amp; Medieval Europe</td>
<td>3</td>
</tr>
<tr>
<td>HIST 243</td>
<td>Eur Civ II: Modern &amp; Contemporary Europe</td>
<td>3</td>
</tr>
<tr>
<td>JUAD 144</td>
<td>Introduction to Justice &amp; Society</td>
<td>3</td>
</tr>
<tr>
<td>POL 120</td>
<td>American National Government</td>
<td>3</td>
</tr>
<tr>
<td>POL 200</td>
<td>International Politics</td>
<td>3</td>
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<tr>
<td>POL 221</td>
<td>State Government</td>
<td>3</td>
</tr>
<tr>
<td>POL 227</td>
<td>The Judicial Process</td>
<td>3</td>
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<tr>
<td>POL 252</td>
<td>Intro Comparative Politics</td>
<td>3</td>
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<tr>
<td>PSYC 101</td>
<td>General Psychology I</td>
<td>3</td>
</tr>
<tr>
<td>RURL 101</td>
<td>Introduction to Geography</td>
<td>3</td>
</tr>
<tr>
<td>SOCI 101</td>
<td>Introduction to Sociology</td>
<td>3</td>
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</tbody>
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**MnTC Goal 6: The Humanities and Fine Arts (2 courses, 6 credits)**

Two courses from different disciplines chosen from the following list:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</tr>
</thead>
<tbody>
<tr>
<td>ART 100</td>
<td>Introduction to Visual Arts</td>
<td>3</td>
</tr>
<tr>
<td>ENG 107</td>
<td>Introduction to Creative Writing</td>
<td>3</td>
</tr>
<tr>
<td>HUMT 201</td>
<td>Origins of Western Civilization</td>
<td>3</td>
</tr>
<tr>
<td>HUMT 202</td>
<td>European Middle Ages &amp; Renaissance</td>
<td>3</td>
</tr>
<tr>
<td>HUMT 203</td>
<td>Modern Western Civilization</td>
<td>3</td>
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<tr>
<td>HUMT 211</td>
<td>The Ancient World</td>
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<td>HUMT 212</td>
<td>The Modern World</td>
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<tr>
<td>LIT 100</td>
<td>Literature: Human Diversity</td>
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<td>LIT 120</td>
<td>Introduction to Literature</td>
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<tr>
<td>LIT 150</td>
<td>Literature: Global Perspective</td>
<td>3</td>
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<tr>
<td>LIT 170</td>
<td>Literature: People &amp; the Natural World</td>
<td>3</td>
</tr>
<tr>
<td>LIT 200</td>
<td>Literature: Rural/Regional Experience</td>
<td>3</td>
</tr>
<tr>
<td>LIT 261</td>
<td>Novel</td>
<td>3</td>
</tr>
<tr>
<td>LIT 262</td>
<td>Short Story</td>
<td>3</td>
</tr>
<tr>
<td>LIT 263</td>
<td>Poetry</td>
<td>3</td>
</tr>
<tr>
<td>LIT 264</td>
<td>World Drama</td>
<td>3</td>
</tr>
<tr>
<td>LIT 265</td>
<td>Literature and Film</td>
<td>3</td>
</tr>
<tr>
<td>MUS 100</td>
<td>Introduction to Music</td>
<td>3</td>
</tr>
<tr>
<td>MUS 101</td>
<td>Survey of World Music</td>
<td>3</td>
</tr>
<tr>
<td>MUS 102</td>
<td>American Music</td>
<td>3</td>
</tr>
<tr>
<td>MUS 104</td>
<td>Popular Music</td>
<td>3</td>
</tr>
<tr>
<td>MUS 381</td>
<td>Mus Hist: Medieval-Baroque</td>
<td>3</td>
</tr>
<tr>
<td>MUS 382</td>
<td>Mus Hist: Class-20th Cent</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 100</td>
<td>Philosophical Perspective</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 101</td>
<td>Critical Thinking</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 230</td>
<td>Philosophy of Religion</td>
<td>3</td>
</tr>
<tr>
<td>THTR 100</td>
<td>Introduction to Theatre</td>
<td>3</td>
</tr>
<tr>
<td>THTR 220</td>
<td>Film &amp; Television Appreciation</td>
<td>3</td>
</tr>
</tbody>
</table>

**MnTC Goal 7: Human Diversity (1 course, 3 credits)**

One course chosen from the following list:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 221</td>
<td>Early Amer: Col-Civil Wr</td>
<td>3</td>
</tr>
<tr>
<td>HIST 222</td>
<td>Modern America: History of the U.S. from 1865 to the Present</td>
<td>3</td>
</tr>
<tr>
<td>INDS 101</td>
<td>Intro to Indigenous Nations &amp; Dakota Studies</td>
<td>3</td>
</tr>
<tr>
<td>LIT 100</td>
<td>Literature: Human Diversity</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 310</td>
<td>Feminist Philosophy</td>
<td>3</td>
</tr>
<tr>
<td>SOCI 211</td>
<td>Marriage and the Family</td>
<td>3</td>
</tr>
<tr>
<td>SOCI 270</td>
<td>Gender Issues</td>
<td>3</td>
</tr>
</tbody>
</table>
Interpersonal & Cross-Cultural Communication

MnTC Goal 8: Global Perspective (1 course, 3-4 credits)

One course chosen from the following list:

- FREN 101 Beginning French I 3
- FREN 102 Beginning French II 3
- FREN 102 Beginning French II 4
- FREN 201 Intermediate French I 4
- FREN 202 Intermediate French II 4
- HIST 210 World Hist 20th Century 3
- HIST 210 Contemporary World History 3
- HIST 311 World in War & Crisis: 1910-1945 3
- HIST 314 Modern Latin America 3
- HIST 351 Origins of Islamic Civil 3
- HUMT 211 The Ancient World 3
- HUMT 212 The Modern World 3
- LIT 150 Literature: Global Perspective 3
- LIT 264 World Drama 3
- MUS 101 Survey of World Music 3
- PHIL 240 Philosophy East and West 3
- POL 117 Introduction to Government & Politics 3
- POL 200 International Politics 3
- POL 252 Intro Comparative Politics 3
- SOCI 270 Gender Issues 3
- SPAN 101 Beginning Spanish I 3
- SPAN 102 Beginning Spanish II 3
- SPAN 201 Intermediate Spanish I 4
- SPAN 202 Intermediate Spanish II 4

MnTC Goal 9: Ethical and Civic Responsibility (1 course, 3 credits)

One course chosen from the following list:

- HIST 221 Early Amer: Col-Civil Wr 3
- HIST 222 Modern America: History of the U.S. from 1865 to the Present 3
- JUAD 144 Introduction to Justice & Society 3
- PHIL 103 Ethics 3
- PHIL 105 Ethical Issues in Business 3
- PHIL 107 Environmental Ethics 3
- POL 117 Introduction to Government & Politics 3
- POL 120 American National Government 3
- POL 221 State Government 3
- SOCI 220 Social Problems 3

MnTC Goal 10: People and the Environment (1 course, 3 credits)

One course chosen from the following list:

- CHEM 110 Our Chemical World 3
- CHEM 110L Our Chemical World Lab 1
- ENVS 100 Earth Science 3
- ENVS 100L Earth Science Lab 1
- ENVS 180 Environmental Science: Introduction 3
- ENVS 180L Environmental Science: Introduction Lab 1
- HIST 271 Environmental History 3
- HIST 310 Environmental History 3
- RURL 101 Introduction to Geography 3
- RURL 271 Environmental History 3
- RURL 310 Environmental History 3

Part II. SMSU Liberal Education Graduation Requirements
The SMSU Liberal Education Program Graduation Requirements are typically completed in the students’ third or fourth year at the university. Their purpose is to further develop the knowledge and skills acquired as a result of completion of the Minnesota Transfer Curriculum and to provide opportunities for assessment of the Student Learning Outcomes.

**TIP:** Search the online schedule of classes using the "General/Lib Ed" tab to find currently offered courses in this category.

### Liberal Education Graduation Requirements:

| IDST 400 | Contemporary Issues Seminar | 3 |
| MAJOR | Communication/Critical Thinking | 0 |
| MAJOR | Capstone | 0 |
Southwest Minnesota State University is very interested in attracting and enrolling students who provide evidence of strong academic preparation and of potential to be successful in the academic programs offered by the University. Potential academic success will be judged based on the applicant’s past academic achievement (grade point average and class rank) and test scores (ACT and SAT). The University is committed to a policy that all persons shall have an equal opportunity to our programs without discrimination on the basis of race, religion, sex, national origin, sexual orientation or disability. Students interested in attending Southwest Minnesota State University are encouraged to contact the Office of Admission at 1-800-642-0684 or (507) 537-6286 for further information.

Freshman Admission

To be considered for admission to Southwest Minnesota State University, students must submit the following to the Office of Admission:
- Completed application for admission and a non-refundable application fee of $20.00.
- Scores from the ACT (code number 2151) or the SAT (code number 6703).
- Official high school transcript.

Note: Final high school transcripts, complete with date of graduation, end of year rank and grades, must be submitted to the Office of Admission prior to enrollment.

Students may also apply online at www.SMSU.edu

Freshman admission may be granted to applicants who meet the following criteria:
- Graduation from a regionally accredited high school with a composite score of 21 on the ACT or a combined verbal/math score of 990 on the SAT (ACT preferred).
- OR
- Graduation from a regionally accredited high school and rank in the upper one-half of the graduating class.

AND
- Successful/satisfactory completion of the following preparation requirements:
  - Four years of English, including composition, literature, and speech.
  - Three years of mathematics, including two years of algebra (one of which is intermediate or advanced algebra), and one year of geometry.
  - Three years of science, including one year of a biological and one year of a physical science. Each should have significant laboratory experience.
  - Three years of social science including one year of U.S. history and one year of geography.
  - Three years of specified electives. Students should have completed three years of coursework in at least two of the following areas: world language, world culture, or the arts.

Students are also required to complete two years of a single world language (American Sign Language is accepted).

The University will evaluate each applicant’s credentials individually and note any deficiencies. If required college preparation courses are not offered at the student’s high school, exemptions may be granted for admission purposes.

Students failing to meet the above class rank, ACT, or preparation requirements may still be considered for Academic Opportunity-FYE Admission but should contact the SMSU Office of Admission for further details and criteria.

Students admitted under Academic Opportunity-FYE may be required to take specific coursework designed to enhance their opportunity for academic success. Semester credit limits, additional placement testing, and attainment of a minimum grade point average will also be required of students entering under this status.

Students may also apply online at www.SMSU.edu.

Transfer Student Admission

To be considered for transfer admission to Southwest Minnesota State University, students must submit the following to the Office of Admission:
- Completed application for admission and non-refundable fee of $20.00.
- Official transcripts from all non-MnSCU post-secondary institutions attended. Transcripts must be sent directly from each institution to the SMSU Office of Admission. Most transcripts from MnSCU institutions can be retrieved by electronic transcript process.

Students may also apply online at www.SMSU.edu

Transfer admission will be granted to students who meet the following criteria:
- Have attained a minimum grade point average of 2.0 (on a 4.0 scale) in previous college coursework from a college, university or technical college.
- Students wishing to transfer with less than 24 semester credits from an accredited two or four year institution must also submit an official high school transcript.
- Information regarding preparation for transfer or evaluation of transfer credits may be obtained by contacting the Transfer Specialist in the Office of the Registrar. Students may review how courses will transfer at: www.SMSU.edu/admission
- Students who do not possess the above stated admission requirements may be considered for Academic Opportunity-FYE if judged to have
Evaluation of Previous Coursework

Notes:
I. SMSU accepts all credits from the awarding institution in the following cases:
   Bachelor’s degree
   Associate of Arts (A.A.) degree
   Complete Minnesota General Education Transfer Curriculum
   These credits will transfer to fulfill SMSU’s Liberal Arts Core Curriculum requirements.
II. In all other situations, the following rules for acceptance of transfer credit** will apply:
   A grade of “C” or better must have been attained. (Policy under review)
   Some restrictions apply to the number of transfer credits accepted in correspondence and religion courses.
   Courses considered to be developmental (often numbered less than 100) will not transfer.
   The criteria for accepting major coursework from other institutions is determined by the department of your chosen major.
   Questions relative to the transfer of coursework should be directed to the Transfer Specialist located in the Office of Registration and Records.
   ** (As with any transfer of credit, comparable course content is required.)

Transferring from a Technical College

Notes:
The Bachelor of Applied Science is a unique program at SMSU designed to allow technical college students an alternative plan to complete a bachelor’s degree. Students wishing to transfer into a Bachelor of Applied Science program at SMSU should contact the Office of Admission for further information.

Other technical college transfer students will receive a maximum of 16 semester credits (24 quarter credits) if they have successfully completed an established program at a technical college. Additional credits may be granted dependent upon individual departmental review.

International Student Admission

International students wishing to be considered for Freshman Admission at Southwest Minnesota State must submit the following:
University International Student application for admission and $20 non-refundable application fee.
A minimum score of 500 on the written exam or 173 on the computerized exam on the Test of English as a Foreign Language (TOEFL), a minimum of 80 on the Michigan Test of English Proficiency or completion of level 109 from an English Language School Center.
Official transcripts verifying a comparable U.S. high school diploma.
Documentation of evidence of financial support.
SAT scores are recommended
International students wishing to transfer to SMSU from other U.S. colleges and universities must submit the following:
University International Student application for admission and a $20 non-refundable application fee.
A minimum score of 500 on the written exam or 173 on the computerized exam on the Test of English as a Foreign Language (TOEFL), Michigan Test of English Proficiency with a minimum score of 80, or completion of level 109 from an English Language School Center.
Official transcripts from all previously attended colleges, universities, or technical colleges and a minimum grade point average of 2.00 (on a 4.0 scale.)
An International Student Transfer Form (available from the Office of Admission.)
Documentation of evidence of financial support.
In some cases, TOEFL may be waived for students transferring from another U.S. college or university. Please contact the Office of Admission for qualifications.
A PDF version of the International Student Packet is available at www.SMSU.edu
International students wishing to transfer to SMSU from colleges and universities outside the United States must submit the following:
University International Student application for admission and $20 non-refundable application fee.
A minimum score of 500 on the written exam or 173 on the computerized exam on the Test of English as a Foreign Language (TOEFL), a minimum of 80 on the Michigan Test of English Proficiency or completion of level 109 from a English Language School Center.
Evaluation of international college/university transcript by approved transcript evaluation firm. Please contact the Office of Admission for further information.
Documentation of evidence of financial support.
Those students in the United States under an immigration status other than F-1 Visa, and for whom English is not the native language must submit the following:
Completed application for admission and $20 nonrefundable application fee.
One of the following: official transcripts verifying earned equivalent of U.S high school diploma, GED, Test of English as a Foreign language (TOEFL) with a minimum score of 500 on the written exam or 173 on the computerized exam, Michigan Test of English Proficiency with a minimum score of 80 or completion of level 109 from an English Language School Center.
Official and complete Southwest Minnesota State University Admission Policy is available upon request by contacting the Office of Admission.

Graduate Admission
Southwest Minnesota State University and the College of Business, Education, and Professional Studies are proud to offer Master’s degrees in Business Administration (M.B.A.), Education, and Special Education. These programs assist professionals and practitioners in acquiring the knowledge needed to assume increased levels of responsibility and to enhance the opportunity for career development and advancement.

**Master of Business Administration**

Notes:
The M.B.A. is designed to help working individuals acquire the knowledge and skills that they will need for professional advancement within their organizations. Students can pursue graduate education while maintaining ongoing responsibilities. Classes are scheduled for weekday evenings for the convenience of the students who have home and work obligations. The program’s curriculum is designed to meet the management needs of organizations now and in the future. The enhancement of a person’s managerial, financial and market decision-making abilities is at the core of our curriculum. In addition, our program includes topics such as global markets, ethics, effective communication, diversity management, and leadership/teamwork skills. The entire program is aimed at enabling students to be competent managers in a rapidly changing world.

**Master of Science: Education**

Notes:
The integrated core curriculum in the Master of Science: Education includes current research on community building, teaching and learning, inquiry, ethics, technology, social action, and the life experiences of the participants. Participants also enhance their expertise in content areas. The themes of the program are consistent with concepts of diversity, democracy, and dignity. The themes include technology scholarship, community building, leadership, teaching/learning theory, and portfolio assessment. Students will choose one of the following emphases: Teaching, Learning & Leadership; Sports Leadership; English; or Reading. The Reading emphasis adds a Reading specific licensure area to a current teaching license.

**Note:** Student must be a licensed teacher to enter the Reading, Math, and ESL programs.

**Master of Science: Special Education**

Notes:
This degree program includes courses in the core competencies for special educators, specialty/licensure courses, field experiences, and a research component. Candidates have a choice of specialty/licensure areas in Developmental Disabilities (DD), Early Childhood Special Education (ECSE), Emotional Behavioral Disorders (EBD), or Learning Disabilities (LD). Guiding principles for this degree program include the Code of Ethics and standards of practice by the Council for Exceptional Children (CEC), the National Board for Professional Teaching Standards (NBPTS), and the Interstate New Teacher Assessment and Support Consortium (INTASC).

**Note:** Student must be a licensed teacher in order to enter this program.

**Graduate Admission Notes:**
Each of the programs listed above have individual entrance requirements. Students are encouraged to contact the Graduate Office for admission criteria for all Master’s Programs. Visit the Graduate Office section of our web site for program and application information.

**Other Admission**

**Readmission to the University**

Notes:
Students who have attended SMSU in the past and have not been enrolled in the last one or more terms (excluding summer sessions) will be considered for readmission and should contact the Office of Admission for more information. If a student has attended another institution during his/her time away from SMSU, official transcripts from that institution are required. Students required to withdraw from the University are not eligible for readmission for the equivalent of one academic year. Readmission applications are available at www.SMSU.edu.

**Non-Traditional Student/GED Admission**

Notes:
Students wishing to attend SMSU who are over the age of 21 with no previous post-secondary education may be admitted upon application and proof of high school graduation or the equivalent (GED). Those students who have successfully completed the GED will be considered for admission upon evaluation of official GED scores.

**Enrollment of Part-Time, Non-Degree Students**

Notes:
Southwest Minnesota State University recognizes that not all students can attend college full-time. For this reason, part-time, non-degree seeking students who have not been enrolled in secondary school or another college or university for one year may be allowed to enroll in a maximum of six credits per semester by completing a part-time student application. Students may continue under this status until they have earned 24 credit hours, at which time they must apply for admission and provide all documentation listed previously.

**Concurrently enrolled high school students may not enroll under this status.** Students not fully admitted are not eligible for federal financial aid.
Enrollment of High School Students
Notes:
Concurrent with high school enrollment, high school students may be admitted to the University for either part-time or full-time enrollment. Enrollment is dependent upon space availability in the courses desired by the student. Students wishing to enroll must meet the following requirements:
High school seniors wishing to enroll must rank in the upper half of their class (juniors must rank in the upper one-third.)
Submit proper documentation from the high school supporting part-time or full-time enrollment (depending upon the status being sought by the student).
Students under 18 years of age must have consent from parent or guardian.
Note: Students enrolling under the Post Secondary Enrollment Options (PSEO) or the School and College Program (SACP) should contact the Office of Admission for further details and instructions.

Enrollment of Senior Citizens
Notes:
1975 Minnesota Law, Chapter 136, “Senior Citizens Higher Education Program,” allows residents who have reached the age of 62 years or older prior to the beginning date of a course to enroll for credit. The administrative charge for senior citizens taking credit courses on a space-available basis is $20 per credit hour plus applicable fees. Senior citizens may audit credit courses at no charge and have all fees except laboratory and material fees waived. This option is available only after all tuition-paying students have been accommodated.
Financial Information

Tuition and Fees
Notes:
Tuition, fees, and room and meal rates are established by the MnSCU Board of Trustees and are subject to revision. SMSU bands undergraduate on-campus tuition and fees. For students who are enrolled in 12 to 18 credits, tuition and fees will be charged at a flat rate. On-campus undergraduate students enrolled in fewer than 12 credits will be charged on a per credit basis. Undergraduate students taking more than 18 credits will pay the banded rate for the first 18 credits plus the per credit rate for each additional credit taken over 18.

Programmatic tuition may be assessed for certain courses such as science lab courses, art studio courses, and culinology and hospitality lab courses.

Visit the Business Services page for current Tuition and Fee Rates.

Student Account information, charges, payments, and balances are available on the online registration system found at www.SMSU.edu/Administration/BusinessServices.

Students should be aware that books and supplies are estimated at $500 per semester and plan accordingly.

Rates for tuition and fees are subject to change by action of the MnSCU Board of Trustees.

SMSU reserves the right to correct any clerical errors or inaccuracies.

Reciprocity Benefits
Notes:
See Tuition and Fee Rates for current reciprocity benefits.

Withdrawal

Withdrawal From a Course
Notes:
Students may withdraw from a course by using the online registration system. Students withdrawing from (dropping) a course after the drop/add period ends (see above), will not receive a refund for the course. The course will remain on your transcript with a grade of “W,” but it will not affect your grade point average. Students may withdraw from (drop) a class and receive a grade of “W” between the 5th and 50th instructional days of the fall and spring semester or between the 3rd and 10th instructional days of the summer session. After the 50th instructional day of the fall or spring semester or the 10th day of the summer session, you cannot drop a course and receive a grade of W (withdrawn). This includes those students withdrawing from the University. If you withdraw from (drop) a course after the drop/add period and after having financial aid applied, the “W” grade may affect your financial aid satisfactory academic progress. Please check with the Financial Aid Office (IL 145) before withdrawing from (dropping) a course if you are receiving financial aid.

*REFUND: Refunds for on-campus daytime courses dropped will be allowed only through the fifth (5th) instructional day of the semester.
First five instructional days . . . . . . 100% refund
After fifth instructional day . . . . . 0% refund

*REFUND: Refunds for off-campus and evening courses dropped:
1st class meeting but before second . . 100%
2nd class meeting and later . . . . . . . . 0%

Students enrolled in courses who are no longer attending SMSU must officially withdraw from the University by notifying the Advising Office, 148 Individualized Learning Building, 507-537-6245. During Fall and Spring semesters from the 5th through the 50th instructional days you can withdraw from a course and receive a “W” grade. Contact the Office of Registration for summer withdrawal time periods.

Withdrawal From the University
Notes:
If you wish to withdraw entirely from the University during the academic semester, you must complete a University Withdrawal Form, that can be obtained at the Advising Center located in IL 148 phone 507-537-6245. Withdrawing students are encouraged to discuss their withdrawal plans with the Director of the Advising Office. The date of an official Withdrawal from the University is the earliest of the dates students began their Withdrawal process or date students otherwise provided official notice. Should you decide to return to the University at a later date, you may be considered for readmission, see the Admission page for information.
If you withdraw entirely from the University, refunds of tuition and fees will be made according to the following schedule:

Regular Academic Year On-Campus Courses

Date of Withdrawal Refund Allowed:

<table>
<thead>
<tr>
<th>Date of Withdrawal</th>
<th>Refund Allowed</th>
</tr>
</thead>
<tbody>
<tr>
<td>First five instructional days</td>
<td>100% refund</td>
</tr>
<tr>
<td>After fifth instructional day</td>
<td>0% refund</td>
</tr>
</tbody>
</table>

*REFUND: Refunds for off-campus and evening courses dropped:
1st class meeting but before second | 100%
2nd class meeting and later | 0%

Note: While every effort is made to ensure accuracy, SMSU reserves the right to correct any clerical errors herein.
above refund schedule is set by the MnSCU Board and is subject to change.

Refunds of room and meals are pro-rated on the unused portion of the room and meals previously paid. Students withdrawing from the residence halls must withdraw at the appropriate Commons Building.

Students who are dismissed or expelled from the University because of conduct violations will be responsible for payment of all tuition, fees, and appropriate room and meal charges.

IF YOU RECEIVED FINANCIAL AID, YOUR WITHDRAWAL MAY INCUR REPAYMENT OBLIGATIONS.

Return of Title IV Federal Financial Aid

Notes:
The Federal formula requires a return of Title IV aid if you received Federal assistance in the form of a Pell Grant, ACG Grant, SMART Grant, Supplemental Education Opportunity Grant (SEOG), Federal Perkins Loan, Federal Stafford Loan or a PLUS Loan and withdrew on or before completing 60 percent of the semester. The Federal government mandates that if you withdraw from all classes, you may only keep the financial aid you have "earned" up to the time of withdrawal.

The Title IV funds that were disbursed in excess of the earned amount will be returned to the Federal government by the University. The amount to be returned to the University will be calculated from the date on which you officially withdrew.

If any funds are remaining after the return of Title IV aid, they will be used for repayment obligations for the University's funds, State funds and other private sources. If an unpaid balance(s) exists, all aid sources will be repaid before any funds are returned to you.

Determining Title IV Federal Aid Earned

Notes:
To determine the amount of aid you earned up to the time of withdrawal, the University will divide the number of calendar days you attended classes by the total number of calendar days in the semester (less any scheduled break of 5 days or more). The resulting percentage is then multiplied by the total Federal funds that were disbursed for the semester. This calculation determines the amount of aid that you are allowed to keep. The unearned amount of aid will be returned to the Federal government by the University. You will receive notification and a bill if there is a balance due.

Financial Aid

Financial aid is awarded on the principle that the basic financial responsibility rests with the student and his/her parents. When family resources are insufficient to meet the anticipated expenses of the school year, financial aid may be offered. Financial need means the difference between expenses and resources. The deadline for top consideration is approximately March 1 of each year. For complete information on the types of Financial Aid available, see the Financial Aid page.

Scholarships

Notes:
Numerous scholarship opportunities are available through the Southwest Minnesota State University Foundation, thanks to the generosity of private donors. These scholarships are awarded according to criteria unique to each scholarship. Examples of these criteria include academic merit, financial need, the student’s chosen major, athletic talent, and the student’s potential for success.

Federal Perkins Loans

Notes:
Long-term loans are available at 5% simple interest per annum. Interest and repayment are deferred as long as the student carries at least a half-time credit load. When the student graduates or ceases to be enrolled half-time, a nine-month grace period follows before interest and repayment begin. The maximum allowable repayment period is 10 years. Cancellation of all or part of the loan is available for certain types of teaching and for some military service.

College Work-Study

Notes:
A work-study award is an offer of potential earnings through on-campus employment. Students work a certain number of hours each week, are paid at a set hourly rate, and receive payment bi-monthly through University payroll until they have earned the amount of the original award. Work study recipients hold the primary responsibility of locating a job.

**Federal Supplementary Educational Opportunity Grants (FSEOG)**
Notes:
These grants are for a limited number of students with exceptional financial need as determined by federal income guidelines.

**Federal PELL Grants**
Notes:
The Federal PELL Grant Program stipulates that every eligible student is entitled to a certain amount of funds minus what the student’s parents can contribute. These funds do not have to be repaid.

**Academic Competitiveness Grants**
Notes:
The Academic Competitiveness Grant program provides grants for the first year and second year of undergraduate study. The program became available for the first time for the 2006-07 school year for first year students who graduated from high school after January 1, 2006 and for second year students who graduated from high school after January 1, 2005. The eligible student must also be a U.S. Citizen, be eligible for a Federal Pell Grant, be enrolled Full-Time and have completed a rigorous secondary school program of study.

**National Science and Mathematics Access to Retain Talent Grant or National SMART Grants**
Notes:
The National SMART Grant program provides awards for each of the third and fourth years of undergraduate study. To be eligible to receive a National SMART Grant, you must: be a US citizen, be eligible to receive a Federal Pell Grant, be enrolled as a full-time third or fourth year student in a baccalaureate degree program, have a 3.0 cumulative grade point average, and be enrolled in an eligible major in one of the following categories: Computer Science, Engineering, Critical Foreign Languages, Life Sciences, Mathematics, Physical Sciences, Technology, or Multidisciplinary Studies.

**TEACH Grant**
Notes:
To be eligible for the TEACH Grant, students must be completing coursework to begin a career in teaching. Current, former, or retired teachers must be either in a Master’s degree program or pursuing an alternative certification in a Master’s program. New students must obtain an admission test score above the 75th percentile. Current students must maintain at least a 3.25 cumulative grade point average. Students are eligible for up to $4,000 per year. The grant funds could be reverted to loan funds if the student does not teach for 4 years within 8 years of program completion and is not a full-time teacher in a high need field in a low-income school.

**Minnesota State Scholarship and Grant-in-Aid Program**
Notes:
Awards are made each year by the Minnesota Office of Higher Education to Minnesota residents who qualify.

**Minnesota Achieve Scholarship**
Notes:
The Minnesota Achieve Scholarship provides financial assistance to eligible Minnesota high school graduates who have completed any one of four sets of rigorous programs of study while in high school or in a home-school setting. Eligible students who graduated from a Minnesota high school after January 1, 2008 can receive a one-time scholarship of up to $1,200 depending on availability. To be considered eligible, the student's family must have submitted a FAFSA form and have a "$0" Estimated Family Contribution (EFC). The application must be accompanied by a complete official high school transcript and any additional documentation to confirm the applicant has graduated from a high school located in Minnesota after January 1, 2008 and has completed one of the rigorous programs of study.

**Federal Stafford Student Loans**
Notes:
Long term loans are available for Undergraduate Students as either Subsidized Stafford Loans or Unsubsidized Stafford Loans. For Graduate students the Subsidized Stafford Loan and the Unsubsidized Stafford Loans are available. The Unsubsidized Stafford Loan will have interest accruing while the student is in school. Repayment of principal is deferred as long as the student carries at least a half-time credit load. When the student graduates or ceases to be enrolled at least half-time, a six-month grace period follows before repayment of principal and interest begin.

**Athletic Awards**
Notes:
Interested athletes should check with the appropriate coach regarding Men’s Athletic Talent Grants and Women’s Athletic Talent Grants.

**Employment Opportunities**
Notes:
In addition to work-study, the Financial Aid Office maintains a listing of on-campus, non-work-study employers who may have part-time openings for students. No special application is required. For additional information, students may call or write:
Office of Student Financial Aid
Application Procedure for Financial Aid

The student must first apply for admission to the University. Students and the parents of dependent students should apply for a PIN (Personal Identification Number) at www.pin.ed.gov. This PIN will serve as an electronic signature for financial aid purposes. The student and parents must then complete and submit the Free Application for Federal Student Aid (FAFSA). The FAFSA form is available online at www.fafsa.ed.gov, a paper version may be obtained from high school counselors or from the Financial Aid Office. Students must also complete the SMSU Application for Financial Aid application, available on the SMSU website at www.SMSU.edu or from the Financial Aid and Admission Offices.

Important: To receive priority consideration, students should submit applications by March 1. Applications will be processed after this date, and awards will be announced in May (pending Federal and/or State appropriations). Regional and area financial aid seminars for students, parents, and guidance counselors are given by Southwest State Minnesota University staff members to acquaint participants with the types of aid available and to instruct them in completing applications. Orientation programs for new students (entering freshmen and transfer students) are scheduled prior to the opening of the fall semester to acquaint students with University policies and procedures. Program requirements may be changed by state and federal statute.

Financial Aid Satisfactory Academic Progress

To be eligible for Federal or State Financial Aid, students must maintain certain academic progress standards. To receive aid in any given year, students must have met specific standards in the previous year even if they did not receive Financial Aid in the previous year. The policy is available from the Financial Aid Office or on the SMSU Web site at www.SMSU.edu.
The primary objective of the Accounting Program is to prepare students for the full range of responsibilities which professional accountants are expected to assume. Fulfillment of these responsibilities requires both a high level of technical knowledge and a profound awareness of the context and consequences of professional decision-making. Acquisition of both is expected to result from the following course of study:

1. 44 hours of Liberal Arts Curriculum courses;
2. 30 hours of Business Core studies;
3. 27 hours of study specific to the Accounting Major;
4. Elective courses sufficient to meet the 120 semester hour minimum for a bachelor’s degree.

Further, the program satisfies the academic requirements to sit for the Certified Public Accountant (CPA) examination, the Certified Management Accountant (CMA) examination, and the Certified Internal Auditor (CIA) examination.

Completion of the minor in Accounting program provides a core of fundamental accounting courses enhancing any business-oriented course of study. Completion of the two-year accounting degree provides the student with a background suitable for either clerical or paraprofessional work in the accounting field.

Note: Students must achieve a cumulative GPA of 2.25 or higher by the time they complete 64 credit hours in order to continue in the Accounting Program. A 2.25 or higher cumulative GPA for all SMSU ACCT courses (excluding ACCT 300) is required in order to graduate as an Accounting major. GPA requirements for transfer students will be evaluated only on the basis of SMSU coursework. Students transferring in more than 40 credit hours are exempt from the above 64 credit hour 2.25 cumulative GPA requirement.

Transfer Students: Students planning to take any courses at other colleges or universities should first review a copy of the Accounting Program transfer policy. This policy sets certain limitations on transfer credits accepted toward an accounting degree.

Note: Students must complete a minimum of 120 credits in order to graduate with a Bachelor’s degree.

Bachelor of Science: Accounting (57 Credits)

I. Related Requirements (30 Credits)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 211</td>
<td>Principles of Accounting I</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 212</td>
<td>Principles of Accounting II</td>
<td>3</td>
</tr>
<tr>
<td>BADM 305</td>
<td>Business Law I</td>
<td>3</td>
</tr>
<tr>
<td>ECON 201</td>
<td>Principles of Microeconomics</td>
<td>3</td>
</tr>
<tr>
<td>ECON 202</td>
<td>Principles of Macroeconomics</td>
<td>3</td>
</tr>
<tr>
<td>FIN 230</td>
<td>Business Statistics I</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 300</td>
<td>Management Principles</td>
<td>3</td>
</tr>
</tbody>
</table>

A. One of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 470</td>
<td>International Business &amp; Economics</td>
<td>3</td>
</tr>
<tr>
<td>POL 200</td>
<td>International Politics</td>
<td>3</td>
</tr>
<tr>
<td>POL 340</td>
<td>Public Policy &amp; Administration</td>
<td>3</td>
</tr>
<tr>
<td>POL 356</td>
<td>Politics of Global Economy</td>
<td>3</td>
</tr>
</tbody>
</table>

B. One of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 360</td>
<td>Scientific &amp; Tech Writing</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 331</td>
<td>Business Communications</td>
<td>3</td>
</tr>
<tr>
<td>SPCH 200</td>
<td>Small Group Communication</td>
<td>3</td>
</tr>
<tr>
<td>SPCH 303</td>
<td>Advanced Public Speaking</td>
<td>3</td>
</tr>
<tr>
<td>SPCH 310</td>
<td>Persuasion</td>
<td>3</td>
</tr>
</tbody>
</table>

Notes:

SPCH 300+ Any upper-division speech course
ENG 331 Business Communications may be taken for MGMT 331 Business Communications

C. One of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BADM 355</td>
<td>Business Law II</td>
<td>3</td>
</tr>
<tr>
<td>BADM 360</td>
<td>Insurance and Risk Management</td>
<td>3</td>
</tr>
</tbody>
</table>
II. Major Courses (27 Credits)

ACCT 311 Intermediate Accounting I 3
ACCT 312 Intermediate Accounting II 3
ACCT 340 Cost Accounting I 3
ACCT 350 Federal Tax I 3
ACCT 360 Accounting Information System 3
ACCT 401 Advanced Accounting 3
ACCT 421 Auditing I 3
ACCT 445 Senior Capstone 3

One course from the following accounting electives:

ACCT 330 Accounting for Government & Not-For-Profit Entities 3
ACCT 341 Cost Accounting II 3
ACCT 370 Microcomputers in Accounting 3
ACCT 422 Auditing II 3
ACCT 440 Accounting Theory & Problems 3
ACCT 451 Federal Tax II 3

Total Credits: 57

150 Semester Hours Accounting Emphasis (150 Credits)

a. Bachelor of Science degree with an Accounting Major (120 Credits)

b. An additional nine (9) credits of Accounting electives selected from the above listed major courses (9 Credits)

Notes:
ACCT 499 Internship in Accounting may count for up to 6 credits of the 9 required.

c. One additional course from Group A or B (Listed under B.S. Accounting requirements) (3 Credits)
d. An additional 6 credits selected from Group C (Listed under B.S. Accounting requirements) (6 Credits)
e. 12 credits of open electives (additional internship credits do not count) (12 Credits)

Total Credits: 150

Minor: Accounting (24 Credits)

I. Accounting Core

ACCT 211 Principles of Accounting I 3
ACCT 212 Principles of Accounting II 3
ACCT 311 Intermediate Accounting I 3
ACCT 312 Intermediate Accounting II 3
ACCT 340 Cost Accounting I 3
ACCT 350 Federal Tax I 3

One of the following:

ECON 201 Principles of Microeconomics 3
ECON 202 Principles of Macroeconomics 3

One of the following:

ACCT 330 Accounting for Government & Not-For-Profit Entities 3
### Associate in Science: Accounting (64 Credits)

#### I. Accounting Core:
- ACCT 211 Principles of Accounting I: 3 credits
- ACCT 212 Principles of Accounting II: 3 credits
- ACCT 311 Intermediate Accounting I: 3 credits
- ACCT 312 Intermediate Accounting II: 3 credits
- ACCT 340 Cost Accounting I: 3 credits
- ACCT 350 Federal Tax I: 3 credits

**Total Credits: 24**

#### II. Required Courses in Related Fields:
- BADM 305 Business Law I: 3 credits
- MGMT 300 Management Principles: 3 credits

Choose one of the following:
- ECON 201 Principles of Microeconomics: 3 credits
- ECON 202 Principles of Macroeconomics: 3 credits

Choose one course from any two of the following three groups:

**Group A.**
- ECON 470 International Business & Economics: 3 credits
- POL 200 International Politics: 3 credits
- POL 340 Public Policy & Administration: 3 credits
- POL 356 Politics of Global Economy: 3 credits

**Group B.**
- ENG 360 Scientific & Tech Writing: 3 credits
- MGMT 331 Business Communications: 3 credits
- SPCH 200 Small Group Communication: 3 credits
- SPCH 303 Advanced Public Speaking: 3 credits
- SPCH 310 Persuasion: 3 credits

Notes:
- Any upper-division Speech course (300 or 400 level) for 3 credits.

**Group C.**
- BADM 355 Business Law II: 3 credits
- BADM 360 Insurance and Risk Management: 3 credits
- BADM 365 Real Estate: 3 credits
- ECON 328 Money and Banking: 3 credits
- FIN 230 Business Statistics I: 3 credits
- FIN 375 Investments: 3 credits
- FIN 457 Corporate Finance I: 3 credits
- MGMT 330 Organizational Behavior and Theory: 3 credits
- MGMT 350 Human Resources: 3 credits
- MGMT 420 Management Information Systems: 3 credits
- MGMT 454 Labor Relations: 3 credits
- MGMT 492 Business Policy: 3 credits
- MKTG 301 Principles of Marketing: 3 credits

#### III. Liberal Arts Curriculum (LAC):

**Communication Skills**
- ENG 151 Academic Writing: 4 credits
- SPCH 110 Essentials of Speaking and Listening: 3 credits

**Mathematical/Logical Reasoning**

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*Note: While every effort is made to ensure accuracy, SMSU reserves the right to correct any clerical errors herein.*
Choose one of the following:

**Mathematics**
- MATH 115 Finite Mathematics 3
- MATH 140 Calculus: A Short Course 3

**Social Science**
Notes:
One course from the History area of LAC
One course in Social Science area of LAC other than Economics and History*

**Humanities and Fine Arts**
Notes:
Two courses from the Humanities and Fine Arts area of the LAC*

**Science**
Notes:
One course (including a lab) from the Science area of the LAC*

Footnotes:
* See the Core Curriculum section of the online catalog for a listing of courses included in the Liberal Arts Curriculum.

**IV. Transfer Curriculum Areas:**

**Critical Thinking** **

Choose one of the following:

- ECON 201 Principles of Microeconomics 3
- ECON 202 Principles of Macroeconomics 3

Notes:
** This course may also be used to satisfy one of the requirements under “II. Required Courses in Related Fields.”

Total Credits: 64

**Course Descriptions**

**ACCT 100 Accounting for Non-Business Majors (3)**
Introduction to the field of accounting, uses of accounting information, and fundamentals of statement analysis for non-Business majors.

**ACCT 211 Principles of Accounting I (3)**
Introduction to reporting financial information regarding the operating, investing, and financing activities of business enterprises to present to potential investors, creditors, and others. Topics covered include basic financial statements, business transactions, the accounting cycle, forms of business organizations, internal control, cash, receivables, inventories, long-term assets, depreciation, and current liabilities.

**ACCT 212 Principles of Accounting II (3)**
A continuation of ACCT 211. Financial accounting topics covered include stockholders' equity, statement of cash flows, and financial statement analysis. An introduction to management accounting topics such as cost allocation, product costing, cost-volume-profit analysis, responsibility accounting, operational budgeting, and capital budgeting.

**ACCT 300 Hospitality Accounting (3)**
Financial management of hospitality accounting focusing on its special reports, planning, control, and budgeting.

**ACCT 310 Managerial Accounting (3)**
This course is not available to accounting majors. It studies the uses of accounting data to aid managers in directing the affairs of business and non-business organizations. Includes cost behaviors and concepts, job costing, cost-volume-profit relationships, budget and variance analysis, standard costing, controls for decentralized operations, and relevant costs for decision-making.

**ACCT 311 Intermediate Accounting I (3)**
An intensive study of financial accounting and reporting. Accounting topics covered include: accounting standards, conceptual framework, income statement, balance sheet, time value of money, cash and receivables, inventories, acquisition and disposition of property, and depreciation.
ACCT 312 Intermediate Accounting II (3)
A continuation of ACCT 311 Intermediate Accounting I. Accounting topics covered include: intangible assets, current liabilities, long-term liabilities, stockholders' equity, earnings per share, revenue recognition, investments, accounting changes, and statement of cashflows.

ACCT 313 Intermediate Accounting III (3)
Intensive study of balance sheet accounts and their relationship to the income statement. Also includes study of funds statement, accounting for leases and pension plans, incomplete records, and price level restatements.

ACCT 330 Accounting for Government & Not-For-Profit Entities (3)
This course includes a survey of state and local government accounting, as well as accounting for colleges and universities, school systems, hospitals, voluntary health and welfare organizations, and other nonprofit organizations.

ACCT 340 Cost Accounting I (3)
A study of basic development and application of accounting for management decision-making. Includes cost flows in a manufacturing environment with emphasis on job order and process cost systems. Other cost accounting topics are: cost allocation with joint and by-products, back flush accounting, factory overhead analysis, and activity-based costing.

ACCT 341 Cost Accounting II (3)
An advanced study emphasizing the design, development and use of cost/managerial accounting systems for planning, performance evaluation and analysis used in the management decision-making process.

ACCT 350 Federal Tax I (3)
Theory and principles involved in computation of federal income taxes for individuals are covered in this course.

ACCT 360 Accounting Information System (3)
This course provides the knowledge and skills needed to be able to understand and evaluate the performance of information systems. The course will examine the five principal components of an accounting system: revenues, expenditures production, human resources, and general ledger. The course will also look at control and audit of accounting information systems.

ACCT 370 Microcomputers in Accounting (3)
This course teaches the use of contemporary accounting software packages to maintain financial records and prepare financial statements. Students successfully completing the course will be able to set up a basic recordkeeping system, post financial transactions and prepare financial statements using the selected software.

ACCT 385 Pre-Employment Seminar (1)
Students who plan to participate in the internship program discuss the experiences of students who have completed internships. Students will be given instruction in interviewing techniques.

ACCT 401 Advanced Accounting (3)
This course includes a study of the following accounting topics: deferred income taxes, capital leases, pensions and post-retirement benefits, consolidated financial statements, partnerships, branches, business combinations, segments, multi-national operations, interim reporting, and Securities and Exchange Commission (SEC) reporting.

ACCT 421 Auditing I (3)
This course is an introductory fundamental course in auditing. Topics will include purpose, scope, concepts and methods used in examining and attesting to financial statements. Study and evaluation of internal control, statistical sampling, working papers, planning the audit engagement, professional standards and auditor liability are specific.

ACCT 422 Auditing II (3)
This course involves the in-depth study of auditing as it applies to external financial statements. Emphasis is placed on the application of Generally Accepted Auditing Standards, with special emphasis on field and reporting standards. An Audit Practice Case is included to provide students with additional awareness of the audit process.

ACCT 440 Accounting Theory & Problems (3)
An examination of various aspects of financial accounting theory, such as its history, the processes used in development of accounting theory, alternative measurement models, the conceptual framework and its value.
Selected contemporary issues and standards will be used each semester to aid in total understanding.

**ACCT 445 Senior Capstone (3)**
An integrated learning experience in the senior year including applications, research, and presentations.

**ACCT 451 Federal Tax II (3)**
This course involves the study of the taxation of partnerships, corporations, trusts, estates, and property transactions.

**ACCT 486 Special Topics in Accounting (1-3)**

**ACCT 494 Independent Study in Accounting (1-3)**

**ACCT 499 Internship in Accounting (3-9)**
This course involves on-the-job experience in the accounting field.
Agribusiness Management

Department Office: CH 129
Phone Number: 507-537-6223
Staff & Faculty: Gerald Toland, Linda Baun, Raphael Onyeaghala, Stephen Davis, Sangnyeol Jung

An agribusiness management major prepares students for careers in a variety of businesses involved with the agricultural and food industry. Graduates have obtained positions in agricultural lending, agronomy, agricultural sales, cooperative management, elevator management, government program administration, and grain trading.

Students majoring in agribusiness management may pursue a four-year bachelor of science degree or a two-year associate of science degree. In addition, a minor in agribusiness management is available. Scholarships are available for academically strong students majoring in agribusiness through the Cooperative Scholarship Program and other agribusiness scholarship programs. Job and internship placement has been excellent with agribusinesses in the Southwest Minnesota State University service region.

Students can select an emphasis in one of the following three areas: Farm Management, Agricultural Finance, and Agricultural Marketing and Procurement. By completing an agribusiness management degree with emphasis in one of these areas, a student can develop the necessary skills for positions ranging from farming/ranching to agribusiness management.

A major strength of the Southwest Minnesota State University agribusiness major is a required business curriculum core. This business core enables students to obtain minors or majors in other business disciplines with a minimum of additional credits. Students are encouraged to obtain minors in other areas such as accounting, business administration, economics, marketing, foreign languages, and computer science. Students considering a graduate degree, such as an M.S. or Ph.D. in agribusiness management or agricultural economics, should talk to an advisor about these plans as soon as possible while enrolled at Southwest Minnesota State University.

Students intending to major in agribusiness management must meet certain requirements before being accepted into the major program. Transfer students must eliminate all deficiencies within two semesters of entry into the Agribusiness Management Program. A GPA of 2.35 in all major courses is required to graduate. No more than three credits of AGBU 499 Internship can be used as agribusiness management elective credits.

Note: Students must complete a minimum of 120 credits in order to graduate with a Bachelor’s degree.

Bachelor of Science: Agribusiness Management (59 Credits)

I. Pre-Agribusiness Management Courses (18-20 Credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 151</td>
<td>4</td>
</tr>
<tr>
<td>SPCH 110</td>
<td>3</td>
</tr>
</tbody>
</table>

Complete one course from each of the following groups (A-C):

Group A:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>BIOL 100</td>
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<tr>
<td>BIOL 100L</td>
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<tr>
<td>BIOL 200</td>
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<tr>
<td>BIOL 200L</td>
<td>1</td>
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Group B:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>CHEM 110</td>
<td>3</td>
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<tr>
<td>CHEM 110L</td>
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</tr>
<tr>
<td>CHEM 121</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 121L</td>
<td>1</td>
</tr>
<tr>
<td>CHEM 231</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 231L</td>
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</table>

Group C:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>MATH 115</td>
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</tr>
<tr>
<td>MATH 140</td>
<td>3</td>
</tr>
<tr>
<td>MATH 150</td>
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II. Agribusiness Management Core (25 Credits)

<table>
<thead>
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<th>Course</th>
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<tr>
<td>AGBU 210</td>
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<tr>
<td>AGBU 360</td>
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<tr>
<td>AGBU 440</td>
<td>3</td>
</tr>
<tr>
<td>AGBU 475</td>
<td>3</td>
</tr>
</tbody>
</table>

Note: While every effort is made to ensure accuracy, SMSU reserves the right to correct any clerical errors herein.
III. Business Core (18 Credits)

- ACCT 211 Principles of Accounting I .................................................. 3
- ACCT 212 Principles of Accounting II .................................................. 3
- BADM 305 Business Law I ................................................................. 3
- ECON 201 Principles of Microeconomics ............................................. 3
- ECON 202 Principles of Macroeconomics ............................................. 3
- MGMT 331 Business Communications ............................................... 3

IV. Agribusiness Management Concentrations (15 Credits)

Select one of the following three concentrations:

A. Farm Management
- AGBU 365 Farm and Ranch Management I .......................................... 3
- AGBU 400 International Agricultural Development .................................. 3
- MGMT 300 Management Principles .................................................... 3

Any two of the following five courses:
- AGBU 330 Commodity Futures & Options Trading ................................ 3
- AGBU 350 Agricultural Law & Environment ......................................... 3
- AGBU 366 Farm and Ranch Management II .......................................... 3
- AGBU 499 Internship ......................................................................... 1 - 6
- ECON 470 International Business & Economics .................................... 3

B. Agricultural Finance
- AGBU 400 International Agricultural Development .................................. 3
- ECON 328 Money and Banking ............................................................ 3
- FIN 350 Managerial Finance ................................................................ 3

Any two of the following six courses:
- AGBU 330 Commodity Futures & Options Trading ................................ 3
- AGBU 350 Agricultural Law & Environment ......................................... 3
- AGBU 365 Farm and Ranch Management I .......................................... 3
- AGBU 499 Internship ......................................................................... 1 - 6
- ECON 470 International Business & Economics .................................... 3
- MGMT 300 Management Principles .................................................... 3

C. Agricultural Marketing and Procurement
- AGBU 330 Commodity Futures & Options Trading ................................ 3
- AGBU 365 Farm and Ranch Management I .......................................... 3
- AGBU 400 International Agricultural Development ................................ 3

Any two of the following six courses:
- AGBU 350 Agricultural Law & Environment ......................................... 3
- AGBU 499 Internship ......................................................................... 1 - 6
- ECON 470 International Business & Economics .................................... 3
- MKTG 301 Principles of Marketing ....................................................... 3
- MKTG 331 Professional Selling ............................................................ 3
- MKTG 471 International Marketing ..................................................... 3

Total Credits: 59
Complete one course from each of the following groups (A-C)

**Group A:**
- BIOL 100 Biology in Modern World 3
- BIOL 100L Biology in Modern World Lab 1
- BIOL 200 Cell Biology 3
- BIOL 200L Cell Biology Lab 1

**Group B:**
- CHEM 110 Our Chemical World 3
- CHEM 110L Our Chemical World Lab 1
- CHEM 111 Chemistry in Our Daily Lives 3
- CHEM 111L Chemistry in Our Daily Lives Lab 1
- CHEM 121 Basic Chemistry 3
- CHEM 121L Basic Chemistry Lab 1
- CHEM 231 General Chemistry I 3
- CHEM 231L General Chemistry I Lab 1

**Group C:**
- MATH 115 Finite Mathematics 3
- MATH 140 Calculus: A Short Course 3
- MATH 150 Calculus I 5

**II. Agribusiness Management Core (12 Credits)**
- AGBU 210 Intro to Cooperatives 3
- AGBU 440 Agricultural Marketing 3
- BIOL 302 Botany 3
- MGMT 221 Computer Concepts and Applications 3

**III. Business Core (12 Credits)**
- ACCT 211 Principles of Accounting I 3
- ACCT 212 Principles of Accounting II 3
- ECON 201 Principles of Microeconomics 3
- ECON 202 Principles of Macroeconomics 3

**IV. Agribusiness Management Concentrations (12 Credits)**

**Required Courses:**
- AGBU 360 Agricultural Finance 3
- AGBU 365 Farm and Ranch Management I 3

**Choose two of the following six courses:**
- AGBU 330 Commodity Futures & Options Trading 3
- AGBU 350 Agricultural Law & Environment 3
- AGBU 366 Farm and Ranch Management II 3
- AGBU 400 International Agricultural Development 3
- AGBU 499 Internship 1 - 6
- MKTG 301 Principles of Marketing 3

**V. Liberal Arts Core (LAC) and MN Transfer Curriculum Courses (MTC) for the AS Degree in Agribusiness Management**

Notes:
**Summary of Requirements for the AS Degree in Agribusiness Management**

Notes:
- Pre-Agribusiness Management Courses: 20 – 22 credits [20 credits count towards LAC/MTC] ..........20
- Agribusiness Management Core Courses: 13 credits ...........................................................................................13
- Business Core Courses: 12 credits [6 credits count towards LAC/MTC]...........................................................12
- Agribusiness Management Concentration: 12 credits............................................................................................12
- Additional LAC/MTC Courses: 9 credits [9 credits count towards LAC/MTC] .......................................................9

Total of A.S. Degree Credits: 65 credits [35 credits count towards LAC/MTC] ..................................................65

### Minor: Agribusiness Management(18 Credits)

**I. Required Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AGBU 190</td>
<td>The Environment &amp; Economics (3)</td>
<td>3</td>
</tr>
<tr>
<td>AGBU 210</td>
<td>The Environment &amp; Economics (3)</td>
<td>3</td>
</tr>
<tr>
<td>ECON 201</td>
<td>Principles of Microeconomics</td>
<td>3</td>
</tr>
<tr>
<td>FIN 230</td>
<td>Business Statistics I</td>
<td>3</td>
</tr>
</tbody>
</table>

**II. Additional Agribusiness Management courses (6 Credits)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AGBU 330</td>
<td>Commodity Futures &amp; Options Trading</td>
<td>3</td>
</tr>
<tr>
<td>AGBU 440</td>
<td>Agricultural Marketing</td>
<td>3</td>
</tr>
<tr>
<td>ECON 201</td>
<td>Principles of Microeconomics</td>
<td>3</td>
</tr>
<tr>
<td>FIN 230</td>
<td>Business Statistics I</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits: 18

### Course Descriptions

**AGBU 190 The Environment & Economics (3)**
An introductory course for studying the application of economic concepts to environmental issues. Students will be introduced to basic economic concepts used in environmental economics. After this introduction to environmental economics, students will study how economic principles can be used to analyze rural and global environmental issues.

**AGBU 210 Intro to Cooperatives (3)**
This course examines the unique concepts and principles of the cooperative form of business. The nature and types of cooperatives, their historical development and growth, and the economic, social, legal, financial, management and organization of cooperatives are topics introduced.

**AGBU 276 Soil Science and Management (2)**
To enable students to gain some basic knowledge of soils and how they can best be managed for long run optimum production.
AGBU 330 Commodity Futures & Options Trading (3)
A study of how to use futures and options contracts to hedge price risk. Stress is placed on the use of agricultural commodity contracts by farmers and agribusinesses working with farmers.

AGBU 331 Financial Futures and Options Trading (3)
Financial futures and options contracts are presented as a means for hedging and speculating. Economic and financial theories are used to analyze specific transactions.

AGBU 350 Agricultural Law & Environment (3)
An examination of legal principles and environmental laws as applicable to agricultural enterprises ranging from family farms to agribusiness corporations and governmental regulatory agencies. Special emphasis will be on practical applications to agribusiness enterprises and government agencies.

AGBU 360 Agricultural Finance (3)
A comprehensive look at all facets of extending agricultural and agribusiness loans, from analysis of the financial statements of agricultural enterprises to dealing with problem loans. Emphasizes general principles of banking management and evaluation, fulfillment of credit needs, and uses of capital from the perspective of both borrowers and lenders.

AGBU 365 Farm and Ranch Management I (3)
Budgeting and financial analysis are used to study how to maximize profit and efficiency in resource use for a farming operation. Microcomputer spreadsheets and other programs are used for class projects.

AGBU 366 Farm and Ranch Management II (3)
Computer farm management aids, risk analysis, FIN PACK, farm business organization selection, income tax management, disinvestment, and estate planning.

AGBU 400 International Agricultural Development (3)
This course emphasizes the role agriculture plays in the development process. On completion of this course, the students should be able to explain the role of agriculture in the development process, analyze the effects of developing country economic policies on the agricultural sector, and use economic reasoning and tools such as graphs to analyze the agricultural sector.

AGBU 410 Cooperative & Agribusiness Management (3)
The organizational, legal, financial and managerial aspects of doing business as a cooperative corporation are examined in this course. Relationships between member-patrons, directors and the manager of the cooperative are analyzed using case studies. The business activities of a cooperative corporation are computer-simulated and analyzed.

AGBU 420 International Agribusiness Management (3)
A comprehensive analysis is conducted of the role of agribusinesses in international trade and development. Case studies involving agribusinesses are analyzed to identify the issues and methods used to market, finance, and manage the import-export of agricultural products.

AGBU 440 Agricultural Marketing (3)
Analysis of farm prices and the effect of supply, demand and institutional forces on farm income and farm income policy.

AGBU 475 Agricultural and Food Policy (3)
This course will describe and evaluate past and future policies developed to deal with income distribution, resource use and changes in technology in the food and agriculture system.

AGBU 486 Special Topics (1 - 4)

AGBU 494 Independent Study (1 - 4)

AGBU 499 Internship (1 - 6)
The opportunity to pursue an internship is designed to supplement course materials with actual related work experience. Students are expected to integrate disciplinary knowledge into a real world setting. The student will submit weekly reports on work assignments as well as a report at the conclusion of the internship. The number of credits allowed will depend on the magnitude of the internship.
The SMSU Agronomy Program prepares students for careers in many crop production and natural resource conservation roles. SMSU Agronomy graduates would seek employment in wide variety of areas such as: crop management consulting, agronomists or technical representatives for seeds, agricultural chemicals, crop protection companies, crop advisors/consultants, extension educators, state and federal regulatory professionals, farm managers, soil and water specialists/conservationists and research technicians.

Degree Requirements:
In order to complete the degree, the students must complete 71-74 credits in the major, maintain a minimum GPA of 2.0 in the major courses, meet the Minnesota Transfer Curriculum requirements. A total of 18 credits are required for a minor in Agronomy. A minimum of 2.0 GPA is required for the minor course.

Note: Students must complete a minimum of 120 credits in order to graduate with a Bachelor's degree.

Bachelor of Science: Agronomy(71-74 Credits)

Pre-Agronomy Requirements (18 Credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Credits</th>
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<tbody>
<tr>
<td>CHEM 121</td>
<td>Basic Chemistry</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 121L</td>
<td>Basic Chemistry Lab</td>
<td>1</td>
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<tr>
<td>ENG 151</td>
<td>Academic Writing</td>
<td>4</td>
</tr>
<tr>
<td>ENVS 180</td>
<td>Environmental Science: Introduction</td>
<td>3</td>
</tr>
<tr>
<td>ENVS 180L</td>
<td>Environmental Science: Introduction Lab</td>
<td>1</td>
</tr>
<tr>
<td>PHIL 107</td>
<td>Environmental Ethics</td>
<td>3</td>
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</tbody>
</table>

Notes:
* Minimum of C in each course before enrolling in AGRO 132 or higher.

Choose one course:

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Credits</th>
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<tbody>
<tr>
<td>MATH 110</td>
<td>College Algebra</td>
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<tr>
<td>MATH 140</td>
<td>Calculus: A Short Course</td>
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I. Core Requirements (53 Credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
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<tbody>
<tr>
<td>AGBU 210</td>
<td>Intro to Cooperatives</td>
<td>3</td>
</tr>
<tr>
<td>AGBU 350</td>
<td>Agricultural Law &amp; Environment</td>
<td>3</td>
</tr>
<tr>
<td>AGRO 115</td>
<td>Professional Development in Agriculture: Orientation &amp; Career</td>
<td>1</td>
</tr>
<tr>
<td>AGRO 132</td>
<td>Principles &amp; Practices of Crop Production</td>
<td>4</td>
</tr>
<tr>
<td>AGRO 315</td>
<td>Professional Development in Agriculture: Internship</td>
<td>4</td>
</tr>
<tr>
<td>AGRO 341</td>
<td>Principles of Pest Management</td>
<td>4</td>
</tr>
<tr>
<td>AGRO 390</td>
<td>Introduction to Precision Agriculture</td>
<td>3</td>
</tr>
<tr>
<td>AGRO 415</td>
<td>Professional Development in Agriculture: Senior</td>
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Seminars-Capstone

<table>
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<tr>
<th>Course</th>
<th>Description</th>
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<tbody>
<tr>
<td>AGRO 420</td>
<td>Soil Fertility and Fertilizers</td>
<td>3</td>
</tr>
<tr>
<td>AGRO 450</td>
<td>Issues in Sustainable Agriculture</td>
<td>2</td>
</tr>
<tr>
<td>AGRO 454</td>
<td>Experimental Design in Agriculture</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 200</td>
<td>Cell Biology</td>
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<td>BIOL 200L</td>
<td>Cell Biology Lab</td>
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<tr>
<td>BIOL 302</td>
<td>Botany</td>
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<tr>
<td>BIOL 302L</td>
<td>Botany Lab</td>
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<tr>
<td>CHEM 122</td>
<td>Introductory Organic/Biochemistry</td>
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<td>CHEM 122L</td>
<td>Intro Organic/Biochemistry Lab</td>
<td>1</td>
</tr>
<tr>
<td>ENVS 107</td>
<td>Introduction to ArcGIS</td>
<td>2</td>
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<tr>
<td>ENVS 301</td>
<td>Basic Soil Science</td>
<td>3</td>
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<tr>
<td>ENVS 301L</td>
<td>Basic Soil Science Lab</td>
<td>1</td>
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<tr>
<td>MATH 200</td>
<td>Intro to Statistics</td>
<td>3</td>
</tr>
</tbody>
</table>
II. Agronomy Options (18-21 Credits)

A. Crop Management Option

Required Courses

- AGRO 212  Grain & Forage Crop Management  3
- AGRO 325  Seed Science and Grain Grading  4
- AGRO 422  Principles of Weed Science  4
- AGRO 440  Plant Breeding  3

Choose two courses

- AGRO 332  Crop Quality, Traits, & Utilization  2
- ENVS 303  Meteorology  3
- MKTG 471  International Marketing  3

B. Agroecology Option

Required Courses

- AGRO 312  Agroecology  3
- BIOL 311  Ecology  3
- ENVS 352  Plant Nutrients in the Environment  3
- ENVS 353  Soil Conservation and Land Use Management  3

Choose two courses

- AGRO 212  Grain & Forage Crop Management  3
- AGRO 332  Crop Quality, Traits, & Utilization  2
- AGRO 422  Principles of Weed Science  4
- ENVS 310  Hydrology  3
- ENVS 401  Wetland Ecology  3

C. Soil Resource Management Option

Required Courses

- AGRO 220  Soil Chemistry  3
- ENVS 302  Geomorphology  3
- ENVS 353  Soil Conservation and Land Use Management  3
- ENVS 426  Soil Morphology & Genesis  3

Choose two courses

- AGRO 212  Grain & Forage Crop Management  3
- AGRO 332  Crop Quality, Traits, & Utilization  2
- BIOL 311  Ecology  3
- ENVS 310  Hydrology  3
- ENVS 352  Plant Nutrients in the Environment  3

Total Credits: 71-74

Minor: Agronomy (18 Credits)

I. Minor Core (15 Credits)

- AGRO 115  Professional Development in Agriculture: Orientation & Career Planning  1
- AGRO 132  Principles & Practices of Crop Production  4
- AGRO 212  Grain & Forage Crop Management  3
- AGRO 420  Soil Fertility and Fertilizers  3
- ENVS 301  Basic Soil Science  3
- ENVS 301L  Basic Soil Science Lab  1

II. Electives: (3 Credits)

- AGRO 3XX  Agronomy courses at the 300 level or above  3

Minor: Agronomy Notes:

Students interested in the business aspects of agriculture, please refer to the requirements for Agribusiness minor.

Total Credits: 18

Note: While every effort is made to ensure accuracy, SMSU reserves the right to correct any clerical errors herein.
Course Descriptions

AGRO 115 Professional Development in Agriculture: Orientation & Career Planning (1)
This course provides an orientation to the profession of agronomy, agronomy curriculum and college life. Choosing the right majors, resume and cover letter writing, interviewing skills, graduate schools and careers in agronomy profession will be discussed.

AGRO 132 Principles & Practices of Crop Production (4)
This is an introductory course in agronomy with a goal to provide the general principles underlying crop production. The course examines the dynamics and functions of crop communities, influence of the environment on crop production, plant morphology and metabolism, crop growth and development, plant breeding as well as soil water management. Other topics that will be discussed are cultural practices associated with optimum crop production and commercial production of selected field crops.

AGRO 212 Grain & Forage Crop Management (3)
Production and management practices for corn, soybeans, small grain, and forage crops common to Midwestern U.S. agriculture. Topics to be covered are growth and development, plant characteristics, crop quality, production practices including crop rotation, tillage, soil fertility, cultivar selection, planting strategies, pest management, and harvesting techniques that optimize production and sustains the natural resource base needed to produce high quality and high yielding crops. Principles of grain and forage crop management will also be utilized in solving on-farm problems.

AGRO 220 Soil Chemistry (3)
Fundamentals of soil chemical properties and processes at the mineral/water interface important for the sound management of soil resources. Topics include sorption/desorption of inorganic and organic compounds, distributive reactivity models, mobile/immobile sorption domains, bioavailability of nutrients and contaminants, oxidation/reduction, solid-phase equilibria, soil organic matter, soil mineralogy, ion exchange complexation, soil acidity, and saline/sodic soils.

AGRO 312 Agroecology (3)
Application of ecological principles to the management of food production systems. Emphasis will be on combining principles of crop production with ecological principles to bring a balance between agricultural production and environmental issues.

AGRO 315 Professional Development in Agriculture: Internship (4)
An internship with a professionally relevant component. Students are responsible for finding internship opportunities.

AGRO 325 Seed Science and Grain Grading (4)
Seed formation and development, germination, maturation, dormancy, vigor, conditioning, and quality evaluation. Seed marketing, organization of the Federal Grain Inspection Agency, development and implementation of regulations governing grain inspection, procedures, techniques, and equipment used in grain grading.

AGRO 332 Crop Quality, Traits, & Utilization (2)
Pre and post harvest factors affecting the quality of corps. Characteristics, uses, and processing of major food crops. Crop marketing and food safety.

AGRO 341 Principles of Pest Management (4)
Effects of insects and diseases on agronomic crops. Identification of important groups of insect pests, causal agents, and diagnosis of major crop diseases. Analysis of hosts and the environmental factors influencing the increase and spread of crop pests. Emphasis on the use of integrated pest management strategies.

AGRO 390 Introduction to Precision Agriculture (3)
The course gives an overview of precision agriculture. Emphasis will be on the different technologies that are currently in use and their applications. Topics include geographical information systems, geographical positioning systems, geo-stationary satellite systems, remote sensing, soil/landscape variability, soil fertility, soil sampling and testing, data collection, processing and management, site-specific farm management, yield monitoring systems, yield maps, and economic considerations in site specific farming.

AGRO 415 Professional Development in Agriculture: Senior
Seminar-Capstone (2)

AGRO 420 Soil Fertility and Fertilizers (3)
This course provides students a basic understanding of plant nutrition, soil fertility, and nutrient management. Students describe the influence of soil biological, physical, and chemical properties on soil productivity and minimize environmental degradation. The laboratory portion of this course introduces students to the chemical methods used in routine soil testing and plant analyses, and to the field soil sampling techniques used for proper nutrient recommendations and management planning.

AGRO 422 Principles of Weed Science (4)
The course covers the identification, biology, and ecology of weeds. Weed management by cultural, mechanical, chemical, and biological means. Integrated Weed Management. Herbicides and factors influencing their use. Sprayer calibration and dosage calculations. Laws and regulations governing herbicide use.

AGRO 440 Plant Breeding (3)
An introductory plant breeding course designed to provide the basic principles of cultivar development. Emphasis will be on traditional methods used in developing improved cultivars of field crops and the genetic principles on which breeding methods are based. Additional topics to be covered include biotechnology and germplasm preservation.

AGRO 450 Issues in Sustainable Agriculture (2)
This course examines the concept of sustainable agriculture by looking at the three major themes of sustainability. Students will be introduced to the social, economic, and environmental issues affecting agricultural sustainability. The patterns and trends of agricultural production systems will be examined and strategies for implementing sustainable agricultural enterprises discussed. This is a team-taught course and will include lectures, discussions, guest speakers, and field trips.

AGRO 454 Experimental Design in Agriculture (3)
This course deals with the design of experiments for agronomic and plant breeding research. Design, analysis, and interpretation of both field and greenhouse experiments will be discussed.
The Anthropology curriculum extends the range of comprehension of human social and cultural life through comparative studies, permitting the student to become aware of the more profound significance of being “human” and to discover that there are many paths, reflected in many different cultures, directed toward the goal of living a full and satisfying human life. The Anthropology curriculum is linked closely with the Sociology curriculum, and a limited amount of coursework may be applied to satisfying requirements for the Sociology major. In addition, students may elect to complete an Anthropology minor.

**Minor: Anthropology (18 Credits)**

**I. Required Courses (6 Credits)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH 116</td>
<td>Cultural Anthropology</td>
<td>3</td>
</tr>
<tr>
<td>ANTH 418</td>
<td>Culture Change</td>
<td>3</td>
</tr>
</tbody>
</table>

**II. Anthropology Electives (12 Credits)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH ---</td>
<td>Electives</td>
<td>12</td>
</tr>
</tbody>
</table>

_Notes:_

These should be selected with an advisor in Anthropology. A maximum of 3 credits may be applied from ANTH 450 Individual Study, and a maximum of 3 credits may be applied from ANTH 485 Field Experience.

Total Credits: **18**

**Course Descriptions**

**ANTH 101 General Anthropology (3)**

Provides a broad overview of the major subdisciplines of Anthropology which include physical anthropology, archaeology, and cultural anthropology. The course will progress from the historical development of human evolution and adaptation to methods of documenting prehistoric cultural relations to exploring the similarities and differences of contemporary societies.

**ANTH 116 Cultural Anthropology (3)**

This course studies the scope of human diversity across cultures ranging from hunting-gathering bands to industrial states. The course balances an introduction to theoretical concepts with practical information about peoples and cultures.

**ANTH 117 World Prehistory (3)**

The origin and development of culture from the Stone Age to the dawn of civilization in both the New and Old World; methods and theory employed in the study of prehistory.

**ANTH 120 Intro to Ethnicity (3)**

An introduction to issues of race, identity, and diversity through readings about people in the United States as well as other countries. Ethnic identity will be explored through its relationship to other social dimensions such as nationality, gender, and social class.

**ANTH 215 Peoples and Cultures of Sub-Saharan Africa (3)**

This course surveys some of the diverse cultures of Africa. Topics include theories of African culture and society, agrarian change, commerce, kinship and marriage systems, the African Diaspora, and the effects of Christianity and other religious movements. Primary emphasis will be on the African continent, although students will have the opportunity to research transnational African communities.

**ANTH 216 Indians of North America (3)**

The native cultures of North America; the effects of culture contact; contemporary problems of Indian reservations and communities.

**ANTH 218 Peoples and Cultures Southeast Asia (3)**

Social and cultural aspects of contemporary Southeast Asia are studied in environmental and historical
context.

ANTH 286 Special Topics (1 - 3)
Designed to provide lower-division students an opportunity to experience a special or experimental curriculum enrichment course.

ANTH 301 Cultural Geography (3)
The study of human relationships with the earth's environment. Topics during the semester include the study of subsistence, land use, settlement patterns and population pressures on natural resources; review of ecosystems and human adaptation to environment. The course will also pay special attention to the areal distribution of culture types and regional cultural traits.

ANTH 315 Culture Through Film (3)
This course surveys various cultures through examination of classic and contemporary ethnographic film essay, video studies, and a review of photography as a field method in the study and analysis of visual communication.

ANTH 316 Gender & Culture (3)
This course exposes students to information about women and men from a variety of societies from Africa, Europe, and elsewhere. The course is based on the notion that what it means to be female or male varies tremendously across cultures.

ANTH 318 Anthropology & Education (3)
This course provides an exploration of education as a form of cultural transmission, cultural exchange, and cultural conflict. The course explores methods of education in the United States as well as selected countries throughout the world.

ANTH 416 Anthropology of Religion (3)
Religion and magic in culture, primarily in non-western societies, treating concepts of supernatural power and beings, religious specialists and the functions of ritual and belief under conditions of culture stability and culture change.

ANTH 418 Culture Change (3)
Innovation and acculturation in culture change, theories of culture change and the methods, problems and ethics of applied anthropology.

ANTH 450 Individual Study (1 - 3)
Limited to 6 hours, not more than 3 hours in a given subject area.

ANTH 485 Field Experience: Internship (3 - 12)
Systematic field study in conjunction with formal academic work.

ANTH 486 Special Topics (1 - 3)
Designed to provide upper-division students with an opportunity to experience a special or experimental curriculum enrichment course.

ANTH 510 GS:T&I in Anthropology (3)
This course focuses on contemporary debates regarding the construction of anthropological knowledge and the uses of anthropological knowledge. Today, for the first time in its history, anthropology lacks a dominant theoretical paradigm. This course examines a broad range of experimental methods for describing peoples and cultures, including: symbolic analysis, interpretive anthropology, life histories, and ethnographic film. Many anthropologists are recognizing that it is irresponsible to describe the "primitive," "exotic," "other" in a vacuum. In response to this, special attention will be dedicated to current writings on human rights, genocide, cultural survival, and the value of cultural diversity.

ANTH 520 GS:Is in Anthropology (1 - 3)
Art

Department Office: FA 207
Phone Number: 507-537-7103
Staff & Faculty: Patricia Brace, Jan Loft, John Sterner, Michon Weeks, Diana Holmes, Patricia Hand, Robert Dorlac, Alma Hale

The Art Program has several goals:

1. To enrich the educational experience of all students by providing them the opportunity to view, discuss and produce works of art.
2. Provide quality baccalaureate degrees in art and art education.
3. To provide a vocational orientation to art through preparation in such areas as art education and graphic design.

Students with all levels of experience, and non-majors, may enroll in the Art Studio courses as electives to enrich their liberal arts educational experience after completing ART 100: Intro to Art, or ART 101: Foundations of Art and Design Art, or ART 102: Foundations of Art and Design 2-D, or ART 103: Foundations of Art and Design 3-D (ART 102 and 103 supercede ART 101), or see individual studio instructors for permission and availability. NOTE: Non-art majors will have the option of taking studio art courses on a credit/no credit basis.

Art Studio courses encourage creativity and personal exploration of ideas, concepts, materials, form and content. All Art studio courses are variable (3-6) credit, and repeatable, to develop competency unless listed otherwise. Students who wish to enroll for more than 3 credits are required to obtain instructor permission.

Note: Students must complete a minimum of 120 credits in order to graduate with a Bachelor's degree.

Bachelor of Arts: Art(53 Credits)

I. Foundation Requirements:

Studio Core:

<table>
<thead>
<tr>
<th>Course</th>
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<th>Credits</th>
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<tbody>
<tr>
<td>ART 102</td>
<td>Foundations of Art &amp; Design 2D</td>
<td>3</td>
</tr>
<tr>
<td>ART 103</td>
<td>Foundations of Art and Design 3D</td>
<td>3</td>
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<tr>
<td>ART 320</td>
<td>Drawing</td>
<td>3-6</td>
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<tr>
<td>ART 321</td>
<td>Painting</td>
<td>3-6</td>
</tr>
<tr>
<td>ART 330</td>
<td>Sculpture</td>
<td>3-6</td>
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Art History:

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<tbody>
<tr>
<td>ART 150</td>
<td>Art History I</td>
<td>3</td>
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<tr>
<td>ART 151</td>
<td>Art History II</td>
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Interdisciplinary:

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<td>PHIL 201</td>
<td>Aesthetics</td>
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Review Courses:

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<tbody>
<tr>
<td>ART 260</td>
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<tr>
<td>ART 360</td>
<td>Junior Review</td>
<td>1</td>
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II. Emphasis Courses (Choose Option 1 or Option 2):

Option 1: Studio Art

Art History Electives:

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<tr>
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<tbody>
<tr>
<td>ART 208</td>
<td>Artists: Short Course</td>
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<tr>
<td>ART 209</td>
<td>Artists Short Course</td>
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<tr>
<td>ART 250</td>
<td>Ancient Art History</td>
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<td>ART 251</td>
<td>Medieval Art History</td>
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<tr>
<td>ART 255</td>
<td>American Art History</td>
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</tr>
<tr>
<td>ART 350</td>
<td>Contemporary Art History</td>
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Studio Electives:

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<tr>
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<tbody>
<tr>
<td>ART 320</td>
<td>Drawing</td>
<td>3-6</td>
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<tr>
<td>ART 321</td>
<td>Painting</td>
<td>3-6</td>
</tr>
<tr>
<td>ART 322</td>
<td>Printmaking</td>
<td>3-6</td>
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<td>ART 325</td>
<td>Fibers</td>
<td>3-6</td>
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<tr>
<td>ART 330</td>
<td>Sculpture</td>
<td>3-6</td>
</tr>
<tr>
<td>ART 331</td>
<td>Ceramics</td>
<td>3-6</td>
</tr>
<tr>
<td>ART 332</td>
<td>Jewelry/Metalsmithing</td>
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</table>
Capstone Experience:
Notes:
Final Registration in major emphasis area studio course (concurrent with ART 460) for 3 credits

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<thead>
<tr>
<th>Course</th>
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<tr>
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Option 2: Graphic Design

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<tr>
<td>ART 240</td>
<td>Concepts of Graphic Design</td>
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<tr>
<td>ART 341</td>
<td>Typography Survey</td>
<td>3</td>
</tr>
<tr>
<td>ART 343</td>
<td>Digital Art Photography</td>
<td>3 - 6</td>
</tr>
<tr>
<td>ART 348</td>
<td>Graphic Design Studio</td>
<td>3 - 6</td>
</tr>
<tr>
<td>ART 351</td>
<td>History of Graphic Design</td>
<td>3</td>
</tr>
<tr>
<td>ART 499</td>
<td>Graphic Design Internship</td>
<td>3 - 6</td>
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<tr>
<td>BADM 101</td>
<td>Introduction to Business</td>
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Capstone Experience:

<table>
<thead>
<tr>
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<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ART 348</td>
<td>Graphic Design Studio</td>
<td>3 - 6</td>
</tr>
<tr>
<td>ART 461</td>
<td>Graphic Design Graduation Project</td>
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</tr>
</tbody>
</table>

Total Credits: 53

Bachelor of Science: Art Education (53 Credits)

I. Foundation Requirements (26 Credits)

Studio Core:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 102</td>
<td>Foundations of Art &amp; Design 2D</td>
<td>3</td>
</tr>
<tr>
<td>ART 103</td>
<td>Foundations of Art and Design 3D</td>
<td>3</td>
</tr>
<tr>
<td>ART 320</td>
<td>Drawing</td>
<td>3 - 6</td>
</tr>
<tr>
<td>ART 321</td>
<td>Painting</td>
<td>3 - 6</td>
</tr>
<tr>
<td>ART 330</td>
<td>Sculpture</td>
<td>3 - 6</td>
</tr>
</tbody>
</table>

Art History:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 150</td>
<td>Art History I</td>
<td>3</td>
</tr>
<tr>
<td>ART 151</td>
<td>Art History II</td>
<td>3</td>
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Interdisciplinary:

<table>
<thead>
<tr>
<th>Course</th>
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</tr>
</thead>
<tbody>
<tr>
<td>PHIL 201</td>
<td>Aesthetics</td>
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</table>

Review Courses:

<table>
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<tr>
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<tbody>
<tr>
<td>ART 260</td>
<td>Sophomore Review</td>
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</tr>
<tr>
<td>ART 360</td>
<td>Junior Review</td>
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Capstone Experience (Choose one):

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<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ART 460</td>
<td>Graduation Exhibition</td>
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<tr>
<td>ART 461</td>
<td>Graphic Design Graduation Project</td>
<td>1</td>
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</table>

II. Art Education Required Courses: (6 Credits)

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>ART 270</td>
<td>Art Education/Elementary</td>
<td>3</td>
</tr>
<tr>
<td>ART 370</td>
<td>Art Education/Secondary</td>
<td>3</td>
</tr>
</tbody>
</table>

III. Studio Courses Required for Major: (9 Credits)

Graphic Arts:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 322</td>
<td>Printmaking</td>
<td>3 - 6</td>
</tr>
<tr>
<td>ART 323</td>
<td>Basic Black &amp; White Art Photography</td>
<td>3 - 6</td>
</tr>
<tr>
<td>ART 324</td>
<td>Advanced Traditional Art Photography</td>
<td>3 - 6</td>
</tr>
</tbody>
</table>

Fiber Arts:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 325</td>
<td>Fibers</td>
<td>3 - 6</td>
</tr>
</tbody>
</table>

Computer Graphics:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 240</td>
<td>Concepts of Graphic Design</td>
<td>3</td>
</tr>
<tr>
<td>ART 343</td>
<td>Digital Art Photography</td>
<td>3 - 6</td>
</tr>
</tbody>
</table>

IV. Additional Studio Emphases: (9 Credits)

Notes:
Students must complete a Primary and a Secondary Emphasis in both 2-D and 3-D. The Primary Emphasis must be at least 6 credits.
and the Secondary Emphasis must be at least 3 credits.  
(Art Studio and Graphic Design Studio courses may be repeated for additional 
credit to develop competency.)

Two-Dimensional (2-D) Arts:

Choose 2-D courses from the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 240</td>
<td>Concepts of Graphic Design</td>
<td>3</td>
</tr>
<tr>
<td>ART 286</td>
<td>Topics in Art</td>
<td>3-6</td>
</tr>
<tr>
<td>ART 320</td>
<td>Drawing</td>
<td>3-6</td>
</tr>
<tr>
<td>ART 321</td>
<td>Painting</td>
<td>3-6</td>
</tr>
<tr>
<td>ART 322</td>
<td>Printmaking</td>
<td>3-6</td>
</tr>
<tr>
<td>ART 323</td>
<td>Basic Black &amp; White Art Photograph</td>
<td>3-6</td>
</tr>
<tr>
<td>ART 324</td>
<td>Advanced Traditional Art Photography</td>
<td>3-6</td>
</tr>
<tr>
<td>ART 325</td>
<td>Fibers</td>
<td>3-6</td>
</tr>
<tr>
<td>ART 341</td>
<td>Typography Survey</td>
<td>3</td>
</tr>
<tr>
<td>ART 343</td>
<td>Digital Art Photography</td>
<td>3-6</td>
</tr>
<tr>
<td>ART 344</td>
<td>Illustration</td>
<td>3-6</td>
</tr>
<tr>
<td>ART 348</td>
<td>Graphic Design Studio</td>
<td>3-6</td>
</tr>
<tr>
<td>ART 386</td>
<td>Topics in Art</td>
<td>2-8</td>
</tr>
<tr>
<td>ART 394</td>
<td>Directed Studies</td>
<td>1-8</td>
</tr>
</tbody>
</table>

Three-Dimensional (3-D) Arts:

Choose 3-D courses from the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 286</td>
<td>Topics in Art</td>
<td>3-6</td>
</tr>
<tr>
<td>ART 330</td>
<td>Sculpture</td>
<td>3-6</td>
</tr>
<tr>
<td>ART 331</td>
<td>Ceramics</td>
<td>3-6</td>
</tr>
<tr>
<td>ART 332</td>
<td>Jewelry/Metalsmithing</td>
<td>3-6</td>
</tr>
<tr>
<td>ART 386</td>
<td>Topics in Art</td>
<td>2-8</td>
</tr>
<tr>
<td>ART 394</td>
<td>Directed Studies</td>
<td>1-8</td>
</tr>
</tbody>
</table>

Bachelor of Science: Art Education Notes:

NOTE: In addition to completion of this degree program, teaching licensure requires the completion of Secondary Education courses. 
(Please see the Education section for current requirements.)

Total Credits: 53

Minor: Studio Arts (27 Credits)

Studio Core: (15 Credits)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ART 102</td>
<td>Foundations of Art &amp; Design 2D</td>
<td>3</td>
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<tr>
<td>ART 103</td>
<td>Foundations of Art and Design 3D</td>
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</tr>
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<td>ART 320</td>
<td>Drawing</td>
<td>3-6</td>
</tr>
<tr>
<td>ART 321</td>
<td>Painting</td>
<td>3-6</td>
</tr>
<tr>
<td>ART 330</td>
<td>Sculpture</td>
<td>3-6</td>
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</table>

Art History: (6 Credits)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 150</td>
<td>Art History I</td>
<td>3</td>
</tr>
<tr>
<td>ART 151</td>
<td>Art History II</td>
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Elective Studio Courses (6 Credits)

<table>
<thead>
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</thead>
<tbody>
<tr>
<td>ART 320</td>
<td>Drawing</td>
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<tr>
<td>ART 321</td>
<td>Painting</td>
<td>3-6</td>
</tr>
<tr>
<td>ART 322</td>
<td>Printmaking</td>
<td>3-6</td>
</tr>
<tr>
<td>ART 325</td>
<td>Fibers</td>
<td>3-6</td>
</tr>
<tr>
<td>ART 330</td>
<td>Sculpture</td>
<td>3-6</td>
</tr>
<tr>
<td>ART 331</td>
<td>Ceramics</td>
<td>3-6</td>
</tr>
<tr>
<td>ART 332</td>
<td>Jewelry/Metalsmithing</td>
<td>3-6</td>
</tr>
</tbody>
</table>

Total Credits: 27
Minor: Graphic Design (27 Credits)

Art Core: (9 Credits)
- ART 102 Foundations of Art & Design 2D 3
- ART 103 Foundations of Art and Design 3D 3
- ART 320 Drawing 3 - 6

Art History (3 Credits)
- ART 351 History of Graphic Design 3

Graphic Design Courses: (15 Credits)
- ART 240 Concepts of Graphic Design 3
- ART 341 Typography Survey 3
- ART 343 Digital Art Photography 3 - 6
- ART 348 Graphic Design Studio 3 - 6

Notes:
*ART 348: Graphic Design Studio requires a minimum of 2 registrations for a total of 6 credits

Total Credits: 27

Course Descriptions

ART 063 Art Galleries of Minnesota (1)
An introduction to the history, purposes, procedures and specialties of art galleries and museums in Minnesota. There will be discussion about galleries' relationships to the general public, collectors, and artists, as well as a field trip to the galleries and museums in the Twin Cities.

ART 100 Introduction to Art (3)
Designed to introduce the basic studies student to the attitudes and philosophies that relate to creative production in the visual arts and to help develop a positive attitude to the arts through the study of theory, styles of art history, structure and periods of art combined with an active art gallery program.

ART 100 Introduction to Visual Arts (3)
Designed to introduce the basic studies student to the attitudes and philosophies that relate to creative production in the visual arts and to help develop a positive attitude to the arts through the study of theory, styles of art history, structure and periods of art combined with an active art gallery program.

ART 102 Foundations of Art & Design 2D (3)
In this course students explore the visual elements and the organizing principles of design in a 2D context. Various media will be used in studio assignments that investigate concepts covered in lectures and readings. A vocabulary will be established that will enable students to discuss their workds in a group setting.

ART 103 Foundations of Art and Design 3D (3)
An introduction to three-dimensional design, this course covers vocabulary and basic principles of art through a series of practical assignments designed to develop creative thinking and problem-solving skills. Students will work with various media and studio production methods to produce 3D work. Analysis of work will involve group discussion and formal critiques.

ART 140 Digital Imaging (3)
An introduction to two basic software tools of digital imaging and graphic design: computer illustration, and image processing. Students will learn the basic operation and uses of digital imaging software. Students will understand the differences and practical uses of vector versus bitmap images and the application of resolution to various output needs, (i.e. publication, web application and home computing.) Scanning, photo manipulation and retouching, digital cameras, and simplified computer illustration techniques are covered.

ART 141 Digital Publishing (3)
An introduction to basic page layout, desktop publishing software. The history of desktop publishing is discussed and modern pre-press issues such as laser output, imagesetting technologies, and color separation are covered.

Note: While every effort is made to ensure accuracy, SMSU reserves the right to correct any clerical errors herein.
ART 150 Art History I (3)
A survey of major artists, work and style movements from the Ancient through Medieval periods in Western art. Topics include: prehistoric, Greek, and Roman in the Ancient era; and early Christian, Byzantine, Romanesque, and Gothic in the Medieval era. The goal of the course is to help students become critical observers of the different historical style periods that shaped the Western tradition in the arts by a variety of media including painting, sculpture, decorative arts, and architecture.

ART 151 Art History II (3)
A survey of the major movements, key artists, and art theories appearing in the visual arts from the 14th Century to the present. Topics will include the Renaissance, Mannerism, Baroque Period, Rococo Period, Neoclassicism, Romanticism, Realism, Impressionism, Post-Impressionism, Expressionism, Cubism, Futurism, Dada, Surrealism, Abstract Expressionism, Pop Art, Op Art, Minimalism, and Conceptualism.

ART 208 Artists: Short Course (1)
This is an in depth study of the art works of one artist, artistic school, or movement from a select historical period and/or geographical region.

ART 209 Artists Short Course (3)
This is an in depth study of the art works of one, two, or three artists, artistic schools or movements from select historical periods and/or geographical regions.

ART 240 Concepts of Graphic Design (3)
Intended as a fundamental graphic design course. Students will study traditional design aesthetics and methods. Topics will include newspaper design, magazine design, newsletters, advertising, and others. While basic skill-building assignments explore the design process through exercises on proportion systems, basic type selection, reductive process symbol/development, basic mark/logo-making and identity, and basic collateral business materials. Also included: design career practices, traditional production methods and the transition to digital technologies. Both handwork and computer work will be required. May include visitations to local printshops.

ART 250 Ancient Art History (3)
A study of the major art works of the ancient world. Topics will include art of the prehistoric, Greek, and Roman periods.

ART 251 Medieval Art History (3)
A study of the Middle Ages in art, including early Christian, Byzantine, Romanesque, and Gothic periods.

ART 255 American Art History (3)
Survey of the arts of North America, including indigenous, colonial European influence, folk traditions, African American and women's art in a variety of media such as painting, sculpture, decorative arts, and architecture. The goal of the course is to make the students aware of the arts of different historical periods and how the changing culture of North America is reflected in them. This course will cover pre-1940 in most media.

ART 260 Sophomore Review (0)
A formal faculty review of student progress.

ART 270 Art Education/Elementary (3)
A course for students interested in learning to stimulate children's creative visual expression. It is organized to develop insight into children's expression as well as understanding and discovering their environment. Basic art concepts, motivations, developmental characteristics, and curriculum are also presented.

ART 286 Topics in Art (3 - 6)
To provide instruction in topics of special interest that will not be covered thoroughly in other art courses.

ART 292 Honors Credit in Art (1 - 2)
An independent study course designed primarily for Honors Program students. This course allows more in-depth or comprehensive study or research by certain students concurrently enrolled in at least one other Art course.

ART 320 Drawing (3 - 6)

Note: While every effort is made to ensure accuracy, SMSU reserves the right to correct any clerical errors herein.
An introduction to a wide range of basic drawing approaches and materials. This course is designed to develop the quality of students' drawings. Students will explore how formal elements, techniques, and materials combine with cognitive meaning. Advanced students will focus on self-directed projects and the development of significant content.

**ART 321 Painting (3 - 6)**
An introduction to basic painting techniques and materials, focused on developing students' painting skills. Students will explore how formal elements, techniques, and materials combine with cognitive meaning. Advanced students will focus on self-directed projects and the development of significant content.

**ART 322 Printmaking (3 - 6)**
To develop an understanding of traditional and contemporary hand printing processes through the editioning process, and to explore the two-dimensional image and its relationship to these processes. Emphasis is on experimentation and individual creative expression.

**ART 323 Basic Black & White Art Photograph (3 - 6)**
Fundamentals of photographic theory and practice with emphasis upon the artistic, expressive use of the camera as an art-making tool. Camera handling and care, film types, composition, exposure determination, developing, printing, enlarging, and presentation techniques directed toward artistic expression are chief areas covered. Students must have a 35mm adjustable camera.

**ART 324 Advanced Traditional Art Photography (3 - 6)**
Emphasis is on refinement of artistic expression through the manipulation of advanced traditional chemical photographic techniques such as: cyanotype, gum bichromate, high contrast, tone-line, posterization, Sabattier effects, etc. Color photography is also covered. Creative, individual work is emphasized.

**ART 325 Fibers (3 - 6)**
A course for beginning and advanced students interested in creating with fibers. Preparing and spinning fibers as well as basic weaving techniques are introduced. The student is then guided in the direction he or she chooses. Prerequisite: completion of or concurrent registration in ART 101 or 102 or 103 or ART 100 if non-art major or minor.

**ART 330 Sculpture (3 - 6)**
To further students' understanding of the three-dimensional form in space, and their ability to create and present it through creating methods, materials, tools, and techniques. Processes covered include: additive, subtractive, assemblage, fabrication, molds, and metal casting. The course is repeatable to improve competencies. Advanced students concentrate on personal creative directions and content.

**ART 331 Ceramics (3 - 6)**
A course structured to meet the needs of both beginning and advanced students. All ceramic processes are available for exploration. Individual creative exploration and production is encouraged. Basic processes are learned in functional pottery, hand-built constructions, glazes, and firing methods.

**ART 332 Jewelry/Metalsmithing (3 - 6)**
A course for both beginning and advanced students interested in learning basic techniques to create original jewelry from precious and non-precious metal and stones. Both fabrication and casting techniques are covered as main topics as well as stone setting, electro processes, and kiln/heat processes.

**ART 341 Typography Survey (3 )**
Intended as an introduction to typography, this course studies the fundamentals and development of typographic forms. Beginning with the development of alphabets, calligraphy, illuminated manuscripts, and moving through early mechanical font development, print typesetting methods, and finally, examining modern fonts and digital font handling. Students will learn font classification and examine developments of individual typographers. A series of practical assignments will familiarize students with font construction, using type for effect, matching typography to content, and font design. Also discussed are issues of readability and the communicative flexibility of letter forms.

**ART 342 Graphic Design Studio II (3 )**
This course will focus on real-life design practice. Projects in the course will be held to a professional level of performance and will be fast-paced to parallel real life design situations. Of emphasis in the course will be packaging and promotional design, including: point-of-purchase, self-mailers, and self-promotion. Some time will be spent doing self-directed assignments aimed at augmenting personal portfolios.

**ART 343 Digital Art Photography (3 - 6)**
The emphasis of this course will be on the use of a digital camera as a tool for artistic expression. Students will study basic photo aesthetics, composition through the lens, color manipulation through external factors, selective focus, motion capture and media distinctives of electronic cameras. Image manipulation will not be emphasized in this course, rather the class will dwell on the unique qualities of photography as a tool for looking at the world and as a means of individual and artistic expression. There will be a materials fee assessed for the class, plus a fee and deposit for rental of supplied digital cameras.

**ART 344 Illustration (3 - 6)**
A technical course intended to cover a variety of styles, techniques, and issues related to graphics manipulated for commercial purposes. This class is not intended to teach drawing but instead builds upon previous drawing experience. May include airbrush, computer art, and/or traditional materials and themes. Students are encouraged to develop a personal illustrative style or a unique use of a technique.

**ART 345 Computer Graphics for Media (1 - 8)**
Emphasis will be on how to design and produce interactive media, CD ROM or Internet graphics. Topics will cover computer illustration, animation, interactive software and WEB site design. Students will learn basic state-of-the-art software to create object-oriented illustrations, 3-D modeling, animation and rendering, interactive multimedia and World Wide Web publishing techniques. Paperless publishing issues covering WEB compatibility, animation, interactivity, video, sound and WEB site preparation will be covered. File management and format issues will also be discussed. Computer experience with MAC and PC operating platforms helpful but not essential.

**ART 348 Graphic Design Studio (3 - 6)**
This repeatable course focuses on creating and presenting quality work suitable for portfolio inclusion. Students will learn principles of visual communication through several individual and team projects covering identity, advertising, promotional, package, exhibit, environmental, information, wayfinding, and instructional design. Regular participation in critiques and discussion are required. Advanced students will initiate self-directed projects that reflect fast-paced work habits and professional practice.

**ART 350 Contemporary Art History (3)**
A study of the major movements, key artists and art theories appearing in the visual arts from the 1940's to the present.

**ART 351 History of Graphic Design (3)**
A survey of the history of graphic design from its roots in pre-alphabetic visual communication through to modern trends and new medias for the twenty-first century. The course examines major design movements as they relate and diverge from periods in fine arts and the development of print technologies. Special attention will be given to developments of the Arts & Crafts movement, Art Nouveau, Pictorial Modernism, the Bauhaus, Swiss/International typographic style, The New York School, Post Modern Design and current trends.

**ART 360 Junior Review (1)**
A formal faculty review of student progress. Student artistic development is evaluated by the whole art faculty. Student is given the opportunity to discuss their personal stylistic development.

**ART 370 Art Education/Secondary (3)**
Designed to provide the art education major with the applied psychological, philosophical, and educational information to effectively teach art in the secondary school.

**ART 386 Topics in Art (2 - 8)**
To provide instruction in topics of special interest that will not be covered thoroughly in other art courses.

**ART 394 Directed Studies (1 - 8)**
Course of study developed with supervising instructor.

**ART 399 Internship (1 - 3)**
**ART 400 Professional Practices Seminar (3)**
This is the capstone course for the major. A seminar course taught by a team of Art faculty members, each bringing in essential areas of expertise. Content of the course ranges from survival in the arts, evaluating one's own creative process and portfolio options, to graduate schools and other educational opportunities, legal and business considerations for the self employed artist and networking in the world of art.
ART 460 Graduation Exhibition (1)
Final performance course for Art: studio emphasis majors.

ART 461 Graphic Design Graduation Project (1)
Final performance course for graphic design emphasis majors.

ART 499 Graphic Design Internship (3 - 6)
Individually arranged internships within the broad area of design.
The Biology Program offers a diversified selection of courses in the life sciences. These courses are designed for students having specific degree objectives and for students interested in certain pre-professional programs. Degree programs available include Biology, Biology Education, and Biology-Medical Technology/Cytotechnology.

The major in Biology is broadly based in biology and the supporting sciences. It is designed especially to prepare students for continued study at the graduate level and can lead to a wide variety of career opportunities. The Biology Education major, including coursework in the Education Department, prepares the graduate for a teaching career at the secondary level. The major in Biology-Medical Technology/Cytotechnology is designed for entry into the Medical Technology or Cytotechnology professions at graduation, contingent upon certification by National Registry Examination.

Note: Students must have an overall GPA of at least 2.0 in Biology courses applied towards the major or minor requirements.

Note: Students must have an overall GPA of at least 2.0 in Related Fields courses required for the Biology major.

Note: Students must complete a minimum of 120 credits in order to graduate with a Bachelor's degree.

Bachelor of Arts: Biology (66 Credits)

I. Required Courses in Biology: (22 Credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tr>
<td>BIOL 200</td>
<td>Cell Biology</td>
<td>3</td>
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<td>BIOL 200L</td>
<td>Cell Biology Lab</td>
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<tr>
<td>BIOL 287</td>
<td>Sophomore Biology Seminar</td>
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<tr>
<td>BIOL 301</td>
<td>Zoology</td>
<td>3</td>
</tr>
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<td>BIOL 301L</td>
<td>Zoology Lab</td>
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<td>BIOL 302</td>
<td>Botany</td>
<td>3</td>
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<tr>
<td>BIOL 302L</td>
<td>Botany Lab</td>
<td>1</td>
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<tr>
<td>BIOL 311</td>
<td>Ecology</td>
<td>3</td>
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<td>BIOL 311L</td>
<td>Ecology Lab</td>
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<td>BIOL 321</td>
<td>Genetics</td>
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<tr>
<td>BIOL 321L</td>
<td>Genetics Lab</td>
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<tr>
<td>BIOL 487</td>
<td>Junior/Senior Biology Seminar</td>
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II. Biology Electives: (14 Credits)

Notes:
Choose a minimum of two courses with a corresponding lab.

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<thead>
<tr>
<th>Course</th>
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<th>Credits</th>
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<tbody>
<tr>
<td>BIOL 303</td>
<td>Microbiology</td>
<td>3</td>
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<tr>
<td>BIOL 303L</td>
<td>Microbiology Lab</td>
<td>2</td>
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<tr>
<td>BIOL 305</td>
<td>Human Anatomy &amp; Physiology I</td>
<td>3</td>
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<td>BIOL 305L</td>
<td>Human Anatomy &amp; Physiology I Lab</td>
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<tr>
<td>BIOL 306</td>
<td>Human Anatomy &amp; Physiology II</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 306L</td>
<td>Human Anatomy &amp; Physiology II Lab</td>
<td>1</td>
</tr>
<tr>
<td>BIOL 310</td>
<td>Natural History of Vertebrates</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 310L</td>
<td>Natural History of Vertebrates Lab</td>
<td>1</td>
</tr>
<tr>
<td>BIOL 326</td>
<td>Behavior</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 330</td>
<td>Advanced Physiology</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 330L</td>
<td>Human Physiology Lab</td>
<td>1</td>
</tr>
<tr>
<td>BIOL 333</td>
<td>Histology</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 337</td>
<td>Medicinal Plants</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 338</td>
<td>Plant Diversity</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 338L</td>
<td>Plant Diversity Lab</td>
<td>1</td>
</tr>
<tr>
<td>BIOL 351</td>
<td>Diagnostic Microbiology</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 351L</td>
<td>Diagnostic Microbiology Lab</td>
<td>1</td>
</tr>
<tr>
<td>BIOL 355</td>
<td>Plant Physiology</td>
<td>2</td>
</tr>
</tbody>
</table>
### III. Requirements in Related Fields: (28-30 Credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 2XX Chemistry course with lab</td>
<td>17</td>
</tr>
<tr>
<td>MATH 200 Intro to Statistics</td>
<td>3</td>
</tr>
<tr>
<td>PHYS XXX Physics course with lab</td>
<td>8</td>
</tr>
</tbody>
</table>

### IV. Restrictions for Bachelor of Arts Degree in Biology

Notes:

1. Credits earned in either BIOL 494: Directed Studies and/or BIOL 499: Internship in Biology CANNOT be used to fulfill the Biology major requirements.

Total Credits: **66**

**Bachelor of Arts: Biology-Medical Technology/Cytotechnology Emphasis**

### I. Required Courses in Biology: (23 Credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 200 Cell Biology</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 200L Cell Biology Lab</td>
<td>1</td>
</tr>
<tr>
<td>BIOL 303 Microbiology</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 303L Microbiology Lab</td>
<td>2</td>
</tr>
<tr>
<td>BIOL 305 Human Anatomy &amp; Physiology I</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 305L Human Anatomy &amp; Physiology I Lab</td>
<td>1</td>
</tr>
<tr>
<td>BIOL 306 Human Anatomy &amp; Physiology II</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 306L Human Anatomy &amp; Physiology II Lab</td>
<td>1</td>
</tr>
<tr>
<td>BIOL 333 Histology</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 461 Immunology</td>
<td>3</td>
</tr>
</tbody>
</table>

### II. Requirements in Related Fields: (20 Credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 231 General Chemistry I</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 231L General Chemistry I Lab</td>
<td>1</td>
</tr>
<tr>
<td>CHEM 232 General Chemistry II</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 232L General Chemistry II Lab</td>
<td>2</td>
</tr>
<tr>
<td>CHEM 2XX Two additional Chemistry courses with labs</td>
<td>8</td>
</tr>
<tr>
<td>MATH 200 Intro to Statistics</td>
<td>3</td>
</tr>
</tbody>
</table>

### III. Clinical Internship: (32 or 40 Credits)

Notes:

Note: While every effort is made to ensure accuracy, SMSU reserves the right to correct any clerical errors herein.
The student must complete an internship at the Mayo School of Health-Related Sciences in Rochester, Minnesota or the Sanford USD Medical Center in Sioux Falls, South Dakota. These 12-month internship programs require formal application and acceptance. The courses at Sanford USD Medical Center include:

- Clinical Microscopy/Urinalysis (2 Credits)
- Clinical Hematology/Coagulation (8 Credits)
- Clinical Microbiology (10 Credits)
- Clinical Serology/Immunology (2 Credits)
- Clinical Chemistry/Immunocassay/Body Fluids (11 Credits)
- Clinical Immunohematology (6 Credits)
- Management and Supervision (1 Credit)

Bachelor of Science: Biology Education*(54-55 Credits)

I. Required Courses in Biology: (31 Credits)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 200</td>
<td>Cell Biology</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 200L</td>
<td>Cell Biology Lab</td>
<td>1</td>
</tr>
<tr>
<td>BIOL 287</td>
<td>Sophomore Biology Seminar</td>
<td>1</td>
</tr>
<tr>
<td>BIOL 301</td>
<td>Zoology</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 301L</td>
<td>Zoology Lab</td>
<td>1</td>
</tr>
<tr>
<td>BIOL 302</td>
<td>Botany</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 302L</td>
<td>Botany Lab</td>
<td>1</td>
</tr>
<tr>
<td>BIOL 303</td>
<td>Microbiology</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 303L</td>
<td>Microbiology Lab</td>
<td>2</td>
</tr>
<tr>
<td>BIOL 305</td>
<td>Human Anatomy &amp; Physiology I</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 305L</td>
<td>Human Anatomy &amp; Physiology I Lab</td>
<td>1</td>
</tr>
<tr>
<td>BIOL 311</td>
<td>Ecology</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 311L</td>
<td>Ecology Lab</td>
<td>1</td>
</tr>
<tr>
<td>BIOL 321</td>
<td>Genetics</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 321L</td>
<td>Genetics Lab</td>
<td>1</td>
</tr>
<tr>
<td>BIOL 487</td>
<td>Junior/Senior Biology Seminar</td>
<td>1</td>
</tr>
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</table>

II. Requirements in Related Fields: (23-24 Credits)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENVS 101</td>
<td>Physical Geology</td>
<td>3</td>
</tr>
<tr>
<td>ENVS 101L</td>
<td>Physical Geology Lab</td>
<td>1</td>
</tr>
<tr>
<td>ENVS 102</td>
<td>Historical Geology</td>
<td>3</td>
</tr>
<tr>
<td>ENVS 102L</td>
<td>Historical Geology Lab</td>
<td>1</td>
</tr>
<tr>
<td>MATH 200</td>
<td>Intro to Statistics</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 100</td>
<td>Our Physical Universe</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 100L</td>
<td>Our Physical Universe Lab</td>
<td>1</td>
</tr>
</tbody>
</table>

Choose to complete either Group A or Group B

**Group A**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 121</td>
<td>Basic Chemistry</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 121L</td>
<td>Basic Chemistry Lab</td>
<td>1</td>
</tr>
<tr>
<td>CHEM 122</td>
<td>Introductory Organic/Biochemistry</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 122L</td>
<td>Intro Organic/Biochemistry Lab</td>
<td>1</td>
</tr>
</tbody>
</table>

**Group B**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 231</td>
<td>General Chemistry I</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 231L</td>
<td>General Chemistry I Lab</td>
<td>1</td>
</tr>
<tr>
<td>CHEM 232</td>
<td>General Chemistry II</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 232L</td>
<td>General Chemistry II Lab</td>
<td>2</td>
</tr>
</tbody>
</table>

Bachelor of Science: Biology Education* Notes:

* NOTE: The student must fulfill the professional education requirements for licensure; see the Education Department regarding these requirements.

Total Credits: **54-55**

Minor: Biology (22 Credits)
Biology Core: (12 Credits)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 200</td>
<td>Cell Biology</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 200L</td>
<td>Cell Biology Lab</td>
<td>1</td>
</tr>
<tr>
<td>BIOL 301</td>
<td>Zoology</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 301L</td>
<td>Zoology Lab</td>
<td>1</td>
</tr>
<tr>
<td>BIOL 302</td>
<td>Botany</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 302L</td>
<td>Botany Lab</td>
<td>1</td>
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</tbody>
</table>

Elective Courses: (10 Credits)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 3XX</td>
<td>Biology Electives</td>
<td>10</td>
</tr>
</tbody>
</table>

Total Credits: 22

Course Descriptions

**BIOL 100 Biology in Modern World (3)**
A study of the major themes in biology including the nature of life, genetics, evolution, ecology and biological diversity.

**BIOL 100L Biology in Modern World Lab (1)**
A study of the major themes in biology including the nature of life, genetics, evolution, ecology and biological diversity.

**BIOL 101 Contemporary Gardening (1)**
This course will provide information regarding selection and cultivation of ornamental plants such as flowers, shrubs, vines, small trees, and selected vegetables, which are hardy in this zone (4). The course has been designed to accommodate ITV or cable network transmission.

**BIOL 104 Medical Terminology (1)**
A presentation of the basic principles inherent in the formation of medical terms. Students will develop a medical vocabulary of common and contemporary terms.

**BIOL 110L Plagues & Peoples Lab (1)**

**BIOL 150 Physiological Anatomy for Non-science Majors (3)**
A lecture-laboratory course designed for the non-major to study human anatomy and physiology with emphasis on the structure and function of the systems of the body. Special emphasis will be placed on skeletal and muscular systems, as well as the cardiovascular, respiratory, nervous, endocrine, renal, digestive, urinary, and reproductive systems.

**BIOL 150L Physiological Anatomy for Non-science Majors Lab (1)**
A lecture-laboratory course designed for the non-major to study human anatomy and physiology with emphasis on the structure and function of the systems of the body. Special emphasis will be placed on skeletal and muscular systems, as well as the cardiovascular, respiratory, nervous, endocrine, renal, digestive, urinary, and reproductive systems.

**BIOL 186 Special Topics in Biology (1 - 4)**

**BIOL 200 Cell Biology (3)**
A study of the chemical and cellular aspects of life, cellular reproduction, development, Mendelian inheritance, evolution, and the diversity of living organisms.

**BIOL 200L Cell Biology Lab (1)**
A study of the chemical and cellular aspects of life, cellular reproduction, development, Mendelian inheritance, evolution, and the diversity of living organisms.

**BIOL 286 Topics in Biology (1 - 4)**

**BIOL 287 Sophomore Biology Seminar (1)**
In this course, students will learn to find, read, analyze, and evaluate published research in biology. The skills developed in this course will be used to prepare the student for advanced biology courses and the requisite
Biology seminar presentation in BIOL 487.

**Biol 292 Honors Credit in Biology (1)**
An independent study course designed primarily for Honors Program students. This course allows more in-depth or comprehensive study or research by certain students concurrently enrolled in at least one other Biology course.

**Biol 301 Zoology (3)**
Survey of the major animal phyla including discussion of taxonomy, characteristics, life history, and evolutionary relationships.

**Biol 301L Zoology Lab (1)**
Survey of the major animal phyla including discussion of taxonomy, characteristics, life history, and evolutionary relationships.

**Biol 302 Botany (3)**
Introduction to plant anatomy, physiology, growth, and development. Topics also include plant ecology, biotechnology, and human uses of plants.

**Biol 302L Botany Lab (1)**
Introduction to plant anatomy, physiology, growth, and development. Topics also include plant ecology, biotechnology, and human uses of plants.

**Biol 303 Microbiology (3)**
Functional and structural diversity of bacteria, protozoans, fungi and viruses; environmental, economic, and pathogenic significance of representative forms.

**Biol 303L Microbiology Lab (2)**
Functional and structural diversity of bacteria, protozoans, fungi and viruses; environmental, economic, and pathogenic significance of representative forms.

**Biol 305 Human Anatomy & Physiology I (3)**
Lecture and lab exercises covering basic anatomical and directional terminology; selected principles of cell biology; histology; and the integumentary, skeletal, muscular, nervous and endocrine systems. Course designed for science and allied health majors.

**Biol 305L Human Anatomy & Physiology I Lab (1)**
Lecture and lab exercises covering basic anatomical and directional terminology; selected principles of cell biology; histology; and the integumentary, skeletal, muscular, nervous and endocrine systems. Course designed for science and allied health majors.

**Biol 306 Human Anatomy & Physiology II (3)**
Lecture and lab exercises covering the cardiovascular, lymphatic, respiratory, immune, digestive, urinary, and reproductive systems; metabolism; fluid/electrolyte and acid/base balance.

**Biol 306L Human Anatomy & Physiology II Lab (1)**
Lecture and lab exercises covering the cardiovascular, lymphatic, respiratory, immune, digestive, urinary, and reproductive systems; metabolism; fluid/electrolyte and acid/base balance.

**Biol 310 Natural History of Vertebrates (3)**
A survey of vertebrates including discussion of characteristics of each class, representative species, and adaptations for survival and reproduction. Lab emphasizes vertebrates in the Midwest.

**Biol 310L Natural History of Vertebrates Lab (1)**
A survey of vertebrates including discussion of characteristics of each class, representative species, and adaptations for survival and reproduction. Lab emphasizes vertebrates in the Midwest.

**Biol 311 Ecology (3)**
Discussion of ecosystem structure and function, population ecology, evolution, and applied ecology. Lab emphasizes field experiments.

**Biol 311L Ecology Lab (1)**
Discussion of ecosystem structure and function, population ecology, evolution, and applied ecology. Lab emphasizes field experiments.
BIOL 321 Genetics (3)
An analysis of hereditary principles covering classical Mendelian inheritance and recent advances in molecular genetics. Expression and inheritance of characteristics in eukaryotes.

BIOL 321L Genetics Lab (1)
An analysis of hereditary principles covering classical Mendelian inheritance and recent advances in molecular genetics. Expression and inheritance of characteristics in eukaryotes.

BIOL 326 Behavior (3)
This course examines the mechanisms and processes that control behavior from a number of biological perspectives: ecological, evolutionary, physiological, and genetic.

BIOL 330 Advanced Physiology (3)
Lecture and lab exercises covering basic physiology using a systems approach.

BIOL 330L Human Physiology Lab (1)
Lecture and lab exercises covering basic physiology using a systems approach.

BIOL 333 Histology (3)
Histology techniques and microscopic anatomy of selected animal tissues.

BIOL 337 Medicinal Plants (3)
An investigation into the types of medicines derived from plants, how they work in our bodies, and the plants in which they are found. Topics include how plant-derived drugs are developed, how to evaluate information on herbal medicines, the role of chemicals in the plants themselves, and historical uses of medicinal plants.

BIOL 338 Plant Diversity (3)
A survey of the diversity of plants, their life cycles, evolutionary relationships among major groups as well as plant distribution and factors affecting distribution.

BIOL 338L Plant Diversity Lab (1)
A survey of the diversity of plants, their life cycles, evolutionary relationships among major groups as well as plant distribution and factors affecting distribution.

BIOL 351 Diagnostic Microbiology (3)
A lecture-laboratory course designed to familiarize students with the major groups of pathogenic micro-organisms, the diseases they produce and laboratory methods of diagnosis.

BIOL 351L Diagnostic Microbiology Lab (1)
A lecture-laboratory course designed to familiarize students with the major groups of pathogenic micro-organisms, the diseases they produce and laboratory methods of diagnosis.

BIOL 355 Plant Physiology (2)
Principles of plant function including nutrition, transport, water relations, metabolism, growth, and development.

BIOL 355L Plant Physiology Lab (1)
Principles of plant function including nutrition, transport, water relations, metabolism, growth, and development.

BIOL 371 Food Microbiology (2)
A lecture-laboratory course designed to study the role of micro-organisms in food spoilage, food preservation and micro-organisms as supplementary food. Standard methods of microbial analysis of foods will be studied.

BIOL 371L Food Microbiology Lab (2)
A lecture-laboratory course designed to study the role of micro-organisms in food spoilage, food preservation and micro-organisms as supplementary food. Standard methods of microbial analysis of foods will be studied.

BIOL 377 Principles of Nutrition (3)
Survey of the characteristics, metabolism, and absorption of essential nutrients; deficiency conditions; and the application of principles of nutrition to the requirements of normal individuals.
BIOL 401 Evolution (3)
Introduction to the concept of evolution, origin and types of genetic variation, modes of selection, and evidence for the evolutionary process.

BIOL 406 Limnology (3)
Energetics, nutrient cycling, productivity and pollution of lakes and streams; abiotic and biotic diversity of aquatic ecosystems.

BIOL 406L Limnology Lab (1)
Energetics, nutrient cycling, productivity and pollution of lakes and streams; abiotic and biotic diversity of aquatic ecosystems.

BIOL 421 Cell & Molecular Biology (2)
An advanced course in genetics covering gene structure, mutation and repair, gene expression, gene regulation, and recombinant DNA technology.

BIOL 421L Cell & Molecular Biology Lab (1)
An advanced course in genetics covering gene structure, mutation and repair, gene expression, gene regulation, and recombinant DNA technology.

BIOL 439 Plant Ecology (2)
Interactions between plant populations and communities and their environment; community composition and structure.

BIOL 439L Plant Ecology Lab (1)
Interactions between plant populations and communities and their environment; community composition and structure.

BIOL 451 Parasitology (2)
The etiology, epidemiology, methods of diagnosis, control measures, and life histories of the common protozoan, helminth, and arthropod parasites of humans and domestic animals.

BIOL 451L Parasitology Lab (1)
The etiology, epidemiology, methods of diagnosis, control measures, and life histories of the common protozoan, helminth, and arthropod parasites of humans and domestic animals.

BIOL 461 Immunology (3)
Course will address the basics and applications of immunologic functions and will enable the student to understand one of the basic protective systems in humans.

BIOL 471 Virology (2)
Course is designed to address the structure, classification, and diagnosis of major viral pathogens; and the viral diseases affecting humans and animals.

BIOL 471L Virology Lab (1)
Course is designed to address the structure, classification, and diagnosis of major viral pathogens; and the viral diseases affecting humans and animals.

BIOL 486 Advanced Topics in Biology (1 - 4)

BIOL 487 Junior/Senior Biology Seminar (1)
An applied learning experience which involves critical evaluation of biological research articles, scientific writing, and oral seminar presentation.

BIOL 494 Directed Studies in Biology (1 - 2)
Independent research, directed by a faculty member, which may be laboratory research, library research, or other experiences approved by the Biology Program.

BIOL 499 Internship in Biology (1 - 15)
Supervised experiences in learning situations that cannot be obtained on campus.
The bachelor's degrees and minors in Business Administration are no longer available. See: Management and Finance.

Bachelor of Science: Business Administration
The Bachelor of Science: Business Administration has been discontinued. Please see the catalog sections for Management and Finance for information on related majors.

Associate in Science: Business Administration (64 Credits)

Summary of Requirements for the A.S. in Business Administration

Notes:
(34 credits meet LAC/MCT requirements)

Courses

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic Courses (12 credits meet LAC/MTC requirements)</td>
<td>12 or 13</td>
</tr>
<tr>
<td>Business Core Courses (6 credits meet LAC/MTC requirements)</td>
<td>27</td>
</tr>
<tr>
<td>Electives</td>
<td>8 or 9</td>
</tr>
<tr>
<td>Additional Liberal Arts Curriculum (LAC)/Minnesota Transfer Curriculum (MTC) courses (16 credits meet LAC/MTC requirements)</td>
<td>16</td>
</tr>
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</table>

A. Basic Courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 101</td>
<td>Fund of College Writing</td>
<td>1</td>
</tr>
<tr>
<td>ENG 102</td>
<td>Rhetoric: the Essay</td>
<td>3</td>
</tr>
<tr>
<td>ENG 103</td>
<td>Rhetoric: Critical Writing</td>
<td>3</td>
</tr>
<tr>
<td>SPCH 110</td>
<td>Essentials of Speaking and Listening</td>
<td>3</td>
</tr>
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</table>

One of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 110</td>
<td>College Algebra</td>
<td>3</td>
</tr>
<tr>
<td>MATH 140</td>
<td>Calculus: A Short Course</td>
<td>3</td>
</tr>
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</table>

B. Business Core Courses: (27 Credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 211</td>
<td>Principles of Accounting I</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 212</td>
<td>Principles of Accounting II</td>
<td>3</td>
</tr>
<tr>
<td>BADM 305</td>
<td>Business Law I</td>
<td>3</td>
</tr>
<tr>
<td>ECON 201</td>
<td>Principles of Microeconomics</td>
<td>3</td>
</tr>
<tr>
<td>ECON 202</td>
<td>Principles of Macroeconomics</td>
<td>3</td>
</tr>
<tr>
<td>FIN 350</td>
<td>Managerial Finance</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 221</td>
<td>Computer Concepts and Applications</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 300</td>
<td>Management Principles</td>
<td>3</td>
</tr>
<tr>
<td>MKTG 301</td>
<td>Principles of Marketing</td>
<td>3</td>
</tr>
</tbody>
</table>

C. Electives

Notes:
Elective Courses are chosen by the student in consultation with his/her advisor.

Footnotes:
* If ENG 101 is taken as part of the Basic Courses, then the minimum number of credits in elective courses is 8 credits, otherwise the total must equal 9 credits.

D. Additional LAC/MTC Courses: (16 Credits)
E. Additional Requirements:

1. A combined total of at least 64 semester credits must be earned as a graduation requirement for an A.S. degree, and a minimum of 30 semester credits (within the 64 total) must be LAC/MTC courses.
2. Students seeking to graduate with an A.S. degree in Business Administration must meet all of Southwest Minnesota State University’s requirements that are associated with the A.S. degree.
3. Each student seeking an A.S. degree in Business Administration, in consultation with his/her advisor, shall decide on the courses to be taken as elective courses within the major.
4. Each student seeking an A.S. degree in Business Administration, in consultation with his/her advisor, shall decide on the courses to be taken as LAC and/or MTC requirements of the A.S. degree.
5. Final approval of a student’s A.S. degree program shall rest with the academic advisor and SMSU’s Business and Public Affairs Department.

Associate in Science: Business Administration Notes:

Note: The student must have a GPA of 2.0 or higher in the Business Core courses required for the Associate in Science degree.

Total Credits: 64

Course Descriptions

BADM 101 Introduction to Business (3)
This course explores all of the traditional functions performed by business, an introduction of principles and concepts of business, and the framework and environment of our free enterprise system in a global world.

BADM 205 Business and Society (3)
Nature of business and its environment; social, cultural, and economic considerations; governmental interrelations.

BADM 300 Legal Environment of Business (3)
The legal system and government regulation of business activities affecting the physical environment, consumers, employees, competitors, and society as a whole.

BADM 305 Business Law I (3)
Introduction to legal systems, torts, property, contracts, agency, and partnerships.

BADM 355 Business Law II (3)
Corporations, securities regulations, sales, commercial property and credit.

BADM 360 Insurance and Risk Management (3)
Risk, insurance, types of carriers, types of insurance contracts, and risk management for both personal and business use.

BADM 365 Real Estate (3)
Property rights, financing, brokerage, property valuation, and planning.
BADM 495 Senior Examination (0)
A comprehensive examination covering the Business Administration major.
Business: Graduate - MBA

Master of Business Administration: M.B.A.(36-40 Credits)

Pre-requisite Courses: (4 Credits)

Notes:
The pre-requisite courses offer students whose undergraduate degrees are in non-business areas a foundation in business terminology.
FIN 493 is a basic statistics course for those who have not completed a college-level statistics course.

FIN 493  Statistical Concepts & Terminology  1
MGMT 493  Business Concepts & Terminology  3

I. Required Courses (24 Credits)

MBA 606  Accounting for Managers  3
MBA 607  Strategic Mktg Management  3
MBA 609  Management of Production and Operations  3
MBA 660  Legal and Ethical Environment of Business  3
MBA 670  Financial Analysis  3
MBA 681  Intl Bus & Leadership  3
MBA 684  Managerial Economics  3
MBA 685  Strategic Mgmt & Policy  3

II. Concentrations: (12 Credits)

A. General MBA Concentration Courses:
    MBA 603  Organ & Managerial Behav  3
    MBA 610  Interpersonal and Managerial Skills in Organizations  3
    MBA 630  App Mgmt Decision Instru  3
    MBA 651  Leadership & Team Mgmt  3
    MBA 652  Organization Development & Change Management  3
    MBA 653  Human Resource Management  3
    MBA 680  Technology Management  3
    MBA 682  Diversity Management  3
    MBA 686  Seminar in Mgmt Issues  3
    PHIL 500  Organizational Values  3

B. Leadership Concentration Courses:

Notes:
The leadership concentration within the MBA degree provides students with knowledge of the key theories and concepts in this discipline, as well as hands-on applications and skills. This concentration prepares students to become leaders and facilitate teams within an organizational setting. Students will gain skills in understanding, predicting, and managing human behavior in organizations. The use of case studies and simulations, in particular, in the leadership concentration courses provides students with experience working in small groups and teams to accomplish a common goal.

Leadership Core:
    MBA 603  Organ & Managerial Behav  3
    MBA 651  Leadership & Team Mgmt  3
    MBA 652  Organization Development & Change Management  3

Select one course from the following:
    MBA 610  Interpersonal and Managerial Skills in Organizations  3
    MBA 653  Human Resource Management  3
    MBA 680  Technology Management  3
    MBA 682  Diversity Management  3
    MBA 686  Seminar in Mgmt Issues  3
    PHIL 500  Organizational Values  3

C. Marketing Concentration Courses:

Notes:
The field of marketing impacts all aspects of business in the global economy today. Success or failure of a product or service in today’s...
highly competitive marketplace depends on a well-executed marketing program. SMSU MBA with concentration in Marketing would provide the needed tools to succeed in the highly competitive global marketplace.

Marketing Core:
- MBA 511 Integrated Marketing Communications 3
- MBA 521 Business to Business Marketing 3

Select two courses from the following:
- MBA 531 Sales Management 3
- MBA 541 Marketing Research 3
- MBA 561 Entrepreneurship 3
- PHIL 500 Organizational Values 3

Total Credits: 36-40

Course Descriptions

MBA 504 Indust/Organiz Psycholog (3)
Explores how psychological principles and methods are applied in the workplace. Principles that relate to learning, motivation, perception, and group dynamics are considered in terms of their effect on work-related behavior. The extent to which various research methods can be of use in the workplace is investigated. Major areas of focus are personnel psychology, human relations, consumer behavior, and organizational psychology.

MBA 505 Organizational Values (3)
Provides a comprehensive examination of critical and varied ethical issues in American Business. It takes personal values, conventional morality, and pragmatism into account. It deals with the theories and techniques of reasoning and argumentation that are needed to analyze and articulate ethical issues in business. It raises questions about the morality of management decisions in light of various ethical dilemmas.

MBA 511 Integrated Marketing Communications (3)
The marketing process between business organizations is much more extensive than consumer marketing in terms of transaction size and complexity. The high concentration of business-to-business firms in specific geographic areas is analyzed and the specialized marketing tools required to reach them are evaluated. The unique operating characteristics of the business marketing process is detailed, providing students with a broad understanding necessary to be productive in this lucrative segment of the marketing profession.

MBA 521 Business to Business Marketing (3)
The marketing process between business organizations is much more extensive than consumer marketing in terms of transaction size and complexity. The high concentration of business-to-business firms in specific geographic areas is analyzed and the specialized marketing tools required to reach them are evaluated. The unique operating characteristics of the business marketing process is detailed, providing students with a broad understanding necessary to be productive in this lucrative segment of the marketing profession.

MBA 531 Sales Management (3)

MBA 537 Sales & Convention Management (3)
Analysis of methods used by sales and service departments in hospitality and tourism. Emphasis on selling, planning for, and servicing all aspects of meeting and convention business.

MBA 538 The Gold Standard: Maintaining Culinary Integrity & Authenticity (3)
Achieving the optimum flavor of a final product begins with culinary principles that take chefs years to master, yet gaining a fundamental understanding of them can improve your product development style. Maintaining the culinary integrity all the way from gold standard creation through bench top sample development and full-scale production is the test of ones real product development skills. The final aroma is conjured from the proper execution of cooking techniques and selection of flavor components that have synergy. Textural qualities of food are attained when each step of the cooking process is controlled. The final appearance is not merely a result of the method of preparation but rather a pre-determined goal that dictates what culinary path you take as you design the method of preparation. As consumers demand higher quality foods in restaurants and retail channels, companies are being called to the table to serve the highest quality food possible.

MBA 539 Hotel/Resort Management Seminar (3)
Analysis and simulation of a hotel/resort operation. Competency-based skills developed by student analysis, written reports, and on-site learning opportunities in major departments of a hotel/resort including: General
and Administrative, Rooms Division, Food and Beverage, Sales and Marketing, and Sports and Activities. The focus of this course is on analysis and understanding of the interdependent nature of major departments within a hotel/resort operation.

**MBA 540 Club Management (3)**
Provides the student with an understanding of the general operational and administrative procedures in private clubs. It will provide the hospitality student with the unique sensitivities required in managing and operating in the increasingly lucrative club management market.

**MBA 541 Marketing Research (3)**
The marketing concept has always focused on meeting the customer's needs. Those needs, in order to be properly fulfilled, must be predicted on an unbiased understanding of the consumer's attitudes and perceptions. To develop that unbiased method of sampling the target population in a manner that will be reassuring as being valid, correct research principles must be implemented. This course will offer actual hands-on experience in developing an understanding of research principles. Specific organizations will be targeted and research projects will be completed in their behalf as part of the course offering. The critical issues of ethical procedures coupled with sound statistical processes will be included in the course content.

**MBA 542 Consumer Behavior & Product Development Success (3)**
This course is designed to integrate marketing concepts, theories, and best practices as they apply to Menu Research & Development. The course is structured on the Menu Research & Development process, and examines the role of marketing and the specific marketing activities that occur at each stage. Class members are expected to be active partners with the instructor in the learning process, and course activities and evaluation will reflect both the quality and quantity of contributions.

**MBA 543 Contemporary Issues in Hospitality Management (3)**
The trends and issues pertaining to hospitality and tourism industry with emphasis on current changes that are affecting the industry including government policies and regulations, safety and security issues, foundation of crisis management, organizational climate and employee satisfaction, and common legal issues in hospitality industry. Students will be introduced to many of these issues and in turn, develop critical thinking and problem solving skills for such issues.

**MBA 544 Food Science (3)**
Overview of major food components (carbohydrates, proteins, vitamins, and minerals) and the bases for food preservation, including processing, food legislation, food safety, and current food issues are covered. Structure-function relationship of water, protein, lipid, carbohydrates, minerals and natural food products in food systems will be covered also. Students will be able to relate fundamental chemical, physical, and biological principals to the preparation of food upon completion of this course.

**MBA 545 Gaming Management (3)**
The course investigates the history and general operation of gaming properties, with special emphasis on casino hotels and their multiplier effects on hospitality industry from the economic, political, and social point of view.

**MBA 546 Research & Development: From Ideation & Innovation to Success (3)**
This is an interactive course that integrates and applies the principles of new product development, from identification and testing of new product concepts, to successful introduction of new products, using examples from industry. The course covers the principles of new product development process; establishment and management of a product development project; techniques used for product development, including team approach method, focus group, optimization, up-scaling, sensory evaluation, shelf life and stability testing, nutritional labeling, and HACCP plan; ingredient technology: function and selection; functionality of food components; innovations protection. The course includes case studies and a project paper.

**MBA 547 Sensory Science & Consumer Testing Principles (3)**
The course covers general principles of sensory product testing; sensory methods in food evaluation (threshold, discrimination, descriptive and quality tests, scaling, time-intensity, biases, sensory interactions in product evaluation); Consumer methods (quantitative methods, questionnaire design, acceptance, preference, fallacies of contemporary consumer science approaches); psychophysics; anatomical, biochemical, physiological and neurobiological functions of the human senses (taste, odor, touch, pain/irritation, sight, hearing); neurophysiology of the digestive system; fundamental principles of sensation, perception, affection and cognition; data analytical methods in sensory science.
MBA 548 Tourism Management (3)
The interdisciplinary aspects of the tourism industry, with special emphasis on managerial responsibilities and diverse demands for both domestic and international tourism success. Various tourism promoters will be examined, as are the factors including social and demographic changes affecting the demand for tourism products and services.

MBA 549 Hospitality Operations and Policy (3)
A capstone course to integrate various disciplines within the hospitality industry and utilize conceptual, analytical, and problem solving skills. Problem identification, data collection, data analysis, and generation of viable solutions are emphasized.

MBA 550 Staff, Train & Development (3)
Centers on aspects of human resource management (HRM) and human resource development (HRD). Aspects of effective staffing will be covered. This course is also concerned with evolving issues surrounding the HRD discipline. The nature and function of HRD will be discussed, including strategic and operational factors.

MBA 561 Entrepreneurship (3)
The marketing process between business organizations is much more extensive than consumer marketing in terms of transaction size and complexity. The high concentration of business-to-business firms in specific geographic areas is analyzed and the specialized marketing tools required to reach them are evaluated. The unique operating characteristics of the business marketing process is detailed, providing students with a broad understanding necessary to be productive in this lucrative segment of the marketing profession.

MBA 575 Management of Information Services (3)
This is a computer-based information systems with emphasis on information processing systems as a tool for management of organizations. This course requires that students learn to use software and hardware to facilitate managerial decision-making, planning and control.

MBA 576 Data Management (3)
This course provides students with an overview of the major topics in the field of database system from an applied perspective. The emphasis will be on the relational database. Topics to be covered include conceptual design, logical design, and physical design of database, and database management issues.

MBA 577 Management of Technology Professionals (3)
This course introduces students to the principles of effective leadership and people management in technology-driven firms. In the business of technology and the technology of business, brainpower - Human CPU - defines the most important factor in the success or failure of an organization. The course explores the characteristics of professional and technical personnel.

MBA 578 Information Technology Project Management (3)
This course is a comprehensive introduction into project management. It will survey project management concepts as applied to information technology: principal topics include project selection, planning and business strategy; project scheduling, costs and control; interpersonal, leadership and managerial skills; quality, risk, and change management. The general content of the course is focused on modern project management knowledge and the application of that knowledge. Specifically the content of this course is focused on the people, managerial and leadership skills necessary to deal with information technology projects.

MBA 590 Research Methodology (3)
Applies theories and quantitative methods to the formulation and analysis of various research questions and practices.

MBA 594 Independent Study (3)
This will allow for specialized study for graduate students who seek more in-depth study in particular areas within the Business discipline.

MBA 595 Prof Research in Mgmt (3)
This is the Master's Thesis option. Students must demonstrate familiarity with the tools of research and scholarship in their major field, the ability to work independently, and the ability to present the results of their investigation effectively.

MBA 603 Organ & Managerial Behav (3)
Focuses on human behavior in organizations. A micro to macro approach is employed, progressively studying behavior from the individual, to the group, to the organizational level. The goal of the course is to discover...
ways to understand and improve behavior at each level, and thereby increase the efficiency of the organization.

MBA 606 Accounting for Managers (3)
Will introduce the design, development and use of accounting systems; development and analysis of accounting data for managerial planning, control, and decision-making; and discussion of current trends and issues of managerial accounting. This will be presented as a course for non-accounting professionals and executives.

MBA 607 Strategic Mktg Managemen (3)
This course is designed for the graduate student that either has some elementary exposure to marketing as an undergraduate or has no foundational exposure to the subject. The class content will briefly review basic marketing principles as they relate to solving case studies. Teams will be assigned and given approximately four preliminary cases and one final strategic case. The feedback gained from each case presentation is designed to enhance the student's understanding of the subject and prepare them for the next case that increases in difficulty with each progressive round during the term. By the conclusion of the course, the student should be better prepared to understand how marketing is a fundamental guiding principle to business decisions in today's globally competitive marketplace.

MBA 609 Management of Production and Operations (3)
This course is devoted to an organization's conversion of resources into products and services. Both long-term (strategic) and day-to-day operations (tactical) level decision-making will be studied. Topics will include operations strategy, process/service development, aggregate planning, theory of constraints, JIT, TQM, and related topics.

MBA 610 Interpersonal and Managerial Skills in Organizations (3)
This course is designed to increase students' self-awareness and how it relates to interpersonal and managerial effectiveness. This course improves advanced managerial skills such as goal-setting, time management, running effective meetings, team facilitation, feedback, networking, coaching, mentoring, and empowerment. It includes current research on optimism, resilience, self-efficacy, work and emotions, cooperation vs. competition, and work design.

MBA 630 App Mgmt Decision Instru (3)
Provides an exposure to management decision paradigms that are most widely used in the business sector of the economy. The topics extend the range of decision tools beyond those used in other coursework in the program.

MBA 651 Leadership & Team Mgmt (3)
Provides selected models and practices in effective leadership and team management. The methods and practices are derived from applied research and will provide the student with hands-on management skills that can be applied immediately to the work environment.

MBA 652 Organization Development & Change Management (3)
Organization development (OD) is concerned with planning, researching, and implementing interventions aimed at organizational change and renewal. The course focuses on understanding and developing process consulting skills. The course will also engage in in-depth exploration of various intervention strategies, including human process, technostructural, systemwide, and strategic change.

MBA 653 Human Resource Management (3)
The course explores the various functions and roles involved in strategic human resource (HR) management. Emphasis will be on the strategic nature of HR while also providing an overview of the more operational aspects of the field. Focus will be on emerging business and demographic trends and their impact on HR.

MBA 660 Legal and Ethical Environment of Business (3)
This course seeks to provide students with a sound understanding of legal principles within the context of management decision making and commercial transactions. In addition, this course examines the ethical implications for certain business decisions. That is, this course examines ethical standards of proper conduct within business decisions, and where appropriate, applies those standards.

MBA 670 Financial Analysis (3)
Analyzes the financial strengths and weaknesses of companies both qualitatively and quantitatively. Analysis includes evaluation of financial statements, national and international economic conditions, industry trends,
strategies of the firms as well as accounting principles and procedures underlying financial statements. Includes both assessment of existing problems and opportunities as well as development of alternative courses of action.

**MBA 680 Technology Management (3)**
Focuses on the role of technology in organizations. A top-down approach is used which will range from considering technology as a strategic variable for competitive advantage to applying technology as a means of improving operational efficiency and customer service. The course considers the challenges of innovation as well as the potential conflicts and resistance resulting from technological change.

**MBA 681 Int'l Bus & Leadership (3)**
Examines the international business climate and the success of American firms in the global marketplace; different modes of penetrating foreign markets; international finance and the international banking system. Factors affecting American competitiveness in the global economy will be reviewed. Students will successfully complete a term project involving a simulated negotiation to set up an operation in another country.

**MBA 682 Diversity Management (3)**
Covers trends and behaviors in various recognized minority and ethnic groups in the United States as well as cross-cultural interaction. Students will develop an awareness and sensitivity to the needs and conditions of diverse groups; as well as specific skills in interacting with people from other cultures, ethnicities, and orientations.

**MBA 684 Managerial Economics (3)**
This course will prepare the student in the area of economic reasoning, a capability that is an important element in the tool kit of all successful executives in business, government, and nonprofit enterprise. Much of the work will be grounded in microeconomic theory, although some applications of macroeconomic thinking will be employed. Microeconomic decision models are robust, used in a wide spectrum of applications to help think through the likely behaviors and outcomes. Powerful economic models will be utilized to analyze business scenarios, predict market outcomes, and recommend policies and decisions. Topics include operations strategy, process/service outcome, aggregate planning, theory of constraints, JIT, TQM, and related concepts.

**MBA 685 Strategic Mgmt & Policy (3)**
Studies the pursuit of the organization's mission while integrating the organization into its environment. This course examines techniques of long-range organizational planning, strategy formulation, and strategy implementation. The purpose of the course is to develop insights and a working knowledge of major strategic management processes.

**MBA 686 Seminar in Mgmt Issues (3)**
This course will provide a general management perspective of current and emerging issues facing organizations. Students will be required to address and analyze the many dilemmas and problems managers encounter in fashioning short-and long-term solutions and in taking action. The focus of the seminar will be "Management of the Future."
The overall quality of the Chemistry Program has been approved through its accreditation by the American Chemical Society. The program offers lecture and laboratory courses in support of a variety of professional, pre-professional, liberal arts, and technical curricula. A bachelor of science or a bachelor of arts degree in Chemistry may be earned. In addition, a bachelor of science degree in Chemistry Education is available.

Completion of the B.S. degree in chemistry prepares a student for employment as a practicing laboratory chemist in a wide variety of industrial, educational, and governmental enterprises. It provides excellent preparation for admission into graduate programs in chemistry, biochemistry, pharmacology, toxicology, food science, environmental science, and other related areas and for admission into the professional schools of medicine, dentistry, and veterinary medicine. Upon receiving the B.S. degree in chemistry, students are certified for immediate, full membership in the American Chemical Society.

Completion of the B.A. degree in chemistry prepares a student to seek a career in areas in which a knowledge of matter, energy, and their transformation is important including the chemical, food, health, environmental, and energy industries. Students frequently combine the B.A. degree with a second major such as biology, mathematics, physics or business administration and management.

Note: Students must complete a minimum of 120 credits in order to graduate with a Bachelor's degree.

Bachelor of Science: Chemistry (67-69 Credits)

I. Chemistry Core: (44 Credits)

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<th>Course</th>
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<tbody>
<tr>
<td>CHEM 231</td>
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<td>CHEM 231L</td>
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<td>CHEM 232L</td>
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<td>CHEM 243</td>
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<td>CHEM 244</td>
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<td>CHEM 333</td>
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<td>CHEM 351</td>
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<td>CHEM 351L</td>
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<td>CHEM 352</td>
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<tr>
<td>CHEM 352L</td>
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<td>CHEM 364</td>
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<td>CHEM 365</td>
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<td>CHEM 366</td>
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<tr>
<td>CHEM 473</td>
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II. Advanced Chemistry Courses: (6 Credits)

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One of the following

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<td>CHEM 447</td>
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<td>CHEM 457</td>
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<td>CHEM 467</td>
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III. Courses in Related Fields: (18-20 Credits)

Mathematics Courses

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<tr>
<td>MATH 150</td>
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<tr>
<td>MATH 151</td>
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Notes:
At least one additional mathematics course is recommended, especially one chosen from: MATH 252 Calculus III, MATH 345 Numerical Analysis, MATH 350 Differential Equations or MATH 360 Linear Algebra.

One of the following Physics groups:

College Physics Group
Bachelor of Arts: Chemistry (31-33 Credits)

I. Chemistry Core: (24 Credits)
- CHEM 231 General Chemistry I 3
- CHEM 231L General Chemistry I Lab 1
- CHEM 232 General Chemistry II 3
- CHEM 232L General Chemistry II Lab 2
- CHEM 351 Organic Chemistry I 3
- CHEM 351L Organic Chemistry I Lab 2
- CHEM 352 Organic Chemistry II 3
- CHEM 352L Organic Chemistry II Lab 2
- CHEM 363 Basic Physical Chemistry 3
- CHEM 363L Basic Physical Chemistry Lab 1
- CHEM 420 Chemistry Seminar 1

II. Chemistry Elective: (4 Credits)
- CHEM 2XX Chemistry course with lab 4

III. Choose one Math Course: (3-5 Credits)
- MATH 140 Calculus: A Short Course 3
- MATH 150 Calculus I 5

Bachelor of Arts: Chemistry, Environmental Emphasis (35-37 Credits)

I. Chemistry Core: (27 Credits)
- CHEM 231 General Chemistry I 3
- CHEM 231L General Chemistry I Lab 1
- CHEM 232 General Chemistry II 3
- CHEM 232L General Chemistry II Lab 2
- CHEM 244 Instrumental Analysis 4
- CHEM 351 Organic Chemistry I 3
- CHEM 351L Organic Chemistry I Lab 2
- CHEM 352 Organic Chemistry II 3
- CHEM 352L Organic Chemistry II Lab 2
- CHEM 363 Basic Physical Chemistry 3
- CHEM 363L Basic Physical Chemistry Lab 1

II. Required Courses in Related Fields: (8-10 Credits)
- ENVS 180 Environmental Science: Introduction 3
- ENVS 180L Environmental Science: Introduction Lab 1
- ENVS 200 Environmental Science Seminar 1
Bachelor of Science: Chemistry Education (39-43 Credits)

I. Chemistry Requirements: (28 Credits)

- CHEM 231 General Chemistry I 3
- CHEM 231L General Chemistry I Lab 1
- CHEM 232 General Chemistry II 3
- CHEM 232L General Chemistry II Lab 2
- CHEM 243 Quantitative Analytical Chemistry 4
- CHEM 351 Organic Chemistry I 3
- CHEM 351L Organic Chemistry I Lab 2
- CHEM 352 Organic Chemistry II 3
- CHEM 352L Organic Chemistry II Lab 2
- CHEM 363 Basic Physical Chemistry 3
- CHEM 363L Basic Physical Chemistry Lab 1
- CHEM 420 Chemistry Seminar 1

II. Related Fields: (11-15 Credits)

Choose one Math Course:
- MATH 150 Calculus I 5
- MATH 151 Calculus II 5

One of the following Physics groups:

**College Physics Group**
- PHYS 141 College Physics I 3
- PHYS 141L College Physics I Lab 1
- PHYS 142 College Physics II 3
- PHYS 142L College Physics II Lab 1

**University Physics Group**
- PHYS 181 University Physics I 4
- PHYS 181L University Physics I Lab 1
- PHYS 182 University Physics II 4
- PHYS 182L University Physics II Lab 1

III. Education Requirements:

Notes:
The student must fulfill the Professional Education Requirements for licensure; see Education Department for current requirements.

Total Credits: 39-43

Course Descriptions

**CHEM 100 Nursing Chemistry (3)**
Introduces concepts and principles of chemistry and scientific measurements with an emphasis on applications to the health sciences. Topics include atomic and molecular structure, bonding, chemical notation, nomenclature, stoichiometry, common organic functional groups, and the most important classes of biological molecules.

**CHEM 100L Nursing Chemistry Lab (1)**
Introduces concepts and principles of chemistry and scientific measurements with an emphasis on applications to the health sciences. Topics include atomic and molecular structure, bonding, chemical notation, nomenclature, stoichiometry, common organic functional groups, and the most important classes of biological molecules.

**CHEM 104 General Glassblowing (2)**

Note: While every effort is made to ensure accuracy, SMSU reserves the right to correct any clerical errors herein.
The fundamentals of glassblowing and flameworking with applications to the design and construction of decorative glass pieces.

**CHEM 105 Scientific Glassblowing ( 2 )**
The fundamentals of glassblowing and flameworking with applications to the construction and repair of scientific glassware.

**CHEM 110 Our Chemical World ( 3 )**
An introductory course for non-science majors emphasizing elementary concepts of chemistry as they relate to society and the environment. May not be used as a prerequisite for any other chemistry course.

**CHEM 110L Our Chemical World Lab ( 1 )**
An introductory course for non-science majors emphasizing elementary concepts of chemistry as they relate to society and the environment. May not be used as a prerequisite for any other chemistry course.

**CHEM 111 Chemistry in Our Daily Lives ( 3 )**
Lecture focuses on the specific chemicals and chemical systems that are encountered in homes and on farms, and includes the effect they have on a person's immediate environment and health. Laboratory work uses mainly chemicals obtained from stores to reinforce the connection between chemical theory and practice. May not be used as a prerequisite for any other chemistry course.

**CHEM 111L Chemistry in Our Daily Lives Lab ( 1 )**
Lecture focuses on the specific chemicals and chemical systems that are encountered in homes and on farms, and includes the effect they have on a person's immediate environment and health. Laboratory work uses mainly chemicals obtained from stores to reinforce the connection between chemical theory and practice. May not be used as a prerequisite for any other chemistry course.

**CHEM 121 Basic Chemistry ( 3 )**
For students interested in agriculture, foods, health, or technology. Introduces basic concepts and fundamental principles of chemistry with an emphasis on applications to the above areas. The required preparation for this course is three years of high school mathematics or MATH 060.

**CHEM 121L Basic Chemistry Lab ( 1 )**
For students interested in agriculture, foods, health, or technology. Introduces basic concepts and fundamental principles of chemistry with an emphasis on applications to the above areas.

**CHEM 122 Introductory Organic/Biochemistry ( 3 )**
For students interested in agriculture, foods, health, or technology. Brief study of organic and biochemistry with an emphasis on applications to the above areas.

**CHEM 122L Intro Organic/Biochemistry Lab ( 1 )**
For students interested in agriculture, foods, health, or technology. Brief study of organic and biochemistry with an emphasis on applications to the above areas.

**CHEM 186 Special Topics in Chemistry (1 - 4)**

**CHEM 231 General Chemistry I ( 3 )**
First course in chemistry for students majoring in a science. Topics include chemical and physical properties of matter, atomic and molecular structure, bonding, chemical notation, inorganic nomenclature, stoichiometry, and periodic laws. The required preparation for this course is three years of high school mathematics or MATH 110.

**CHEM 231L General Chemistry I Lab ( 1 )**
First course in chemistry for students majoring in a science. Topics include chemical and physical properties of matter, atomic and molecular structure, bonding, chemical notation, inorganic nomenclature, stoichiometry, and periodic laws.

**CHEM 232 General Chemistry II ( 3 )**
Continuation of CHEM 231. Topics include molecular bonding and shapes, equilibrium, kinetics, and acid/base chemistry. Descriptive inorganic chemistry is emphasized. Laboratory work includes experiments related to the lecture material including qualitative inorganic analysis.

**CHEM 232L General Chemistry II Lab ( 2 )**
Continuation of CHEM 231. Topics include molecular bonding and shapes, equilibrium, kinetics, and
acid/base chemistry. Descriptive inorganic chemistry is emphasized. Laboratory work includes experiments related to the lecture material including qualitative inorganic analysis.

**CHEM 243 Quantitative Analytical Chemistry (4)**
Applications of chemical equilibrium calculations to procedures for quantitative analysis.

**CHEM 244 Instrumental Analysis (4)**
Basic principles of instrumentation. Spectroscopic and chromatographic methods of quantitative and qualitative analysis.

**CHEM 286 Special Topics (1 - 4)**

**CHEM 292 Honors Credit in Chemist (1)**
An independent study course designed primarily for Honors Program students. This course allows more indepth or comprehensive study or research by certain students concurrently enrolled in at least one other chemistry course.

**CHEM 333 Intermediate Inorganic Chemistry (4)**
A study of bonding theories, structure, stereochemistry, and acid base reactivity of inorganic compounds with an emphasis on main group elements. Symmetry and group theory, topics related to transition metal complexes, coordination chemistry, and instrumentation in inorganic chemistry are discussed.

**CHEM 344 Instrumental Analysis (4)**
Theory and techniques of modern instrumental methods of qualitative and quantitative analysis. Techniques covered include spectroscopic methods, chromatography, mass spectrometry, and electroanalytical methods.

**CHEM 351 Organic Chemistry I (3)**
An examination of the principle functional groups of carbon compounds and the relationship of their structure to physical and chemical properties. Laboratory work includes chemical and instrumental methods of structure elucidation.

**CHEM 351L Organic Chemistry I Lab (2)**
An examination of the principle functional groups of carbon compounds and the relationship of their structure to physical and chemical properties. Laboratory work includes chemical and instrumental methods of structure elucidation.

**CHEM 352 Organic Chemistry II (3)**
Continuation of CHEM 351.

**CHEM 352L Organic Chemistry II Lab (2)**
Continuation of CHEM 351.

**CHEM 363 Basic Physical Chemistry (3)**
Principles of chemical thermodynamics and kinetics and their application to biological systems.

**CHEM 363L Basic Physical Chemistry Lab (1)**
Principles of chemical thermodynamics and kinetics and their application to biological systems.

**CHEM 364 Chemical Thermodynamics and Kinetics (3)**
An introduction to chemical thermodynamics and its applications; chemical kinetics; and the kinetic theory of gases.

**CHEM 365 Quantum Chemistry and Spectroscopy (3)**
Quantum mechanics and its applications to molecular structure and spectroscopy; statistical mechanics of molecules; and chemical reaction dynamics.

**CHEM 366 Physical/Instrumentation Laboratory (1 - 4)**
Experiments demonstrating principles of physical chemistry such as determination of reaction rates and spectroscopic means of determining molecular structures. Statistical methods of data analysis, computer-aided
data acquisition, advanced laboratory instrumentation, and scientific writing are introduced in the context of these experiments. Students may complete a reduced number of experiments to earn fewer than four (4) credits.

**CHEM 420 Chemistry Seminar (1)**
Use of the chemical literature, current developments in research, technical speaking and writing.

**CHEM 447 Advanced Analytical Chemistry (3)**
Advanced theory and application of topics introduced in Instrumental Analysis (CHEM 244). Subjects may include electrochemistry, chromatography, and Nuclear Magnetic Resonance (NMR) spectroscopy.

**CHEM 457 Advanced Organic Chemistry (3)**
Transition states, reactive intermediates, free energy relationships, and kinetic isotope effects in the elucidation of reaction mechanisms.

**CHEM 467 Computational Chemistry (3)**
An introduction to current quantum mechanical methods of computing molecular structure and spectra as well as chemical reaction dynamics. Common semi-empirical methods are discussed as are Hartree-Fock and density functional methods. Both theory and practical experience with computer calculations are included.

**CHEM 470 Advanced Laboratory (1 - 4)**
An introduction to the integrated practice of chemical science, including the use of primary chemical literature, laboratory research, and reporting research results in papers and seminars. May be repeated for additional credit. Students completing 3 credits or more of Advanced Laboratory must complete an independent laboratory research project and report its results in a major paper as well as in a public seminar.

**CHEM 473 Biochemistry (3)**
Structure, reactions and metabolism of biologically important compounds.

**CHEM 473L Biochemistry Lab (1)**
Structure, reactions and metabolism of biologically important compounds.

**CHEM 486 Advanced Topics (1 - 4)**
Organometallics, nonaqueous solution reactions, solid-state chemistry, polymers, computers in chemistry, environmental chemistry, or similar topics.

**CHEM 494 Independent Study (1 - 4)**

**CHEM 499 Internship in Chemistry (1 - 16)**
Supervised work in chemistry that takes place off campus. Prior approval of the project and credits to be taken, and final report are required by the Chemistry Program.

**CHEM 564 Thermodynamics, Equilibrium, and Kinetics for Teachers (2)**
Chemical thermodynamics and its applications to chemical equilibrium. Equilibrium calculations including applications to chemical analysis. Elementary theories of chemical reaction rates. Related laboratory exercises with emphasis on applications to teaching of high school chemistry.
The Computer Science Program is designed to meet the needs of students desiring careers in business, industry, and government as well as preparation for advanced studies at the graduate level. Students majoring in Computer Science may apply their technical strengths to second majors in many programs such as accounting, business administration, mathematics, science, and education. The faculty of the Computer Science Program have been selected to provide quality instruction in all branches of Computer Science.

All major and minor programs must have the approval of the student's advisor and the department faculty. All courses counting towards the major or minor must be completed with a grade of "C-" or better.

Note: Students must complete a minimum of 120 credits in order to graduate with a Bachelor's degree.

**Bachelor of Science: Computer Science (57 Credits)**

**I. Required Computer Science Courses: (37 Credits)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>COMP 120</td>
<td>Computer Seminar</td>
<td>1</td>
</tr>
<tr>
<td>COMP 164</td>
<td>Essentials of Computer Science</td>
<td>3</td>
</tr>
<tr>
<td>COMP 164L</td>
<td>Essentials of Computer Science Lab</td>
<td>1</td>
</tr>
<tr>
<td>COMP 165</td>
<td>Fundamentals of Programming</td>
<td>3</td>
</tr>
<tr>
<td>COMP 165L</td>
<td>Fundamentals of Programming Lab</td>
<td>1</td>
</tr>
<tr>
<td>COMP 166</td>
<td>Data Structures</td>
<td>3</td>
</tr>
<tr>
<td>COMP 166L</td>
<td>Data Structures Lab</td>
<td>1</td>
</tr>
<tr>
<td>COMP 233</td>
<td>Computer Organization and Architecture</td>
<td>4</td>
</tr>
<tr>
<td>COMP 306</td>
<td>Object-Oriented Design &amp; Programming</td>
<td>3</td>
</tr>
<tr>
<td>COMP 324</td>
<td>Design and Analysis of Algorithms</td>
<td>3</td>
</tr>
<tr>
<td>COMP 368</td>
<td>Information &amp; Knowledge Management</td>
<td>3</td>
</tr>
<tr>
<td>COMP 376</td>
<td>Advanced UNIX Programming</td>
<td>3</td>
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<tr>
<td>COMP 377</td>
<td>Operating Systems and Networks</td>
<td>3</td>
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<tr>
<td>COMP 390</td>
<td>Professional Issues Seminar</td>
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<td>COMP 425</td>
<td>Software Engineering</td>
<td>3</td>
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<td>COMP 492</td>
<td>Capstone Project</td>
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<td>COMP 493</td>
<td>Capstone Project</td>
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**II. Computer Science Electives: (6 Credits)**

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<thead>
<tr>
<th>Course</th>
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</tr>
</thead>
<tbody>
<tr>
<td>COMP 3XX</td>
<td>COMP Courses at the 300 level or above</td>
<td>6</td>
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</tbody>
</table>

**III. Required Mathematics Courses: (14 Credits)**

<table>
<thead>
<tr>
<th>Course</th>
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</tr>
</thead>
<tbody>
<tr>
<td>MATH 150</td>
<td>Calculus I</td>
<td>5</td>
</tr>
<tr>
<td>MATH 200</td>
<td>Intro to Statistics</td>
<td>3</td>
</tr>
<tr>
<td>MATH 320</td>
<td>Foundations of Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>MATH 325</td>
<td>Combinatorics</td>
<td>3</td>
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</tbody>
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Total Credits: 57

**Minor: Computer Science (22 Credits)**

**I. Required Courses: (13 Credits)**

<table>
<thead>
<tr>
<th>Course</th>
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</tr>
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<td>Fundamentals of Programming</td>
<td>3</td>
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</tbody>
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II. Computer Science Electives: (9 Credits)

COMP 2XX Computer Science Electives 9

Total Credits: 22

Course Descriptions

COMP 105 Introduction to Computers (3)
An overview of mainframe and personal computers. Topics include: application software, the Internet, hardware components and peripheral devices, and data processing.

COMP 120 Computer Seminar (1)
This course is designed for a student considering a career in a computing field but is accessible to any student wanting to learn more about computing technology. The course will consist of a series of presentations by the Computer Science faculty and the students in the class on current topics of interest in the computing field. Student will research and present a topic of their choice.

COMP 130 Preview of Computer Science (4)
An introduction to the many facets of computer science as a discipline. Topics will include a history of computing, the binary number system, data representation, digital logic, algorithmic problem solving, high- and low-level programming languages, data abstraction, operating systems, communication networks, information systems, and artificial intelligence. This course is designed for a student considering a career in a computing field but is accessible to any student wanting to learn more about computing technology. The required preparation is MATH 110 or three years of high school mathematics.

COMP 164 Essentials of Computer Science (3)
This course is designed for a student considering a career in a computing field but is accessible to any student wanting to learn more about computer technology. The skills developed in this course will be utilized throughout the computer science curriculum. Topics will include the binary number system, data representation, digital logic, algorithmic problem solving, and programming in both low-level and high-level programming languages. The required preparation is MATH 110 or three years of high school mathematics.

COMP 164L Essentials of Computer Science Lab (1)

COMP 165 Fundamentals of Programming (3)
An introduction to the science and art of problem solving through computer programming. Topics include problem solving methods, program design strategies, selection structures, iteration structures, sub-programs, recursion, arrays, records and pointers. Student will use a popular high-level programming language to write, compile, debug, and document software. Hands-on laboratory exercises will be integrated into the course. The required preparation is MATH 110 or three years of high school mathematics.

COMP 165 Fundamentals of Programming (3)
A continuation of COMP 164 with emphasis on the techniques of programming. Topics include problem solving methods, program design strategies, selection structures, iteration structures, subprograms, recursion, arrays and list, sorting and searching, object-oriented design and classes. Students will use a popular high-level programming language to write, compile, debug, and document programs. Hands-on laboratory exercises will be integrated into the course.

COMP 165L Fundamentals of Programming Lab (1)
A continuation of COMP 164 with emphasis on the techniques of programming. Topics include problem solving methods, program design strategies, selection structures, iteration structures, subprograms, recursion, arrays and list, sorting and searching, object-oriented design and classes. Students will use a popular high-level programming language to write, compile, debug, and document programs. Hands-on laboratory exercises will be integrated into the course.

COMP 166 Data Structures (3)
Continuation of COMP 165. Topics include: recursion, lists, dictionaries, sorting and searching, stacks,
queues, binary trees, and graphs. Hands-on laboratory exercises will be integrated into the course. Students must enroll in both COMP 166 and COMP 166L.

COMP 166 Data Structures (3)
Continuation of COMP 165: Fundamentals of Programming. Topics include: object-oriented design, classes, generic programming, lists, stacks, queues, binary trees, sorting and searching. Hands-on laboratory exercises will be integrated into the course.

COMP 166L Data Structures Lab (1)
Continuation of COMP 165. Topics include: recursion, lists, dictionaries, sorting and searching, stacks, queues, binary trees, and graphs. Hands-on laboratory exercises will be integrated into the course. Students must enroll in both COMP 166 and COMP 166L.

COMP 189 Introduction to GIS Software (3)
In this course, students learn how to use major GIS software (as end user). First, basics of geographic information systems, internal organization, and fundamental functionality of GIS software are introduced. Basic techniques of producing maps and querying on maps are then discussed. Further, visualization and reporting geographic information are taught. Finally, basic commands of editing geographic information are introduced.

COMP 199 Field Experience in Computer Applications (1 - 3)
On-the-job, supervised experience and study dealing with the applications of computers.

COMP 201 Windows Programming (3)
An introduction to programming using Microsoft Visual BASIC in the Windows environment. Students will learn how to write programs that use a visual interface to interact with the user. Topics include: objects (windows, menus, etc.), events, functions, subprograms, repetition, arrays, files, embedding and linking with other software applications and graphical display.

COMP 215 Computers in the Classroom (2)
An introduction to the use of computers in the elementary and secondary school, emphasizing simulation, tutorial, information retrieval and problem solving.

COMP 230 C in Unix Environment (3)
Study of the C programming language and the UNIX operating system.

COMP 233 Computer Organization and Architecture (3)
An overview of basic computer organization and architecture. Topics include: data presentation, digital logic, combinational and sequential circuit design and analysis, memory system organization, instruction and data path architecture, instruction set architecture and assembly language.

COMP 233 Computer Organization and Architecture (4)
An overview of basic computer organization and architecture. Topics include: data presentation, digital logic, combinational and sequential circuit design and analysis, memory system organization, instruction and data path architecture, instruction set architecture and assembly language.

COMP 265 Computers and Society (3)
An examination of the impact of computers on society. Topics include: ethical concerns, computer networks as a global meeting place, and the impact of computer on the economy, the workplace, politics, cultural exchange, and social participation.

COMP 286 Topics in Computer Science (1 - 4)
A study of computer science topics not ordinarily covered in established courses.

COMP 292 Honors Credit Comp Science (1 - 4)
An independent study course designed primarily for Honors Program students. The course allows more in-depth or comprehensive study or research by certain students concurrently enrolled in at least one other Computer Science course.

COMP 306 Object-Oriented Design & Programming (3)
An introduction to program design using object-oriented methods. Topics include: abstraction, composition, inheritance, polymorphism, UML design, threads and sockets, graphic elements, user interface design,
web-programming and event handling.

**COMP 307 C# Programming (3)**
An introduction to C# programming using Microsoft .Net platform. Topics include: inheritance and polymorphism, delegates and events, streams, LINQ, XML, ADO.net and relational database, ASP.net and WPF application, threads and synchronization.

**COMP 324 Design and Analysis of Algorithms (3)**
A study of algorithms. Topics include: analysis and verification techniques, divide and conquer, dynamic programming, greedy, backtracking, and problem complexity.

**COMP 328 Theory of Computation (3)**
An introduction to areas of theoretical computer science. Topics include: finite state machines, regular languages, push down automata, context free languages, Turing machines and recursive languages.

**COMP 343 Computer Networking (3)**
An introduction to the principles of computer networking. Topics include: OSI and TCP/IP reference models, data link, network, transport, and application layers, and recent applications of network technology.

**COMP 351 Programming Languages (3)**
An introduction to the organization of programming languages and the run-time behavior of programs. Topics include: syntax and semantics, procedural block-structured languages, functional languages, object-oriented languages, logical languages, case studies of languages such as Pascal, Ada, FORTRAN, COBOL, Java, LISP, and Prolog.

**COMP 368 Information & Knowledge Management (3)**
An introduction to the storage and organization of information. Topics include: database management, data mining, intelligent systems, networked databases, and human-computer interaction.

**COMP 376 Advanced UNIX Programming (3)**
An in depth look at programming on the UNIX/Linux platform. Topics include C/C++ programming, shell scripts, file management, memory management, process and thread management, server management, security, and networking.

**COMP 377 Operating Systems and Networks (3)**
An introduction to the major concepts in an operating system, data communication, and modern computer networks. Topics include: processes, concurrency, CPU scheduling, deadlocks and memory management, TCP/IP, ATM, OSI Model, frame relay, Ethernet, congestion control, link-level flow and error control.

**COMP 385 Computer Graphics (3)**
An introduction to the major algorithms and techniques for computer graphics. Topics include: windowing, clipping, 3-D techniques, parametric curves and surfaces, hidden lines and surfaces, shading methods, ray casting and tracing.

**COMP 390 Professional Issues Seminar (1)**
Students will read, present, and discuss material pertaining to the social and professional issues of Computer Science and technology in general. Topics may include: social context of computing, professional and ethical responsibilities, risks and liabilities of computer-based systems, security issues and intellectual property. Students will also explore possible career opportunities.

**COMP 405 Simulation (3)**
Generation of random numbers, queuing theory, discrete and continuous system simulation, design of simulation experiments.

**COMP 425 Software Engineering (3)**
An introduction to the techniques of Software Engineering. Topics include: software processes, requirements elicitation and specification, analysis, design, development and implementation, validation, testing, and project management.

**COMP 435 Artificial Intelligence (3)**
An introduction to the basic concepts and technologies of artificial intelligence. Applications of these concepts and technologies are then discussed. Topics include: knowledge representation, search strategies, neural networks, and machine learning.
COMP 455 Compiler Construction (3)
An introduction to compiler construction. Topics include: compiler organization including compile-time and run-time symbol takes, lexical analysis, syntax analysis, object code generation, error diagnostics, object code optimization techniques, and overall design.

COMP 468 System Analysis and Design (4)
An introduction to the basic concepts and data models in modern hybrid information systems. Topics include: Methods of system analysis, data modeling, process modeling, object-oriented modeling, system design principles, object-oriented design, input/output design and prototyping. Students will complete a project in system design.

COMP 486 Advanced Topics Computer Science (1 - 4)
A study of computer science topics not ordinarily covered in the established courses. Prerequisite: consent of Computer Science Program faculty.

COMP 490 Senior Seminar (1)
This course is for senior computer science majors. Students will study recently published research articles or learn recently developed computer technology under instructor supervision. Every student who participates in this course is required to give presentations.

COMP 492 Capstone Project (1)
Students will work in teams to design, develop, and implement a significant software or hardware project. Two semester sequence.

COMP 493 Capstone Project (1)
Students will work in teams to design, develop, and implement a significant software or hardware project. Two semester sequence.

COMP 494 Independent Study (1 - 3)
An independent study of a computer science topic not covered elsewhere.

COMP 499 Internship in Computer Science (1 - 16)
On-the-job supervised experience and study dealing with applications of computer science.

COMP 510 UNIX Programming (3)
A study of working knowledge of Unix including basic Unix console commands as well as the use of popular editors such as vi. Techniques for printing jobs and backup/restore files, built-in networking utilities such as network file transfer (FTP) and remote terminal (telnet) will be studied. Extensive coverage of Bourne, C and Korn Shell scripts to automate programming tasks will also be included as well as the use of the awk filter.

COMP 520 Object Oriented Development (3)
A study of the software development process from an object-oriented development perspective. Techniques for requirements gathering, analysis, design, implementation and testing will be studied. Basic object-oriented concepts will be introduced. The Unified Modeling Language (UML) will be used throughout the process. Students will apply what they learn through readings and lectures by working in groups on a case study.

COMP 530 Advanced GUI Programming (3)
A study of techniques and modern technologies to develop enterprise-wide GUI (graphic user interface) application framework. Topics will include window GUI components, mouse and keyboard input, graphical device, multimedia, event delegation-model, database connection, client server interaction, multi-threading and exception handling.

COMP 586 Graduate Topics in Computer Science (3)
A study of advanced computer science topics not normally covered in established courses.

COMP 599 Project Design (3)
Team effort to develop an object oriented software specification/design. The Unified Modeling Language (UML) will be used throughout the process.

COMP 610 Enterprise Systems (3)
A study of issues related to Internet security and networking, including World Wide Web security, wrapper and proxy programs, integrity management tools, secure programming, and how to use secure TCP/IP services.
such as FTP, SMTP, and DNS. Security issues such as password, file systems, cryptography, backups, firewalls, and dealing with break-ins will be introduced. Unix and Windows based systems will be used throughout the process.

**COMP 620 Developing E-Commerce Applications (3)**
This course focuses on the technological infrastructure needed for implementing e-commerce solutions, on the software components necessary such as database connection and XML, and on the ways to implement such applications. A major component of the course will be a hands-on project of developing an e-Commerce application.

**COMP 630 Project Management (3)**
A study of the Project Management concept. Topics include: Project Lifecycle, Phasing in IT Management, Project Initiation, Estimation and Quality.

**COMP 640 Software Testing (3)**
An overview of the processes involved in software testing. Topics will include testing related terminology, theoretical foundations of testing, the relationship of testing to other verification and validation activities, unit testing, system testing, integration testing, objectives of testing, testing techniques, testing related measures, and management of the testing process.

**COMP 650 Real Time Systems (3)**
A study of Real time System development including special design techniques, language and operating system primitives to deal with the time critical nature of such systems, multi-tasking, mutual exclusion, task synchronization and scheduling. Special language constructs such as exception handling, concurrency, interrupt and device handling and also operating system support for task communication and cooperation are examined with practical examples.

**COMP 660 Systems and Network Programming (3)**
An overview of system and network programming paradigms in Unix and Windows based operating systems. Topics will include Win32 and Unix features, including processes, threads, files, events, and pipes. Network programming models and packages, such as Berkeley Sockets, STREAMS and Remote Procedure Calls (RPC) will also be covered.

**COMP 699 Final Project (6)**
Full software life cycle will be experienced by students working in teams.
Criminal Justice

The Criminal Justice curriculum builds on a Sociology foundation to give students a broad understanding of social deviance and contemporary criminal justice. Through multidisciplinary studies, students learn about the origins, development, and current conditions of criminal justice systems in the U.S. and in other cultures. This knowledge increases students’ understanding of ways society identifies and reacts to deviant behavior in all forms. The Criminal Justice curriculum complements the Sociology curriculum, and a limited amount of coursework may be applied to satisfying requirements for the Sociology major.

Minor: Criminal Justice (27 Credits)

I. Criminal Justice Core: (18 Credits)
- JUAD 144 Introduction to Justice & Society 3
- JUAD 450 Criminal Law 3
- SOCI 101 Introduction to Sociology 3
- SOCI 244 Soci of Deviant Behavior 3
- SOCI 344 Criminology 3

One of the following:
- POL 328 Const Law I: Criminal Justice 3
- POL 415 Law & Society 3

II. Choose one course from each group: (9 Credits)

Group 1:
- JUAD 242 Correction Systems 3
- JUAD 338 Youth & Crime 3
- JUAD 380 Corporate & White Collar Crime 3
- JUAD 442 Court, Police, and Corrections Management 3
- JUAD 499 Field Experience/Internship 3 - 12

Notes:
* Only one internship course is allowed

Group 2:
- PHIL 305 Law, Liberty & Morality 3
- POL 351 Constitutional Law II: Civil Liberties 3
- PSYC 265 Behavior Modification 3
- PSYC 335 Abnormal Psychology 3
- PSYC 341 Child & Adolescent Psychology 3
- SPCH 230 Interpersonal & Cross-Cultural Communication 3

Group 3:
- HIST 363 History of Social Welfare in the U.S. 3
- INDS 326 Decolonization, Recovery, and Indigenous Peoples 3
- SOCI 270 Gender Issues 3
- SOCI 331 Racial & Ethnic Relations in America 3
- SOCI 499 Field Experience/Internship 3 - 12

Notes:
* Only one internship course is allowed.

Total Credits: 27

Course Descriptions

SOCI 101 Introduction to Sociology (3)
A survey of basic concepts and research areas in sociology, including sociology origins, major theoretical perspectives, research methods, culture, social structure, socialization, group processes, formal organizations, deviance and social control, stratification, racial/ethnic and gender inequality, social institutions, demography, collective behavior, and social change.
**SOCI 102 Introduction to Sociology: Rural & Regional Perspective (3)**
A survey of basic concepts and research areas in sociology, including sociology origins, major theoretical perspectives, research methods, culture, social structure, socialization, group processes, formal organizations, deviance and social control, stratification, racial/ethnic and gender inequality, social institutions, demography, collective behavior, and social change. This course differs from SOCI 101 in that it uses examples from southwestern Minnesota as well as other rural societies and peoples. Further emphasis is placed on the social problems, community life and culture, and the social fabric of southwestern Minnesota.

**SOCI 135 Rural Society (3)**
Within the discipline of sociology, the study of rural society gives students the opportunity to understand and appreciate the richness and variety of rural heritage and contemporary rural life. Through understanding of concepts and developing applied research skills, students approach the phenomena of non-urban societies both in the U.S. and around the globe. The course includes consideration of regional, national, and international linkages which affect the rural United States. Focusing on such formative influences as family, religion, education, government, and economy, students learn about past and present rural problems and opportunities in areas close to the SMSU campus; then students consider similar and different realities in several other regions of the United States.

**SOCI 200 Social Statistics (4)**
This course surveys basic statistical techniques used in the social sciences, including frequency distributions and graphs, the normal curve, tests of significance, correlation, analysis of variance, and multiple regression. The course also covers applications of descriptive and inferential techniques to social data and interpretations of social research outcomes.

**SOCI 211 Marriage and the Family (3)**
The origin of marriage and family in historical and comparative perspective; family diversity in contemporary society; application of theoretical perspectives to family processes; gender roles, courtship, mate selection, married relationships, parenthood, marriage termination, alternatives to marriage, and the future family.

**SOCI 218 Self and Society (3)**
A sociological introduction to social psychology, including a symbolic interactionist understanding of the individual in society, the impact of social conditions and culture on personal development, freedom and control in human behavior, and the human ability to respond to and cause social change.

**SOCI 220 Social Problems (3)**
This course critically analyzes contemporary social problems from historical, structural, and theoretical perspectives. Problems analyzed vary, but all analyses are premised on the sociological understanding that humans are products of their social environments. Theory and research are used to demonstrate that social problems are interrelated and that society creates and perpetuates problems.

**SOCI 244 Soci of Deviant Behavior (3)**
Consideration of various approaches to the study of deviant behavior; contemporary theories and methods of study; discussion of the ethical issues raised by the study of deviant behavior; the social processes whereby persons and patterns of behavior come to be identified as deviant. Topics of deviance analyzed vary, but theory and research are applied to all areas.

**SOCI 270 Gender Issues (3)**
This course introduces theories, research, and current issues related to the gender roles in society. Course content includes various theoretical approaches to the sociological study of gender, historical and cross-cultural comparisons, research findings, policy issues, structural influences, and current change trends.

**SOCI 286 Special Topics (1 - 4)**
This course is designed to provide lower-division students with an opportunity to experience a special or experimental curriculum course.

**SOCI 314 Sociological Theory (3)**
Early modern social thought and the development of sociological theory in the 19th and 20th centuries to the present. Prerequisites: SOCI 101 and one other Sociology course.

**SOCI 315 Applied Social Research (3)**
This introduction to social research applies social research methods to sociology, criminal justice, and social work. Includes analysis of published research along with quantitative and qualitative research methods in investigating social issues, program evaluation, practice evaluation, policy analysis, and needs assessment.
SOCI 318 Forces for Social Change (3)
Changing technology, collective behavior, reform and revolution; causes and consequences of social change, creative and destructive consequences of changing social patterns; the relevance of history to social process. Prerequisites: SOCI 101 and one other sociology course.

SOCI 324 Sociology of Sexualities (3)
This course will provide a sociological perspective on sexual identities, behaviors, and the negative societal response of homophobia. Course content focuses on the social construction of sexual identity, and the complex personal, social and political issues of sexuality. Topics on sexuality may vary, but theory and research is applied to all areas.

SOCI 331 Racial & Ethnic Relations in America (3)
Causes and consequences of prejudice, discrimination, and segregation; relationships of ethnic, racial, and religious minorities to dominant categories in the United States; remedial programs to reduce racial, ethnic, and religious tensions.

SOCI 344 Criminology (3)
Explanation and critical analysis of criminology theory. Also, the course examines major types of crimes, victims, and criminal behavior in the contemporary United States. Topics include definitions; incidence and trends in criminal behavior; roles of police and judicial personnel; and justifications for punishment.

SOCI 354 Holocaust, Genocide & Human Rights (3)
A survey of sociological, psychological, historical, and other dimensions of the Holocaust and other cases of genocide and genocidal killing during the 20th century. The human rights movement as an attempt to prevent and resist genocide will be examined.

SOCI 360 Sociology of Work (3)
This course familiarizes students with sociological concepts and research related to work. Issues include such topics as alienation, job satisfaction, control over the workplace, changing work conditions, employment and wage inequalities, and conflict between work and family.

SOCI 415 Formal Organizations, Bureaucracies, Corporations (3)
Analysis of major types of formal organizations in contemporary complex societies. Theory and research results applicable to the understanding of factories, schools, prisons, hospitals, churches, voluntary associations, etc.

SOCI 435 Rural Development (3)
A critical analysis of research goals and methods currently applied to rural development; review and analysis of the future of small rural communities, the benefits and costs of rural industrialization and its full social consequences. A major content requirement is a research paper. Prerequisite: one sociology (SOCI), history (HIST), or rural studies (RURL) course.

SOCI 440 Human Communities (3)
Sociological analysis of community structure, community development, and change. Focus on grass roots movements and community organizing. Critiques of community planning will be reviewed. Consideration of applicability of community development in less developed countries to North America.

SOCI 445 Social Stratification (3)
Class stratification in pre-industrial, industrial, and post industrial societies, institutionalized inequality, sources of strain and conflict, automation and the prospects for industrial man.

SOCI 450 Individual Readings (1 - 3)
To provide individual students with an opportunity to explore areas of special interest for academic credit.

SOCI 486 Special Topics (1 - 4)
This course is designed to provide upper-division students with an opportunity to experience a special or experimental curriculum enrichment course.

SOCI 495 Senior Seminar in Sociology (3)
This course is designed to integrate previous sociology study by reviewing basic concepts and theories, reading and discussing selected topics not covered in the regular curriculum, and completing a research project begun in SOCI 315 Applied Social Research Methods.
**SOCI 499 Field Experience/Internship (3 - 12)**
Research or internship in an organization or community, defined in individual learning agreements and consisting of combining sociological concepts and theory with one or more of the following: qualitative research, quantitative research, applied sociology. Prerequisites: Sociology major or minor, Justice Administration major, Anthropology minor, or Criminal Justice minor.

**SOCI 510 Social Issues-Mod Soc Th (3)**
Course reviews the major debates in social theory, social research, and the place of contemporary social issues in those debates. Emphasis will be on the conflict-order debate in social theory, and the interpretive-positivistic debate in research. Issues of race, gender, economic and political change, conservative tendencies and social change strategies will be interpreted in relation to the theory and research debates.

**SOCI 520 GS:Is in Sociology (1 - 3)**
Each student enrolling in this course will present a formal proposal for in-depth study of an area of Sociology relevant to his or her teaching assignment. The plan for accomplishing the study will be part of the proposal. Upon completion of the study, it will be submitted for publication or for presentation at a sociology conference.

**SOCI XXX Sociology Electives (9)**
Any Sociology courses.

**SOCI XXX Sociology Electives (15)**
15 credits of Sociology courses selected in consultation with an advisor in Sociology.
Culinology

Department Office: IL 121
Phone Number: 507-537-6436
Staff & Faculty: Raphael Onyeaghala, Michael Cheng, Kurt Struwe, William Bennett

SMSU’s Bachelor of Science in Culinology® is the only degree of its kind in the world. Culinology® is the blending of the culinary arts and the science of food. It is defined as “the collaboration between culinary expertise and food science and how this collaboration affects the food we prepare and serve for consumption.” SMSU’s Culinology® program is fully accredited by the Research Chefs Association.

Our Mission
Our task is to support our students in their pursuit of the **gold standard** in Culinology® education. Culinology® will be a universally recognized discipline, and its practitioners will shape the food industry. SMSU’s mission is to define the future of food through Culinology® and the development of its practitioners. We will train students in developing unique and highly sought after skills, capable of creating new food products from a culinary perspective within a scientific setting. Graduates of SMSU’s Culinology® program will be trained first as a chef, a culinarian, a food focused individual, dedicated to producing the finest possible combination of ingredients to achieve palate-pleasing results. SMSU’s Culinology® graduates will also be a researcher who uses scientific methods and knowledge to insure their creativity can be enjoyed far beyond the confines of their kitchen or laboratory.

A wide variety of job opportunities are available to SMSU graduates. Graduates may go to work with major food manufacturers, custom manufacturing facilities, restaurant chains, etc., in positions such as: Research and Development Chef, TecnoChef™, Product Development Manager, Corporate Chef, Culinary Research and Development Director, Culinary Research Technologist, Savory Lab Manager, Product Formulation Chef, and Manager of Culinology.

Note: Students must complete a minimum of 120 credits in order to graduate with a Bachelor’s degree.

Pre-Culinology Requirements
Students seeking a B.S. in Culinology® must complete the Pre-Culinology® requirements.

Pre-Culinology® requirements for students to be accepted as majors in Culinology® (CULG) are:

1. Complete ENG 101 or otherwise satisfy the ENG 101 requirement.
2. Earn a grade of “C” or better in the following courses:
   a. MATH 115 (Finite Mathematics) or MATH 140 (Calculus, A Short Course) or a higher-level calculus course.
   b. ENG 151 (Academic Writing)
   c. SPCH 110 (Essentials of Speaking and Listening)
   d. ECON 201 (Microeconomics)
   e. CHEM 121/CHEM 121L (Basic Chemistry and Lab)
   f. BIOL 200/BIOL 200L (Cell Biology and Lab)
   g. Two Courses in a single Foreign Language (Spanish Recommended)

3. If a student earns a grade of “C–” or less in any of the above courses, then the student would be required to retake the course(s), and earn a grade of “C” or better prior to admission to the CULG program.
4. Prior to admission to the CULG program, a student must have earned a cumulative GPA of 2.5 or better within 27 credits of SMSU’s Liberal Arts Curriculum (LAC). No courses outside the LAC will be used to determine the GPA for entry into the CULG major program.
5. The Culinology® faculty relies upon active advising and up-to-date record keeping to ensure that qualified students are admitted as full CULG majors. Students who have not yet met the Pre-Culinology® requirements are provided with advice and guidance to pursue entry into the program.
6. The above pre-Culinology® requirements for admission to the CULG program are separate from SMSU’s Liberal Arts Curriculum (LAC) requirements. All students, including transfer and honor students, who plan to major in Culinology® must meet or exceed the Pre-Culinology® requirements.
7. Students in the Honors Program at SMSU may satisfy the Pre-Culinology® requirements for ENG 151 by completing their approved Honors Curriculum. The other requirements, including 2.c–g and the requirements 3-6 above, must be completed as indicated.

Bachelor of Science: Culinology®(59-60 Credits)

I. Culinology® Foundation Courses: (10 Credits)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 377</td>
<td>Principles of Nutrition</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 122</td>
<td>Introductory Organic/Biochemistry</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 122L</td>
<td>Intro Organic/Biochemistry Lab</td>
<td>1</td>
</tr>
<tr>
<td>CULG 100</td>
<td>Introduction to Culinology</td>
<td>1</td>
</tr>
<tr>
<td>HOSP 120</td>
<td>Food Sanitation and Safety</td>
<td>2</td>
</tr>
</tbody>
</table>

II. Culinology® Core Courses (49-50 Credits)
Choose one course from the following:

- **BIOL 371** Food Microbiology
- **CULG 300** International Cuisine
- **CULG 320** Principles of Meat Identification, Fabrication, & Evaluation
- **CULG 440** Food Trends, Legislation, & Regulation
- **CULG 460** Quality Assurance of Food Products

Total Credits: **59-60**

**Course Descriptions**

**CULG 100 Introduction to Culinology (1)**
This is the beginning course in Culinology designed to familiarize the student with the breadth and scope of Culinology as a new discipline, encompassing both culinary arts and food science. Students will gain an overview of the role of the Culinologist, and how the blending of taste and technology enhances the food product development process. The course will include tours, presentations, and guest speakers from the industry.

**CULG 200 Culinary Essentials I (4)**
This is an in-depth study of the basic core components in the creative study of culinary arts and food production. Students achieve basic competency in theories, science, and applications of working with food. Students are exposed to professional techniques of the culinary artist. Introduction to culinary terminology and ingredients will be presented. Areas of study include: tools, equipment, knife skills, food and plate presentation, food evaluation, basic cooking principles to include moist and dry heat methods, seasonings, flavorings, and aromatics, fats, foams, gels, emulsions, dairy products, stocks, thickeners, roux-based sauces to include the four mother sauces, hot and cold butter sauces, emulsion sauces, salsas, sambas, vinegrettes, and reductions as well as soups to include cream, clear, and potage soups.

**CULG 210 Culinary Essentials II (4)**
Continued in-depth study of intermediate level processes in culinary arts and food production. Students study and apply cooking methods of scratch cookery through small batch assignments. Areas of study include rice and grains, potato products, beans and soy products, fruits, vegetables, salads and sandwiches, shellfish, fish, poultry identification, and fabrication, poultry cookery, meat identification, and fabrication, beef, veal, pork, lamb, and offal.

**CULG 250 Introduction to Baking & Pastry (3)**
A fundamental course in baking methods and principles, to include yeast breads, quick breads, pastries, pies, cakes, custards, creams, and sauces.

**CULG 251 Baking and Pastry II (3)**
Students in this course learn to prepare advanced creams, custards, puddings, and sauces. Students also learn to prepare cakes and icings, properly handle chocolates, and apply a variety of decorating styles and
techniques. Special significance is continued on the study of ingredients and weight measures as applied to baking.

**CULG 260 Principles of Garde Manger & Buffet (3)**
Students are introduced to the cold kitchen by their active involvement, participation, and planning of menu items created in this segment of the kitchen. Students practice techniques for artistic displays of hors d'oeuvres, canapes, pates, terrines, and charcuterie. Analysis of art used for culinary preparations made from edible material used to enhance receptions, buffets, cocktail parties, and theme buffets.

**CULG 286 Special Topics (1 - 4)**
This course is designed to provide an opportunity for students to experience a special or experimental enrichment course.

**CULG 294 Independent Study (1 - 3)**
Independent study and research within the Culinology area. Course restricted to Culinology majors with consent of Culinology advisor and selected instructor only.

**CULG 300 International Cuisine (3)**
Students study International Cuisine focusing on indigenous foods, cultural and religious influences and historical events. A technical and scientific approach to flavor profiles is used. The student will build a professional palate through sensory experience of new ingredients and flavor combinations and by utilizing cooking methods practiced by each ethnic group visited.

**CULG 310 Food Science (3)**
Overview of major food components (carbohydrates, proteins, fats, vitamins, and minerals) and the bases for food preservation, including processing, food legislation, food safety, and current food issues are covered. Structure-function relationship of water, protein, lipid, carbohydrates, minerals and natural food products in food systems will be covered also. Students will be able to relate fundamental chemical, physical, and biological principles to the preparation of food upon completion of this course.

**CULG 320 Principles of Meat Identification, Fabrication, & Evaluation (2)**
Students learn the fundamentals of purchasing specifications; receiving, handling, and storing meat; techniques for fabricating cuts for professional kitchens; meat grinding, brining, curing, and smoking; and basic sausage making. Students will also use subjective and objective standards to evaluate beef, lamb, and pork carcasses and wholesale cuts for both quality and yield of edible portion as they relate to value and consumer acceptance.

**CULG 350 Aromatics and Flavors (3)**
This course covers the five basic taste sensations: sweet, salt, bitter, sour and umami. Students explore culinary herbs and spices, salts, peppers, oils, vinegars, essences, fragrances, oleoresins, concentrates, freeze dried fruit and vegetable products, and other flavor carriers, used in cooking and culinary research and development. Students study aspects of history, medicinal benefits, growing, marketing, purchasing, distributing, and culinary applications and practices. This course includes a hands-on lab application of techniques learned.

**CULG 360 Food Sensory Analysis (3)**
This course includes the fundamentals of sensory perception through food appearance, texture, aroma, flavor and physiology of sensory receptors. Test designs, methods, laboratory, and consumer panels are used in studying sensory qualities of foods and interpretation of data.

**CULG 390 Food Products Research & Development Methodology (3)**
All aspects of new food product development from concept to store shelves will be covered, including market screening; focus groups; idea generation; prototype development; ingredient functionality and interactions; statistical designs for product development; processing; packaging; scale-up of operations; regulatory issues; labeling; physical, chemical, microbiological, and sensory evaluations; quality control procedures; and HACCP plans.

**CULG 410 Food Chemistry and Analysis (3)**
This course covers methods for quantitative, physical, and chemical analyses of foods and food products. Analytical techniques covered will include spectroscopy, chromatography, mass spectrometry,
immunochemistry, and atomic absorption. The analyses will be related to standards and regulations for food processing. Students will also study the principles of physical and chemical methods and instrumentation for measuring protein, fat, moisture, and ash content. Students will also learn to identify and determine fat and oil quality characteristics.

CULG 420 The Gold Standard: Maintaining Culinary Integrity & Authenticity (3)
Achieving the optimum flavor of a final product begins with culinary principles that take chefs years to master, yet gaining a fundamental understanding of them can improve your product development style. Maintaining the culinary integrity all the way from gold standard creation through bench top sample development and full-scale production is the test of ones real product development skills. The final aroma is conjured from the proper execution of cooking techniques and selection of flavor components that have synergy. Textural qualities of food are attained when each step of the cooking process is controlled. The final appearance is not merely a result of the method of preparation but rather a pre-determined goal that dictates what culinary path you take as you design the method of preparation. As consumers demand higher quality foods in restaurants and retail channels, companies are being called to the table to serve the highest quality food possible.

CULG 430 Fundamentals of Food Processing (3)
The study of some basic ingredients used in food processing, principles of preserving and processing of foods, and food packaging. The course identifies the specific applications of engineering principles to unit operations in food production, including equipment design and effects of processing on food quality, both chemical and microbiological.

CULG 440 Food Trends, Legislation, & Regulation (3)
This course covers food laws, regulation, labeling, additives, and residues. Current trends in market forms, packaging, and utilization of various foods will also be covered.

CULG 450 Advanced Culinary Science (3)
Advanced Culinary Science is an examination of taste, cooking techniques, ingredients, and flavoring techniques designed to integrate students' culinary training, academic studies, and field experience using fundamental cooking techniques, topics of contemporary significance, food science, aesthetics, and sensory perception as frameworks. Building on previous CULG courses, students will research and present on menu development, marketing, and fiscal accountability in food production. Use of pricing and marketing demonstrate professional techniques, theory, skills in planning, purchasing, production, and kitchen management learned from prior courses.

CULG 460 Quality Assurance of Food Products (3)
A comprehensive course covering all aspects of quality assurance practices in the food industry. Emphasis is placed on interrelations of food chemistry, microbiology, sanitation, processing, and laws and regulations.

CULG 486 Special Topics (1 - 4)
This course is designed to provide an opportunity for students to experience a special or experimental curriculum enrichment course.

CULG 490 Product Development (Capstone) (3)
Students have the lead in the development of products for commercial or retail food manufacturers and foodservice operations from conception, market analysis, and sensory evaluation to production and packaging. This is an interactive course that introduces students to the principles of new product development, from identification and testing of new product concepts, through prototype testing, to basic process design using examples from industry. A hands-on, real-world course.

CULG 494 Independent Study (1 - 3)
Independent study and research within the Culinology area. Course restricted to Culinology majors with consent of Culinology advisor and selected instructor only.

CULG 498 Internship (1 - 9)
100 hours per credit hour practical work experience in approved supervised and structured environment. Internships must comprise of a culinary experience as well as a research and development experience. The culinary component may include experiential learning in a quantity food production kitchen or a fine dining restaurant. The research and development component must include experiential learning in R&D facility of test kitchen.

CULG 499 Internship (1 - 9)
100 hours per credit hour practical work experience in approved supervised and structured environment. Internships must comprise of a culinary experience as well as a research and development experience. The culinary component may include experiential learning in a quantity food production kitchen or a fine dining restaurant. The research and development component must include experiential learning in R&D facility of test kitchen.
Economics

Department Office: CH 129  
Phone Number: 507-537-6223  
Staff & Faculty: Gerald Toland, Stephen Davis, Sangnyeol Jung

Economics is the study of how societies use scarce resources to produce, allocate, and distribute valued goods and services. SMSU’s Economics Program provides students with the opportunity to understand how important factors such as scarcity, growth, and technology affect the performance of individual markets, national economies, and global economic conditions. A minor in economics is open to all students regardless of major or discipline.

**Minor: Economics (27 Credits)**

**A. Business Core Courses (12 Credits)**
- ACCT 211 Principles of Accounting I 3  
- ACCT 212 Principles of Accounting II 3  
- ECON 201 Principles of Microeconomics 3  
- ECON 202 Principles of Macroeconomics 3

**B. Required Courses (12 Credits)**
- ECON 301 Microeconomics Analysis & Policy 3  
- ECON 302 Macroeconomics Analysis & Policy 3  
- ECON 484 Managerial Economics 3  

One of the following:
- AGBU 400 International Agricultural Development 3  
- ECON 390 Economic Development 3

**C. Choose One Elective Course: (3 Credits)**
- ACCT 340 Cost Accounting I 3  
- AGBU 400 International Agricultural Development 3  
- ECON 320 Resource Economics 3  
- ECON 328 Money and Banking 3  
- ECON 330 Rural Economics 3  
- ECON 380 Public Finance 3  
- ECON 390 Economic Development 3  
- ECON 470 International Business & Economics 3

**Total Credits: 27**

**Course Descriptions**

**ECON 110 The Real World of Economics (3)**  
This course is offered for the nonbusiness/economics major who wishes to examine the economic problems facing the United States. A nonmathematical analysis is presented on such topics as supply and demand; competition, monopoly power, and government regulation; energy and shortages of other vital resources; pollution; the role of government in the economy; taxation; determinants of the level of economic activity; investment; unemployment and inflation; poverty; and international economic problems. This course is not open to business majors.

**ECON 201 Principles of Microeconomics (3)**  
Introduction to supply and demand analysis; study of competition and monopoly power; resource allocation, pricing and the market system; business and labor regulation; and income distribution. This course requires a mathematical background including two years of high school algebra or MATH 060. Sophomore standing recommended.

**ECON 202 Principles of Macroeconomics (3)**  
National income analysis; determinants of GDP and the level of economic activity; unemployment; inflation
and non-inflationary full employment; government spending and taxation; the monetary system and Federal
Reserve policy; international trade; and how other economic systems work. This course requires a
mathemathical background including two years of high school algebra or MATH 060. Sophomore standing is
recommended.

**ECON 301 Microeconomics Analysis & Policy (3)**
A continuation of the study of efficiency and equity raised in ECON 201. Competition, monopoly,
undesirable effects of monopoly power, and inefficiencies in the economy are discussed.

**ECON 302 Macroeconomics Analysis & Policy (3)**
A continuation of the study of aggregate economic behavior raised in ECON 202. The level of economic
activity, employment, inflation, unemployment, and monetary and fiscal policy are discussed.

**ECON 310 Manpower Economics and Policy Issues (3)**
The course will present basic labor market analysis and manpower policy issues.

**ECON 315 Applied Microeconomics (3)**
Intermediate microeconomic theory, its application focusing on both consumer/producer decisions. Topics
include: theory of supply and demand, market structure and conduct, general equilibrium and welfare, effects
of government regulations, and market failures.

**ECON 320 Resource Economics (3)**
Use, availability, control, and conservation of natural resources; analysis of policies to reduce or prevent
shortages of fuels, water, and minerals; analysis of the uses of agricultural output and how the agricultural
sector can help solve such problems as energy availability, water, and air pollution.

**ECON 328 Money and Banking (3)**
Monetary system and monetary policy, including aggregate economic activity, economic policy and goals, and
intermediate finance.

**ECON 330 Rural Economics (3)**
The course will acquaint the student with the problems of rural America and present solutions to these
problems.

**ECON 351 Public Budgeting and Finance (3)**
This course is designed to allow students with an interest in public service develop an increased understanding
of public budgeting and financial management. The course will integrate theories of public finance with the
pragmatic challenges of planning effective budgets that can implement publicly-approved goals/objectives.
Students will address the dynamics of the budget process (budget development, budget execution, etc.), and
also be expected to propose and defend a budget for an agency or community. Students will increase their
writing proficiency by preparing concise and professional reports that analyze and evaluate real government
budgets.

**ECON 380 Public Finance (3)**
The course is a study of government expenditures, fiscal principles, shifting and incidence of taxes,
distribution of tax burden, types of taxation (income, consumption, wealth, sales, value-added), and debt
policy for economic stabilization.

**ECON 390 Economic Development (3)**
The course is a study of the theory of economic growth and development of less developed countries, and
policy implications; an examination of the history of the process of economic development for a number of
countries.

**ECON 394 Directed Study Economics (3)**
To allow the student to pursue independent studies not provided for in the curriculum.

**ECON 470 International Business & Economics (3)**
Doing business in and with other countries; why countries engage in international trade; financing
international transactions; international banking; government policy and international trade and finance.

**ECON 484 Managerial Economics (3)**
The course studies applications of economic analysis to managerial decision-making, demand analysis,
short-range forecasting involving supply-and-demand concepts, costbenefit analysis; and economic
optimization techniques.

**ECON 486 Special Topics in Economics (1 - 4)**

**ECON 510 GS:T&I in Economics (3)**
This course is meant to provide the student with an understanding of the important economic issues of the present and foreseeable future. General topics for discussion include the role of government, the private sector, the global marketplace, and economic well-being and standards of living.

**ECON 520 GS:Is in Economics (1 - 3)**
Education

Department Office: IL 229
Phone Number: 507-537-7115
Staff & Faculty: Rhonda Bonnstetter, Sonya Vierstraete, Tanya McCoss-Yerigan, Lon Richardson, John Engstrom, Deborah VanOverbeke, Verna Cornish, Paulette Stefanick, Wendy Claussen, Dennis Lamb, Sharon Kubes, JoAnne Hinckley, Michelle Beach

SMSU Education Department Mission and Vision

Mission: The mission of the Professional Education program at SMSU is to create communities of practice where each learner is an active participant in the development of learning, teaching, and leadership processes. Teachers and learners will engage in educational theory, research, inquiry, critical reflection, and application in pursuit of excellence in education.

Vision: Communities of practice, investigating learning and teaching

Communities of Practice Investigating Learning and Teaching

Each student admitted to Teacher Education receives a Program Handbook, which identifies outcomes of the program and describes the research base for the conceptual framework, “Communities of Practice Investigating Learning and Teaching.” The student handbook for Teacher Education is available online on the Education Department page.

Academic Commons

Within the Academic Commons for Teacher Education is a curriculum library and other material which directly supports the Teacher Education Program. It is located on the second floor of the Individualized Learning Building.

Graduate Courses in Education

Please see subsections entitled, “Education: Graduate” and “Education: Special Education.”

Note: Students must complete a minimum of 120 credits in order to graduate with a Bachelor’s degree.

About the Education Program & Applying to the Teacher Education Program

Programs Offered

The Education Department offers Bachelor of Science degrees in Early Childhood Education (Birth-3). Early Childhood Education is offered on campus and in off-campus 2+2 distance learning programs. The Department also offers Elementary Education with an optional endorsement in pre-primary education or in grades 5-8 (Communication Arts/Literature, Mathematics, Science, Social Science, World Languages & Cultures/Spanish). A non-licensure minor in Special Education is also available. Secondary candidates earn a Bachelor of Science degree through their content area departments. Education courses are offered in sequence. Core classes are completed in the freshman and sophomore years. Upper level courses are taken in the junior and senior years after admission to the Teacher Education Program.

Teacher Licensure Programs

The Education Department provides teacher licensure programs in a variety of areas. Grades K-12 licensure combinations are available in Visual Arts, Music (Vocal or Instrumental), Physical Education, and World Languages and Cultures–Spanish. Grades 5-12 secondary licensure is available in Communication Arts/Literature + Speech and Communication Arts/Literature + English, Health, Mathematics, and Social Science. Grades 5-8 licensure is available in General Science. Grades 9-12 licensure is available in Biology and Chemistry. (See later note in this catalog on Education Program changes to meet new licensure requirements.) Licensure in Special Education in the following specialties is available through our graduate program: Developmental Disabilities (DD); Early Childhood Special Education (ECSE); Emotional Behavioral Disorders (EBD); and Learning Disabilities (LD). Licensure in DAPE (Developmentally Adaptive Physical Education) is available through the DAPE minor. For more information see the Wellness & Human Performance section.

Certificate Programs

The Education Department offers a 12-credit Autism certificate program.

Program Changes to Meet New Licensure Requirements

The teacher licensure requirements are subject to change without notice to accommodate the requirements of licensure and accrediting agencies. These changes may be applied to students currently enrolled in the program. Students seeking a teaching license must complete a program approved by the Minnesota Board of Teaching; the University will then recommend that an appropriate license be issued.

Students interested in Teacher Education should ask for updated information in the Education Department Office.

Application to Teacher Education Program

Students working toward licensure in Early Childhood Birth to Grade 3, Elementary or Secondary education must make formal application for admission to the Teacher Education Program. All students must be admitted to SMSU prior to applying to the Teacher Education Program. Admission to the Teacher Education Program is a prerequisite for most 300 or 400 level Education methods courses. An applicant must meet the criteria listed below. A final decision on acceptance to the Teacher Education Program will be issued within 4 weeks after the applicant has interviewed with the Teacher Education Screening Committee.

Applicants must:

1. Have completed at least 45 semester credits prior to applying and show evidence that a minimum of 60 semester credits will be satisfactorily completed at the end of the semester in which the application is being made.

2. The minimum GPA requirement can be met by option "a" or "b":

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Note: While every effort is made to ensure accuracy, SMSU reserves the right to correct any clerical errors herein.
6. Have completed the following courses (or the equivalents) with a minimum grade of “B-”:
   a. ENG 151 Academic Writing and SPCH-110 Essentials of Speaking & Listening, and a minimum grade of "C" in MATH 110 College Algebra or high LAC Math (MATH 135, MATH 140, or MATH 150). Elementary Education majors must complete MATH 129 (Combo of MATH 127 & 128) prior to admission to the Teacher Education Program with a grade "C" or better. This course is a prerequisite for ED 361 Mathematics Methods and Assessment.
   b. 2.8 GPA for at least two of the most recent four terms of college or university work. These two terms must each have a minimum of 12 semester credits of letter graded courses.

NOTE: The 2.8 cumulative GPA must be maintained for eligibility to student teach. All "I", "IP" or "F" grades must be successfully resolved to maintain eligibility for student teaching. A "C" grade or better must be maintained in all education courses to maintain eligibility for student teaching.

3. Have completed the following courses (or the equivalents) with a minimum grade of "B-":
   a. Academic Reference Form: to be completed by a faculty member in your content area;
   b. Education Faculty Recommendation: to be completed by a faculty member teaching an Education class you have taken; and
   c. Intro to Education Classroom Experience Reference Form. The Classroom Experience Reference may be fulfilled by your Introduction to Education Field Experience Reference Form. If you are transferring in the Introduction to Education class, you will need to request a copy of this form and have it completed by a supervisor for a field experience with students from your prior school.

   a. In ED 101 students will submit a writing sample to their instructor for evaluation; students who do not meet Education department standards are responsible for working with the SMSU Writing Center to improve written work.
   b. In ED 101 students will be expected to review and edit at least 4 different written items other than their own.

5. Present biographical data.
6. Demonstrate competency in written communication by submitting an essay for application to the Teacher Education Program which describes his/her commitment to teaching. The essay will be reviewed for correctness in mechanics and spelling as well as for the ability to express ideas clearly.
7. Receive three positive recommendations:
   a. A completed Teacher Education Readiness Inventory for the purpose of self-evaluation.
   b. Completion of an interview process with the Teacher Education Screening Committee.
   c. Demonstrate writing proficiency in education courses, documented in ED 101.

8. Complete the Teacher Education Readiness Inventory for the purpose of self-evaluation.
9. Receive recommendation from the Teacher Education Screening Committee.
10. Submit results of the Minnesota Teacher Licensure Exam (MTLE) I Basic Skills test. Students who have not passed one or more sections of the test will be eligible for Conditional Admission to the Teacher Education Program, and will be placed on an Individualized Growth Plan. All sections of the MTLE I Basic Skills test must be passed prior to placement for student teaching. For more information on registering for the MTLE I Basic Skills tests, go to www.mtle.mns.org.
11. Submit results of the Minnesota Teacher Licensure Exam (MTLE) I Basic Skills test. Students who have not passed one or more sections of the test will be eligible for Conditional Admission to the Teacher Education Program, and will be placed on an Individualized Growth Plan. All sections of the MTLE I Basic Skills test must be passed prior to placement for student teaching. For more information on registering for the MTLE I Basic Skills tests, go to www.mtle.mns.org.
12. Students who meet criteria #1-#11 will be asked to come to a thirty minute interview process with the Teacher Education Screening Committee.

Additional Information
B.A. or B.S. Degree Students without Licensure:
A student with a bachelor's degree who does not hold a teaching license must meet the admissions criteria given above and be accepted into the program before taking most 300 or 400 level methods courses in Education toward the licensure program.

AA Degree Students:
Students can be conditionally accepted for an interview even if they haven’t taken ED 102 Technology or ED 220 Language Arts Can be conditionally accepted, and moved to full acceptance upon successful completion of required courses
Students must be enrolled in these courses for the next semester
Students must be enrolled in the junior year experience classes (ED 402 Early Literacy and Linguistics & Lab, ED 344 Elementary Social Studies Methods & Lab, ED 443 Action Research I, and ED 361 Mathematics Methods and Assessment & Lab).

Students who hold a degree from an institution or have been employed in an educational setting with children for the equivalent of one year and within the past 5 years may petition for a customized lab experience for the following courses:
ED 101 Introduction to Education
SPED 290 Introduction to Special Education
NOTE: Employment in an educational setting will not count for credit in methods classes.

Licensed Teachers: Licensed teachers who plan to add a new licensure will be asked to submit the biographical data form, transcripts of all college or university studies, copy of current teaching license, and evidence of liability insurance. A customized plan will be developed upon request of the information provided.

Testing:
The Minnesota Board of Teaching requires that effective September 1, 2010, all applicants for initial teaching licensure in Minnesota shall provide evidence of having successfully completed the Minnesota Teacher Licensure Examination (MTLE) Basic Skills Test, a test of basic skills in reading, writing, and mathematics. Students interested in Teacher Education may take this examination any time after enrolling at Southwest MN State University. Notification of testing dates and sites will be posted in the Education Department and in Career Services. Applicants for Teacher Education must submit the examination results as part of the application materials. The process is as follows:

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Note: While every effort is made to ensure accuracy, SMSU reserves the right to correct any clerical errors herein.
must take the MTLE Basic Skills Test prior to application to Teacher Education, 1.
must pass all sections of the MTLE Basic Skills Test prior to placement for student teaching, 2.
must pass the MTLE Pedagogy and Content Examinations appropriate to applicant’s major(s) prior to application for initial teaching licensure. 3.

Transfer Students: Transfer students and students with previous degrees may find it necessary to take additional liberal arts courses to meet Minnesota licensure requirements. Students requesting transfer of early childhood, elementary or secondary credits from other colleges and universities may request a review of all transcripts at any time.

Interview: An interview will be held with each applicant who meets the minimum criteria listed (#1-#11 above). The purpose of the interview is to ask the student questions on the materials submitted, to discuss the applicant’s plans in regard to the teaching profession and to access the student’s overall potential as a teacher. Each student should bring one question to introduce into the discussion.

Screening Process: The Teacher Education Screening Committee will use a point system in reviewing the materials in the applicant’s file and the interview.

Deadlines: The deadlines for application are available on the Education Department website.

GPA in Program/Major: Secondary applicants must also fulfill a GPA requirement and course requirements set by the program/major. A delay in student teaching may occur if these requirements are not met.

Forms: Application forms are available in the Education Department Office or on the website.

Application to Student Teaching: All licensures
1. Formal Acceptance to Teacher Education Program/Senior standing.
3. A cumulative GPA of 2.8 and record cleared of all “IP,” “I,” “W,” and “F” grades in degree related courses.
4. All degree related courses completed or department approval required for exceptions.
5. Degree check completed or scheduled at Registrar’s office.
6. Positive recommendation from Pre-Student Teaching Experience.
7. Early Childhood and Elementary Education majors must have a positive recommendation from their academic advisor. Secondary education majors must have positive recommendation from their academic and education advisors.

Application for Graduation:
All Teacher Education students are required to complete a portfolio for demonstration of program outcomes and for reflection on development as a teaching candidate. The portfolio will be presented during a peer review, an exit interview with faculty, and the student teacher evaluation conference. More information on the portfolio requirement is found in the Program Handbook: Communities of Teachers and Learners. The handbook is available at the Education Department office in IL 229 or online at www.SMSU.edu/ed/student_resources.html

Bachelor of Science: Elementary Education, K-6 with Optional Endorsements

I. Elementary Education major core course requirements: (72 Credits)

The following courses are taken as a block by incoming freshmen students:
- ED 101 Intro to Education and Lab 3
- ED 102 Tech: Classroom Applications & Portfolio 2

The following courses are recommended during the sophomore year:
- ED 220 Language Arts Methods and Assessment 3
- ED 251 Intro Child Growth & Development 3
- ED 318 Kindergarten Methods & Materials 3
- MATH 110 College Algebra 3
- MATH 129 Mathematics for Elementary Education 3
- SPED 290 Introduction to Special Needs and Lab 3

Notes:
NOTE: Prerequisite: MATH 110 must be taken prior to enrolling in MATH 129.

The following courses may be taken either before or after the student has been admitted to the Teacher Education Program:
- ART 270 Art Education/Elementary 3
- ED 212 Human Relations for Teachers 3
- ED 346 Children's Literature 2
- MUS 390 Music Fundamentals for Elementary Teachers 1
- MUS 392 Elementary School Music Methods and Materials 2
- PE 381 Elementary School Physical Education 2

The following courses may be taken only after admission to the Teacher Education Program:
Notes: (Refer to the current Teacher Education application packet for information about the application process and criteria.)

REQUIRED:
(Fall) ED 344, ED 361, ED 402, ED 443.
ED 302  Developmental Reading Methods/ Assessment & Lab  3
ED 304  Professional Development & Classroom Applications  1
ED 344  Elementary Social Sciences Methods and Lab  3
ED 361  Mathematics Methods/Assessments & Lab  3
ED 363  Science Methods and Assessment & Lab  3
ED 402  Early Literacy and Linguistics  3
ED 423  Classroom Management Theories & Practices & Lab  3
ED 443  Action Research I  1
ED 444  Action Research II  2
ED 453  Assessment in Elementary Education  2
HLTH 491  Elementary School Health Education  2

Notes:
ED 402 includes a Lab component.

Twelve (12) credits of student teaching are required for a semester-length experience:

Notes:
(Student teaching may include two placements, depending on licensure.)
ED 463  Student Teaching: PreK - Grade 6  12
ED 464  Student Teaching: K - Grade 8  12

Notes:
* Refer to Education Program for course number needed for your area.

II. Elementary Education Endorsements

A. Elementary Education Pre-Primary Endorsement: Age 3-Grade 6
   ED 275  Foundations: Parent-Child Relationships  2
   ED 315  Play & Creative Activities & Lab  3
   ED 330  Curriculum, Methods, & Assessments in Early Childhood & Lab  3
   ED 455  Leadership Issues in Early Childhood  3
   HLTH 290  Wellness, Safety, & Nutrition from Birth to Grade 3  3
   SPED 470  HSC: Partnerships in Consultation/Collaboration  3

B. Communication Arts/Literature Endorsement: Grades 5-8
   Notes:
   Note: Students must maintain a minimum of "C" grades in these courses.
   ED 411  Middle Level Communication Arts/Literature Methods  3
   ENG 107  Introduction to Creative Writing  3
   ENG 361  Advanced Composition  3
   ENG 365  Modern Grammar  3
   LIT 410  Literacy & Literature for Adolescents  3
   SPCH 200  Small Group Communication  3
   SPCH 215  Oral Interpretation  3
   SPCH 330  Mass Media and Society  3

One of the following Literature courses:
   LIT 261  Novel  3
   LIT 262  Short Story  3
   LIT 263  Poetry  3
   LIT 264  World Drama  3

C. Mathematics Endorsement: Grades 5-8
   ED 412  Middle Level Methods: Mathematics  2
   MATH 150  Calculus I  5
   MATH 151  Calculus II  5
   MATH 200  Intro to Statistics  3
   MATH 300  Modern Geometry  3
   MATH 320  Foundations of Mathematics  3

Note: While every effort is made to ensure accuracy, SMSU reserves the right to correct any clerical errors herein.
### D. Middle School Science Endorsement: Grades 5-8

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>MATH 325</td>
<td>Combinatorics</td>
<td>3</td>
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#### 1. Earth Science

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>ENVS 101</td>
<td>Physical Geology</td>
<td>3</td>
</tr>
<tr>
<td>ENVS 101L</td>
<td>Physical Geology Lab</td>
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</tr>
<tr>
<td>ENVS 102</td>
<td>Historical Geology</td>
<td>3</td>
</tr>
<tr>
<td>ENVS 102L</td>
<td>Historical Geology Lab</td>
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#### 2. Physical Science

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>CHEM 121</td>
<td>Basic Chemistry</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 121L</td>
<td>Basic Chemistry Lab</td>
<td>1</td>
</tr>
<tr>
<td>PHYS 100</td>
<td>Our Physical Universe</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 100L</td>
<td>Our Physical Universe Lab</td>
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#### 3. Life Science

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>BIOL 200</td>
<td>Cell Biology</td>
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</tr>
<tr>
<td>BIOL 200L</td>
<td>Cell Biology Lab</td>
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</table>

Choose one lecture and corresponding laboratory study:

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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>BIOL 301</td>
<td>Zoology</td>
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<tr>
<td>BIOL 301L</td>
<td>Zoology Lab</td>
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<tr>
<td>BIOL 302</td>
<td>Botany</td>
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<tr>
<td>BIOL 302L</td>
<td>Botany Lab</td>
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#### 4. Environmental Science

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<tr>
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<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ENVS 180</td>
<td>Environmental Science: Introduction</td>
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</tr>
<tr>
<td>ENVS 180L</td>
<td>Environmental Science: Introduction Lab</td>
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### E. Social Science Endorsement: Grades 5-8

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ED 414</td>
<td>Middle Level Methods: Social Science</td>
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</table>

#### 1. Anthropology and Indigenous Nations & Dakota Studies

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ANTH 116</td>
<td>Cultural Anthropology</td>
<td>3</td>
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<tr>
<td>IND 1XX</td>
<td>Any IND Course</td>
<td>3</td>
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#### 2. Economics

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<tr>
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<th>Course Title</th>
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<tbody>
<tr>
<td>ECON 201</td>
<td>Principles of Microeconomics</td>
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#### 3. History

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<tbody>
<tr>
<td>HIST 210</td>
<td>World Hist 20th Century</td>
<td>3</td>
</tr>
<tr>
<td>HIST 210</td>
<td>Contemporary World History</td>
<td>3</td>
</tr>
<tr>
<td>HIST 222</td>
<td>Modern America: History of the U.S. from 1865 to the Present</td>
<td>3</td>
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</table>

#### 4. Political Science

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>POL 117</td>
<td>Introduction to Government &amp; Politics</td>
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#### 5. Psychology

<table>
<thead>
<tr>
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<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>PSYC 101</td>
<td>General Psychology I</td>
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</tr>
<tr>
<td>PSYC 341</td>
<td>Child &amp; Adolescent Psychology</td>
<td>3</td>
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#### 6. Rural and Regional

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>RURL 101</td>
<td>Introduction to Geography</td>
<td>3</td>
</tr>
<tr>
<td>RURL 310</td>
<td>Environmental History</td>
<td>3</td>
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</table>

#### 7. Sociology

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>SOCI 101</td>
<td>Introduction to Sociology</td>
<td>3</td>
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</table>

Choose one of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOCI 318</td>
<td>Forces for Social Change</td>
<td>3</td>
</tr>
<tr>
<td>SOCI 331</td>
<td>Racial &amp; Ethnic Relations in America</td>
<td>3</td>
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</tbody>
</table>

### F. World Languages and Culture-Spanish Endorsement: Grades K-8

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ED 415</td>
<td>K-8 Methods: World Languages and Cultures-Spanish</td>
<td>2</td>
</tr>
<tr>
<td>SPAN 201</td>
<td>Intermediate Spanish I</td>
<td>4</td>
</tr>
</tbody>
</table>
Choose one of the following culture classes:

- **SPAN 341** Spanish Culture & Civilization 3
- **SPAN 342** Latin Amer Culture & Civilization 3

Choose one of the following literature classes:

- **SPAN 321** Study of 20th Century Literature 3
- **SPAN 421** Survey-Peninsular Literature 3
- **SPAN 422** Survey-Peninsular Literature 3
- **SPAN 423** Survey of Latin American Literature 3
- **SPAN 424** Survey of Latin American Literature 3

Bachelor of Science: Elementary Education, K-6 with Optional Endorsements Notes:
NOTE: Teacher licensure requirements given in this catalog are subject to change without notice to accommodate the requirements of licensure and accrediting agencies. These changes may be applied to students currently enrolled in the program. Students seeking a teaching license must complete a program approved by the Minnesota Board of Teaching; the University will then recommend that an appropriate license be issued. Students interested in Teacher Education should ask for the most up-to-date information on teaching licensure requirements in the Education Department Office.

**Bachelor of Science: Early Childhood Education(76 Credits)**

I. Required Courses in Education:

Notes:

The following courses are taken as a block by incoming freshman students. Freshmen register for all courses in “01” sections or all courses in “02” sections. Transfer students may take them separately if necessary.

- **ED 101** Intro to Education and Lab 3
- **ED 102** Tech:Classroom Applications & Portfolio 2

The following courses are taken as a block by sophomore students:

Notes:

Transfer students may take them separately if necessary.

- **ED 220** Language Arts Methods and Assessment 3
- **ED 251** Intro Child Growth & Development 3
- **ED 315** Play & Creative Activities & Lab 3
- **ED 318** Kindergarten Methods & Materials 3
- **ED 330** Curriculum, Methods, & Assessments in Early Childhood & Lab 3
- **ED 331** Infants and Toddlers 3
- **SPED 290** Introduction to Special Needs and Lab 3

The following courses are taken before or after the student has been admitted to the Teacher Education Program:

Notes:

(See the Teacher Education application packet for admission process and criteria.)

- **ED 212** Human Relations for Teachers 3
- **ED 275** Foundations: Parent-Child Relationships 2
- **ED 346** Children's Literature 2
- **HLTH 290** Wellness, Safety, & Nutrition from Birth to Grade 3 3
- **SPED 470** HSC:Partnerships in Consultation/Collaboration 3

The following courses may be taken only after the student has been admitted to the Teacher Education Program:

Notes:

This block of classes should be taken in the Fall and Spring of the Junior Year. Note: Courses taken during junior year have a common lab placement for the year. ED 423, ED 455, ED 456 may be taken either junior or senior year.

- **ED 302** Developmental Reading Methods/Assessment & Lab 3
- **ED 304** Professional Development & Classroom Applications 1
- **ED 344** Elementary Social Sciences Methods and Lab 3
- **ED 361** Mathematics Methods/Assessments & Lab 3
- **ED 363** Science Methods and Assessment & Lab 3
Twelve (12) credits of student teaching are required for a semester-length experience:

ED 462 Student Teaching: Birth - Grade 3 12

Total Credits: 76

Secondary Education Majors: K-12 or 5-12 Licensure (39 Credits)

Secondary Majors:  
9-12 Biology  
9-12 Chemistry  
5-12 Communication Arts: Literature or Speech  
5-12 Health  
5-12 Mathematics  
5-12 Majors: Social Science Licensure with Content Major: (history, psychology, political science, or sociology)  
5-8 General Science Licensure

I. Professional Secondary Education Sequence: (32 Credits)

Choose one of the following:
ED 212 Human Relations for Teachers 3
ED 312 Human Relations for Teachers 3

Choose one of the following Student Teaching Sections:
ED 466 Student Teaching: K - Grade 12 12
ED 469 Student Teaching: Grade 5 - 12 12

Notes:
Note: Student Teaching is generally a full semester in length. Double majors with a combination of 5-12, 9-12, and K-12 levels are usually able to complete student teaching in one semester.

II. Methods Courses in the Subject Matter Areas: (2-6 Credits)

Notes:
The appropriate discipline methods course(s) is (are) intended to be taken prior to Student Teaching. Taking this course prior to or concurrently with ED 304 Professional Development and Classroom Applications is recommended:

Discipline Methods Course(s)
ART 270 Art Education/Elementary 3
ART 370 Art Education/Secondary 3
ED 405 Secondary Methods: Language Arts 3
ED 406 Secondary Methods: Mathematics 3
ED 407 Secondary Methods: Science 3
ED 408 Secondary Methods: Social Science 3
ED 409 K-12 Methods: World Languages & Cultures-Spanish -
HLTH 492 Organization and Application of Health Education: 5-12 3
MUS 390 Music Fundamentals for Elementary Teachers 1
MUS 392 Elementary School Music Methods and Materials 2
III. Requirements of major and/or minor fields of study:

Notes:
See descriptions listed under program areas of the online catalog.

Total Credits: 39

Minor: Special Education (18 Credits)
This is a non-licensure minor that includes courses that fulfill post-baccalaureate licensure in Special Education.

I. Prerequisites: (3 Credits)
   SPED 290 Introduction to Special Needs and Lab 3

Notes:
*SPED 400 Field Experience in Special Education may be needed for transfer students without a lab experience

II. Special Education Core: (9-12 Credits)
   SPED 403 Behavioral Theories & Practices in Special Education 3
   SPED 423 Content Methods and Technology for Special Education 3
   SPED 440 Assessment in Special Education 3
   SPED 470 HSC: Partnerships in Consultation/Collaboration 3
   SPED 480 Legal/Professional Issues in Special Education 3

III. Elective Courses: (3-6 Credits)
   ED 331 Infants and Toddlers 3
   HOSP 101 Principles of Food Preparation 3
   HOSP 120 Food Sanitation and Safety 2
   PE 210 Introduction to Adapted Physical Education 3
   PE 481 Adapted Phys Educ Application 3
   PHIL 103 Ethics 3

Notes:
1. SPED 485 may be used for the Autism Certificate.
2. PE 210 and PE 481 may be used for the DAPE Licensure.
3. SPED 403 OR SPED 470 may be used for the DAPE Licensure.

Minor: Special Education Notes:
NOTE: Teacher licensure requirements given in this catalog are subject to change without notice to accommodate the requirements of licensure and accrediting agencies. These changes may be applied to students currently enrolled in the program. Students seeking a teaching license must complete a program approved by the Minnesota Board of Teaching; the University will then recommend that an appropriate license be issued. Students interested in Teacher Education should ask for the most up-to-date information on teaching licensure requirements in the Education Department Office.

Total Credits: 18

K-12 Reading Licensure (15 Credits)
This program, added to a current teaching license, will prepare students to meet the state requirements for reading instruction.

Choose one: (3 Credits)
   ED 402 Early Literacy and Linguistics 3
   ED 502 Early Literacy and Linguistics 3

Choose one: (3 Credits)
   ED 446 Advanced Developmental Reading Methods & Research 3
   ED 546 Advanced Developmental Reading Methods & Research 3
Choose one: (3 Credits)
- **ED 447** Teaching of Literacy 3
- **ED 547** Teaching of Literacy 3

Choose one: (3 Credits)
- **ED 450** Reading Assessment & Evaluation 3
- **ED 550** Reading Assessment & Evaluation 3

Choose one: (3 Credits)
- **ED 451** Differentiated Reading Instruction 3
- **ED 551** Differentiated Reading Instruction 3

**Total Credits:** 15

### Course Descriptions

**ED 095 Preparing for the Spanish Licensure Tests (1)**
This elective course will help students review and prepare for the standardized examination for Spanish teaching licensure (Praxis: Spanish Content Knowledge and Productive Language Skills). Students will become familiar with the test content and learn about the test format. Special emphasis will be given to prepare students to succeed on the speaking section of the licensure tests. Students will practice test-taking strategies specifically for the purpose of improving scores on this section of the licensure tests.

**ED 101 Intro to Education and Lab (3)**
An introduction to early childhood, elementary, and secondary education for students interested in teaching. Students will explore their potential for teaching in light of admission criteria and licensure requirements. Includes study of historical and social foundations of education; topics such as inquiry into the teaching and learning process, schools in a multicultural and diverse society, the profession of teaching; principles of cooperative group learning; and cultural differences, communication, and stereotyping. Twenty hours of field experience is included.

**ED 102 Tech:Classroom Applications & Portfolio (2)**
The focus of this course is educational uses of technology. Students will explore computer applications as tools for their own learning, as well as the ethics of electronic communications, and will begin developing a Teacher Education portfolio using LiveText software.

**ED 111 Human Relations I (2)**
An introductory course emphasizing communications skills, values, conflict resolution, life goal-setting, and developing teaching and learning communities. Combines with ED 112 Human Relations II to meet Minnesota Department of Education licensure regulation.

**ED 113 Human Relations III (2)**

**ED 115 Understanding & Preventing Violence & Abuse (1)**
This course introduces facts, concepts, and theories that provide a foundation for understanding the kinds of violence and abuse that may occur in society. Topics include violence in dating relationships, acquaintance rape, partner abuse and rape, child abuse and incest, and elder

**ED 212 Human Relations for Teachers (3)**
Covers concepts and ideas which enable students to recognize and identify oppression, discrimination, and racism, along with learning techniques for building a community of teachers and learners in a pluralistic society with its great variety of cultures, value systems, and life styles. Includes study of American Indian language, history, government and culture. Admission to Teacher Education Program is required.

**ED 220 Language Arts Methods and Assessment (3)**
The course enables the early childhood and elementary teacher to improve communication adequacy as language develops in the child from birth to adolescence, explores the process of language development and
appropriate strategies to stimulate and encourage the continuation of language growth, and includes focus on understanding interrelationships among culture, language, and thought, with emphasis on diversity and the needs of English language learners (ELL). Students will complete an eight-hour field experience.

ED 251 Intro Child Growth & Development (3)
An introductory study of child growth and development from conception through age 14, with emphasis on teaching applications, student diversity, and pertinent topics associated with alcohol, tobacco, and illicit drug use including the possible effects on prenatal development through adolescence.

ED 275 Foundations: Parent-Child Relationships (2)
Exploration of parent-child relationships within diverse family and cultural settings. Examination of parenting styles, attitudes, and behaviors and their effects on children's development.

ED 286 Special Topics in Education (1-4)
This course is designed to provide an opportunity for students to experience a special or experimental curriculum enrichment course.

ED 292 Honors Credit in Education (1-3)
An independent study course designed primarily for Honors Program students. This course allows more indepth or comprehensive study or research by certain students concurrently enrolled in at least one other Education course.

ED 296 Workshop in Education (1-4)
Special workshops created and designed according to the needs of the participants. Offered in different formats and time spans.

ED 300 Introduction Special Education/Early Years (2)
Emphasizes children with special needs in the first five years of life: identification, the team approach, teaching methodologies and curriculum adjustment. Practicum experiences with 1) infants and toddlers and 1) preschool children ages 3-5 years.

ED 301 The Teaching & Learning Process & Lab (3)
This required course for all secondary (5-12/K-12) licensure students addresses instructional strategies and assessment, diversity and exceptionality, classroom management, and home-school-community relationships. Students plan for and teach in clinical settings at nearby secondary schools.

ED 301L The Teaching & Learning Process Lab (0)
This required course for all secondary (5-12/K-12) licensure students addresses instructional strategies and assessment, diversity and exceptionality, classroom management, and home-school-community relationships. Students plan and teach in clinical settings at nearby secondary schools.

ED 302 Developmental Reading Methods/ Assessment & Lab (3)
This course addressed the total spectrum of a diverse P-6 developmental literacy program; study of phonemic, graphemic, and semantic systems, as well as strategies for teaching skills to diverse learners; and 15 hours of classroom visits with structured assignments for teaching reading skills to diverse children in P-6 is required.

ED 303 Professional Development (1)
This course will help the teacher education student begin a plan for professional development. A portfolio will be an ongoing project of the course, as well as discussions and activities related to preparing for the teaching profession.

ED 304 Professional Development & Classroom Applications (1)
This elective course will help the teacher education student begin a plan for professional development. A portfolio will be an ongoing project for the course, as well as discussions and activities related to preparing for the teaching professions. Students taking this course will complete their Pre-Student Teaching Experience (Elementary and Secondary Education majors) for 10 full days or will take this course concurrently with ED 456: Leadership Issues Internship (Early Childhood majors).

ED 310 Elementary Methods & Foundations I (1-6)
This is the first course in the elementary education sequence. Block I is designed to orient the students to the continuous progress methods sequence and to start the student working toward the competencies and skills necessary for effective teaching in the modern elementary school.

ED 310L Elementary Methods & Foundations I Lab (0)
This is the first course in the elementary education sequence. Block I is designed to orient the students to the continuous progress methods sequence and to start the student working toward the competencies and skills necessary for effective teaching in the modern elementary school.

**ED 312 Human Relations for Teachers (3)**
Covers concepts and ideas which enable students to recognize and identify oppression, discrimination, and racism, along with learning techniques for building a community of teachers and learners in a pluralistic society with its great variety of cultures, value systems, and life styles. Includes study of American Indian language, history, government and culture. Admission to Teacher Education Program is required.

**ED 315 Play & Creative Activities: Facilitating Child-Centered Learning (3)**
Emphasis will be on inclusive, constructivist approaches to hands-on creative activities, expressive arts, and discovery learning for young children.

**ED 315 Play & Creative Activities & Lab (3)**
Emphasis will be on constructivist approaches to hands-on creative activities, expressive arts, and discovery learning for young children that is inclusive. Facilitating children's development through planning implementing, and evaluating learning experiences in the visual arts, music, movement, dance, and dramatic play will be the heart of this integrated curriculum course. A lab experience is included.

**ED 318 Kindergarten Methods & Materials (3)**
In order to teach young children it is necessary to be familiar with patterns of growth concerning physical, mental, social, emotional, and aesthetic development of this age group. And to know both methods and materials is essential in order to create a living/learning environment where children can experience the best possible educational program.

**ED 320 Language Arts Development and Methods in Early Childhood (2)**
Enables the childhood teacher to improve young children's communicative adequacy as language develops. Explores process of language development and appropriate strategies to stimulate and encourage the continuation of language growth.

**ED 330 Curriculum, Methods, & Assessments: Early Childhood (3)**
The course covers developmentally appropriate, inclusive, and best practice curricula, instructional strategies, theories of curriculum development, and integrated curricula.

**ED 330 Curriculum, Methods, & Assessments in Early Childhood & Lab (3)**
The course focuses on various developmentally appropriate and best curricula in the field of early childhood education in which instructional strategies, theories of curriculum development, and integrated curriculum for traditional/thematic types, to newer experimental and/or research-based models are explored. Approaches to anti-bias curriculum and inclusion of all children will be studied. A lab experience is included.

**ED 331 Infants and Toddlers (3)**
This course develops a framework for establishing and maintaining high quality programs for infants and toddlers and their families. Students will develop techniques for care giving, facilitating learning, and assessment that are developmentally appropriate and culturally sensitive. Attention to infants and toddlers with special needs is included.

**ED 332 EC Lab I (1)**
Experience with a variety of assessment tools, intervention strategies, and integrated educational settings is included. Students will observe, assess, and may participate in home-based and center-based settings or in school classrooms.

**ED 334 Early Childhood Pre-Student Teaching Experience (1)**
Supervised study and practice for 30 hours in an early childhood setting. Activities with children based on prescription developed by student in consultation with early childhood advisor.

**ED 336 EC Lab II (1)**
Experience with a variety of assessment tools, intervention strategies, and integrated educational settings is included. Students will observe, assess, and may participate in home-based and center-based settings or in school classrooms.

**ED 344 Elementary Social Sciences Methods and Lab (3)**
This course includes the study of standards, teaching strategies, and assessments for social studies concepts at the preprimary, kindergarten, and elementary levels for PreK-6 diverse learners. Early Childhood and
Elementary education majors teach social studies content and skill objectives during a 15 hour lab experience in an elementary school for K-6 diverse learners.

**ED 345 Social Studies/Classroom Management & Lab (3)**
This course includes study of teaching strategies and assessments for social studies concepts at preprimary, kindergarten, and elementary levels, and study of children's literature for preprimary, kindergarten, and elementary levels, with emphasis on diversity. Admission to Teacher Education Program is required.

**ED 345L Social Studies Methods & Assessment Lab (0)**
(Course is taken for three credits unless permission is granted by Education Department to take for two credits.) This course includes the study of teaching strategies and assessments for social studies concepts at preprimary, kindergarten, and elementary levels, and the study of children's literature for preprimary, kindergarten, and elementary levels. Take concurrently with ED 372.

**ED 346 Children's Literature (2)**
Includes study of children's literature at pre-primary, kindergarten, and elementary levels, with emphasis on diversity.

**ED 361 Mathematics Methods/Assessments & Lab (3)**
This course focuses on the central concepts and tools of inquiry for effective standards-based teaching and learning of mathematics from pre-kindergarten through grade 8. The course will address concept development, skill attainment, problem solving, lesson planning, assessment procedures, and techniques for accommodating different learning styles. Fifteen hours of classroom visits for guided practice and teaching a unit using appropriate methods for diverse learners are included.

**ED 363 Science Methods and Assessment & Lab (3)**
This course focuses on the central concepts and tools of inquiry for effective standards-based teaching and learning of science from pre-kindergarten through grade 8. This course will address concept development, skill attainment, problem solving, lesson planning, assessment procedures, and techniques for accommodating different learning styles. Fifteen hours of classroom visits for guided practice and teaching a unit using appropriate methods for diverse learners are included.

**ED 401 Secondary Methods & Foundations I (4)**

**ED 402 Early Literacy and Linguistics (3)**
This course is an introduction to early literacy and linguistics, which is the scientific study of language. The theory of linguistics and teaching methods will be investigated. Topics taught in this course are language development, including the sounds of language and how they are produced (phonology); the structure of words (morphology); sentence structure (syntax); and how meaning is expressed (semantics). Early literacy topics addressed in this courses include concepts about print, alphabetic principle, phonemic awareness, phonics, spelling, fluency, and written language. Emphasis will be placed on teaching techniques, strategies, and assessment tools used to instruct beginning readers, with special focus on the need to differentiate instruction to accommodate the needs of all learners, particularly the struggling reader and students for whom English is a second language. Students will complete a 15 hour lab placement as part of this class.

**ED 404 Middle Level Communication Arts/Literature Methods (3)**
An introduction to the special literacy needs of diverse middle level students with specific focus on reading, writing, speaking, and listening methods for middle school teachers. The course provides pre-service teachers with the background to work with diverse middle level students and to develop a working knowledge of Communication Arts/Literature with the appropriate research base and strategies. Classroom and evaluation procedures and technology appropriate for diverse middle level student will be studied. Five classroom visits are included in the course.

**ED 405 Secondary Methods: Language Arts (3)**
Study of rationale, curriculum, and special methods relevant to teaching language arts to diverse students, grades 5-12. Five classroom visits are included in the course.

**ED 406 Secondary Methods: Mathematics (3)**
Study of rationale, curriculum, and special methods relevant to teaching mathematics to diverse students, grades 5-12. Five classroom visits are included in the course.

**ED 407 Secondary Methods: Science (3)**
Study of rationale, curriculum, and special methods relevant to teaching science to diverse students, grades
5-12. Five classroom visits are included in the course.

**ED 408 Secondary Methods: Social Science (3)**
Study of rationale, curriculum, and special methods relevant to teaching the social sciences to diverse students, grades 5-12. Five classroom visits are included in the course.

**ED 409 K-12 Methods: World Languages & Cultures-Spanish (-)**
Learners will investigate language as a system, first and second language acquisition theory, developmental and cultural considerations, child/adolescent literature, curriculum/lesson development, standards-based assessment practices, and teaching/learning strategies (including technological) for diverse students. Spanish vocabulary related to the course content will be included. The learners will develop thematic/integrated teaching materials and practice using them to teach Spanish (listening, speaking, reading and writing skills and cultural understandings) in school settings. The course will be taught with a combination of online and on-site experiences.

**ED 411 Middle Level Communication Arts/Literature Methods (3)**
An introduction to the special literacy needs of diverse middle level students with specific focus on reading, writing, speaking, and listening methods for middle school teachers. The course provides pre-service teachers with the background to work with diverse middle level students and to develop a working knowledge of Communication Arts/Literature with the appropriate research base and strategies. Classroom and evaluation procedures and technology appropriate for diverse middle level students will be studied. Five classroom visits are included in the course. Admission to the Teacher Education Program required.

**ED 412 Middle Level Methods: Mathematics (2)**
Study of rationale, curriculum, and special methods relevant to teaching mathematics to diverse students, grades 5-8. Five classroom visits are included in the course. Admission to Teacher Education program required.

**ED 412L Elementary Methods & Foundations IV Lab (0)**
This course is a continuation of the elementary education sequence. The instructional activities are designed to aid the student in progressing through the continuous progress methods sequence developing the competencies and skills necessary for effective teaching in the modern elementary school.

**ED 413 Middle Level Methods: Science (2)**
Study of rationale, curriculum, and special methods relevant to teaching science to diverse students, grades 5-8. Five classroom visits are included in the course. Admission to Teacher Education program required.

**ED 414 Middle Level Methods: Social Science (3)**
Study of rationale, curriculum, and special methods relevant to teaching social science to diverse students, grades 5-8. Five classroom visits are included in the course. Admission to Teacher Education program required.

**ED 415 K-8 Methods: World Languages and Cultures-Spanish (2)**
Learners will investigate language as a system, first and second language acquisition theory, developmental and cultural considerations, child/adolescent literature, curriculum/lesson development, standards-based assessment practices, and teaching/learning strategies (including technological) for diverse students. Spanish vocabulary related to the course content will be included. The learners will develop thematic/integrated teaching materials and practice using them to teach Spanish (listening, speaking, reading and writing skills and cultural understandings) in school settings. Required preparation: at least one Spanish course at the 300 level, Admission to Teacher Education program.

**ED 422 Pre-Student Teaching Experience (1)**
Must be successfully completed by elementary, secondary, and K-12 Education candidates prior to student teaching. Goals include practicing knowledge, skills, and dispositions that support learning by P-12 students in a classroom setting, and assessing readiness for student teaching. A minimum of 10 days is required. Prerequisites: No Fs or IPs on transcript; completion of appropriate methods courses; 2.8 GPA in Education and specialty courses; grade of C or higher in all Education and specialty courses.

**ED 423 Classroom Management Theories & Practices & Lab (3)**
Provide education majors an understanding of the principles of effective classroom management and an opportunity to use a range of strategies to promote positive relationships, cooperation, and purposeful learning.
in the classroom; grow in their knowledge on how to create learning environments that contribute to the self-esteem of all persons and to positive personal relations, establish a positive climate in the classroom and participate in maintaining a positive climate in the school as a whole. Participants will professionally grow in their development of skills necessary to lead with confidence, compassion, creativeness and commitment and team planning and teaching with multi-age grouping for K-6 diverse learners. Elementary and Early Childhood Education majors team-plan and team-teach content and skill objectives during a special two day "clinical lab experience" in a nearby elementary school for K-6 diverse learners.

ED 430 Reading in the Content Areas (2)
This course provides a study of methods for developing reading comprehension, strategies, and study skills for the acquisition of new content in a given discipline.

ED 431 Foundations of Bilingual Education (3)
In this class students will learn about linguistically and culturally diverse students and about themselves as professionals. Students will also examine all issues that may impact the school experiences of language minority students. The required preparation for this course is 1 year of foreign language.

ED 432 Understanding ESL Language Acquisition (3)
This course looks at foundational literature in three areas: 1) native language acquisition, 2) second language acquisition, and 3) second language acquisition in the academic setting, where students are required to learn content and language simultaneously.

ED 433 Assessment for Linguistically Diverse Students (3)
Students will learn to expand their own assessment literacy as well as second language learners. Commonly used tests and techniques will be used so that students will become familiar and will be able to identify and place bilingual/ESL students in public school settings.

ED 434 Developing Second Language Literacy (3)
Students will understand the role of literacy development in content area learning so that teachers can support second language learners' literacy and content learning. The areas of communication, pattern, and variability are studied based on students' background knowledge.

ED 435 Integrating ESL Content & Language Instruction (3)
In this course, students learn methods to help them understand how to integrate content and language instruction in curriculum development for second language learners. Students will gain an understanding of the SIOP (Sheltered Instruction Observation Protocol) Model of instruction for lesson planning and implementation.

ED 436 ESL Family, School, & Community Partnerships (3)
Students will discuss the standards, principles, policies, and processes of working together with families, schools, and communities in sharing the development of children.

ED 437 ESL Advanced Practicum (6)
A directed field experience intended as the capstone course in this ESL program. Placement will vary in range of needed grades K-12.

ED 439 Action Research/Philosophy of Education (2)
Students use the inquiry process to investigate a curriculum, school, or community topic, and under the guidance of the University instructor and school personnel cooperatively develop and implement a plan of action and present the results. Students also prepare a philosophy of education statement for their working portfolio and present it in an exit interview.

ED 440 Introduction to Special Education I (3)
An introductory course in special education, role of the consultants and the case conference approach.

ED 441 Introduction to Special Education II (3)
The purpose of this course is to provide expanded information in the area of learning disabilities (as compared to Learning Disabilities I). Such information includes the role of the consultant, the team approach to diagnosing of learning disabilities, and the use of the case conference in planning a total program for the child.

ED 442 Creating Community in Early Childhood Environments (3)
Topics included in this course will be related to creating and maintaining a classroom climate-physical (indoor and outdoor), social, emotional, and intellectual-conducive to child development and learning. Theory and
appropriate practice from the following areas will be included: discipline and guidance, self-learning space, and contemporary issues. Approaches for "bringing the community in" to the classroom/program and for reaching out into the community will be explored. Students will have the opportunity to evaluate an environment using a valid and reliable instrument.

ED 443 Action Research I (1)
Students will prepare their philosophy of education for their working portfolio, and present it in class. Students will use the inquiry process to design an action research project and complete a literature review. The action research project will be completed during ED 444 (Action Research II).

ED 444 Action Research II (2)
Under the guidance of the University instructor and school personnel, students will cooperatively develop and implement an action research project, and will present the results in a university-wide presentation.

ED 446 Advanced Developmental Reading Methods & Research (3)
This course develops knowledge and strategies in planning and teaching reading, phonics, and writing in grades K-8. Curriculum methods and organization of the reading program are explored in the context of best current practice and professional reading standards.

ED 447 Teaching of Literacy (3)
This course will help the teacher construct a framework for supporting content area literacy instruction. The course will focus on assisting teachers in developing reading and writing methods, strategies, and procedures for the 5-12 students.

ED 450 Reading Assessment & Evaluation (3)
This course focuses on assessment of the reading development of individual students and groups of students and the selection of strategies, materials, and instruction for students with a wide range of reading backgrounds and skills.

ED 451 Differentiated Reading Instruction (3)
This practicum provides students the opportunity to apply effective reading practices with elementary, middle level, and high school students.

ED 453 Assessment in Elementary Education (2)
This required course will enable teacher candidates to understand and be able to use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the student.

ED 455 Leadership Issues in Early Childhood (3)
This course focuses on the exploration, discussion, and critical analysis of contemporary issues regarding children, families, and early childhood programming. Areas will include advocacy; understanding legislation, rules, and regulations; child abuse; parenting roles; and professionalism.

ED 456 Practicum in ECE Leadership (2)
This is a supervised practicum, with placement in an agency or child care facility that serves young children and their families, to work closely with a supervisor or director. Candidates will gain an understanding of the infrastructure of the field of Early Childhood Education, including leadership skills, professional activities, and ethical behaviors. This practicum does not include working directly with children.

ED 460 Practicum in Early Childhood/Parent Education (2 - 4)
Supervised practicum in adult education (2 credits) in early childhood/parent educator licensure program; supervised practicum with children and adults (4 credits) in early childhood/family education program.

ED 461 Early Childhood Internship (4)
Students will complete an extended supervised field experience in an agency serving young children and their families.

ED 462 Student Teaching: Birth - Grade 3 (12)
A supervised semester-long field experience evaluated by a classroom supervisor and a University supervisor, in Birth-Grade 3 classrooms, required for ECE licensure fields. Students demonstrate Teacher Education program outcomes and present a portfolio at a final conference.

ED 463 Student Teaching: PreK - Grade 6 (12)
A supervised semester-long field experience in pre-K-Grade 6 classrooms for Elementary Education licensure.
ED 464 Student Teaching: K - Grade 8 (12)
Supervised, semester-long field experience in K-Grade 8 classrooms, evaluated by a classroom supervisor and a University supervisor. Students demonstrate Teacher Education program outcomes and present a portfolio at a final conference.

ED 465 Student Teaching: Varied Placement (12)
Enrollment is restricted to student teaching in Common Market or UTEP, or to double majors. Students demonstrate Teacher Education program outcomes and present a portfolio at a final conference.

ED 466 Student Teaching: K - Grade 12 (12)
Supervised semester-long field experience, required for K-12 licensure fields, in kindergarten-Grade 12 classrooms, evaluated by a classroom supervisor and a University supervisor. Students demonstrate Teacher Education program outcomes and present a portfolio at a final conference.

ED 467 Advanced Student Teaching (6)
For students who are not yet licensed but who are completing the requirements for a second or third, etc., licensure field. A partial semester of supervised practice teaching in an elementary or secondary school.

ED 468 Advanced Practicum (6)
For licensed teachers who are adding a second or third, etc., licensure field. A partial semester of supervised teaching in an elementary or secondary school.

ED 469 Student Teaching: Grade 5 - 12 (12)
Supervised semester-long field experience in Grade 5-12 classrooms, required for 5-12 licensure fields, evaluated by a classroom supervisor and a University supervisor. Students demonstrate Teacher Education program outcomes and present a portfolio at a final conference.

ED 470 ECE Student Teaching: PreK (6)
Supervised, extended, optional field experience for a half-semester in pre-kindergarten setting (beginning and ending dates posted for each term at Education Department Office). Students demonstrate Teacher Education Program outcomes. Evaluation by classroom supervisor and University supervisor. Portfolio presented at final conference.

ED 472 ECE Student Teaching: Kindergarten (6)
Supervised, extended field experience for a half-semester in kindergarten classroom (beginning and ending dates posted for each term at Education Department Office). Students demonstrate Teacher Education Program outcomes. Evaluation by classroom supervisor and University supervisor. Portfolio presented at final conference.

ED 474 ECE Student Teaching: Grades 1-3 (6)
Supervised, extended field experience for a half-semester in a primary classroom; required for B.S. degree in Early Childhood Education (beginning and ending dates posted for each term at Education Department Office). Students demonstrate Teacher Education Program outcomes. Evaluation by classroom supervisor and University supervisor. Portfolio presented at final conference.

ED 475 Teaching for Educational Diversity (3)
The subject of the course is meeting the needs of students in our multicultural society. Programs for all types of special needs students including the gifted will be emphasized. Teaching strategies, activities and materials are explored in depth.

ED 480 Prekindergarten Student Teaching (2-4)
Supervised extended field experience in a prekindergarten program. Required for prekindergarten licensure. See department policy for length of time requirement.

ED 485 Kindergarten Student Teaching (6)
Supervised field experience for five weeks in a kindergarten classroom. Required for kindergarten enrollment.

ED 486 Special Topics (1-2)
This course is designed to provide an opportunity for students to experience a special or experimental curriculum enrichment course.
ED 488 Assistantship (1 - 3)
Tutoring of other students in the Learning Center, assisting Education Department instructors in the development of competencies or completing projects related to the student's interest.

ED 489 Field Experience with Special Needs Students (1 - 3)
Field experience designed by a requesting student with a faculty member who has agreed to help structure and supervise this experience with special needs pupils. A-N grade.

ED 490 Peer Coaching (1 - 3)
Peer coaches will participate with Education Department faculty in team planning and teaching of peers. This may include pre-conferencing, observing, writing feedback and post-conferencing during field experiences for education students.

ED 491 Elementary Student Teaching: Grades 1-3 (6)
Supervised, extended field experience for a half-semester in a primary (grades 1-3) classroom (beginning and ending dates posted for each term at Education Department Office). Students demonstrate Teacher Education Program outcomes. Evaluation by classroom supervisor and University supervisor. Portfolio presented at final conference.

ED 492 Organization & Administration of Reading Programs (3)
This course will focus on current research, trends, issues, federal, and state initiatives, legislation and resources related to the development, supervision and administration of reading programs for Pre-K through adult learners. This course will also include censorship issues, textbook and trade book adoption practices, assessment procedures, and integration of instructional technology, staff development and effective change strategies.

ED 493 Elementary Student Teaching: Grades 4-6 (6)
Supervised, extended field experience for a half-semester in a grade 4-6 classroom (beginning and ending dates posted for each term at Education Department Office). Students demonstrate Teacher Education Program outcomes. Evaluation by classroom supervisor and University supervisor. Portfolio presented at final conference.

ED 494 Independent Study (1 - 3)
This course allows students to do an in-depth, independent study exploration for a better understanding of a particular area of education.

ED 495 Elementary Student Teaching, Pre-Kindergarten (6)
Supervised, extended field experience for a half-semester in a pre-kindergarten setting for Elementary Education majors in the Preprimary specialty (beginning and ending dates posted for each term at Education Department Office). Students demonstrate Teacher Education Program outcomes. Evaluation by classroom supervisor and University supervisor. Portfolio presented at final conference.

ED 497 Elementary Student Teaching:Kindergarten (6)
Supervised, extended field experience for a half-semester in a kindergarten setting for Elementary Education majors in the Preprimary specialty. (Beginning and ending dates posted for each term at Education Department Office). Students demonstrate Teacher Education Program outcomes. Evaluation by classroom supervisor and University supervisor. Portfolio presented at final conference.

ED 498 Elementary Student Teaching: Grades 7-8 (6)
Supervised, extended field experience for a half-semester in a grade 7-8 classroom for Elementary Education majors choosing a grade 5-8 specialty (beginning and ending dates posted for each term at Education Department Office). Students demonstrate Teacher Education Program outcomes. Evaluation by classroom supervisor and University supervisor. Portfolio presented at final conference.

ED 499 Internship - Field Experience - Field Study (1 - 12)
Field experience designed by the requesting student and the faculty member who has agreed to help structure and supervise the experience.

ED 502 Early Literacy and Linguistics (3)
This course is an introduction to early literacy and linguistics, which is the scientific study of language. The theory of linguistics and teaching methods will be investigated. Topics taught in this course are language...
development, including the sounds of language and how they are produced (phonology); the structure of words (morphology); sentence structure (syntax); and how meaning is expressed (semantics). Early literacy topics addressed in this course include concepts about print, alphabetic principle, phonemic awareness, phonics, spelling, fluency, and written language. Emphasis will be placed on teaching techniques, strategies, and assessment tools used to instruct beginning readers, with special focus on the need to differentiate instruction to accommodate the needs of all learners, particularly the struggling reader and students for whom English is a second language.

ED 509 K-12 Methods: World Languages & Cultures-Spanish ( - )
Learners will investigate language as a system, first and second language acquisition theory, developmental and cultural considerations, child/adolescent literature, curriculum/lesson development, standards based assessment practices, and teaching/learning strategies (including technological) for diverse students. Spanish vocabulary related to the course content will be included. The learners will develop thematic/integrated teaching materials and practice using them to teach Spanish (listening, speaking, reading, and writing skills and cultural understandings) in school settings. The course will be taught with a combination of on-line and on-site experiences.

ED 510 Graduate Seminar: Dimension ( 3 )

ED 515 GS: Leadership Issues in Early Childhood Education ( 2 )
The course focuses on the exploration, discussion, and critical analysis of contemporary issues regarding children, families, and early childhood programming. Areas will include advocacy; understanding legislation, rules, and regulations; child abuse; parenting roles; and professionalism.

ED 520 GS: Eff Home, Sch, Com Rel ( 2 )

ED 522 GS: Child Lit ( 2 )

ED 525 GS: Trends in Language Arts ( 3 )
This course reviews current instructional trends and models of curriculum development for literacy (listening, speaking, reading, writing, and spelling). It will provide learners with an opportunity to expand knowledge of multicultural literature. Learners will use the themes of standards-based instruction, technology, community building, diversity, research/scholarship, learning theory, and leadership as applied to the teaching of language arts.

ED 526 GS: Trends in Fine Arts ( 2 )
The Trends in Fine Arts course (visual arts, dance, music, and theater) includes the concepts of discipline-based arts education as well as production and skills training. Focus will be on production/performance, aesthetics, criticism, history, and cultural contexts. The goal is to provide teachers with resources and background to place the integrated arts into the regular curriculum. Students will design an interdisciplinary arts curriculum unit.

ED 528 GS: Trends in Mathematics and Technology ( 3 )
This course focuses on how to organize and conduct an effective mathematics instruction program that incorporates NCTM Standards. Topics include mathematics concept development, skill attainment, problem solving, math anxiety, and alternative assessment procedures. Content emphasis include manipulatives, practical applications, and technological aids. Computer materials utilized for problem solving will be examined. Problem solving strategies will be practiced to improve mathematical skills and the attitude of the problem solver. Students will develop a unit for teaching a math concept by integrating computer technology and using NCTM Standards.

ED 530 GS: Trends in Social Studies ( 2 )

ED 531 Foundations Bilingual Education ( 3 )
In this class students will learn about linguistically and culturally diverse students and about themselves as professionals. Students will also examine all issues that may impact the school experiences of language minority students. The required preparation for this course is 1 year of foreign language.

ED 532 Understanding ESL Language Acquisition ( 2 )
This course looks at foundational literature in three areas: 1) native language acquisition, 2) second language acquisition, and 3) second language acquisition in the academic setting, where students are required to learn content and language simultaneously.

ED 533 Assessment for Linguistically Diverse Students ( 3 )
Students will learn to expand their own assessment literacy as well as second language learners. Commonly
used tests and techniques will be used so that students will become familiar and will be able to identify and
place bilingual/ESL students in public school settings.

ED 534 Developing Second Language Literacy (3)
Students will understand the role of literacy development in content area learning so that teachers can support
second language learners' literacy and content learning. The areas of communication, pattern, and variability
are studied based on students' background knowledge.

ED 535 Integrating ESL Content & Language Instruction (3)
In this course, students learn methods to help them understand how to integrate content and language
instruction in curriculum development for second language learners. Students will gain an understanding of
the SIOP (Sheltered Instruction Observation Protocol) Model of instruction for lesson planning and
implementation.

ED 536 ESL Family, School, & Community Partnerships (3)
Students will discuss the standards, principles, policies, and processes of working together with families,
schools, and communities in sharing the development of children.

ED 537 ESL Advanced Practicum (6)
A directed field experience intended as the capstone course in this ESL program. Placement will vary in range
of needed grades K-12.

ED 543 GS:Curriculum in Early Childhood Education (3)
This course focuses on early childhood curriculum approaches that incorporate developmentally appropriate
practice in early childhood settings, create anti-bias and inclusive environments, and demonstrate practical
applications of developmental theory. Fieldwork will be assigned for observation and teaching.

ED 545 GS:Adult Education (2)
This course examines adult development theory (men, women, minority) as applicable to learner-centered
models of teaching adults (parents, volunteers, and staff members) in early childhood. Topics will include
program development, creating a conducive learning environment, topic selection, learner-centered models of
teaching, learner assessment, and program evaluation. Principles of adult education will be modelled by the
instructor. Students will develop a practical theoretically based curriculum unit.

ED 546 Advanced Developmental Reading Methods & Research (3)
This course develops knowledge and strategies in planning and teaching reading, phonics, and writing in
grades K-8. Curriculum methods and organization of the reading program are explored in the context of best
current practice and professional reading standards.

ED 547 Teaching of Literacy (3)
This course will help the teacher construct a framework for supporting content area literacy instruction. The
course will focus on assisting teachers in developing reading and writing methods, strategies, and procedures
for the 5-12 students.

ED 548 GS:App Theo Prin Dvpl Yc (3)
This course examines theories pertaining to child development which have special relevance in understanding
and meeting developmental needs of young children. Students will apply selected theoretical principles to
child development.

ED 550 Reading Assessment & Evaluation (3)
This course focuses on assessment of the reading development of individual students and groups of students
and the selection of strategies, materials, and instruction for students with a wide range of reading
backgrounds and skills.

ED 551 Differentiated Reading Instruction (3)
This practicum provides students the opportunity to apply effective reading practices with elementary, middle
level, and high school students. Admission to Education Graduate program required.

ED 552 GS:Teacher Effectiveness (3)
Reviews the body of research on teacher effectiveness. Examines good teaching practices, instructional
systems, questioning strategies, best possible practices, teacher effects, discipline, and rationales for change.
Students will investigate the best possible practices on one topic plus present a plan for their professional
growth.
ED 555 GS: Inclusive Education Class Teaching (2)
The course explores issues and strategies relating to PL 94-142 the Education for all Handicapped Children Act. Course content is designed for the elementary classroom teacher.

ED 570 Grad Seminar: Development of Modern Science (3)
This is a required course for the science specialization option of the Master of Science in Education degree. The course is designed to give graduate students the opportunity to study the relationship and interaction between man and his environment by analysis of man-made ideas regarding nature.

ED 575 Principles of Middle Level Education (3)
This course provides a comprehensive look at middle level education. Topics to be studied are: the historical development, goals, and philosophy of middle schools; developmental characteristics and instructional needs of adolescents and diverse adolescent learners; middle school curricular structures (interdisciplinary and exploratory curriculum), assessment/evaluation methods; parent and community partnerships; and the role of technology in middle level education. Emphasis: MLE and all C & I areas.

ED 586 Graduate Topics in Education (1 - 3)
This course is designed to provide an opportunity for students to experience a special or experimental curriculum enrichment course.

ED 592 Organization & Administration of Reading Programs (3)
This course will focus on current research, trends, issues, federal and state initiatives, legislation and resources related to the development, supervision and administration of reading programs for Pre-K through adult learners. This course will also include censorship issues, textbook and trade book adoption practices, assessment procedures, and integration of instructional technology, staff development and effective change strategies.

ED 594 Graduate Independent Study (1 - 3)
Additional work in a particular area, in-depth study or related projects.

ED 596 Graduate Workshop in Educ (1 - 4)
Expands and strengthens the teacher's ability to develop an in-depth understanding of Reading Recovery practices and theory in order to teach and accelerate the learning of individual children. Classroom instruction is coordinated with the individual instruction of four at-risk students in an integrated field experience. The second semester focuses on understanding the theoretical background of Reading Recovery, analyzing and refining teaching decisions, and becoming reflective teachers.

ED 598 Reaching Beyond the Classroom: Prov Earth Science Exp Training for Elem Teac (3)
This course focuses on content and pedagogy to improve classroom instruction on earth science for elementary and middle school teachers. The course features guest scientist presentations, field trips, modeling classroom activities, and the use of advanced educational technologies.

ED 599 Internship/Field Experience/Study (1 - 8)
Field experience designed by requesting student and the faculty member who has agreed to help structure and supervise the experience.

ED 600 Research Seminar (1)
This course will assist the graduate student in the American Psychological Association (APA) publication style, choosing a research topic, conducting a review of literature, and organizing an action research project, the capstone activity for the graduate program.

ED 601 Reading Recovery I (3)
Introduces Reading Recovery teacher in-training to Reading Recovery; its theoretical foundation purposes, and procedures. Classroom instruction is coordinated with the individual instruction of four at-risk students in an integrated field experience. The first semester focuses on procedures and use of language throughout the Reading Recovery lesson.

ED 602 Reading Recovery II (3)
Expands and strengthens the teacher's ability to develop an in-depth understanding of Reading Recovery practices and theory in order to teach and accelerate the learning of individual children. Classroom instruction...
is coordinated with individual instruction of four at-risk students in an integrated field experience. The second semester focuses on understanding the theoretical background of Reading Recovery, analyzing and refining teaching decisions, and becoming reflective teachers.

**ED 603 School Based Management (1)**
This course will focus on an analysis of school based management and leadership in American schools. Site visits and panel discussions of superintendents and principals are included in the program. Case studies will be reviewed and analyzed by teams of students. Leadership styles and organizational concepts will be examined. Students will conduct research of management and operations at school sites in the area. A final presentation of research by individual groups will be required.

**ED 610 Professional Development for Meaningful Learning (3)**
Students will identify the cultural and historical influences and knowledge and belief systems which shape, and continue to shape, educational organizations, processes, and individual actions. Students will investigate the concepts and skills used in educational research and evaluate research methodologies. Students will initiate a portfolio as a means of demonstrating professional competencies. Technology will be an integral component in the research and portfolio process.

**ED 612 Democracy, Diversity, and Education (3)**
Students are challenged to critically examine a diversity of culturally embedded beliefs, knowledge, processes, and organizational structures. Students will identify and demonstrate an understanding of various dimensions of inclusive, multicultural, and global education.

**ED 614 Critical Analysis of Teaching and Learning (3)**
This course combines research and theory about teaching and learning that effectively enable educators to make informed decisions to better meet the diverse needs of all learners.

**ED 616 GS:Curriculum Models&Development (3)**

**ED 618 Linking Content, Pedagogy, & Assessment (3)**
Students develop and refine the form and way curriculum is organized and covered using research-based instructional practices in his/her content area. Students will develop a process to assess student learning and program standards.

**ED 621 Critical Theory of Educational Systems (3)**
Students will identify and critically analyze a variety of cultural and historical influences, theories, knowledge and belief systems which shape educational organizations. Admission to Education Graduate program is required.

**ED 622 Applied Research & Assessment in Education (3)**
Students will identify and critically analyze a variety of cultural and historical influences, theories, knowledge and belief systems which shape educational organizations. Admission to Education Graduate program is required.

**ED 623 Professional Planning & Assessment (2)**
Students create a portfolio to reflect their professional growth and development. The portfolio will be an accurate portrayal of who they are as educators. Admission to the Education Graduate program is required.

**ED 624 Action Research: Project Design (3)**
Students identify an issue of interest to their professional development. The issue may include, but is not limited to, instructional, organizational, or community processes related to their practice or content area. Students develop an action research project designed to improve, implement or understand the issue identified. Students conduct a review of the literature, examine and select a research design, determine data collection tools, and apply analytical processes appropriate to the initial and emerging needs of the project. Admission to Education Graduate program is required.

**ED 625 Research Based Analysis of Teaching and Learning (3)**
Students will focus on an in-depth examination of their professional beliefs, values, and knowledge regarding teaching and learning and compare these to the current research base on teaching and learning. With this knowledge they will conduct field studies to determine the influence of their practice on student learning and work to improve that practice. Admission to Education Graduate program is required.

**ED 626 Democracy, Diversity, and Leadership (3)**
Students will critically examine culturally embedded beliefs, knowledge, practices, and organizational
structures and processes to determine their appropriateness in a democratic society. Admission to Education Graduate program is required.

ED 627 Action Research: Project Implementation (1 - 2)
Students implement and complete their action research projects. Admission to Education Graduate program is required.

ED 628 Continuing Research Education (1 - 3)
This course is for graduate students who have not completed their research at the end of their final research course. Students would be required to enroll for one credit each semester until their research has been completed and approved.

ED 631 Professional Development through Collegial Interaction (3)
Students study social learning and the school as a social learning organization. Students experience first hand the processes involved in social learning within the learning community context and transfer those processes into classroom practices. Admission to Education Graduate program required.

ED 632 Linking Pedagogy and Content (3)
Students examine and connect current research in learning to the content areas in order to develop effective instructional decisions. Students design teaching approaches and learning environments to meet the needs of learners and organizations. Additionally, students engage in the development of personal practice knowledge in the content area as they build a knowledge base of educational research, theory, and practice. Admission to Education Graduate program required.

ED 633 Current Issues in Education (3)
Students will research and review literature on a variety of current issues, trends, and reform efforts in education. Admission to Education Graduate program required.

ED 634 Educators as Change Agents (3)
Students explore multiple organizational theories and practices, compare and contrast those theories and practices, and assess their value in educational contexts. Students develop or engage in active leadership roles in their educational contexts. Admission to Education Graduate program required.

ED 635 Content and Curriculum Development (3)
Students develop and refine curriculum using research-based design models. They research the connection between recent findings in human learning and how these findings translate into more effective curriculum design within their specific content area. Admission to Education Graduate program required.

ED 636 Current Issues in Education (3)
Students will research and review literature on a variety of current issues, trends, and reform efforts in education using an historical context. Students will develop an advocacy position in an issue related to his/her specialty area.

ED 650 GS: the Reading Process (3)

ED 651 Practicum in Reading Instruction (3)
This practicum provides students the opportunity to apply effective reading practices with elementary, middle level, and high school students.

ED 654 Professional Development through Collaboration (3)
Students dialogue with his/her professional organizations, peers, parents, learners, and the community to investigate and generate contextually meaningful personal and social processes of learning and teaching. Students will investigate and develop skills in mentoring, peer coaching, organizational and group dynamics, paradigm theory, conflict resolution/negotiation skills, effective communication, collaboration, and consultation.

ED 655 GS: Dim Multi/Global Educ (3)
This course examines existing social patterns in early childhood and elementary school environments such as culture, power relationships, curriculum, instruction, materials, and attitudes and beliefs of staff including the evaluation of mechanisms of change toward inclusive and anti-bias curriculum. Students will engage in active evaluation of existing programs.

ED 656 GS: T&I in Social Science Ed (3)
Course reviews current trends and issues in social science education. Particular attention is given to integrating
the social science disciplines, cognitive and affective outcomes, citizenship education, problem solving/critical thinking/inquiry, community involvement, and information systems.

ED 658 Educators As Change Agents (3)
Students will explore advocacy and leadership skills and their role and value in the educational setting and community. Students will engage in active leadership roles and professional development within their educational contexts.

ED 660 GS: Early Childhood Education (3)
This two-semester course focuses on research methodology and trends in child development, early childhood education, and child care delivery systems during the first semester. An in-progress grade will be given at the close of the semester. During second semester methodological, ethical, and other research issues will be examined in the context of the participants’ research.

ED 662 Organization & Administration of Reading Programs (3)
This course will focus on current research, trends, issues, federal and state initiatives, legislation, and resources related to the development, supervision, and administration of reading programs for Pre-K through adult learners. This course will also include censorship issues, textbook and trade-book adoption practices, assessment procedures, and integration of instructional technology, staff development and effective change strategies.

ED 680 Organizational Management & Leadership in Academic Settings (3)
This course will provide students with a comprehensive overview of organization and management theory that will form the framework for sound organizational and management practices for administration in various academic settings. Emphasis: All academic levels and all C & I areas.

ED 690 Research Design (3)
This course will assist the graduate student in designing and implementing his or her action research project, the capstone activity for the presentation portfolio. Student projects, completed in ED 699, are intended to investigate professional practical issues or strategies for the purpose of self-improvement and/or improved student learning. This may include a study of his or her own practice, learning environments, and professional standards. Participants will identify a research focus and design, ethical practices, and review related literature. Students will produce the initial chapters of their action research project. The project proposal is committee reviewed and approved.

ED 692 Graduate Project (1 - 3)
This course will assist the graduate student in completing the action research project, the capstone activity for the graduate program. This is a variable credit option intended for graduate students who have initiated the graduate project and are returning to complete their action research project. Candidates may enroll in up to 6 credits in graduate project. Candidates who have not taken credits in ED 692 should enroll in 699.

ED 699 Action Research Project (3)
Students demonstrate professional teaching standards through a presentation portfolio that includes completion of the action research project. During this seminar course, the student puts into action and completes his or her project, which was developed in the research design course (ED 690). The data is analyzed, interpreted, and reported. Implications for future action research efforts are identified. The presentation portfolio and research project results are disseminated in a graduate seminar.
Education: Graduate

Department Office: IL 232  
Phone Number: 507-537-6100  
Staff & Faculty: Rhonda Bonnstetter, Sonya Vierstraete, Deborah VanOverbeke, Paulette Stefanick, Sharon Kabes

The Education Department offers the Master of Science (MS) with a major in education and emphases in Teaching, Learning, and Leadership; Reading, English; and Sports Leadership. Please visit the SMSU Graduate Web site: www.smsu.edu/Admission/Graduate or contact Graduate Admissions at 1-800-642-0684, ext. 6819 or CoriAnn.Dahlager@SMSU.edu for additional information.  
The program is offered in three formats:  
On-campus: Teaching, Learning, and Leadership; Reading, Sports Leadership emphases, and English as a Second Language  
Off-campus Learning Community (LC): Teaching, Learning, and Leadership emphasis  
(see Learning Community information following course descriptions)  
Online/Blended: Master of Science in Education with an emphasis in English or Math

I. The Vision  
Communities of practice investigating teaching and learning.

II. The Mission  
The mission of teacher education program at SMSU is to create communities of practice where each learner is an active participant in the investigation of learning, teaching and leadership processes. Teachers and learners will engage in educational theory, research, inquiry, critical reflection, and application.

III. Master of Science: Education (34-53 Credits)  
All M.S. in Education Candidates take the (A) Professional Education Core (19 credits) and (B) Professional Field Emphasis Courses (15 or 16 credits) in one area.

A. Professional Education Core: (19 Credits)

- **ED 621** Critical Theory of Educational Systems 3  
- **ED 622** Applied Research & Assessment in Education 3  
- **ED 623** Professional Planning & Assessment 2  
- **ED 624** Action Research: Project Design 3  
- **ED 625** Research Based Analysis of Teaching and Learning 3  
- **ED 626** Democracy, Diversity, and Leadership 3  
- **ED 627** Action Research: Project Implementation 1 - 2

B. Professional Field Emphasis: (15-29 Credits)  
Notes:  
Select one emphasis:

1. Professional Field Emphasis in Teaching, Learning, and Leadership:  
   - **ED 631** Professional Development through Collegial Interaction 3  
   - **ED 632** Linking Pedagogy and Content 3  
   - **ED 633** Current Issues in Education 3  
   - **ED 634** Educators as Change Agents 3  
   - **ED 635** Content and Curriculum Development 3

2. Professional Field Emphasis/K-12 Licensure in Reading:  
   - **ED 502** Early Literacy and Linguistics 3  
   - **ED 546** Advanced Developmental Reading Methods & Research 3  
   - **ED 547** Teaching of Literacy 3  
   - **ED 550** Reading Assessment & Evaluation 3  
   - **ED 551** Differentiated Reading Instruction 3

3. Professional Field Emphasis in English:  

Note: While every effort is made to ensure accuracy, SMSU reserves the right to correct any clerical errors herein.
4. Professional Field Emphasis in Math:
   - MATH 505 Topic in History of Math 4
   - MATH 510 Topics in Number Theory 4
   - MATH 515 Advanced Topics in Discrete Mathematics 4
   - MATH 530 Statistics 4

5. Professional Field Emphasis in K-12 English as a Second Language (LICENSE)
   Notes:
   - ED 502 Early Literacy and Linguistics 3
   - ED 531 Foundations Bilingual Education 3
   - ED 532 Understanding ESL Language Acquisition 2
   - ED 533 Assessment for Linguistically Diverse Students 3
   - ED 534 Developing Second Language Literacy 3
   - ED 535 Integrating ESL Content & Language Instruction 3
   - ED 536 ESL Family, School, & Community Partnerships 3
   - ED 537 ESL Advanced Practicum 6
   - ED 547 Teaching of Literacy 3

6. Professional Field Emphasis in Sports Leadership:
   a. Required Courses
      - PE 578 Recreation and Sport Management 3
   
   Choose one of the following:
   - MBA 660 Legal and Ethical Environment of Business 3
   - PE 588 Legal Aspects in Recreation & Sport 3
   
   b. Sports Leadership Strands:
   
   Select three courses from one strand
   
   Coaching and Teaching Strand
   - ED 680 Organizational Management & Leadership in Academic Settings 3
   - MBA 550 Staff, Train & Development 3
   - PE 550 Practicum in Teaching 3
   - PE 584 Planning Facilities for Physical Activities 3
   - PE 585 GS:Biomechanical Analysis 3
   
   Leadership and Management Strand
   - MBA 550 Staff, Train & Development 3
   - MBA 610 Interpersonal and Managerial Skills in Organizations 3
   - MBA 651 Leadership & Team Mgmt 3
   - MBA 653 Human Resource Management 3
   
   Sales and Marketing Strand
   - MBA 511 Integrated Marketing Communications 3
   - MBA 541 Marketing Research 3
   - MBA 607 Strategic Mktg Management 3
   - PE 589 Sports Marketing, Promotion, and Consumer Behavior 3

C. Other Graduate Offerings:

1. Autism Spectrum Disorder Certificate
   - SPED 686 Autism Spectrum Disorders: Assessment & Programming 3
   - SPED 687 Autism Spectrum Disorders: Communication & Social Skills 3
   - SPED 688 Autism Spectrum Disorders: Behavioral & Instructional Strategies 3
2. Professional Development

   | Course | Title                                      | Credits |
---|--------|--------------------------------------------|---------|
| AE 500 | Teacher Development Special Topics          | 1 - 12  |

Total Credits: **34-53**

IV. Admission Requirements

Application Materials

* Completed application form and $30.00 (non-refundable) application fee.
* An official transcript from an accredited college or university stating a Bachelor’s Degree (B.S. or B.A.) has been completed.

What is an official transcript? The official transcript has the seal of the university and the signature of the registrar. Please contact the university or college from which you received your bachelor’s degree and ask them to send your official transcript to the Graduate Admission Office at Southwest Minnesota State University. Most universities and colleges charge a small fee for this service.
* Two letters of recommendation, with one from a person (a university professor, administrator, or professional colleague who has reviewed the work of the candidate over an extended time) who is qualified to discuss the academic potential of a candidate.
* A letter of application that indicates qualifications and career objectives (one or two pages; double-spaced, word-processed). How will this master’s program contribute to your professional growth? Address the letter to the Director of Graduate Education.
* A copy of your teaching license is required for the Reading Emphasis and the Special Education program.

Send all materials to:
Office of Graduate Admission
Southwest Minnesota State University
1501 State Street
Marshall, MN 56258

Additional Requirements

* A minimum GPA of 3.0 (on a 4.0 scale) for the last two years of undergraduate study (64 semester credits or 96 quarter credits).
* Provisional Admission: Candidates who do not meet the requirement of a 3.0 GPA in the last two years of undergraduate study will need to demonstrate eligibility for the program by earning a “B” or better in nine graduate credits prior to being granted “full admission” status.
* An academic Vita or Resume (to include: Education; Professional Experience; Professional Appointments; Awards/Honors; Service Activities; Professional and Academic Memberships; and Community Service Activities).

Financial Aid Application

If applying for a student loan to assist with payment, the following forms need to be completed:
* Free Application for Federal Student Aid (FAFSA)
* SMSU Application for Financial Aid

These forms should be completed at least two months before the first week of class. The forms are available on the SMSU website at www.SMSU.edu or by contacting the Financial Aid Office toll-free at 1-800-642-0684.

Immunization Records

* Graduate Students are required to complete and return to SMSU the Immunization Record for Students Attending Post-Secondary Schools in Minnesota (even at off-campus sites). This is a self-report form. If you were born before 1957 and/or have complied at another Minnesota post-secondary school, you may sign the form and return it immediately. Submission of this form is a condition of your continued enrollment.

Registration

* After a candidate has completed the admissions requirements they will receive a Mustang ID number and a PIN number. These numbers are used to register on the SMSU Web site at www.SMSU.edu

V. Program Regulations

The following regulations will govern students accepted into the SMSU Master of Science: Education Program.

1. Students may transfer a maximum of six (6) semester credits of previous graduate work from other accredited universities including up to four (4) credits in the Teaching, Learning, and Leadership; Reading, Sports Leadership, and English emphases. For off-campus learning community formats, students may transfer a maximum of three (3) semester credits. Graduate students interested in transfer credit should complete the Student Petition form located on the SMSU website at www.SMSU.edu/registration/petition.pdf or request a form from the Education Department.

2. A minimum GPA of 3.0 will be maintained throughout the graduate program. “D” grades in graduate courses are not acceptable.

3. Students have seven (7) years from the date of their first course registration to complete all requirements for the Master’s Degree.

4. Students who do not complete the off-campus program during the two-year cycle may enroll at a later date with another learning community, subject to department and learning community facilitator approval.

VI. Program Standards

The National Board of Professional Teaching Standards (NBPTS) and National Partnership for Excellence and Accountability in Teaching...
(NPEAT) are embedded in the competencies of this program of study. Participants will build knowledge in subject matter, instructional practices, and the learning/teaching process. Participants will integrate current research into effective practices and develop the leadership capacities necessary to implement effective educational practices in local settings.

**National Board of Professional Teaching Standards (NBPTS):**
The National Board of Professional Teaching Standards seeks to identify and recognize educators who effectively enhance student learning and demonstrate the high level of knowledge, skills, abilities and commitments reflected in the following core propositions.

1. Educators are committed to students and their learning.
2. Educators know the subjects they teach and how to teach those subjects to students.
3. Educators are responsible for managing and monitoring student learning.
4. Educators think systematically about their practice and learn from experience.
5. Educators are members of learning communities.
6. SMSU Leadership Standard: Educators assume active leadership roles in their workplace and the larger community.

**National Partnership for Excellence and Accountability in Teaching (NPEAT):**
Characteristics of Effective Professional Development:

1. The content of professional development focuses on what students are to learn and how to address the different problems students may have in learning material.
2. Professional development should be based on analysis of the differences between (a) actual student performance, and (b) goals and standards for student learning.
3. Professional development should involve educators in the identification of what they need to learn and in the development of the learning experiences in which they will be involved.
4. Professional development should be primarily school-based and built into the day-to-day work of educating.
5. Professional development should be organized around collaborative problem solving.
6. Professional development should be continuous and on-going, involving follow-up and support for further learning—including support from sources external to the school that can provide necessary resources and new perspectives.
7. Professional development should incorporate evaluation of multiple sources of information on (a) outcomes for students and (b) the instruction and other processes that are involved in implementing the lessons learned through professional development.
8. Professional development should provide opportunities to gain an understanding of the theory underlying the knowledge and skills being learned.
9. Professional development should be connected to a comprehensive change process focused on improving student learning.

* The SMSU Education Department has modified the NBPTS and NPEAT (as of April 2007).

**Master of Science: Education, On-Campus Course Sequence**

**Semester One**

**Teaching, Learning & Leadership Emphasis**
- **ED 621** Critical Theory of Educational Systems 3
- **ED 631** Professional Development through Collegial Interaction 3

**Reading Licensure Emphasis**
- **ED 546** Advanced Developmental Reading Methods & Research 3
- **ED 621** Critical Theory of Educational Systems 3

**Sports Leadership Emphasis**
- **ED 621** Critical Theory of Educational Systems 3
- **PE 578** Recreation and Sport Management 3

**English Emphasis**
- **ED 621** Critical Theory of Educational Systems 3
- **LIT 632** American Literature Survey 4

**Math Emphasis**
- **ED 621** Critical Theory of Educational Systems 3
- **ED 622** Applied Research & Assessment in Education 3

**Semester Two**

**Teaching, Learning & Leadership Emphasis**
- **ED 622** Applied Research & Assessment in Education 3
- **ED 632** Linking Pedagogy and Content 3

**Reading Licensure Emphasis**
- **ED 550** Reading Assessment & Evaluation 3
- **ED 551** Differentiated Reading Instruction 3
- **ED 622** Applied Research & Assessment in Education 3
Sports Leadership Emphasis
- ED 622  Applied Research & Assessment in Education  3
  Notes:
  ED XXX Sports Leadership Course (3)

English Emphasis
- ED 622  Applied Research & Assessment in Education  3
- ENG 675  Rhetoric, Literacy, and the Teaching of Writing  4

Math Emphasis
- ED 623  Professional Planning & Assessment  2
- ED 624  Action Research: Project Design  3

Summer Session One
Teaching, Learning & Leadership Emphasis
- ED 624  Action Research: Project Design  3
- ED 633  Current Issues in Education  3

Reading Licensure Emphasis
- ED 502  Early Literacy and Linguistics  3
- ED 547  Teaching of Literacy  3
- ED 624  Action Research: Project Design  3

Sports Leadership Emphasis
- ED 624  Action Research: Project Design  3
  Notes:
  ED XXX Sports Leadership Course (3)

English Emphasis
- ED 623  Professional Planning & Assessment  2
- ED 624  Action Research: Project Design  3

Math Emphasis
- MATH 505  Topic in History of Math  4
- MATH 530  Statistics  4

Semester Three
Teaching, Learning & Leadership Emphasis
- ED 623  Professional Planning & Assessment  2
- ED 625  Research Based Analysis of Teaching and Learning  3
- ED 634  Educators as Change Agents  3

Reading Licensure Emphasis
- ED 623  Professional Planning & Assessment  2
- ED 625  Research Based Analysis of Teaching and Learning  3

Sports Leadership Emphasis
- ED 623  Professional Planning & Assessment  2
- ED 625  Research Based Analysis of Teaching and Learning  3
  Notes:
  ED XXX Sports Leadership Course (3)

English Emphasis
- ED 625  Research Based Analysis of Teaching and Learning  3
- LIT 670  World Literature  4

Math Emphasis
- ED 625  Research Based Analysis of Teaching and Learning  3
- ED 626  Democracy, Diversity, and Leadership  3

Semester Four
Teaching, Learning & Leadership Emphasis
- ED 626  Democracy, Diversity, and Leadership  3
- ED 627  Action Research: Project Implementation  1 - 2
- ED 635  Content and Curriculum Development  3
  Notes:
  * ED 627 - Variable 1-2 Credits
Master of Science: Education, Off-Campus Learning Community Program

Description of Program
The Education Department offers the Master of Science (MS) with a major in education and a specialization in Teaching, Learning & Leadership. This off-campus, graduate program provides Midwest educators an opportunity to pursue graduate study while building valuable professional relationships with fellow educators. The faculty at Southwest Minnesota State University collaborates with regional educator practitioners to establish learning communities throughout the Midwest region. Learning Communities are conveniently located at off-campus sites in locations close to where educators live and work. Each Learning Community studies together for two academic years, meeting an equivalent of twenty times, or ten weekend meetings each year. Meeting dates are determined by the members of the Learning Community and usually are scheduled during the academic year (August-June).

The curriculum of the program provides educators with an in-depth understanding of educational issues pertinent to quality instruction and school renewal. Collaborative study and research, reflective teaching, action-based research projects, and active leadership provide the foundation for professional growth. The learning community environment encourages the application of current research in both pedagogy and content areas into effective school practice.

Vision and Philosophy
The Master of Science Learning Community Program has been designed to meet the professional development needs of educators. The program focuses on educational renewal based upon inquiry, practitioner-sponsored learning, and critical reflection. Individual educators assume ownership of their own personal and professional development. Educators must also accept responsibility of personal and group involvement beyond the immediate context of their workplace. The philosophy of Southwest Minnesota State University’s Master of Science Learning Community Program is based on the following ten propositions:

1. The program focuses on transformational professional development.
The transformation educators experience through engagement in the MS Program is the result of three important outcomes of the program which make it powerful, distinct, and unique:
   1. Capacity-Building
      Educators in the MS Program experience a broad range of growth and development in their pedagogical understandings and methods as they assume ownership of their professional development.
   2. Leadership
      Educators in the MS Program develop a desire to continue their quest for knowledge and improvement of practice as they assume responsibility for taking an active role in promoting the change required for true renewal of their classrooms, schools, and the larger community.
   3. Transportability
      Local classrooms and schools serve as a learning laboratory in the MS Program, enabling practicing educators to effectively transfer their ideas and processes from their collegiate studies in the program to their classrooms, site schools, school systems, and communities in which they live and work.

2. The program is accessible to educators.
   Southwest Minnesota State University delivers the MS Program to educators locally, on-site, in a learning community format. This enhances access to educators who live in predominantly rural areas across the region served by Southwest Minnesota State University.

3. The program meets the individual needs of all educators.
   Thirty-four semester hours comprise the master’s degree. In addition, each educator constructs personal goals consistent with personal/professional needs and local, state and national standards. The accomplishment of these goals is assessed through the development of a professional portfolio which is both peer reviewed and facilitator reviewed for quality.

4. The program models current research on teaching/learning and best practices.
   In the MS Program, current classroom research and best practices are modeled and discussed by all educators.

5. The program is developed by practitioners through student-directed learning and continuous student feedback.
   Educators in the MS Program develop an individual professional development plan as the basis for their portfolios, have input into learning community agenda-setting, inquire into core educational topics of personal interest, and experience a democratic classroom context.
Students have ongoing input into the development and delivery of the MS Program.

6. **The program focuses on leadership skills and community involvement which enable the process of true educational renewal.**
   The MS Program incorporates leadership skills and promotes educator involvement in both school and the larger community.

7. **The program is based on an inquiry approach to learning.**
   Teachers engage in reflective, critical inquiry to improve pedagogical practice. They develop essential learning processes that enable them to become lifelong learners in the context of their educational setting.

8. **The program emphasizes professional scholarship as a vehicle for involvement within the larger educational community.**
   In the MS Program we require educators to:
   a. develop site-based action research projects,
   b. integrate their action research into their workplace,
   c. practice and develop expertise in a repertoire of instructional methodology to effectively design and execute learning programs for students,
   d. write papers suitable for publication in a journal related to their area of expertise, and
   e. communicate their talent development and research findings with the larger professional community at professional education conferences.

9. **The program incorporates local, state and national standards.**
   The MS Program allows educators to set personal/professional goals which are aligned with local, state and national standards. The National Board for Professional Teaching Standards are incorporated throughout the program.

10. **The program focuses on the retention of currently-practicing educators.**
    A retention rate of over 96% is clear evidence that most educators who begin the MS Program complete the program while simultaneously developing a renewed involvement with their profession.

### Master of Science: Education, Off-Campus Learning Community Course Sequence (34 Credits)

**Begins late August/Early September**

#### Semester I
- ED 621 Critical Theory of Educational Systems 3
- ED 625 Research Based Analysis of Teaching and Learning 3
- ED 632 Linking Pedagogy and Content 3

#### Semester II
- ED 622 Applied Research & Assessment in Education 3
- ED 623 Professional Planning & Assessment 2
- ED 633 Current Issues in Education 3

#### Semester III
- ED 624 Action Research: Project Design 3
- ED 626 Democracy, Diversity, and Leadership 3
- ED 631 Professional Development through Collegial Interaction 3

#### Semester IV
- ED 627 Action Research: Project Implementation 1 - 2
- ED 634 Educators as Change Agents 3
- ED 635 Content and Curriculum Development 3

**Total Credits: 34**

### Course Descriptions

**ED 095 Preparing for the Spanish Licensure Tests (1)**
This elective course will help students review and prepare for the standardized examination for Spanish teaching licensure (Praxis: Spanish Content Knowledge and Productive Language Skills). Students will become familiar with the test content and learn about the test format. Special emphasis will be given to prepare students to succeed on the speaking section of the licensure tests. Students will practice test-taking strategies specifically for the purpose of improving scores on this section of the licensure tests.

**ED 101 Intro to Education and Lab (3)**
An introduction to early childhood, elementary, and secondary education for students interested in teaching. Students will explore their potential for teaching in light of admission criteria and licensure requirements.
Includes study of historical and social foundations of education; topics such as inquiry into the teaching and learning process, schools in a multicultural and diverse society, the profession of teaching; principles of cooperative group learning; and cultural differences, communication, and stereotyping. Twenty hours of field experience is included.

**ED 102 Tech: Classroom Applications & Portfolio (2)**
The focus of this course is educational uses of technology. Students will explore computer applications as tools for their own learning, as well as the ethics of electronic communications, and will begin developing a Teacher Education portfolio using LiveText software.

**ED 111 Human Relations I (2)**
An introductory course emphasizing communications skills, values, conflict resolution, life goal-setting, and developing teaching and learning communities. Combines with ED 112 Human Relations II to meet Minnesota Department of Education licensure regulation.

**ED 113 Human Relations III (2)**

**ED 115 Understanding & Preventing Violence & Abuse (1)**
This course introduces facts, concepts, and theories that provide a foundation for understanding the kinds of violence and abuse that may occur in society. Topics include violence in dating relationships, acquaintance rape, partner abuse and rape, child abuse and incest, and elder abuse.

**ED 117 Human Relations for Teachers (3)**
Covers concepts and ideas which enable students to recognize and identify oppression, discrimination, and racism, along with learning techniques for building a community of teachers and learners in a pluralistic society with its great variety of cultures, value systems, and life styles. Includes study of American Indian language, history, government and culture. Admission to Teacher Education Program is required.

**ED 212 Human Relations for Teachers (3)**
The course enables the early childhood and elementary teacher to improve communication adequacy as language develops in the child from birth to adolescence, explores the process of language development and appropriate strategies to stimulate and encourage the continuation of language growth, and includes focus on understanding interrelationships among culture, language, and thought, with emphasis on diversity and the needs of English language learners (ELL). Students will complete an eight-hour field experience.

**ED 251 Intro Child Growth & Development (3)**
An introductory study of growth and development from conception through age 14, with emphasis on teaching applications, student diversity, and pertinent topics associated with alcohol, tobacco, and illicit drug use including the possible effects on prenatal development through adolescence.

**ED 275 Foundations: Parent-Child Relationships (2)**
Exploration of parent-child relationships within diverse family and cultural settings. Examination of parenting styles, attitudes, and behaviors and their effects on children's development.

**ED 286 Special Topics in Education (1 - 4)**
This course is designed to provide an opportunity for students to experience a special or experimental curriculum enrichment course.

**ED 292 Honors Credit in Education (1 - 3)**
An independent study course designed primarily for Honors Program students. This course allows more indepth or comprehensive study or research by certain students concurrently enrolled in at least one other Education course.

**ED 296 Workshop in Education (1 - 4)**
Special workshops created and designed according to the needs of the participants. Offered in different formats and time spans.

**ED 300 Introduction Special Education/Early Years (2)**
Emphasizes children with special needs in the first five years of life: identification, the team approach, teaching methodologies and curriculum adjustment. Practicum experiences with 1) infants and toddlers and 1) preschool children ages 3-5 years.

**ED 301 The Teaching & Learning Process & Lab (3)**
This required course for all secondary (5-12/K-12) licensure students addresses instructional strategies and...
ED 301L The Teaching & Learning Process Lab (0)
This required course for all secondary (5-12/K-12) licensure students addresses instructional strategies and assessment, diversity and exceptionality, classroom management, and home-school-community relationships. Students plan and teach in clinical settings at nearby secondary schools.

ED 302 Developmental Reading Methods/Assessment & Lab (3)
This course addressed the total spectrum of a diverse P-6 developmental literacy program; study of phonemic, graphemic, and semantic systems, as well as strategies for teaching skills to diverse learners; and 15 hours of classroom visits with structured assignments for teaching reading skills to diverse children in P-6 is required.

ED 303 Professional Development (1)
This course will help the teacher education student begin a plan for professional development. A portfolio will be an ongoing project of the course, as well as discussions and activities related to preparing for the teaching profession.

ED 304 Professional Development & Classroom Applications (1)
This elective course will help the teacher education student begin a plan for professional development. A portfolio will be an ongoing project for the course, as well as discussions and activities related to preparing for the teaching profession.

ED 310 Elementary Methods & Foundations I (1-6)
This is the first course in the elementary education sequence. Block I is designed to orient the students to the continuous progress methods sequence and to start the student working toward the competencies and skills necessary for effective teaching in the modern elementary school.

ED 310L Elementary Methods & Foundations I Lab (0)
This is the first course in the elementary education sequence. Block I is designed to orient the students to the continuous progress methods sequence and to start the student working toward the competencies and skills necessary for effective teaching in the modern elementary school.

ED 312 Human Relations for Teachers (3)
Covers concepts and ideas which enable students to recognize and identify oppression, discrimination, and racism, along with learning techniques for building a community of teachers and learners in a pluralistic society with its great variety of cultures, value systems, and life styles. Includes study of American Indian language, history, government and culture. Admission to Teacher Education Program is required.

ED 315 Play & Creative Activities:Facilitating Child-Centered Learning (3)
Emphasis will be on inclusive, constructivist approaches to hands-on creative activities, expressive arts, and discovery learning for young children.

ED 315 Play & Creative Activities & Lab (3)
Emphasis will be on constructivist approaches to hands-on creative activities, expressive arts, and discovery learning for young children that is inclusive. Facilitating children's development through planning, implementing, and evaluating learning experiences in the visual arts, music, movement, dance, and dramatic play will be the heart of this integrated curriculum course. A lab experience is included.

ED 318 Kindergarten Methods & Materials (3)
In order to teach young children it is necessary to be familiar with patterns of growth concerning physical, mental, social, emotional, and aesthetic development of this age group. And to know both methods and materials is essential in order to create a living/learning environment where children can experience the best possible educational program.

ED 320 Language Arts Development and Methods in Early Childhood (2)
Enables the childhood teacher to improve young children's communicative adequacy as language develops. Explores process of language development and appropriate strategies to stimulate and encourage the continuation of language growth.

ED 330 Curriculum, Methods, & Assessments: Early Childhood (3)
The course covers developmentally appropriate, inclusive, and best practice curricula, instructional strategies,
theories of curriculum development, and integrated curricula.

**ED 330 Curriculum, Methods, & Assessments in Early Childhood & Lab (3)**
The course focuses on various developmentally appropriate and best curricula in the field of early childhood education in which instructional strategies, theories of curriculum development, and integrated curriculum for traditional/thematic types, to newer experimental and/or research-based models are explored. Approaches to anti-bias curriculum and inclusion of all children will be studied. A lab experience is included.

**ED 331 Infants and Toddlers (3)**
This course develops a framework for establishing and maintaining high quality programs for infants and toddlers and their families. Students will develop techniques for care giving, facilitating learning, and assessment that are developmentally appropriate and culturally sensitive. Attention to infants and toddlers with special needs is included.

**ED 332 EC Lab I (1)**
Experience with a variety of assessment tools, intervention strategies, and integrated educational settings is included. Students will observe, assess, and may participate in home-based and center-based settings or in school classrooms.

**ED 334 Early Childhood Pre-Student Teaching Experience (1)**
Supervised study and practice for 30 hours in an early childhood setting. Activities with children based on prescription developed by student in consultation with early childhood advisor.

**ED 336 EC Lab II (1)**
Experience with a variety of assessment tools, intervention strategies, and integrated educational settings is included. Students will observe, assess, and may participate in home-based and center-based settings or in school classrooms.

**ED 344 Elementary Social Sciences Methods and Lab (3)**
This course includes the study of standards, teaching strategies, and assessments for social studies concepts at the preprimary, kindergarten, and elementary levels for PreK-6 diverse learners. Early Childhood and Elementary education majors teach social studies content and skill objectives during a 15 hour lab experience in an elementary school for K-6 diverse learners.

**ED 345 Social Studies/Classroom Management & Lab (3)**
This course includes study of teaching strategies and assessments for social studies concepts at preprimary, kindergarten, and elementary levels, and study of children's literature for preprimary, kindergarten, and elementary levels, and study of children's literature for preprimary, kindergarten, and elementary levels, with emphasis on diversity. Admission to Teacher Education Program is required.

**ED 345L Social Studies Methods & Assessment Lab (0)**
(Course is taken for three credits unless permission is granted by Education Department to take for two credits.) This course includes the study of teaching strategies and assessments for social studies concepts at preprimary, kindergarten, and elementary levels, and the study of children's literature for preprimary, kindergarten, and elementary levels. Take concurrently with ED 372.

**ED 346 Children's Literature (2)**
Includes study of children's literature at pre-primary, kindergarten, and elementary levels, with emphasis on diversity.

**ED 361 Mathematics Methods/Assessments & Lab (3)**
This course focuses on the central concepts and tools of inquiry for effective standards-based teaching and learning of mathematics from pre-kindergarten through grade 8. The course will address concept development, skill attainment, problem solving, lesson planning, assessment procedures, and techniques for accommodating different learning styles. Fifteen hours of classroom visits for guided practice and teaching a unit using appropriate methods for diverse learners are included.

**ED 363 Science Methods and Assessment & Lab (3)**
This course focuses on the central concepts and tools of inquiry for effective standards-based teaching and learning of science from pre-kindergarten through grade 8. This course will address concept development, skill attainment, problem solving, lesson planning, assessment procedures, and techniques for accommodating different learning styles. Fifteen hours of classroom visits for guided practice and teaching a unit using appropriate methods for diverse learners are included.
ED 401 Secondary Methods & Foundations I (4)

ED 402 Early Literacy and Linguistics (3)
This course is an introduction to early literacy and linguistics, which is the scientific study of language. The theory of linguistics and teaching methods will be investigated. Topics taught in this course are language development, including the sounds of language and how they are produced (phonology); the structure of words (morphology); sentence structure (syntax); and how meaning is expressed (semantics). Early literacy topics addressed in this courses include concepts about print, alphabetic principle, phonemic awareness, phonics, spelling, fluency, and written language. Emphasis will be placed on teaching techniques, strategies, and assessment tools used to instruct beginning readers, with special focus on the need to differentiate instruction to accommodate the needs of all learners, particularly the struggling reader and students for whom English is a second language. Students will complete a 15 hour lab placement as part of this class.

ED 404 Middle Level Communication Arts/Literature Methods (3)
An introduction to the special literacy needs of diverse middle level students with specific focus on reading, writing, speaking, and listening methods for middle school teachers. The course provides pre-service teachers with the background to work with diverse middle level students and to develop a working knowledge of Communication Arts/Literature with the appropriate research base and strategies. Classroom and evaluation procedures and technology appropriate for diverse middle level studentst will be studied. Five classroom visits are included in the course.

ED 405 Secondary Methods: Language Arts (3)
Study of rationale, curriculum, and special methods relevant to teaching language arts to diverse students, grades 5-12. Five classroom visits are included in the course.

ED 406 Secondary Methods: Mathematics (3)
Study of rationale, curriculum, and special methods relevant to teaching mathematics to diverse students, grades 5-12. Five classroom visits are included in the course.

ED 407 Secondary Methods: Science (3)
Study of rationale, curriculum, and special methods relevant to teaching science to diverse students, grades 5-12. Five classroom visits are included in the course.

ED 408 Secondary Methods: Social Science (3)
Study of rationale, curriculum, and special methods relevant to teaching the social sciences to diverse students, grades 5-12. Five classroom visits are included in the course.

ED 409 K-12 Methods: World Languages & Cultures-Spanish (-)
Learners will investigate language as a system, first and second language acquisition theory, developmental and cultural considerations, child/adolescent literature, curriculum/lesson development, standards-based assessment practices, and teaching/learning strategies (including technological) for diverse students. Spanish vocabulary related to the course content will be included. The learners will develop thematic/integrated teaching materials and practice using them to teach Spanish (listening, speaking, reading and writing skills and cultural understandings) in school settings. The course will be taught with a combination of online and on-site experiences.

ED 411 Middle Level Communication Arts/Literature Methods (3)
An introduction to the special literacy needs of diverse middle level students with specific focus on reading, writing, speaking, and listening methods for middle school teachers. The course provides pre-service teachers with the background to work with diverse middle level students and to develop a working knowledge of Communication Arts/Literature with the appropriate research base and strategies. Classroom and evaluation procedures and technology appropriate for diverse middle level studentst will be studied. Five classroom visits are included in the course. Admission to the Teacher Education Program required.

ED 412 Middle Level Methods: Mathematics (2)
Study of rationale, curriculum, and special methods relevant to teaching mathematics to diverse students, grades 5-8. Five classroom visits are included in the course. Admission to Teacher Education program required.

ED 412L Elementary Methods & Foundations IV Lab (0)
This course is a continuation of the elementary education sequence. The instructional activities are designed to aid the student in progressing through the continuous progress methods sequence developing the competencies and skills necessary for effective teaching in the modern elementary school.
ED 413 Middle Level Methods: Science (2)
Study of rationale, curriculum, and special methods relevant to teaching science to diverse students, grades 5-8. Five classroom visits are included in the course. Admission to Teacher Education program required.

ED 414 Middle Level Methods: Social Science (3)
Study of rationale, curriculum, and special methods relevant to teaching social science to diverse students, grades 5-8. Five classroom visits are included in the course. Admission to Teacher Education program required.

ED 415 K-8 Methods: World Languages and Cultures-Spanish (2)
Learners will investigate language as a system, first and second language acquisition theory, developmental and cultural considerations, child/adolescent literature, curriculum/lesson development, standards-based assessment practices, and teaching/learning strategies (including technological) for diverse students. Spanish vocabulary related to the course content will be included. The learners will develop thematic/integrated teaching materials and practice using them to teach Spanish (listening, speaking, reading and writing skills and cultural understandings) in school settings. Required preparation: at least one Spanish course at the 300 level, Admission to Teacher Education program.

ED 422 Pre-Student Teaching Experience (1)
Must be successfully completed by elementary, secondary, and K-12 Education candidates prior to student teaching. Goals include practicing knowledge, skills, and dispositions that support learning by P-12 students in a classroom setting, and assessing readiness for student teaching. A minimum of 10 days is required. Prerequisites: No Fs or IPs on transcript; completion of appropriate methods courses; 2.8 GPA in Education and specialty courses; grade of C or higher in all Education and specialty courses.

ED 423 Classroom Management Theories & Practices & Lab (3)
Provide education majors an understanding of the principles of effective classroom management and an opportunity to use a range of strategies to promote positive relationships, cooperation, and purposeful learning in the classroom; grow in their knowledge on how to create learning environments that contribute to the self-esteem of all persons and to positive personal relations, establish a positive climate in the classroom and participate in maintaining a positive climate in the school as a whole. Participants will professionally grow in their development of skills necessary to lead with confidence, compassion, creativeness and commitment and team planning and teaching with multi-age grouping for K-6 diverse learners. Elementary and Early Childhood Education majors team-plan and team-teach content and skill objectives during a special two day "clinical lab experience" in a nearby elementary school for K-6 diverse learners.

ED 430 Reading in the Content Areas (2)
This course provides a study of methods for developing reading comprehension, strategies, and study skills for the acquisition of new content in a given discipline.

ED 431 Foundations of Bilingual Education (3)
In this class students will learn about linguistically and culturally diverse students and about themselves as professionals. Students will also examine all issues that may impact the school experiences of language minority students. The required preparation for this course is 1 year of foreign language.

ED 432 Understanding ESL Language Acquisition (3)
This course looks at foundational literature in three areas: 1) native language acquisition, 2) second language acquisition, and 3) second language acquisition in the academic setting, where students are required to learn content and language simultaneously.

ED 433 Assessment for Linguistically Diverse Students (3)
Students will learn to expand their own assessment literacy as well as second language learners. Commonly used tests and techniques will be used so that students will become familiar and will be able to identify and place bilingual/ESL students in public school settings.

ED 434 Developing Second Language Literacy (3)
Students will understand the role of literacy development in content area learning so that teachers can support second language learners' literacy and content learning. The areas of communication, pattern, and variability are studied based on students' background knowledge.

ED 435 Integrating ESL Content & Language Instruction (3)
In this course, students learn methods to help them understand how to integrate content and language instruction in curriculum development for second language learners. Students will gain an understanding of
the SIOP (Sheltered Instruction Observation Protocol) Model of instruction for lesson planning and implementation.

**ED 436 ESL Family, School, & Community Partnerships (3)**
Students will discuss the standards, principles, policies, and processes of working together with families, schools, and communities in sharing the development of children.

**ED 437 ESL Advanced Practicum (6)**
A directed field experience intended as the capstone course in this ESL program. Placement will vary in range of needed grades K-12.

**ED 439 Action Research/Philosophy of Education (2)**
Students use the inquiry process to investigate a curriculum, school, or community topic, and under the guidance of the University instructor and school personnel cooperatively develop and implement a plan of action and present the results. Students also prepare a philosophy of education statement for their working portfolio and present it in an exit interview.

**ED 440 Introduction to Special Education I (3)**
An introductory course in special education, role of the consultants and the case conference approach.

**ED 441 Introduction to Special Education II (3)**
The purpose of this course is to provide expanded information in the area of learning disabilities (as compared to Learning Disabilities I). Such information includes the role of the consultant, the team approach to diagnosing of learning disabilities, and the use of the case conference in planning a total program for the child.

**ED 442 Creating Community in Early Childhood Environments (3)**
Topics included in this course will be related to creating and maintaining a classroom climate-physical (indoor and outdoor), social, emotional, and intellectual-conducive to child development and learning. Theory and appropriate practice from the following areas will be included: discipline and guidance, self-learning space, and contemporary issues. Approaches for "bringing the community in" to the classroom/program and for reaching out into the community will be explored. Students will have the opportunity to evaluate an environment using a valid and reliable instrument.

**ED 443 Action Research I (1)**
Students will prepare their philosophy of education for their working portfolio, and present it in class. Students will use the inquiry process to design an action research project and complete a literature review. The action research project will be completed during ED 444 (Action Research II).

**ED 444 Action Research II (2)**
Under the guidance of the University instructor and school personnel, students will cooperatively develop and implement an action research project, and will present the results in a university-wide presentation.

**ED 446 Advanced Developmental Reading Methods & Research (3)**
This course develops knowledge and strategies in planning and teaching reading, phonics, and writing in grades K-8. Curriculum methods and organization of the reading program are explored in the context of best current practice and professional reading standards.

**ED 447 Teaching of Literacy (3)**
This course will help the teacher construct a framework for supporting content area literacy instruction. The course will focus on assisting teachers in developing reading and writing methods, strategies, and procedures for the 5-12 students.

**ED 450 Reading Assessment & Evaluation (3)**
This course focuses on assessment of the reading development of individual students and groups of students and the selection of strategies, materials, and instruction for students with a wide range of reading backgrounds and skills.

**ED 451 Differentiated Reading Instruction (3)**
This practicum provides students the opportunity to apply effective reading practices with elementary, middle level, and high school students.

**ED 453 Assessment in Elementary Education (2)**
This required course will enable teacher candidates to understand and be able to use formal and informal
assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the student.

**ED 455 Leadership Issues in Early Childhood (3)**
This course focuses on the exploration, discussion, and critical analysis of contemporary issues regarding children, families, and early childhood programming. Areas will include advocacy; understanding legislation, rules, and regulations; child abuse; parenting roles; and professionalism.

**ED 456 Practicum in ECE Leadership (2)**
This is a supervised practicum, with placement in an agency or child care facility that serves young children and their families, to work closely with a supervisor or director. Candidates will gain an understanding of the infrastructure of the field of Early Childhood Education, including leadership skills, professional activities, and ethical behaviors. This practicum does not include working directly with children.

**ED 460 Practicum in Early Childhood/Parent Education (2 - 4)**
Supervised practicum in adult education (2 credits) in early childhood/parent educator licensure program; supervised practicum with children and adults (4 credits) in early childhood/family education program.

**ED 461 Early Childhood Internship (4)**
Students will complete an extended supervised field experience in an agency serving young children and their families.

**ED 462 Student Teaching: Birth - Grade 3 (12)**
A supervised semester-long field experience evaluated by a classroom supervisor and a University supervisor, in Birth-Grade 3 classrooms, required for ECE licensure fields. Students demonstrate Teacher Education program outcomes and present a portfolio at a final conference.

**ED 463 Student Teaching: PreK - Grade 6 (12)**
A supervised semester-long field experience in pre-K-Grade 6 classrooms for Elementary Education licensure fields, evaluated by a classroom supervisor and a University supervisor. Students demonstrate Teacher Education program outcomes and present a portfolio at a final conference.

**ED 464 Student Teaching: K - Grade 8 (12)**
Supervised, semester-long field experience in K-Grade 8 classrooms, evaluated by a classroom supervisor and a University supervisor. Students demonstrate Teacher Education program outcomes and present a portfolio at a final conference.

**ED 465 Student Teaching: Varied Placement (12)**
Enrollment is restricted to student teaching in Common Market or UTEP, or to double majors. Students demonstrate Teacher Education program outcomes and present a portfolio at a final conference.

**ED 466 Student Teaching: K - Grade 12 (12)**
Supervised semester-long field experience, required for K-12 licensure fields, in kindergarten-Grade 12 classrooms, evaluated by a classroom supervisor and a University supervisor. Students demonstrate Teacher Education program outcomes and present a portfolio at a final conference.

**ED 467 Advanced Student Teaching (6)**
For students who are not yet licensed but who are completing the requirements for a second or third, etc., licensure field. A partial semester of supervised practice teaching in an elementary or secondary school.

**ED 468 Advanced Practicum (6)**
For licensed teachers who are adding a second or third, etc., licensure field. A partial semester of supervised teaching in an elementary or secondary school.

**ED 469 Student Teaching: Grade 5 - 12 (12)**
Supervised semester-long field experience in Grade 5-12 classrooms, required for 5-12 licensure fields, evaluated by a classroom supervisor and a University supervisor. Students demonstrate Teacher Education program outcomes and present a portfolio presented at a final conference.

**ED 470 ECE Student Teaching: PreK (6)**
Supervised, extended, optional field experience for a halfsemester in pre-kindergarten setting (beginning and ending dates posted for each term at Education Department Office). Students demonstrate Teacher Education program outcomes and present a portfolio at a final conference.
Program outcomes. Evaluation by classroom supervisor and University supervisor. Portfolio presented at final conference.

ED 472 ECE Student Teaching: Kindergarten (6)
Supervised, extended field experience for a half-semester in kindergarten classroom (beginning and ending dates posted for each term at Education Department Office). Students demonstrate Teacher Education Program outcomes. Evaluation by classroom supervisor and University supervisor. Portfolio presented at final conference.

ED 474 ECE Student Teaching: Grades 1-3 (6)
Supervised, extended field experience for a half-semester in a primary classroom; required for B.S. degree in Early Childhood Education (beginning and ending dates posted for each term at Education Department Office). Students demonstrate Teacher Education Program outcomes. Evaluation by classroom supervisor and University supervisor. Portfolio presented at final conference.

ED 475 Teaching for Educational Diversity (3)
The subject of the course is meeting the needs of students in our multicultural society. Programs for all types of special needs students including the gifted will be emphasized. Teaching strategies, activities and materials are explored in depth.

ED 480 Prekindergarten Student Teaching (2-4)
Supervised extended field experience in a prekindergarten program. Required for prekindergarten licensure. See department policy for length of time requirement.

ED 485 Kindergarten Student Teaching (6)
Supervised field experience for five weeks in a kindergarten classroom. Required for kindergarten enrollment.

ED 486 Special Topics (1-2)
This course is designed to provide an opportunity for students to experience a special or experimental curriculum enrichment course.

ED 488 Assistantship (1-3)
Tutoring of other students in the Learning Center, assisting Education Department instructors in the development of competencies or completing projects related to the student's interest.

ED 489 Field Experience with Special Needs Students (1-3)
Field experience designed by a requesting student with a faculty member who has agreed to help structure and supervise this experience with special needs pupils. A-N grade.

ED 490 Peer Coaching (1-3)
Peer coaches will participate with Education Department faculty in team planning and teaching of peers. This may include pre-conferencing, observing, writing feedback and post-conferencing during field experiences for education students.

ED 491 Elementary Student Teaching: Grades 1-3 (6)
Supervised, extended field experience for a half-semester in a primary (grades 1-3) classroom (beginning and ending dates posted for each term at Education Department Office). Students demonstrate Teacher Education Program outcomes. Evaluation by classroom supervisor and University supervisor. Portfolio presented at final conference.

ED 492 Organization & Administration of Reading Programs (3)
This course will focus on current research, trends, issues, federal, and state initiatives, legislation and resources related to the development, supervision and administration of reading programs for Pre-K through adult learners. This course will also include censorship issues, textbook and trade book adoption practices, assessment procedures, and integration of instructional technology, staff development and effective change strategies.

ED 493 Elementary Student Teaching: Grades 4-6 (6)
Supervised, extended field experience for a half-semester in a grade 4-6 classroom (beginning and ending dates posted for each term at Education Department Office). Students demonstrate Teacher Education Program outcomes. Evaluation by classroom supervisor and University supervisor. Portfolio presented at final conference.
ED 494 Independent Study (1 - 3)
This course allows students to do an in-depth, independent study exploration for a better understanding of a particular area of education.

ED 495 Elementary Student Teaching, Pre-Kindergarten (6)
Supervised, extended field experience for a half-semester in a pre-kindergarten setting for Elementary Education majors in the Preprimary specialty (beginning and ending dates posted for each term at Education Department Office). Students demonstrate Teacher Education Program outcomes. Evaluation by classroom supervisor and University supervisor. Portfolio presented at final conference.

ED 497 Elementary Student Teaching: Kindergarten (6)
Supervised, extended field experience for a half-semester in a kindergarten setting for Elementary Education majors in the Preprimary specialty. (Beginning and ending dates posted for each term at Education Department Office). Students demonstrate Teacher Education Program outcomes. Evaluation by classroom supervisor and University supervisor. Portfolio presented at final conference.

ED 498 Elementary Student Teaching: Grades 7-8 (6)
Supervised, extended field experience for a half-semester in a grade 7-8 classroom for Elementary Education majors choosing a grade 5-8 specialty (beginning and ending dates posted for each term at Education Department Office). Students demonstrate Teacher Education Program outcomes. Evaluation by classroom supervisor and University supervisor. Portfolio presented at final conference.

ED 499 Internship - Field Experience - Field Study (1 - 12)
Field experience designed by the requesting student and the faculty member who has agreed to help structure and supervise the experience.

ED 502 Early Literacy and Linguistics (3)
This course is an introduction to early literacy and linguistics, which is the scientific study of language. The theory of linguistics and teaching methods will be investigated. Topics taught in this course are language development, including the sounds of language and how they are produced (phonology); the structure of words (morphology); sentence structure (syntax); and how meaning is expressed (semantics). Early literacy topics addressed in this course include concepts about print, alphabetic principle, phonemic awareness, phonics, spelling, fluency, and written language. Emphasis will be placed on teaching techniques, strategies, and assessment tools used to instruct beginning readers, with special focus on the need to differentiate instruction to accommodate the needs of all learners, particularly the struggling reader and students for whom English is a second language.

ED 509 K-12 Methods: World Languages & Cultures-Spanish (-)
Learners will investigate language as a system, first and second language acquisition theory, developmental and cultural considerations, child/adolescent literature, curriculum/lesson development, standards based assessment practices, and teaching/learning strategies (including technological) for diverse students. Spanish vocabulary related to the course content will be included. The learners will develop thematic/integrated teaching materials and practice using them to teach Spanish (listening, speaking, reading, and writing skills and cultural understandings) in school settings. The course will be taught with a combination of on-line and on-site experiences.

ED 510 Graduate Seminar: Dimension (3)

ED 515 GS: Leadership Issues in Early Childhood Education (2)
The course focuses on the exploration, discussion, and critical analysis of contemporary issues regarding children, families, and early childhood programming. Areas will include advocacy; understanding legislation, rules, and regulations; child abuse; parenting roles; and professionalism.

ED 520 GS: Eff Home, Sch, Com Rel (2)

ED 522 GS: Child Lit (2)

ED 525 GS: Trends in Language Arts (3)
This course reviews current instructional trends and models of curriculum development for literacy (listening, speaking, reading, writing, and spelling). It will provide learners with an opportunity to expand knowledge of multicultural literature. Learners will use the themes of standards-based instruction, technology, community building, diversity, research/scholarship, learning theory, and leadership as applied to the teaching of language arts.
ED 526 GS: Trends in Fine Arts (2)
The Trends in Fine Arts course (visual arts, dance, music, and theater) includes the concepts of discipline-based arts education as well as production and skills training. Focus will be on production/performance, aesthetics, criticism, history, and cultural contexts. The goal is to provide teachers with resources and background to place the integrated arts into the regular curriculum. Students will design an interdisciplinary arts curriculum unit.

ED 528 GS: Trends in Mathematics and Technology (3)
This course focuses on how to organize and conduct an effective mathematics instruction program that incorporates NCTM Standards. Topics include mathematics concept development, skill attainment, problem solving, math anxiety, and alternative assessment procedures. Content emphasis include manipulatives, practical applications, and technological aids. Computer materials utilized for problem solving will be examined. Problem solving strategies will be practiced to improve mathematical skills and the attitude of the problem solver. Students will develop a unit for teaching a math concept by integrating computer technology and using NCTM Standards.

ED 530 GS: Trends in Social Studies (2)

ED 531 Foundations Bilingual Education (3)
In this class students will learn about linguistically and culturally diverse students and about themselves as professionals. Students will also examine all issues that may impact the school experiences of language minority students. The required preparation for this course is 1 year of foreign language.

ED 532 Understanding ESL Language Acquisition (2)
This course looks at foundational literature in three areas: 1) native language acquisition, 2) second language acquisition, and 3) second language acquisition in the academic setting, where students are required to learn content and language simultaneously.

ED 533 Assessment for Linguistically Diverse Students (3)
Students will learn to expand their own assessment literacy as well as second language learners. Commonly used tests and techniques will be used so that students will become familiar and will be able to identify and place bilingual/ESL students in public school settings.

ED 534 Developing Second Language Literacy (3)
Students will understand the role of literacy development in content area learning so that teachers can support second language learners' literacy and content learning. The areas of communication, pattern, and variability are studied based on students' background knowledge.

ED 535 Integrating ESL Content & Language Instruction (3)
In this course, students learn methods to help them understand how to integrate content and language instruction in curriculum development for second language learners. Students will gain an understanding of the SIOP (Sheltered Instruction Observation Protocol) Model of instruction for lesson planning and implementation.

ED 536 ESL Family, School, & Community Partnerships (3)
Students will discuss the standards, principles, policies, and processes of working together with families, schools, and communities in sharing the development of children.

ED 537 ESL Advanced Practicum (6)
A directed field experience intended as the capstone course in this ESL program. Placement will vary in range of needed grades K-12.

ED 543 GS: Curriculum in Early Childhood Education (3)
This course focuses on early childhood curriculum approaches that incorporate developmentally appropriate practice in early childhood settings, create anti-bias and inclusive environments, and demonstrate practical applications of developmental theory. Fieldwork will be assigned for observation and teaching.

ED 545 GS: Adult Education (2)
This course examines adult development theory (men, women, minority) as applicable to learner-centered models of teaching adults (parents, volunteers, and staff members) in early childhood. Topics will include program development, creating a conducive learning environment, topic selection, learner-centered models of teaching, learner assessment, and program evaluation. Principles of adult education will be modelled by the instructor. Students will develop a practical theoretically based curriculum unit.
ED 546 Advanced Developmental Reading Methods & Research (3)
This course develops knowledge and strategies in planning and teaching reading, phonics, and writing in grades K-8. Curriculum methods and organization of the reading program are explored in the context of best current practice and professional reading standards.

ED 547 Teaching of Literacy (3)
This course will help the teacher construct a framework for supporting content area literacy instruction. The course will focus on assisting teachers in developing reading and writing methods, strategies, and procedures for the 5-12 students.

ED 548 GS:App Theo Prin Dvpl Yc (3)
This course examines theories pertaining to child development which have special relevance in understanding and meeting developmental needs of young children. Students will apply selected theoretical principles to child development.

ED 550 Reading Assessment & Evaluation (3)
This course focuses on assessment of the reading development of individual students and groups of students and the selection of strategies, materials, and instruction for students with a wide range of reading backgrounds and skills.

ED 551 Differentiated Reading Instruction (3)
This practicum provides students the opportunity to apply effective reading practices with elementary, middle level, and high school students. Admission to Education Graduate program required.

ED 552 GS:Teacher Effectiveness (3)
Reviews the body of research on teacher effectiveness. Examines good teaching practices, instructional systems, questioning strategies, best possible practices, teacher effects, discipline, and rationales for change. Students will investigate the best possible practices on one topic plus present a plan for their professional growth.

ED 555 GS:Inclusive Education Class Teaching (2)
The course explores issues and strategies relating to PL 94-142 the Education for all Handicapped Children Act. Course content is designed for the elementary classroom teacher.

ED 570 Grad Seminar:Development of Modern Science (3)
This is a required course for the science specialization option of the Master of Science in Education degree. The course is designed to give graduate students the opportunity to study the relationship and interaction between man and his environment by analysis of man-made ideas regarding nature.

ED 575 Principles of Middle Level Education (3)
This course provides a comprehensive look at middle level education. Topics to be studied are: the historical development, goals, and philosophy of middle schools; developmental characteristics and instructional needs of adolescents and diverse adolescent learners; middle school curricular structures (interdisciplinary and exploratory curriculum), assessment/evaluation methods; parent and community partnerships; and the role of technology in middle level education. Emphasis: MLE and all C & I areas.

ED 586 Graduate Topics in Education (1-3)
This course is designed to provide an opportunity for students to experience a special or experimental curriculum enrichment course.

ED 592 Organization & Administration of Reading Programs (3)
This course will focus on current research, trends, issues, federal and state initiatives, legislation and resources related to the development, supervision and administration of reading programs for Pre-K through adult learners. This course will also include censorship issues, textbook and trade book adoption practices, assessment procedures, and integration of instructional technology, staff development and effective change strategies.

ED 594 Graduate Independent Study (1-3)
Additional work in a particular area, in-depth study or related projects.

ED 596 Graduate Workshop in Educ (1-4)
Expands and strengthens the teacher's ability to develop an in-depth understanding of Reading Recovery practices and theory in order to teach and accelerate the learning of individual children. Classroom instruction
ED 598 Reaching Beyond the Classroom: Prov Earth Science Exp Training for Elem Teac (3)
This course focuses on content and pedagogy to improve classroom instruction on earth science for elementary and middle school teachers. The course features guest scientist presentations, field trips, modeling classroom activities, and the use of advanced educational technologies.

ED 599 Internship/Field Experience/Study (1 - 8)
Field experience designed by requesting student and the faculty member who has agreed to help structure and supervise the experience.

ED 600 Research Seminar (1)
This course will assist the graduate student in the American Psychological Association (APA) publication style, choosing a research topic, conducting a review of literature, and organizing an action research project, the capstone activity for the graduate program.

ED 601 Reading Recovery I (3)
Introduces Reading Recovery teacher in-training to Reading Recovery; its theoretical foundation purposes, and procedures. Classroom instruction is coordinated with the individual instruction of four at-risk students in an integrated field experience. The first semester focuses on procedures and use of language throughout the Reading Recovery lesson.

ED 602 Reading Recovery II (3)
Expands and strengthens the teacher's ability to develop an in depth understanding of Reading Recovery practices and theory in order to teach and accelerate the learning of individual children. Classroom instruction is coordinated with individual instruction of four at-risk students in an integrated field experience. The second semester focuses on understanding the theoretical background of Reading Recovery, analyzing and refining teaching decisions, and becoming reflective teachers.

ED 603 School Based Management (1)
This course will focus on an analysis of school based management and leadership in American schools. Site visits and panel discussions of superintendents and principals are included in the program. Case studies will be reviewed and analyzed by teams of students. Leadership styles and organizational concepts will be examined. Students will conduct research of management and operations at school sites in the area. A final presentation of research by individual groups will be required.

ED 610 Professional Development for Meaningful Learning (3)
Students will identify the cultural and historical influences and knowledge and belief systems which shape, and continue to shape, educational organizations, processes, and individual actions. Students will investigate the concepts and skills used in educational research and evaluate research methodologies. Students will initiate a portfolio as a means of demonstrating professional competencies. Technology will be an integral component in the research and portfolio process.

ED 612 Democracy, Diversity, and Education (3)
Students are challenged to critically examine a diversity of culturally embedded beliefs, knowledge, processes, and organizational structures. Students will identify and demonstrate an understanding of various dimensions of inclusive, multicultural, and global education.

ED 614 Critical Analysis of Teaching and Learning (3)
This course combines research and theory about teaching and learning that effectively enable educators to make informed decisions to better meet the diverse needs of all learners.

ED 616 GS: Curriculum Models & Development (3)
ED 618 Linking Content, Pedagogy, & Assessment (3)
Students develop and refine the form and way curriculum is organized and covered using research-based instructional practices in his/her content area. Students will develop a process to assess student learning and program standards.

ED 621 Critical Theory of Educational Systems (3)
Students will identify and critically analyze a variety of cultural and historical influences, theories, knowledge

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and belief systems which shape educational organizations. Admission to Education Graduate program is required.

**ED 622 Applied Research & Assessment in Education (3)**
Students will identify and critically analyze a variety of cultural and historical influences, theories, knowledge and belief systems which shape educational organizations. Admission to Education Graduate program is required.

**ED 623 Professional Planning & Assessment (2)**
Students create a portfolio to reflect their professional growth and development. The portfolio will be an accurate portrayal of who they are as educators. Admission to the Education Graduate program is required.

**ED 624 Action Research: Project Design (3)**
Students identify an issue of interest to their professional development. The issue may include, but is not limited to, instructional, organizational, or community processes related to their practice or content area. Students conduct a review of the literature, examine and select a research design, determine data collection tools, and apply analytical processes appropriate to the initial and emerging needs of the project. Admission to Education Graduate program is required.

**ED 625 Research Based Analysis of Teaching and Learning (3)**
Students will focus on an in-depth examination of their professional beliefs, values, and knowledge regarding teaching and learning and comapre these to the current research base on teaching and learning. With this knowledge they will conduct field studies to determine the influence of their practice on student learning and work to improve that practice. Admission to Education Graduate program is required.

**ED 626 Democracy, Diversity, and Leadership (3)**
Students will critically examine culturally embedded beliefs, knowledge, practices, and organizational structures and processes to determine their appropriateness in a democratic society. Admission to Education Graduate program is required.

**ED 627 Action Research: Project Implementation (1 - 2)**
Students implement and complete their action research projects. Admission to Education Graduate program is required.

**ED 628 Continuing Research Education (1 - 3)**
This course is for graduate students who have not completed their research at the end of their final research course. Students would be required to enroll for one credit each semester until their research has been completed and approved.

**ED 631 Professional Development through Collegial Interaction (3)**
Students study social learning and the school as a social learning organization. Students experience first hand the processes involved in social learning within the learning community context and transfer those processes into classroom practices. Admission to Education Graduate program required.

**ED 632 Linking Pedagogy and Content (3)**
Students examine and connect current research in learning to the content areas in order to develop effective instructional decisions. Students design teaching approaches and learning environments to meet the needs of learners and organizations. Additionally, students engage in the development of personal practice knowledge in the content area as they build a knowledge base of educational research, theory, and practice. Admission to Education Graduate program required.

**ED 633 Current Issues in Education (3)**
Students will research and review literature on a variety of current issues, trends, and reform efforts in education. Admission to Education Graduate program required.

**ED 634 Educators as Change Agents (3)**
Students explore multiple organizational theories and practices, compare and contrast those theories and practices, and assess their value in educational contexts. Students develop or engage in active leadership roles in their educational contexts. Admission to Education Graduate program required.

**ED 635 Content and Curriculum Development (3)**
Students develop and refine curriculum using research-based design models. They research the connection between recent findings in human learning and how these findings translate into more effective curriculum...
design within their specific content area. Admission to Education Graduate program required.

**ED 636 Current Issues in Education (3)**
Students will research and review literature on a variety of current issues, trends, and reform efforts in education using an historical context. Students will develop an advocacy position in an issue related to his/her specialty area.

**ED 650 GS: the Reading Process (3)**

**ED 651 Practicum in Reading Instruction (3)**
This practicum provides students the opportunity to apply effective reading practices withj elementary, middle level, and high school students.

**ED 654 Professional Development through Collaboration (3)**
Students dialogue with his/her professional organizations, peers, parents, learners, and the community to investigate and generate contextually meaningful personal and social processes of learning and teaching. Students will investigate and develop skills in mentoring, peer coaching, organizational and group dynamics, paradigm theory, conflict resolution/negotiation skills, effective communication, collaboration, and consultation.

**ED 655 GS: Dim Multi/Global Educ (3)**
This course examines existing social patterns in early childhood and elementary school environments such as culture, power relationships, curriculum, instruction, materials, and attitudes and beliefs of staff including the evaluation of mechanisms of change toward inclusive and anti-bias curriculum. Students will engage in active evaluation of existing programs.

**ED 656 GS: T&I in Social Science Ed (3)**
Course reviews current trends and issues in social science education. Particular attention is given to integrating the social science disciplines, cognitive and affective outcomes, citizenship education, problem solving/critical thinking/inquiry, community involvement, and information systems.

**ED 658 Educators As Change Agents (3)**
Students will explore advocacy and leadership skills and their role and value in the educational setting and community. Students will engage in active leadership roles and professional development within their educational contexts.

**ED 660 GS: Early Childhood Education (3)**
This two-semester course focuses on research methodology and trends in child development, early childhood education, and child care delivery systems during the first semester. An in-progress grade will be given at the close of the semester. During second semester methodological, ethical, and other research issues will be examined in the context of the participants’ research.

**ED 662 Organization & Administration of Reading Programs (3)**
This course will focus on current research, trends, issues, federal and state initiatives, legislation, and resources related to the development, supervision, and administration of reading programs for Pre-K through adult learners. This course will also include censorship issues, textbook and trade-book adoption practices, assessment procedures, and integration of instructional technology, staff development and effective change strategies.

**ED 680 Organizational Management & Leadership in Academic Settings (3)**
This course provides students with a comprehensive overview of organization and management theory that will form the framework for sound organizational and management practices for administration in various academic settings. Emphasis: All academic levels and all C & I areas.

**ED 690 Research Design (3)**
This course will assist the graduate student in designing and implementing his or her action research project, the capstone activity for the presentation portfolio. Student projects, completed in ED 699, are intended to investigate professional practical issues or strategies for the purpose of self-improvement and /or improved student learning. This may include a study of his or her own practice, learning environments, and professional standards. Participants will identify a research focus and design, ethical practices, and review related literature. Students will produce the initial chapters of their action research project. The project proposal is committee reviewed and approved.

**ED 692 Graduate Project (1 - 3)**

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This course will assist the graduate student in completing the action research project, the capstone activity for the graduate program. This is a variable credit option intended for graduate students who have initiated the graduate project and are returning to complete their action research project. Candidates may enroll in up to 6 credits in graduate project. Candidates who have not taken credits in ED 692 should enroll in 699.

ED 699 Action Research Project (3)
Students demonstrate professional teaching standards through a presentation portfolio that includes completion of the action research project. During this seminar course, the student puts into action and completes his or her project, which was developed in the research design course (ED 690). The data is analyzed, interpreted, and reported. Implications for future action research efforts are identified. The presentation portfolio and research project results are disseminated in a graduate seminar.

LIT 100 Literature: Human Diversity (3)
This course introduces students to multicultural literature in the U.S. Students read works that explore a range of socio-cultural identities or experiences, such as "race"/ethnicity, class, gender, sexuality, and disability. This course does not count toward a Literature or Creative Writing major.

LIT 120 Introduction to Literature (3)
This course will deepen students' understanding and appreciation of literature as an art form as well as to strengthen students' ability to read short stories, poems, novels and drama for meaning.

LIT 150 Literature: Global Perspective (3)
This course is an introduction to literature through the study of works past and present which explore both the nature of humanity and humanity's relation to the world. The course will introduce students to literature from primarily outside the United States to enable cross-cultural comparisons. Does not count toward a Literature major.

LIT 170 Literature: People & the Natural World (3)
This course introduces students to literature focused on the environment and our relationship to it. The course covers several literary genres and may include both U.S. and non-U.S. writers and environments. This course does not count toward a Literature or Creative Writing major.

LIT 170 Literature: People & the Natural World (3)
This course introduces students to literature focused on the natural world and our relationship to it. The course covers several literary genres and may include both U.S. and non-U.S. writers and environments. This course does not count toward a Literature or Creative Writing major.

LIT 200 Literature: Rural/Regional Experience (3)
This course is an introduction to literature through the study of works which are set in a rural and/or regional environment and explore both the nature of humanity and humanity's relation to the world. The course will expose students to literature from primarily those writers who focus their art on rural landscapes and/or a particular region (e.g., the Mississippi Delta, western Montana, Siouxland, etc.) which demonstrates the importance of environment and region on the human condition. Does not count toward a Literature major.

LIT 250 Critical Approaches to Literature (3)
This course offers students the elemental skill necessary for academic literary research and analysis. It covers the major literary critical tools in a systematic way. Required of all Literature and Creative Writing majors

LIT 261 Novel (3)
This course introduces students to the novel as a literary form.

LIT 262 Short Story (3)
This course introduces students to the short story as a literary form.

LIT 263 Poetry (3)
This course introduces students to poetry as a literary form.

LIT 264 World Drama (3)
This course introduces students to drama as a literary form, including plays from a wide variety of periods and countries.

LIT 265 Literature and Film (3)
This course introduces students to literary works and their film adaptations, exploring their different forms or means of storytelling, the technical and social factors that affect their productions, and their cultural impact. Texts may include the following filmic and literary genres: western, musical, science fiction fantasy, horror, comic, detective story, thriller, war, or family melodrama.

**LIT 286 Special Topics in Literature (1 - 4)**
These courses are studies in topics of special interest. Consult the semester schedule of classes for the selected topic for a given term.

**LIT 292 Honors Credit Literature (1)**
An independent study course designed primarily for Honors Program students. This course allows more indepth or comprehensive study or research by certain students concurrently enrolled in at least one other Literature course.

**LIT 303 British Authors: Short Course (1)**
A study of one British author's work in-depth. Consult the semester course schedule for the author to be studied. No more than a total of 4 credits may be used toward a Literature major.

**LIT 304 American Authors: Short Course (1)**
A study of one American author's work in-depth. Consult the semester course schedule for the author to be studied. No more than a total of 4 credits may be used toward a Literature major.

**LIT 305 World Authors: Short Course (1)**
A study of one World author's work in-depth. Consult the semester course schedule for the author to be studied. No more than a total of 4 credits may be used toward a Literature major.

**LIT 306 Craft and Theory: Prose and Poetry (3)**
This class is designed for students interested in the craft and theory issues relating to the construction of literary prose and poetry. The class will focus on the author's style within the context of the different historical literary movements and social/cultural influences. The main emphasis of this class is the analysis of the processes of literary prose and poetry, and not necessarily the critical interpretation of literature.

**LIT 306 Craft and Theory: Prose and Poetry (4)**
This class is designed for students interested in the craft and theory issues relating to the construction of literary prose and poetry. The class will focus on the author's style within the context of the different historical literary movements and social/cultural influences. The main emphasis of this class is the analysis of the processes of literary prose and poetry, and not necessarily the critical interpretation of literature. This class is repeatable up to 8 credits.

**LIT 308 Authors: Short Course (1)**

**LIT 309 Authors (3)**
A study of one, two, or three authors' work in-depth. Consult the semester course schedule for the author(s) to be studied. If a student takes 309, only one (1) credit of 308 may be counted toward the Literature major.

**LIT 310 Greek Myth & Literature (3)**
The course covers great Greek literature, such as the Iliad and the Odyssey, plus selected plays from the Greek tragedians. The mythological background of the literature and its characters is also included.

**LIT 321 British Literature: Beginning through Restoration and 18th Century (4)**
This course covers Medieval and Renaissance writers, including Beowulf, Chaucer, Shakespeare, and the Metaphysical Poets. It also includes such writers as Milton, Dryden, Pope, Swift, and Samuel Johnson.

**LIT 322 British Literature: Nineteenth and Twentieth Century (4)**
This course explores British literature from the Romantic and Victorian Periods of the 19th Century and Modern and Post-Modern Periods of the 20th Century.

**LIT 324 Shakespeare: Tragedies (3)**
This course focuses on selected examples of Shakespeare's tragic drama, including the historical tragedies.

**LIT 325 Shakespeare: Comedies (3)**
This course focuses on selected examples of Shakespeare's comic drama, including representative "romances."
LIT 331 American Literature: Beginning through Realism and Naturalism (4)
This course covers the beginning Colonial & Romantic periods of American literature and includes such writers as Bradstreet, Poe, Hawthorne, Melville, Emerson, Thoreau, and Whitman. The course also includes such writers as Twain, James, Dickinson, Stephen Crane, and Dreiser who represent Realism and Naturalism in American Literature.

LIT 332 American Literature: Modern & Contemporary (4)
This course covers the period from 1900 to the present and includes such writers as Frost, Faulkner, Hemingway, Fitzgerald, Pound, Stevens, and Cummings, and more recent writers.

LIT 335 African American Literature (3)
This course is an introduction to the literature of African American writers from the African Diaspora through the Harlem Renaissance to contemporary African American literature.

LIT 340 Sexuality and Gender in Literature (3)
This course reads a selection of literature from a range of historical and cultural periods through the lens of sexuality and gender.

LIT 350 Western American Literature (3)
This course covers representative literature of the American westering experience and includes such topics as the mountain man, the pioneer, the Native American, the homesteader and the ecologist in the modern West.

LIT 355 Native American Literature (3)
This course will introduce students to the literature of the American Indian and may include novels by such authors as Leslie Marmon Silko, N. Scott Momaday, Louise Erdrich, and James Welch, as well as poetry and memoir by Native American writers from Canada and the United States.

LIT 360 Chinese Literature (3)
This course is an introduction to basic ideas, philosophies, and works of literature in Chinese culture. It includes a description of the Chinese language and some examples of contemporary literature, for example, BiBai, TuFu, Laotze and GuHua.

LIT 365 Auto/Biography (3)
This course considers the broad genre of writing focused on the life of a living or historical person, including the self. Students will become familiar with issues surrounding life-writing and read examples from a variety of historical periods.

LIT 370 Contemporary World Literature (3)
This course explores the rich diversity and interdependence of contemporary post-colonial literatures and other international literatures specifically since 1945. This class examines the works of writers from varied cultures, such as Chinua Achebe, Jorge Luis Borges, Italo Calvino, Nadine Gordimer, Milan Kundera, Louise Erdrich, and Gabriel Garcia Marquez.

LIT 375 Literature by & About Women (3)
This course introduces students to literature written by and about women from various time periods and cultures.

LIT 410 Literacy & Literature for Adolescents (3)
This course is required of teaching majors. It covers teaching of poetry, fiction and drama, and young adult literature. The course includes methods and materials for teaching reading at the junior high and high school levels.

LIT 486 Advanced Topics in Literature (1 - 4)
These courses are advanced studies in topics of special interest. Consult the semester schedule of classes for the selected topic for a given term.

LIT 494 Directed Studies in Literature (1 - 4)
Independent work is available only to students with special needs or exceptional ability. Only four (4) credits may count toward a Literature major.

LIT 495 Senior Seminar (2)
The capstone class for senior Literature students in which they demonstrate through a collection of their best written work their mastery of literary skills. See separate department handout. Credit/no credit only.
LIT 495 Senior Seminar (1)
The capstone class for senior Literature students in which they demonstrate through a collection of their best written work their mastery of literary skills. See separate department handout. Credit/no credit only.

LIT 586 Special Topics in Literature (1 - 4)
These courses are advanced studies in topics of special interest. Consult the semester schedule of classes for the selected topic for a given term. Graduate status or Senior status (with permission) required. Up to four credits of any Special Topics may be applied to a graduate degree with permission of the English Department and Graduate Dean.

LIT 622 19th & 20th Century British Literature Survey (4)
This course is a survey of the major British writers from the 19th and 20th Centuries. These literary periods are of special interest: The Romantic Period, the Victorian Period, and the Modernist Period. The class examines all the genres but focuses primarily on poetry, drama, and fiction.

LIT 632 American Literature Survey (4)
This course presents a survey of American literature with the purpose of helping graduate students understand and recognize important American literary movements and cross-currents. Students will read American literary works that have shaped and defined a period. They will also read a selection of secondary works that provide historical, political, and cultural contexts for the literature.

LIT 670 World Literature (4)
This course in World Literature covers works from a variety of periods and countries. Selected topics may include different genres of literature from different countries written by members of diverse ethnic groups. Consult the semester class schedule for the selected topic during a given term.

LIT 686 Special Topics in Literature (1 - 4)
These courses are advanced studies in topics of special interest. Consult the semester schedule of classes for the selected topic for a given term. Graduate status or Senior status (with permission) required. Up to four credits of any Special Topics may be applied to a graduate degree with permission of the English Department and Graduate Dean.

MBA 504 Indust/Organiz Psycholog (3)
Explores how psychological principles and methods are applied in the workplace. Principles that relate to learning, motivation, perception, and group dynamics are considered in terms of their effect on work-related behavior. The extent to which various research methods can be of use in the workplace is investigated. Major areas of focus are personnel psychology, human relations, consumer behavior, and organizational psychology.

MBA 505 Organizational Values (3)
Provides a comprehensive examination of critical and varied ethical issues in American Business. It takes personal values, conventional morality, and pragmatism into account. It deals with the theories and techniques of reasoning and argumentation that are needed to analyze and articulate ethical issues in business. It raises questions about the morality of management decisions in light of various ethical dilemmas.

MBA 511 Integrated Marketing Communications (3)

MBA 521 Business to Business Marketing (3)
The marketing process between business organizations is much more extensive than consumer marketing in terms of transaction size and complexity. The high concentration of business-to-business firms in specific geographic areas is analyzed and the specialized marketing tools required to reach them are evaluated. The unique operating characteristics of the business marketing process is detailed, providing students with a broad understanding necessary to be productive in this lucrative segment of the marketing profession.

MBA 531 Sales Management (3)

MBA 537 Sales & Convention Management (3)
Analysis of methods used by sales and service departments in hospitality and tourism. Emphasis on selling, planning for, and servicing all aspects of meeting and convention business.

MBA 538 The Gold Standard: Maintaining Culinary Integrity & Authenticity (3)
Achieving the optimum flavor of a final product begins with culinary principles that take chefs years to master, yet gaining a fundamental understanding of them can improve your product development style.
Maintaining the culinary integrity all the way from gold standard creation through bench top sample development and full-scale production is the test of ones real product development skills. The final aroma is conjured from the proper execution of cooking techniques and selection of flavor components that have synergy. Textural qualities of food are attained when each step of the cooking process is controlled. The final appearance is not merely a result of the method of preparation but rather a pre-determined goal that dictates what culinary path you take as you design the method of preparation. As consumers demand higher quality foods in restaurants and retail channels, companies are being called to the table to serve the highest quality food possible.

**MBA 539 Hotel/Resort Management Seminar (3)**
Analysis and simulation of a hotel/resort operation. Competency-based skills developed by student analysis, written reports, and on-site learning opportunities in major departments of a hotel/resort including: General and Administrative, Rooms Division, Food and Beverage, Sales and Marketing, and Sports and Activities. The focus of this course is on analysis and understanding of the interdependent nature of major departments within a hotel/resort operation.

**MBA 540 Club Management (3)**
Provides the student with an understanding of the general operational and administrative procedures in private clubs. It will provide the hospitality student with the unique sensitivities required in managing and operating in the increasingly lucrative club management market.

**MBA 541 Marketing Research (3)**
The marketing concept has always focused on meeting the customer's needs. Those needs, in order to be properly fulfilled, must be predicted on an unbiased understanding of the consumer's attitudes and perceptions. To develop that unbiased method of sampling the target population in a manner that will be reassuring as being valid, correct research principles must be implemented. This course will offer actual hands-on experience in developing an understanding of research principles. Specific organizations will be targeted and research projects will be completed in their behalf as part of the course offering. The critical issues of ethical procedures coupled with sound statistical processes will be included in the course content.

**MBA 542 Consumer Behavior & Product Development Success (3)**
This course is designed to integrate marketing concepts, theories, and best practices as they apply to Menu Research & Development. The course is structured on the Menu Research & Development process, and examines the role of marketing and the specific marketing activities that occur at each stage. Class members are expected to be active partners with the instructor in the learning process, and course activities and evaluation will reflect both the quality and quantity of contributions.

**MBA 543 Contemporary Issues in Hospitality Management (3)**
The trends and issues pertaining to hospitality and tourism industry with emphasis on current changes that are affecting the industry including government policies and regulations, safety and security issues, foundation of crisis management, organizational climate and employee satisfaction, and common legal issues in hospitality industry. Students will be introduced to many of these issues and in turn, develop critical thinking and problem solving skills for such issues.

**MBA 544 Food Science (3)**
Overview of major food components (carbohydrates, proteins, vitamins, and minerals) and the bases for food preservation, including processing, food legislation, food safety, and current food issues are covered. Structure-function relationship of water, protein, lipid, carbohydrates, minerals and natural food products in food systems will be covered also. Students will be able to relate fundamental chemical, physical, and biological principals to the preparation of food upon completion of this course.

**MBA 545 Gaming Management (3)**
The course investigates the history and general operation of gaming properties, with special emphasis on casino hotels and their multiplier effects on hospitality industry from the economic, political, and social point of view.

**MBA 546 Research & Development: From Ideation & Innovation to Success (3)**
This is an interactive course that integrates and applies the principles of new product development, from identification and testing of new product concepts, to successful introduction of new products, using examples.
from industry. The course covers the principles of new product development process; establishment and management of a product development project; techniques used for product development, including team approach method, focus group, optimization, up-scaling, sensory evaluation, shelf life and stability testing, nutritional labeling, and HACCP plan; ingredient technology: function and selection; functionality of food components; innovations protection. The course includes case studies and a project paper.

**MBA 547 Sensory Science & Consumer Testing Principles (3)**
The course covers general principles of sensory product testing: sensory methods in food evaluation (threshold, discrimination, descriptive and quality tests, scaling, time-intensity, biases, sensory interactions in product evaluation); Consumer methods (quantitative methods, questionnaire design, acceptance, preference, fallacies of contemporary consumer science approaches); psychophysics; anatomical, biochemical, physiological and neurobiological functions of the human senses (taste, odor, touch, pain/irritation, sight, hearing); neurophysiology of the digestive system; fundamental principles of sensation, perception, affection and cognition; data analytical methods in sensory science.

**MBA 548 Tourism Management (3)**
The interdisciplinary aspects of the tourism industry, with special emphasis on managerial responsibilities and diverse demands for both domestic and international tourism success. Various tourism promoters will be examined, as are the factors including social and demographic changes affecting the demand for tourism products and services.

**MBA 549 Hospitality Operations and Policy (3)**
A capstone course to integrate various disciplines within the hospitality industry and utilize conceptual, analytical, and problem solving skills. Problem identification, data collection, data analysis, and generation of viable solutions are emphasized.

**MBA 550 Staff, Train & Development (3)**
Centers on aspects of human resource management (HRM) and human resource development (HRD). Aspects of effective staffing will be covered. This course is also concerned with evolving issues surrounding the HRD discipline. The nature and function of HRD will be discussed, including strategic and operational factors.

**MBA 561 Entrepreneurship (3)**
The marketing process between business organizations is much more extensive than consumer marketing in terms of transaction size and complexity. The high concentration of business-to-business firms in specific geographic areas is analyzed and the specialized marketing tools required to reach them are evaluated. The unique operating characteristics of the business marketing process is detailed, providing students with a broad understanding necessary to be productive in this lucrative segment of the marketing profession.

**MBA 575 Management of Information Services (3)**
A computer-based information systems with emphasis on information processing systems as a tool for management of organizations. This course requires that students learn to use software and hardware to facilitate managerial decision-making, planning and control.

**MBA 576 Data Management (3)**
This course provides students with an overview of the major topics in the field of database system from an applied perspective. The emphasis will be on the relational database. Topics to be covered include conceptual design, logical design, and physical design of database, and database management issues.

**MBA 577 Management of Technology Professionals (3)**
This course introduces students to the principles of effective leadership and people management in technology-driven firms. In the business of technology and the technology of business, brainpower - Human CPU - defines the most important factor in the success or failure of an organization. The course explores the characteristics of professional and technical personnel.

**MBA 578 Information Technology Project Management (3)**
This is a comprehensive introduction into project management. It will survey project management concepts as applied to information technology: principal topics include project selection, planning and business strategy; project scheduling, costs and control; interpersonal, leadership and managerial skills; quality, risk, and change management. The general content of the course is focused on modern project management knowledge and the application of that knowledge. Specifically the content of this course is focused on the people, managerial and leadership skills necessary to deal with information technology projects.

**MBA 590 Research Methodology (3)**

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MBA 594 Independent Study (3)
This will allow for specialized study for graduate students who seek more in-depth study in particular areas within the Business discipline.

MBA 595 Prof Research in Mgmt (3)
This is the Master's Thesis option. Students must demonstrate familiarity with the tools of research and scholarship in their major field, the ability to work independently, and the ability to present the results of their investigation effectively.

MBA 603 Organ & Managerial Behav (3)
Focuses on human behavior in organizations. A micro to macro approach is employed, progressively studying behavior from the individual, to the group, to the organizational level. The goal of the course is to discover ways to understand and improve behavior at each level, and thereby increase the efficiency of the organization.

MBA 606 Accounting for Managers (3)
Will introduce the design, development and use of accounting systems; development and analysis of accounting data for managerial planning, control, and decision-making; and discussion of current trends and issues of managerial accounting. This will be presented as a course for non-accounting professionals and executives.

MBA 607 Strategic Mktg Managemen (3)
This course is designed for the graduate student that either has some elementary exposure to marketing as an undergraduate or has no foundational exposure to the subject. The class content will briefly review basic marketing principles as they relate to solving case studies. Teams will be assigned and given approximately four preliminary cases and one final strategic case. The feedback gained from each case presentation is designed to enhance the student's understanding of the subject and prepare them for the next case that increases in difficulty with each progressive round during the term. At the conclusion of the course, the student should be better prepared to understand how marketing is a fundamental guiding principle to business decisions in today's globally competitive marketplace.

MBA 609 Management of Production and Operations (3)
This course is devoted to an organization's conversion of resources into products and services. Both long-term (strategic) and day-to-day operations (tactical) level decision-making will be studied. Topics will include operations strategy, process/service development, aggregate planning, theory of constraints, JIT, TQM, and related topics.

MBA 610 Interpersonal and Managerial Skills in Organizations (3)
This course is designed to increase students' self-awareness and how it relates to interpersonal and managerial effectiveness. This course improves advanced managerial skills such as goal-setting, time management, running effective meetings, team facilitation, feedback, networking, coaching, mentoring, and empowerment. It includes current research on optimism, resilience, self-efficacy, work and emotions, cooperation vs. competition, and work design.

MBA 630 App Mgmt Decision Instru (3)
Provides an exposure to management decision paradigms that are most widely used in the business sector of the economy. The topics extend the range of decision tools beyond those used in other coursework in the program.

MBA 651 Leadership & Team Mgmt (3)
Provides selected models and practices in effective leadership and team management. The methods and practices are derived from applied research and will provide the student with hands-on management skills that can be applied immediately to the work environment.

MBA 652 Organization Development & Change Management (3)
Organization development (OD) is concerned with planning, researching, and implementing interventions aimed at organizational change and renewal. The course focuses on understanding and developing process consulting skills. The course will also engage in in-depth exploration of various intervention strategies, including human process, technostructural, systemwide, and strategic change.

MBA 653 Human Resource Management (3)
Applies theories and quantitative methods to the formulation and analysis of various research questions and practices.

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The course explores the various functions and roles involved in strategic human resource (HR) management. Emphasis will be on the strategic nature of HR while also providing an overview of the more operational aspects of the field. Focus will be on emerging business and demographic trends and their impact on HR.

**MBA 660 Legal and Ethical Environment of Business (3)**
This course seeks to provide students with a sound understanding of legal principles within the context of management decision making and commercial transactions. In addition, this course examines the ethical implications for certain business decisions. That is, this course examines ethical standards of proper conduct within business decisions, and where appropriate, applies those standards.

**MBA 670 Financial Analysis (3)**
Analyzes the financial strengths and weaknesses of companies both qualitatively and quantitatively. Analysis includes evaluation of financial statements, national and international economic conditions, industry trends, strategies of the firms as well as accounting principles and procedures underlying financial statements. Includes both assessment of existing problems and opportunities as well as development of alternative courses of action.

**MBA 680 Technology Management (3)**
Focuses on the role of technology in organizations. A top-down approach is used which will range from considering technology as a strategic variable for competitive advantage to applying technology as a means of improving operational efficiency and customer service. The course considers the challenges of innovation as well as the potential conflicts and resistance resulting from technological change.

**MBA 681 Int'l Bus & Leadership (3)**
Examines the international business climate and the success of American firms in the global marketplace; different modes of penetrating foreign markets; international finance and the international banking system. Factors affecting American competitiveness in the global economy will be reviewed. Students will successfully complete a term project involving a simulated negotiation to set up an operation in another country.

**MBA 682 Diversity Management (3)**
Covers trends and behaviors in various recognized minority and ethnic groups in the United States as well as cross-cultural interaction. Students will develop an awareness and sensitivity to the needs and conditions of diverse groups; as well as specific skills in interacting with people from other cultures, ethnicities, and orientations.

**MBA 684 Managerial Economics (3)**
This course will prepare the student in the area of economic reasoning, a capability that is an important element in the tool kit of all successful executives in business, government, and nonprofit enterprise. Much of the work will be grounded in microeconomic theory, although some applications of macroeconomic thinking will be employed. Microeconomic decision models are robust, used in a wide spectrum of applications to help think through the likely behaviors and outcomes. Powerful economic models will be utilized to analyze business scenarios, predict market outcomes, and recommend policies and decisions. Topics include operations strategy, process/service outcome, aggregate planning, theory of constraints, JIT, TQM, and related concepts.

**MBA 685 Strategic Mgmt & Policy (3)**
Studies the pursuit of the organization's mission while integrating the organization into its environment. This course examines techniques of long-range organizational planning, strategy formulation, and strategy implementation. The purpose of the course is to develop insights and a working knowledge of major strategic management processes.

**MBA 686 Seminar in Mgmt Issues (3)**
This course will provide a general management perspective of current and emerging issues facing organizations. Students will be required to address and analyze the many dilemmas and problems managers encounter in fashioning short- and long-term solutions and in taking action. The focus of the seminar will be "Management of the Future."

**PE 100 Intro to Arts/Dance (3)**
The relationship between dance and other arts and the sciences; defining the role, function, history and status of dance in society. Students will be introduced to the fundamental principles of movement underlying the forms of dance with the activity and lectures being adaptable to all students including the disabled.

**PE 101 Intro Health & Physical Education (2)**
Concepts and theories that define the breadth of the field and the interdisciplinary relationship of Health and Physical Education as a profession. Introductory topics include: pedagogy, exercise physiology, biomechanics, recreation, sports management, allied health, athletic training, physical therapy and sports related professions.

**PE 105 Camping and Canoeing (2)**
This class is designed for students to develop skills, awareness, and knowledge in racquet activities, volleyball, canoeing, and outdoor activities.

**PE 106 Cross Country Skiing, Snow Shoeing, & Biking (2)**
This class is designed for recreation majors to develop skills in cross-country skiing, biking, and other outdoor winter/spring activities. Students must provide their own bike for this class.

**PE 107 Walking for Wellness (1)**
This course will provide students with a moderate level of the physical exercise - walking - which can make a positive contribution to their aerobic fitness goals. The course is designed to assist the walker in acquiring the knowledge, attitudes and skills necessary for participation in a lifelong walking for wellness program and the application of walking in their lives in relation to wellness, cardiovascular fitness, strength, muscular endurance, flexibility and stress reduction.

**PE 108 Technology in Physical Education (2)**
This course will cover basic technology skills specific to the field of physical education. Technology covered will include such software programs as the Adobe Suite, heart rate monitors, video editing, and web page development as applied to the field.

**PE 109 Cross Training (1)**
This course will provide the student with experience in a variety of exercise modalities designed to enhance one's overall fitness and the application of cross training in their daily lives in relation to wellness, cardiovascular fitness, strength, muscular endurance, flexibility and stress reduction.

**PE 110 Intercollegiate Baseball (1)**
The purpose of intercollegiate baseball is to give the highly skilled student the opportunity to learn advanced skills, techniques and strategies by competing against those of similar ability.

**PE 111 Intercollegiate Basketball (1)**
The purpose of intercollegiate basketball is to give the highly-skilled student the opportunity to learn advanced skills, techniques, and strategies by competing against those of similar ability.

**PE 112 Cheerleading (1)**
The purpose of intercollegiate cheerleading is to give the highly-skilled student the opportunity to learn and perform skills and techniques of cheerleading.

**PE 114 Intercollegiate Football (1)**
The purpose of intercollegiate football is to give the highly-skilled student the opportunity to learn advanced skills, techniques, and strategies by competing against those of similar ability.

**PE 115 Intercollegiate Soccer (1)**
The purpose of intercollegiate soccer is to give the highly-skilled student the opportunity to learn advanced techniques, and strategies by competing against those of similar ability.

**PE 116 Intercollegiate Fast Pitch Softball (1)**
The purpose of intercollegiate fast pitch softball is to give the highly-skilled student the opportunity to learn advanced skills, techniques, and strategies by competing against those of similar ability.

**PE 118 Intercollegiate Tennis (1)**
The purpose of intercollegiate tennis is to give the highly-skilled student the opportunity to learn advanced skills, techniques, and strategies by competing against those of similar ability.

**PE 119 Intercollegiate Golf (1)**
The purpose of intercollegiate golf is to give the highly-skilled student the opportunity to learn advanced skills, techniques, and strategies by competing against those of similar ability.

**PE 120 Intercollegiate Volleyball (1)**
The purpose of intercollegiate volleyball is to give the highly-skilled student the opportunity to learn advanced skills, techniques, and strategies by competing against those of similar ability.
PE 121 Intercollegiate Wrestling (1)
The purpose of intercollegiate wrestling is to give the highly-skilled student the opportunity to learn advanced skills, techniques, and strategies by competing against those of similar ability.

PE 122 Lifetime Activities I (3)
This course is designed to develop knowledge of and fundamental motor skills in such sports and activities as tennis, badminton, and bowling.

PE 123 Lifetime Activities II (3)
This course is designed to develop knowledge of and fundamental motor skills in such sports and activities as aquatics, stunts & tumbling, and dance.

PE 130 Racquet Sports (1)
The student will study the fundamental elements of skills, rules, and strategies for participation in all racquet sport activities.

PE 135 Dance for Fitness (1)
This course is designed to provide the student a cardiovascular fitness experience through a wide variety of dance and rhythmic activities. An emphasis on the application of dance to wellness, flexibility, stress reduction and lifetime fitness will be incorporated into the class.

PE 139 Aerobics (1)
A fitness course oriented to the cardiovascular concepts of fitness and the application of aerobics in their daily lives in relation to wellness, cardiovascular fitness, strength, muscular endurance, flexibility and stress reduction.

PE 140 Beginning Archery (1)
The student will study the fundamental elements of skills, rules, and strategies for participation in archery.

PE 142 Beginning Bowling (1)
The student will study the fundamental elements of skills, rules, and strategies for participation in bowling.

PE 144 Golf (1)
This course is designed to develop knowledge of and fundamental motor skills in the game of golf. Such content as the history, rules, strategies, etiquette, and basic motor skills of golf will be included.

PE 147 Beginning Tennis (1)
The student will study the fundamental elements of skills, rules, and strategies for participation in tennis.

PE 149 Weight Training & Conditioning (1)
This course will provide basic knowledge and techniques of fitness and conditioning through weight training and the application of weight training in daily lives in relation to wellness, cardiovascular fitness, strength, muscular endurance, flexibility and stress reduction.

PE 150 Snow Shoeing (1)
This course is designed to develop knowledge of and fundamental motor skills in the activity of snow shoeing. Content such as the history, safety, equipment, and motor skills will be included.

PE 151 Beginning Cross-Country Skiing (1)
A course designed to give students basic information about the equipment, clothing, safety concerns, and skills to enjoy cross-country skiing in an outdoor winter environment.

PE 152 Basic Self Defense (1)
To provide students with a foundation in basic self defense. This foundation will involve sweeps, arm locks, kicks, and strikes which can be used against an attacker.

PE 153 Beginning Racquetball (1)
The student will study the fundamental skills, rules, and strategies for participation in racquetball.

PE 154 Adapted Phy Ed Activities (1)

Note: While every effort is made to ensure accuracy, SMSU reserves the right to correct any clerical errors herein.
This course is designed for students with disabilities taking adapted activity classes for physical education credit and the application of adapted PE in their daily lives in relation to wellness, cardiovascular fitness, strength, muscular endurance, flexibility, and stress reduction.

**PE 156 Adventure Ropes (1)**
This course is designed to develop knowledge of and fundamental motor skills in the activity of an adventure high ropes element. Content such as the safety, equipment, belaying, rappelling, and climbing will be included.

**PE 158 Canoeing (1)**
This course is designed to develop knowledge of and fundamental motor skills in the activity of canoeing. Content such as the safety, equipment, and motor skills will be included.

**PE 160 Flexibility/Yoga (1)**
This course will introduce the student to the history of flexibility in society, the current uses of flexibility in our society, and the application of flexibility in their daily lives in relation to wellness, cardiovascular fitness, strength, and stress reduction.

**PE 161 Swimmercize (1)**
A course for those who wish to embark on an aquatic conditioning program with fitness exercises as the core activity and the application of swimmercize in their daily lives in relation to wellness, cardiovascular fitness, strength, muscular endurance, flexibility and stress reduction.

**PE 165 Southwest Minnesota State University Dance Team (1)**
The purpose of the dance team is to give the highly-skilled student the opportunity to learn advanced skills and techniques and to perform at athletic and other events.

**PE 169 Advanced Weight Training & Conditioning (1)**
This course is specifically designed for current athletes involved in an in-season or off-season weight training and conditioning program as a participant in a varsity sport. This course does not meet the graduation requirement in Health and Fitness.

**PE 170 Lifetime Fitness (1)**
Lifetime Fitness class is for students, faculty, and community to experience various fitness opportunities such as jogging, running, weight training, exercise, bicycling, rowing, swimming and the application of these sports in their daily lives in relation to wellness, cardiovascular fitness, strength, muscular endurance, flexibility and stress reduction.

**PE 171 Step Aerobics (1)**
This course is a fitness course oriented to the cardiovascular concepts of fitness set to rhythmic activities. The students will be instructed in the safety of low, moderate and high intensity step aerobics. Students will figure target heart rate to determine how much cardiovascular exercise is needed to achieve a healthy lifestyle. Students will apply step aerobics in their daily lives in relation to wellness, cardiovascular fitness, strength, muscular endurance, flexibility and stress reduction.

**PE 172 Intramural Activities (1)**
Intramurals are a combination of the elements of physical education and the modern concept of recreation. The student may receive credit for participating in a sport or activity offered in the intramural setting with emphasis given to sportsmanship and social opportunity in an activity.

**PE 173 Outdoor Activities (1)**
An introduction to the skills and awareness for outdoor recreation including outdoor cooking, gear and shelter, first aid, health and safety, orienteering, nature interpretation, bicycling, hiking, environmental ethics, canoeing and rock climbing (if possible). An American Camping Association Campcraft or Advanced Campcraft Certification is optional depending upon the student's motivation. A weekend trip is required.

**PE 177 Biking (1)**
The students will assess their present fitness level and learn how biking can improve personal fitness and wellness. The course covers biking skills, equipment, rules, safety, and repairs. The student must provide a bike to ride for class.

**PE 200 Recreational Sports & Games (3)**
This course is designed for recreation majors to learn the basic rules, terminology, equipment and strategies for many popular recreational sports and games offered through parks, recreation, and community education.
**PE 210 Introduction to Adapted Physical Education (3)**
This course is a study of chronic diseases and disabilities; the psychological, social, and economic influences resulting from these highly complex conditions; and their equally complex assessments, treatments and rehabilitation processes.

**PE 220 Curriculum and Instruction (2)**
This course will provide the student majoring in Physical Education and/or Health Education with basic tools including how to develop and write curriculum and units consisting of detailed block plans and student-centered lesson plans.

**PE 220 Curriculum and Instruction in Physical Education (3)**
This course will cover content such as curriculum development, writing unit plans, writing student-centered lesson plans, teaching skills, fitness, grading, promoting physical education and fitness, organization and administration of events/programs, and a basic understanding of the research process.

**PE 249 Physical Fitness Concept (2)**
An introductory course to provide the student with the knowledge to achieve a high degree of physical fitness and wellness. The focus of the course will be on the scientific based aspects of fitness. The students will be able to objectively assess their own fitness as well as understand the myths associated with exercise, weight loss, and wellness.

**PE 250 Sports in American Culture (3)**
This course provides the student the opportunity to understand more about individual and group differences with regard to gender, race, ethnicity, and social class in American sport. The student will understand the historical and current significance of sports in America and our societal responses to these groups.

**PE 251 Intermediate Cross-Country Skiing (1)**
This course assumes competence in skills and experiences presented in basic cross-country skiing and goes on to use these skills in various terrain and extended distances. The intermediate course includes an opportunity to teach basic skills to others.

**PE 256 Lifeguard Training (2)**
This course will cover safety and life saving techniques for the management of pool and open water environments. Successful completion will certify the student as an American Red Cross Lifeguard.

**PE 258 Intermediate Canoeing (1)**
This course includes refining advanced performance skills for handling a canoe in the bow, stern, and as a solo paddler, both in lake and river canoeing. The intermediate course includes an opportunity to teach basic skills of canoeing to others.

**PE 260 Women in Sport (3)**
This course will focus on the development of sport for females. The student will explore a wide range of historical, cultural, philosophical, and socio-psychological issues that have shaped the nature and scope of sport participation with respect to gender.

**PE 285 Anatomical Kinesiology (4)**
This course is designed to develop proficiency in identifying the structures and functions of the musculoskeletal system.

**PE 286 Special Topics (1-4)**
This course is designed to provide lower-division students an opportunity to experience a special or experimental curriculum enrichment course.

**PE 292 Honors Credit in Phy Ed (1-4)**
An independent study course designed primarily for Honors Program students. This course allows more indepth or comprehensive study or research by honors students.

**PE 300 Recreation Diversity & Leadership (3)**
This course covers the contemporary, theoretical, and practical information necessary for developing effective leadership with a focus on diversity and special needs for recreational groups such as at-risk youth, senior
citizens, and individuals with disabilities.

**PE 330 Coaching & Officiating of Baseball (3)**
This course is available to students interested in developing a better understanding of different philosophies, theories, methods, and techniques of coaching and officiating of baseball.

**PE 331 Coaching & Officiating of Basketball (3)**
This course is available to students interested in developing a better understanding of different philosophies, theories, methods, and techniques of coaching and officiating of basketball.

**PE 334 Coaching & Officiating of Football (3)**
This course is available to students interested in developing a better understanding of different philosophies, theories, methods, and techniques of coaching and officiating of football.

**PE 336 Coaching & Officiating of Softball (3)**
This course is available to students interested in developing a better understanding of different philosophies, theories, methods, and techniques of coaching and officiating of softball.

**PE 337 Coaching & Officiating of Volleyball (3)**
This course is available to students interested in developing a better understanding of different philosophies, theories, methods, and techniques of coaching and officiating of volleyball.

**PE 338 Coaching & Officiating of Soccer (3)**
This course is available to students interested in developing a better understanding of different philosophies, theories, methods, and techniques of coaching and officiating of soccer.

**PE 344 Motor Development (3)**
The course is designed to study the motor development throughout the lifespan of humans. Students will develop skills in analyzing and identifying developmental stages in fundamental motor patterns.

**PE 348 Coaching & Officiating Track & Field (3)**
This course is available to students interested in developing a better understanding of different philosophies, theories, methods, and techniques of coaching and officiating of track and field.

**PE 350 Coaching & Officiating of Wrestling (3)**
This course is available to students interested in developing a better understanding of different philosophies, theories, methods, and techniques of coaching and officiating of wrestling. The student will take a comprehensive look at current wrestling styles and develop a background of core moves which are necessary for coaching and officiating this sport.

**PE 355 Sport Psychology (2)**
This course offers the student, prospective coach, and athlete the opportunity to learn correct principles and applications of sport psychology.

**PE 356 Swimming Instruction Methods (2)**
A course that provides the methods for teaching swimming strokes, safety skills, and diving. Successful completion will enable the student to become an American Red Cross swimming instructor. Prerequisite: Skill Screening

**PE 360 Introduction to Recreation, Parks, and Community Education (3)**
This course includes a brief review of the cause and effect of development of community organizations. It focuses on the components that are important in being responsive to the recreation and lifetime leisure needs of our population as well as the land, financial, and organizational responsibilities and opportunities.

**PE 362 Recreational Aquatics (3)**
The student will learn skills in coordinating, scheduling, supervising and implementing aquatic programs found in many recreational settings. The student will gain basic knowledge of pool maintenance, required aquatic certification procedures, and aquatic staffing practices necessary for recreational aquatic programs. A practical experience in an aquatic setting will be included in the course requirements.

**PE 381 Elementary School Physical Education (2)**
This course is designed for elementary education majors. The student will understand and apply movement concepts and principles to the learning and development of motor skills. They will also learn skills and
strategies for incorporating games and activities into the elementary curriculum.

**PE 385 Biomechanics of Human Motion (3)**  
This course includes both lecture and lab experience to describe, analyze, and interpret the mechanical functions of human movement.

**PE 387 Rhythm and Dance Fundamentals (2)**  
This course is designed to give students the skills and knowledge to deliver a progressive sequence of rhythm activities for developmentally appropriate age groups.

**PE 390 Organ & Admin of Athletics & PE (2)**  
Principles and techniques of planning and organizing the functions, services, equipment and facilities utilized in athletics, physical education programs and public and private sector programs.

**PE 391 Exercise Physiology (4)**  
This course includes lecture and lab experience to define and interpret the adaptations of the human organism to physical activity.

**PE 391 Exercise Physiology (3)**  
This course includes lecture and lab experience to define and interpret the adaptations of the human organism to physical activity.

**PE 391L Exercise Physiology Lab (1)**  
This course includes lecture and lab experience to define and interpret the adaptations of the human organism to physical activity.

**PE 392 Prevention & Care of Athletic Injuries (2)**  
This course will provide the theories and practices of athletic injury assessment, care prevention, and rehabilitation used by an athletic coach or physical educator.

**PE 393 Adapted Practicum I (1)**  
This course is designed to allow students to develop skills in providing direct service for individuals with disabilities in an adapted physical education or activity setting. This practicum is intended to permit the student to engage in supervised professional activities in selected cooperating agencies or organizations.

**PE 395 Exercise Psychology (2)**  
This course will examine the research, theory, and practical applications of the psychological domain in exercise.

**PE 400 Recreation Program Planning (3)**  
This course focuses on the program planning process used in the community recreation setting. The student will learn methods and guidelines for the development, organization, and implementation of recreational programs and activities. Emphasis given to student design, implementation, and evaluation activities through the theoretical model: The Program Development Cycle.

**PE 401 K-12 Physical Education (3)**  
This course explores in detail the basic principles of Physical Education and skills and methods of teaching physical education to K-12 students. Pre-student teaching of 30 hours will be a part of this class. Admission to Education program required.

**PE 444 Motor Learning & Development (2)**  
This course is designed to study motor learning and development through the lifespan of humans. Students will develop skills in analyzing and identifying learning and developmental stages in fundamental motor patterns.

**PE 478 Recreation & Sports Management (3)**  
This course examines the history, philosophies and theories of management in recreation and sports. The student will learn the management policies and procedures used in recreational, fitness and sports setting.

**PE 480 Measurement & Evaluation (3)**  
This course will teach physical education teaching and exercise science majors the skills and knowledge needed to measure, evaluate, and assess knowledge, physical performance, and affective behavior in school
and non-school settings. The use and interpretation of fundamental to intermediate statistical techniques and research design is covered in this course.

**PE 481 Adapted Phys Educ Application (3)**
This course covers the fundamentals of assessment of students with disabilities and the selection, development, and conduct of activities in an adapted physical education or activity setting.

**PE 482 Practicum in Coaching (1 - 4)**
The application of techniques and coaching in a clinical situation.

**PE 483 Intramural Practicum (3)**
This course is designed to provide a practical experience in planning and implementing a recreational program within the Intramural Department at Southwest Minnesota State University.

**PE 484 Planning Facilities for Physical Activities (3)**
The students will gain an understanding of facility development and maintenance. They will learn about the different exterior and interior elements that are needed when developing a facility in the sport, physical education and recreational industries.

**PE 486 Special Topics (1 - 4)**
This course is designed to provide upper-division students an opportunity to experience a special or experimental curriculum enrichment course.

**PE 487 Principles of Training & Exercise Prescription (3)**
This course is designed to provide students with the scientific theories and practical applications for exercise design and prescription.

**PE 487L Principles of Training & Exercise Prescription Lab (1)**
This course is designed to provide students with the scientific theories and practical applications for exercise design and prescription.

**PE 488 Legal Aspects of Recreation & Sport (3)**
This course will develop the students awareness and knowledge of legal liability relating to recreation and sport. The student will be introduced to tort liability, negligence and risk management principles. A practical approach to topics such as waivers, standard of care, safety, security, right to participate, sexual harassment and abuse, and other legal aspects of recreation and sport.

**PE 489 Sports Marketing, Sales, and Promotions (3)**
This course will focus on a comprehensive examination of the sport industry with an emphasis on marketing sport. The course will investigate common management and marketing science, the nature of sport as a consumer product and market, sponsorship relationships and consumer behavior.

**PE 490 Field Practicum (2)**
This course will enable students to apply knowledge and principles of fitness, exercise science and/or sports management in a practicum experience. Senior standing required.

**PE 491 Exercise Physiology II (4)**
This course is designed to advance the student's knowledge in the physiological dynamics of the organ systems of the human body in response to exercise.

**PE 492 Exercise Physiology Lab Seminar (2)**
This course is designed to have the student use critical thinking in the application of laboratory research to a physiology exercise of interest. The student will demonstrate the ability to relate the research in an in-depth thesis-style written format and an oral presentation.

**PE 493 Fitness Assessments (1)**

**PE 494 Independent Studies (1 - 4)**
Independent study and research within the physical education and human performance area.

**PE 496 Workshop in Physical Education (1 - 4)**
To provide physical education credit for workshops in the area.
**PE 497 Senior Seminar (2)**
This course is a culminating experience designed to encompass the breadth of the Health, Physical Education and Recreation fields. Professionalism is the theme throughout the course. Students will be expected to draw upon their resources and acquired knowledge to formulate solutions and/or opinions on selected topics. This course fulfills Southwest Minnesota State University's capstone requirement for graduation.

**PE 498 Adapted Practicum II (1)**
This course is designed to allow students to develop skills in providing direct service in an adapted physical education setting within the K-12 public education curriculum.

**PE 499 Professional Internship (-)**
To provide an opportunity for a student who works in the area of physical education or human performance in an internship program.

**PE 499 Professional Internship (3 - 12)**
To provide an opportunity for a student who works in the area of physical education or human performance in an internship program.

**PE 544 GS:Motor Learning & Dev (3)**
A research and study of movement behavior, performance, and learning from the infant stages through adulthood. An emphasis to include behavior analysis, motor skill acquisition, instruction, and behavior change.

**PE 550 Practicum in Teaching (3)**
This course is designed to provide graduate students the opportunity to apply knowledge, theory, and methods of teaching in a post-secondary educational setting. The course is designed to establish a practicum in teaching opportunity for the graduate student with a faculty member in the Wellness & Human Performance Department providing mentorship.

**PE 578 Recreation and Sport Management (3)**
This course examines the history, philosophies, and the theories of management in recreation and sports. The student will learn the management policies and procedures used in recreational, fitness and sports settings. The student enrolled in PE 578 will research the complexities of the sport industry, demonstrate application of sports management principles and present two graduate level projects in the areas of human resource management and financing the sport enterprise.

**PE 580 GS:Global Perspect of PE (3)**
The course will investigate the inter-relationships of physical education and sport to the cultural components of representative nations from around the world. Attention will be given to the precominant activities of the culture and how it is reflected in physical education and sport, and also the relationship of physical education and sport to cultural maintenance or change.

**PE 581 GS:Skills Test & Measure (3)**
This course will examine and apply current skills test and assessment techniques in the areas of physical education and fitness. Students will be exposed to critical and thought-provoking questions concerning testing and evaluation.

**PE 584 Planning Facilities for Physical Activities (3)**
The students will gain an understanding of facility development and maintenance. They will learn about the different exterior and interior elements that are needed when developing a facility in the sport, physical education and recreational industries. The students enrolled in PE 584 will research a specialized sport facility, demonstrate application of sports management principles, and present two graduate level projects in the areas of facilities design and facilities operations/management.

**PE 585 GS:Biomechanical Analysis (3)**
A study of the mechanics underlying human motion. The course will apply biomechanical principles to the analysis of the movement. Students will gain advanced experience in the techniques of cinematography and other methods of analysis.

**PE 588 Legal Aspects in Recreation & Sport (3)**
This course will develop the student's awareness and knowledge of legal liability relating to recreation and sport. The student will be introduced to tort liability, negligence and risk management principles. A practical
approach to topics such as waivers, standard of care, safety, security, right to participate, sexual harassment and abuse, and other legal aspects of recreation and sport.

**PE 589 Sports Marketing, Promotion, and Consumer Behavior (3)**
This course will focus on a comprehensive examination of the sport industry with an emphasis on marketing sport. The course will investigate common management and marketing science, the nature of sport as a consumer product and market, sponsorship relationships and consumer behavior. The student enrolled in PE 589 will research the sports marketing elements in the national sports scene. Using the framework of strategic sports marketing the student will design two graduate level projects in this area.

**PE 590 GS:Org&Admin of PE&Sport (3)**
This course will provide a comprehensive and contemporary study of the administration and management concepts with Physical Education and Athletics. Special consideration will be given to the national developments and trends as well as reflect the most current research in the field. Students should acquire a foundation of management concepts, skills, and techniques.

**PE 591 GS:Applied Ex Physiology (3)**
Application of concepts in human physiology to exercise physiology, physical activity and sport training. This course will emphasize laboratory experiences and the student will be expected to apply physiological concepts. The areas of wellness, sport fitness, and nutrition will also be addressed.

**PE 697 GS:Current Issues & Curriculum Dev in Health & Physical Education (3)**
This course will explore the latest philosophical issues and controversies which are impacting the field of physical education. Emphasis will be on the student's ability to demonstrate critical thinking in analyzing current literature in physical education concerning its vital importance for students in all phases of academia.
Education: Graduate Special Education

Master of Science: Special Education (34 Credits)

A. Special Education Core (15 Credits)
- SPED 503 Behavioral Theories & Practices in Special Education 3
- SPED 523 Content Methods and Technology for Special Education 3
- SPED 540 Assessment in Special Education 3
- SPED 570 HSC: Partnerships in Consultation/Collaboration 3
- SPED 580 Legal/Professional Issues in Special Education 3

B. Research Component: (7 Credits)
- ED 622 Applied Research & Assessment in Education 3
- ED 624 Action Research: Project Design 3
- ED 627 Action Research: Project Implementation 1-2

C. Specialty Courses: (12 Credits)

Notes:
Select at least one specialization

Developmental Disabilities License/Specialization
- SPED 621 Access and Support for Developmental Disabilities 3
- SPED 641 Life Span Learning & Outcomes for DD 3
- SPED 681 DD Practicum in Special Ed: K-6 3
- SPED 691 DD Practicum in Special Education: 7-12 3

Early Childhood Special Education License/Specialization
- SPED 622 Foundations in ECSE: Birth to 6 3
- SPED 642 Programming for ECSE: Birth to 6 3
- SPED 682 ECSE Practicum in Special Education: Birth - 3 3
- SPED 692 ECSE Practicum in Special Education: 3-6 3

Emotional Behavioral Disorders License/Specialization
- SPED 620 Characteristics of Students with Learning & Behavior Disorders 3
- SPED 643 Behavior Management & Teaching Strategies 3
- SPED 683 EBD Practicum in Special Education: K-6 3
- SPED 693 EBD Practicum in Special Education: 7-12 3

Learning Disabilities License/Specialization
- SPED 620 Characteristics of Students with Learning & Behavior Disorders 3
- SPED 644 Teaching & Achievement Strategies for Learning Disabilities 3
- SPED 684 LD Practicum in Special Education: K-6 3
- SPED 694 LD Practicum in Special Education: 7-12 3

Master of Science: Special Education Notes:
* SPED 620: Characteristics of Students with Learning and Behavior Disorders satisfies both specialties

Practicum Note: An application must be completed prior to approval of each practicum experience. The practicum application includes a placement form, copy of your Minnesota teaching license (go to http://education.state.mn.us for a copy), and your vita. A copy of your mentor teacher’s Minnesota teaching license is also required. Each practicum is a minimum of 120 hours of contact time. Two practicums are required. The DD, EBD, and LD practicum involve a K-6 and 7-12 placement and ECSE involve a B-3 and 3-6 year placement. For more information or forms, contact the Graduate Education Office at (507) 537-7171 or msed@SMSU.edu.

NOTE: Beginning September 1, 2010, Minnesota’s testing program is called MTLE: Minnesota Teacher Licensure Examinations. As of September 1, 2010, only MTLE tests can be taken for Minnesota licensure.

Note: Passing scores from Praxis tests taken prior to September 1, 2010, will be honored until August 31, 2012.

An applicant adding a licensure field to an existing Minnesota classroom teaching license must pass:
* Test of content knowledge for the new licensure field, which consists of two subtests. For additional information, refer to the MTLE site at www.mtle.nesinc.com/.

Note: While every effort is made to ensure accuracy, SMSU reserves the right to correct any clerical errors herein.
* The core classes are offered for either undergraduate or graduate credit. Education majors and SMSU have the option of an 18-credit non-licensure undergraduate minor in special education. For licensure purposes, core classes can be taken for either undergraduate or graduate credit. Graduate candidates do not retake core classes that may have been taken for undergraduate credit at SMSU or another institution. Graduate candidates who have a background in special education and/or have met some of the core competencies can complete two licensure areas to complete the required 34 graduate credits for the master’s degree.
* The specialty/licensure classes, practicum, and research classes are offered for graduate credit only as part of the master’s program. Please note that SMSU also offers licensure in Developmental Adaptive Physical Education (DAPE) at the undergraduate level. Information on this license may be found in the section entitled, “Wellness and Human Performance” of the online catalog available at www.smsu.edu.
* Licensure in special educations without a Master’s Degree is possible if the candidate:
  1. Holds a Bachelor’s Degree
  2. Holds a valid teaching license
  3. Completes the special education core and course work/practicum in a chosen specialty/licensure area
  4. Successfully passes the Praxis II Test in Special Education (20353) and
  5. Submits an application with all the requirements to the Minnesota Department of Education.

Total Credits: 34

Course Descriptions

SPED 286 Special Topics (1 - 4)
This course provides information on the various exceptionalities and facilities understanding of the basic special needs education services provided to children with disabilities, and includes gifted and talented. Topics include federal and state mandates, planning with parents, team approaches, teaching methodologies, and curriculum modifications and adaptations. A portfolio, reflective journal, and field experience will assist students in valuing diversity and inclusion.

SPED 290 Introduction to Special Needs and Lab (3)
This course is intended to provide a field experience in integrated special education settings and aid the student in valuing diversity and inclusion. The number of contact hours will be based on the credits taken. This is intended for transfer students who need an introductory field experience or for students taking the special education core and need a one credit companion field experience. This lab may be taken only once for no credit as an undergraduate or twice for one credit (undergraduate or graduate) in different settings.

SPED 400 Field Experience in Special Education (0 - 2)
This course is intended to provide a field experience in integrated special education settings and aid the student in valuing diversity and inclusion. The number of contact hours will be based on the credits taken. This is intended for transfer students who need an introductory field experience or for students taking the special education core and need a one credit companion field experience. This lab may be taken only once for no credit as an undergraduate or twice for one credit (undergraduate or graduate) in different settings.

SPED 403 Behavioral Theories & Practices in Special Education (3)
A dynamic course in the assessment and management of the behaviors of children and youth in educational settings.

SPED 423 Content Methods and Technology for Special Education (3)
A course in the best practices and procedures in curriculum instruction, techniques, and performance evaluation for the content areas for all exceptionalities. Application in the process of individualized programming and modification/accommodation plans for content curriculum in integrated educational settings and use of adaptive techniques and assistive/augmentative technologies will be included.

SPED 430 Foundations in Mild to Moderate Disabilities (3)
This course provides the characteristics and educational programming for mild to moderate disabilities, including emotional behavior disorders, learning disabilities, developmental cognitive disabilities, autism spectrum disorders, traumatic brain injuries, and other health disorders.

SPED 440 Assessment in Special Education (3)
The administration of assessment instruments, interpretation of data results, and their use in making programming decisions for individual students identified for special education services. Curriculum includes concepts of measurement, identification process, eligibility criterion, writing and implementing measurable goals and objectives, transition planning, and due process.

SPED 470 HSC:Partnerships in Consultation/Collaboration (3)
An exploration of the principles, resources, and techniques of communication, collaboration, consultation, and transitions for children, their families, educational settings, the community, and society as a whole. Family systems theory, children with special needs, and cross-cultural sensitivity are needed.

SPED 480 Legal/Professional Issues in Special Education (3)
This course provides an in-depth study of the philosophical foundations, legal bases, and historical background of special education. An overview of disabling conditions and their implications; the availability of resources; and advocacy.

SPED 485 Autism Spectrum Disorders: Issues & Needs (3)
This course provides an overview of autism spectrum disorders for individuals from birth through age 21. Identification and legal requirements, current theories and practices, medical and neurological perspectives, social/behavioral characteristics, and coexisting conditions will be studied with an understanding that educators rely on the assistance of a partnership with parents.

SPED 486 Special Topics (1-4)

SPED 494 Independent Study (1-4)
This course allows students to do an in-depth, independent exploration of a topic for a better understanding in the field of Special Education.

SPED 499 Internship (1-6)
This course involves on-the-job experience. It requires discussion of experience and problems with internship advisor, as well as significant oral and written reports summarizing the learning involved in the field of Special Education.

SPED 500 Field Experience in Special Education (0-2)
This course is intended to provide a field experience in integrated special education settings and aid the student in valuing diversity and inclusion. The number of contact hours will be based on the credits taken. This is intended for transfer students who need an introductory field experience or for students taking the special education core and need a one credit companion field experience. This lab may be taken only once for no credit as an undergraduate or twice for one credit (undergraduate or graduate) in different settings.

SPED 503 Behavioral Theories & Practices in Special Education (3)
A dynamic course in the assessment and management of the behaviors of children and youth in educational settings.

SPED 523 Content Methods and Technology for Special Education (3)
A course in the best practices and procedures in curriculum instruction, techniques, and performance evaluation for the content areas for all exceptionalities. Application in the process of individualized programming and modification/accommodation plans for content curriculum in integrated educational settings and use of adaptive techniques and assistive/augmentative technologies will be included.

SPED 540 Assessment in Special Education (3)
The administration of assessment instruments, interpretation of data results, and their use in making programming decisions for individual students identified for special education services. Curriculum includes concepts of measurement, identification process, eligibility criterion, writing and implementing measurable goals and objectives, transition planning, and due process.

SPED 570 HSC: Partnerships in Consultation/Collaboration (3)
An exploration of the principles, resources, and techniques of communication, collaboration, consultation, and transitions for children, their families, educational settings, the community, and society as a whole. Family systems theory, children with special needs, and cross-cultural sensitivity are needed.

SPED 580 Legal/Professional Issues in Special Education (3)
This course provides an in-depth study of the philosophical foundations, legal bases, and historical background of special education. An overview of disabling conditions and their implications; the availability of resources; and advocacy.

SPED 585 Autism Spectrum Disorders: Issues & Needs (3)
This course provides an overview of autism spectrum disorders for individuals from birth through age 21. Identification and legal requirements, current theories and practices, medical and neurological perspectives, social/behavioral characteristics, and coexisting conditions will be studied with an understanding that educators rely on the assistance of a partnership with parents.

SPED 586 Special Topics (1-4)
This course is designed to provide an opportunity for students to experience a special or experimental curriculum enrichment course.
SPED 600 Research Seminar (1)
This course will assist the graduate student in the American Psychological Association (APA) publication style, choosing a research topic, conducting a review of literature, and organizing an action research project—the capstone activity for the graduate program. This is an elective that is recommended prior to taking ED/EDSP 690.

SPED 620 Characteristics of Students with Learning & Behavior Disorders (3)
This course covers the etiology and characteristics of children and youth with learning and behavior disorders. Included is an investigation of the impact of socioeconomic and psycho-social factors; disabling, associated, or medical conditions, and culturally or linguistically diverse students.

SPED 621 Access and Support for Developmental Disabilities (3)
An examination of the best practices and procedures for meeting the developmental and learning needs of children and youth with developmental disabilities, including appropriate medical support and adaptive, augmentative, and/or assistive technologies.

SPED 622 Foundations in ECSE: Birth to 6 (3)
An overview and introduction to the field of early childhood special education. Attention will be given to the aspects of medical care, health, nutrition, and safety management for infants, young children, and their families.

SPED 631 Programming & Assessment of Infants & Toddlers (3)
Identification, assessment, and programming of young children. Experience with a variety of assessment tools, intervention strategies, and integrated educational settings will be given. To be taken concurrently with the lab EDSP 335.

SPED 635 Programming & Assessment of Infants & Toddlers Lab (1)
Identification, assessment, and programming of young children. Experience with a variety of assessment tools, intervention strategies, and integrated educational settings will be given. Taken concurrently with the course EDSP 631.

SPED 641 Life Span Learning & Outcomes for DD (3)
A study of the cognitive, social, motor, communication, and affective behavior and needs of children and youth with developmental disabilities, including transition needs and career and vocational programming.

SPED 642 Programming for ECSE: Birth to 6 (3)
Current research and recommended practices for early intervention will guide the study of the methods and materials employed with infants and young children, birth through age 6.

SPED 643 Behavior Management & Teaching Strategies (3)
A study of the behavior of children and youth with emphasis on the diagnosis and modification of behaviors, intervention and reintegration strategies, and follow-up techniques in instructional settings.

SPED 644 Teaching & Achievement Strategies for Learning Disabilities (3)
A study of the theories, content, methods, and materials for delivery of instruction for students with learning disabilities and differences. Procedures to deliver individualized instruction, develop and/or modify instructional materials, and adapt to various instructional models are developed and practiced.

SPED 681 DD Practicum in Special Ed: K-6 (3)
A supervised field experience and critical study combined to provide an opportunity to relate theory to practice in a selected educational setting, grades kindergarten through grade 6.

SPED 682 ECSE Practicum in Special Education: Birth - 3 (3)
A supervised field experience and critical study combined to provide an opportunity to relate theory to practice in a selected educational setting, birth through age 3.

SPED 683 EBD Practicum in Special Education: K-6 (3)
A supervised field experience and critical study combined to provide an opportunity to relate theory to practice in a selected educational setting, grades K-6.

SPED 684 LD Practicum in Special Education: K-6 (3)
A supervised field experience and critical study combined to provide an opportunity to relate theory to practice in a selected educational setting, grades Kindergarten through 6.
SPED 686 Autism Spectrum Disorders: Assessment & Programming (3)
This course covers assessment, eligibility criterion, programming, and transition plans for individuals with ASD. Generalization of skills to natural environments is included.

SPED 687 Autism Spectrum Disorders: Communication & Social Skills (3)
This course covers the communication needs and supports for individuals with ASD and their relationship to social skill development. The impact of cultural and linguistic diversity is included.

SPED 688 Autism Spectrum Disorders: Behavior & Instructional Strategies (3)
This course covers factors that affect behavior in individuals with ASD. This includes research-based methods, proactive strategies, and positive behavioral supports. Includes a field experience.

SPED 690 Research Design (3)
This course will assist the graduate student in designing his/her action research project. Student projects, completed in EDSP 699, are intended to investigate professional practical issues or strategies for the purpose of self-improvement and/or improved student learning. This may include a study of his/her own practice, learning environments, and/or the professional standards identified by the Council for Exceptional Children (CEC.) Participants will identify a research focus and design, ethical practices, and review related literature. The project proposal is committee reviewed and approved. The students selects a project chair/advisor.

SPED 691 DD Practicum in Special Education: 7-12 (3)
A directed field experience intended as the capstone course for licensure in this specialty. Placement will vary in range of disability and age category from the previous practicum, grades 7-12.

SPED 692 ECSE Practicum in Special Education: 3-6 (3)
A directed field experience intended as the capstone course for licensure in this specialty. Placement will vary in range of developmental delay and age category from the previous practicum, ages 3 through 6.

SPED 693 EBD Practicum in Special Education: 7-12 (3)
A directed field experience intended as the capstone course for licensure in this specialty. Placement will vary in range of needed accommodations, strategies, and interventions, as well as age category from the previous practicum, grades 7-12.

SPED 694 LD Practicum in Special Education: 7-12 (3)
A directed field experience intended as the capstone course for licensure in this specialty. Placement will vary in range of needed accommodations, strategies, and interventions, as well as age category from the previous practicum, grades 7-12.

SPED 699 Graduate Research Project (3)
Students in this seminar course will review and practice research strategies and techniques, including critical analysis. Students will build on the focused research collected during their graduate program. Students will put into action and complete the project which was developed in the research design course (EDSP 690.) The project is committee reviewed and directly supervised by the project chair/advisor. The presentation portfolio and research project results are disseminated in a graduate seminar. This course is required for a minimum of 3 credits, but can be expanded to a total of not more than 6 credits as warranted by the scope of the project and the approval of the advisor/committee.
English plays a critical role in contemporary society, both as a tool for understanding and creating culture and as a means of communicating in the professional world beyond graduation. Students who major in English will develop their abilities to recognize and prefer good literature, to respond to written works intelligently and sensitively, and to create a variety of texts of their own. Open to students of English are careers in secondary and higher education, publishing, technical communication, public relations, journalism and business.

No courses with “C-” grades will count towards the major. Students must have a “B-” or better in all MnTC Goal 1 (Communication) requirements. An overall GPA of 2.5 in the major courses is necessary for graduation.

Note: Students must complete a minimum of 120 credits in order to graduate with a Bachelor's degree.

Bachelor of Arts: Literature (50 Credits)

I. Literature Requirements:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LIT 250</td>
<td>Critical Approaches to Literature</td>
<td>3</td>
</tr>
<tr>
<td>LIT 263</td>
<td>Poetry</td>
<td>3</td>
</tr>
</tbody>
</table>

Two of the following genre courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LIT 261</td>
<td>Novel</td>
<td>3</td>
</tr>
<tr>
<td>LIT 262</td>
<td>Short Story</td>
<td>3</td>
</tr>
<tr>
<td>LIT 264</td>
<td>World Drama</td>
<td>3</td>
</tr>
</tbody>
</table>

II. Author and Survey Courses:

One Author course:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LIT 303</td>
<td>British Authors: Short Course</td>
<td>1</td>
</tr>
<tr>
<td>LIT 304</td>
<td>American Authors: Short Course</td>
<td>1</td>
</tr>
<tr>
<td>LIT 305</td>
<td>World Authors: Short Course</td>
<td>1</td>
</tr>
<tr>
<td>LIT 306</td>
<td>Craft and Theory: Prose and Poetry</td>
<td>4</td>
</tr>
<tr>
<td>LIT 308</td>
<td>Authors: Short Course</td>
<td>1</td>
</tr>
<tr>
<td>LIT 309</td>
<td>Authors</td>
<td>3</td>
</tr>
<tr>
<td>LIT 324</td>
<td>Shakespeare: Tragedies</td>
<td>3</td>
</tr>
<tr>
<td>LIT 325</td>
<td>Shakespeare: Comedies</td>
<td>3</td>
</tr>
</tbody>
</table>

One British Literature course:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LIT 321</td>
<td>British Literature: Begining through Restoration and 18th Century</td>
<td>4</td>
</tr>
<tr>
<td>LIT 322</td>
<td>British Literature: Nineteenth and Twentieth Century</td>
<td>4</td>
</tr>
<tr>
<td>LIT 324</td>
<td>Shakespeare: Tragedies</td>
<td>3</td>
</tr>
<tr>
<td>LIT 325</td>
<td>Shakespeare: Comedies</td>
<td>3</td>
</tr>
</tbody>
</table>

One American Literature course:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LIT 331</td>
<td>American Literature: Begining through Realism and Naturalism</td>
<td>4</td>
</tr>
<tr>
<td>LIT 332</td>
<td>American Literature: Modern &amp; Contemporary</td>
<td>4</td>
</tr>
</tbody>
</table>

III. American Language Requirements *

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 362</td>
<td>History &amp; Structure of the English Language</td>
<td>3</td>
</tr>
</tbody>
</table>

One Advanced Writing course:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 301</td>
<td>Poetry Workshop</td>
<td>4</td>
</tr>
<tr>
<td>ENG 302</td>
<td>Fiction Workshop</td>
<td>4</td>
</tr>
<tr>
<td>ENG 303</td>
<td>Screenwriting Workshop</td>
<td>4</td>
</tr>
<tr>
<td>ENG 305</td>
<td>Creative Non-Fiction Workshop</td>
<td>4</td>
</tr>
<tr>
<td>ENG 310</td>
<td>Writing for Magazines</td>
<td>4</td>
</tr>
</tbody>
</table>
# Bachelor of Arts: Literature/Creative Writing (49 Credits)

## I. Creative Writing Requirements (4 Credits)
- **ENG 207** Writers' Workshop 4

## II. Creative Writing Electives (16 Credits)
- **ENG 301** Poetry Workshop 4
- **ENG 302** Fiction Workshop 4
- **ENG 303** Screenwriting Workshop 4
- **ENG 305** Creative Non-Fiction Workshop 4
- **ENG 310** Writing for Magazines 4
- **ENG 401** Advanced Poetry Workshop 4
- **ENG 404** Advanced Fiction Workshop 4

## III. Literature Requirements (7 Credits)
- **LIT 250** Critical Approaches to Literature 3
- **LIT 306** Craft and Theory: Prose and Poetry 4

## IV. Literature Electives (20 Credits)
Notes:
Courses to include at least 9 credits at the 300 or 400 level
- **LIT 261** Novel 3

*Note: While every effort is made to ensure accuracy, SMSU reserves the right to correct any clerical errors herein.*
### Bachelor of Arts: Literature/Creative Writing Notes:

The Creative Writing Program balances writing practice and literary study in the context of a liberal arts education. Students work closely with our faculty of published writers and often have the opportunity to work with writers who visit the campus as part of our reading series. The flexibility of the program allows students to choose courses which suit their needs, goals, and interests. Specific courses will be chosen with the advice and approval of their advisors and the Director of Creative Writing. Majors should choose A–F grading option for major courses, except for Senior Portfolio, which is credit/no credit.

Total Credits: 49

### Bachelor of Science: Communication Arts and Literature/Secondary Education, English and Literature Emphasis*(47 Credits)

#### I. Literature/English Requirements:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 361</td>
<td>Advanced Composition</td>
<td>3</td>
</tr>
<tr>
<td>ENG 365</td>
<td>Modern Grammar</td>
<td>3</td>
</tr>
<tr>
<td>ENG 490</td>
<td>Contemporary Composition Theory and Pedagogy</td>
<td>3</td>
</tr>
<tr>
<td>LIT 250</td>
<td>Critical Approaches to Literature</td>
<td>3</td>
</tr>
<tr>
<td>LIT 410</td>
<td>Literacy &amp; Literature for Adolescents</td>
<td>3</td>
</tr>
</tbody>
</table>

One of the following courses:

<table>
<thead>
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<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LIT 261</td>
<td>Novel</td>
<td>3</td>
</tr>
<tr>
<td>LIT 262</td>
<td>Short Story</td>
<td>3</td>
</tr>
<tr>
<td>LIT 263</td>
<td>Poetry</td>
<td>3</td>
</tr>
<tr>
<td>LIT 264</td>
<td>World Drama</td>
<td>3</td>
</tr>
</tbody>
</table>

One British Survey Course:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LIT 321</td>
<td>British Literature: Beginning through Restoration and 18th Century</td>
<td>4</td>
</tr>
<tr>
<td>LIT 322</td>
<td>British Literature: Noneteenth and Twentieth Century</td>
<td>4</td>
</tr>
</tbody>
</table>
Century

One American Survey Course:

- LIT 331 American Literature: Beginning through Realism and Naturalism 4
- LIT 332 American Literature: Modern & Contemporary 4

One of the following courses with a diversity designation:

- LIT 335 African American Literature 3
- LIT 340 Sexuality and Gender in Literature 3
- LIT 350 Western American Literature 3
- LIT 355 Native American Literature 3
- LIT 375 Literature by & About Women 3

II. Speech Communication Requirements:

- SPCH 200 Small Group Communication 3
- SPCH 215 Oral Interpretation 3
- SPCH 230 Interpersonal & Cross-Cultural Communication 3
- SPCH 256 Argumentation and Debate 3
- SPCH 330 Mass Media and Society 3
- SPCH 450 Secondary Teaching Methods: Speech Communication 3

Bachelor of Science: Communication Arts and Literature/Secondary Education, English and Literature Emphasis* Notes:

*This degree when coupled with professional education requirements can be used to obtain secondary education licensure in Communication Arts and Literature from the Minnesota State Board of Teaching. This degree has an emphasis in English and Literature. Licensure may also be obtained with a degree that has an emphasis in Speech Communication; see the Speech Communication section of this catalog for more information.

Please see the Education Department for current licensure requirements.

Total Credits: 47

Bachelor of Arts: Professional Writing and Communication(55-56 Credits)

College graduates with professional writing and communication skills pursue career opportunities in a variety of fields such as journalism, periodical and book publishing; software publishing; advertising and related services; computer systems design and related services; corporate communications; corporate training; government agencies and other not-for-profit agencies. The Professional Writing and Communication (PWC) Major prepares students for these careers by offering a balance of writing, rhetoric, and communication courses in a liberal arts context. These courses are designed to help students become flexible thinkers, writers, and communicators with the ability to write and communicate in a variety of contexts and environments, including electronic ones. The curriculum consists of core courses in writing, journalism, oral and visual communication, rhetoric, history, and electives in business, politics, ethics, public relations, computer science and psychology, all of which will prepare students to be successful communicators in a variety of contexts.

I. Written Communication Core: (20-21 Credits)

- ENG 204 Intro to Journalism 4
- ENG 360 Scientific & Tech Writing 3
- ENG 361 Advanced Composition 3
- ENG 420 Copy Editing 3
- ENG 460 Writing and New Media 4

One of the following:

- ENG 305 Creative Non-Fiction Workshop 4
- MGMT 331 Business Communications 3
- SPCH 260 Introduction to Public Relations Writing 3

II. Oral Communication Core: (6 Credits)

- SPCH 303 Advanced Public Speaking 3

One of the following:

- SPCH 310 Persuasion 3
- SPCH 330 Mass Media and Society 3
- SPCH 360 Organizational Communication & Interviewing 3
- SPCH 410 Communication Analysis 3
III. Visual Communication Core: (6 Credits)

- ART 102  Foundations of Art & Design 2D  3
- ART 240  Concepts of Graphic Design  3

IV. Professional Contexts (6 Credits)

Notes:
Select one course from two different perspective areas.

Perspectives from Business
- BADM 305  Business Law I  3
- MGMT 300  Management Principles  3
- MGMT 330  Organizational Behavior and Theory  3
- MGMT 450  Diversity Management  3

Perspectives from Marketing
- MKTG 301  Principles of Marketing  3

Perspectives from Ethics
- PHIL 103  Ethics  3
- PHIL 105  Ethical Issues in Business  3
- PHIL 107  Environmental Ethics  3

Perspectives from Politics and Public Administration
- PBAD 320  Public Theory, Policy, & Organization  3
- POL 324  Local & Rural Politics  3
- POL 340  Public Policy & Administration  3

Perspectives from Psychology
- PSYC 318  Group Dynamics  3
- PSYC 325  Attitudes & Persuasion  3

V. History and Theory (6 Credits)

- ENG 362  History & Structure of the English Language  3
- ENG 492  Theory & Practice of Professional Writing  3

VI. Professional Expertise Area (9 Credits)

Notes:
* In consultation with their advisor and at least one faculty member from the relevant program, students will select and design a professional expertise area. An expertise area should include at least three classes, with at least six credits taken at the 300 level or above. Possible areas may include, but are not limited to: public relations, journalism, technical writing, linguistics/composition, accounting, management, marketing, computer science, a natural science, new media, graphic design, or communication theory. Students may also use an existing SMSU minor to fulfill the requirements in this area.

Bachelor of Arts: Professional Writing and Communication Notes:
The Minnesota Transfer Curriculum and Professional Writing and Communication Prerequisites provide preparation for the upper level courses of the Professional Writing Major.
Majors should choose A–F grading option for major courses. Majors must also plan to take 40 credit hours at the 300- or 400-level. Majors may meet this requirement by making careful selections within the major or by taking upper-division electives.

Total Credits:  55-56

Minor: Literature(22 Credits)

I. Literature Requirements

- LIT 250  Critical Approaches to Literature  3

One of the following:
- LIT 261  Novel  3
- LIT 262  Short Story  3
- LIT 263  Poetry  3
- LIT 264  World Drama  3

One Survey Course:
- LIT 321  British Literature: Beginning through Restoration and 18th Century  4
II. Writing Requirements:

Notes:
One of the following:

ENG 207  Writers' Workshop  4
ENG 301  Poetry Workshop  4
ENG 302  Fiction Workshop  4
ENG 303  Screenwriting Workshop  4
ENG 304  Special Projects  1 - 4
ENG 305  Creative Non-Fiction Workshop  4
ENG 310  Writing for Magazines  4
ENG 360  Scientific & Tech Writing  3
ENG 361  Advanced Composition  3
ENG 401  Advanced Poetry Workshop  4
ENG 404  Advanced Fiction Workshop  4
ENG 410  Advanced Journalism for Newspapers & Magazines  4

III. Literature Elective Courses:

LIT 3XX  LIT courses 300 level or above.  10

Minor: Literature Notes:
Nine credits of the total must be additional credits at the 300- or 400-level not already used in another major. Eleven credits of the total, including the nine additional ones, must be SMSU credits.

Total Credits: 22

Minor: Writing(20 Credits)

I. Required Courses:

Choose one of the following:

ENG 207  Writers' Workshop  4
ENG 361  Advanced Composition  3

II. Elective Courses*: (16-17 Credits)

Creative Writing Option: (Suggested Courses)

ENG 286  Spec Topics in Writing  1 - 4
ENG 301  Poetry Workshop  4
ENG 302  Fiction Workshop  4
ENG 303  Screenwriting Workshop  4
ENG 305  Creative Non-Fiction Workshop  4
ENG 310  Writing for Magazines  4
ENG 401  Advanced Poetry Workshop  4
ENG 404  Advanced Fiction Workshop  4
ENG 486  Advanced Topics in Writing  1 - 4

Professional, Technical, or Scientific Writing Option: (Suggested Courses)

ENG 200  Student Publications  1 - 3
ENG 204  Intro to Journalism  4
ENG 286  Spec Topics in Writing  1 - 4
ENG 305  Creative Non-Fiction Workshop  4
ENG 310  Writing for Magazines  4
ENG 360  Scientific & Tech Writing  3
ENG 410  Advanced Journalism for Newspapers & Magazines  4
ENG 486  Advanced Topics in Writing  1 - 4
### Course Descriptions

**ENG 100 Introduction to Academic Writing (3)**
This course is designed to prepare students for writing at the college level in ENG 151, Academic Writing. Students will write essays and learn about the conventions expected of college-level writing. Students will be required to attend Writing Center help sessions. This course is required of students identified through placement procedures of the University or the English Department.

**ENG 101 Fund of College Writing (1)**
An introduction to the grammatical elements of college writing.

**ENG 102 Rhetoric: the Essay (3)**
Students develop skills involved in writing the traditional essay. Prerequisite: score of 70% or better on the English Placement Exam or enrollment in ENG 101 Fundamentals of College Writing simultaneously with ENG 102.

**ENG 103 Rhetoric: Critical Writing (3)**
The course focuses on developing students' ability to reason, to read and to write critically.

**ENG 107 Introduction to Creative Writing (3)**
This course is designed to introduce students to the art and crafting of creative writing. Students will be asked to analyze and compose their own prose and poetry. Though this is not a 'workshop,' students will have the opportunity to share and receive feedback on their work.

**ENG 110 Introduction to the Major of Scientific and Technical Communication (1)**

**ENG 150 Academic English Communication Skills (3)**
This course will provide the opportunity for non-native speakers to practice the written, comprehension, and speaking skills necessary in various academic discourse situations.

**ENG 151 Academic Writing (4)**
This course will enable students to determine a writing purpose, generate ideas to support a topic, determine an audience, develop a focus, and organize a written text, beginning with more personal, or "reflective," writing and moving on to expository writing and argument. At least two papers will involve a research component through which students begin to learn the conventions of citation and documentation. Furthermore, the class will enable students to learn how purpose and audience affect the content, language, and form of a written text. Students must meet minimum writing objectives as determined by the English Department's placement procedures in order to be placed into this course.

**ENG 200 Student Publications (1-3)**
This course is open to students who work on the student newspaper and/or the student literary magazine.

**ENG 204 Intro to Journalism (4)**
This course is an introductory level course for students interested in journalism. The course introduces students to markets, styles, and audiences for non-fiction writing, focusing on writing of articles for all print journalism. The course may be repeated up to a maximum of 8 credits.

**ENG 207 Writers' Workshop (4)**
This course is designed for students interested in writing poetry and fiction. Assumes the student has had an introductory course in creative writing.

**ENG 251 Writing in Professions (3)**
This course builds upon skills developed in ENG 151 - including research, critical writing, information literacy, and argument/persuasion - while introducing students to the genres of writing most applicable to their desired majors and professional careers. Students will learn what it means to be part of the workforce of the 21st century while developing the practical writing skills necessary beyond their undergraduate studies. Students are advised to take these courses during their sophomore year.

ENG 286 Spec Topics in Writing (1 - 4)
These courses are studies in writing topics of special interest. Consult the semester schedule of classes for the selected topic for a given term.

ENG 288 Techniques in Craft: (1 - 4)
Techniques in Craft is a specialized workshop offered on particular topics of writing. Generally offered in the two-hour format, the content varies depending on semester and professor. Example topics: graphic novels, dialog, and science fiction. Class may include some work-shopping of student work. Open to non-majors.

ENG 292 Honors Credit in American Language (1)
This course allows more in-depth or comprehensive study or research by students concurrently enrolled in at least one other American Language course.

ENG 301 Poetry Workshop (4)
This course is for students interested in writing poetry. Students' written work is the subject for the course. The course may be repeated up to a maximum of 8 credits.

ENG 302 Fiction Workshop (4)
This course is open to students interested in writing fiction. Students' written work is the subject for the course. The course may be repeated up to a maximum of 8 credits.

ENG 303 Screenwriting Workshop (4)
This course is for students interested in writing screenplays and/or scripts. Students' written work is the subject of the course. The course may be repeated up to a maximum of 8 credits.

ENG 304 Special Projects (1 - 4)
This course involves advanced work, primarily tutorial, and an individual writing project of some complexity.

ENG 305 Creative Non-Fiction Workshop (4)
This course is for all students who are interested in writing literary non-fiction. Assigned readings and students' written work will form the basis of this writing workshop. The course may be repeated up to a maximum of 8 credits.

ENG 310 Writing for Magazines (4)
This course introduces students to the varied styles of magazine writing. Students will concentrate on identifying an audience, developing a focus, and writing one or more magazine-length articles during the course.

ENG 327 Introduction to the Marketing Portfolio (1)
Students in this course will learn how to prepare marketing portfolios for applying to the Scientific and Technical Communication major and for future professional purpose. Students will learn how to choose writing and other media samples, write profile letters, and present the portfolio collection, including electronic and print forms. This course is the equivalent of Rhetoric 3276 at the University of Minnesota.

ENG 331 Business Communications (3)
The analysis, interpretation, presentation, and effective writing of letters, memos, reprints, and other types of business documents.

ENG 360 Scientific & Tech Writing (3)
This course introduces students to the field of technical communication and some of its underlying principles (audience analysis, ethics, document design.) Students will produce and workshop a variety of practical documents, including a resume; and cover letter, a summary of a scholarly article, a set of instructions, a Web site, a proposal, and a report.

ENG 361 Advanced Composition (3)
Required of all Literature/Language Arts Education majors and minors (but open to all non-majors), this course studies writing more intensively than the introductory rhetoric sequence permits. It focuses especially
ENG 362 History & Structure of the English Language (3)
Required of all Literature majors and open to non-majors, this course reviews the history and structure of the English language and studies the process by which English and other languages change. Emphasis will be on the history, structure, and semantics of English with a review of sounds, spelling, grammar, and vocabulary.

ENG 365 Modern Grammar (3)
This course, required of all Communication Arts and Literature/Secondary Education majors, but open to all English majors and minors and non-majors, introduces students to the study of linguistics and focuses on the analysis of grammar and syntax. Students will learn and apply different theories of grammar and will explore language change and choices.

ENG 401 Advanced Poetry Workshop (4)
This course is for students who seek experience in writing poetry beyond the introductory level. The course may be repeated up to a maximum of 8 credits.

ENG 404 Advanced Fiction Workshop (4)
This course is for students who wish to continue writing and studying fiction beyond the introductory level. The course may be repeated up to a maximum of 8 credits.

ENG 410 Advanced Journalism for Newspapers & Magazines (4)
This course is for students who have taken Introduction to Journalism and wish to research and write articles beyond the introductory level for traditional print and online newspapers as well as print and online magazines. Course will include story development, in-depth news and feature writing, crime reporting, journalism ethics and libel law, and portfolio preparation.

ENG 420 Copy Editing (3)
This course provides students with an introduction to and practice in professional copy editing. This course will expose students to topics including, but not limited to, copy editing symbols and techniques, editing for layout and design, and editing for publication.

ENG 460 Writing and New Media (4)
This class introduces students to the theory and practice of new media and asks how such technologies have changed the realities of writing creatively, academically, and professionally. We will explore questions like the history, definition, and characteristics of new media; the nature of hypertext and its implications for the writing process; the integration of text with sound and graphics; and the implications of digital media for civil society and civic engagement.

ENG 480 Tutoring Writing (1)
In this class students will be introduced to basic composition, conferencing, and tutoring theory and methods. Students will learn writing process theory, identification and prioritization of writing concerns, how to adapt to different writers' needs, and basic conferencing communication skills. Students in this class will tutor in the Writing Center as part of their course requirements.

ENG 486 Advanced Topics in Writing (1 - 4)
These courses are advanced studies in writing topics of special interest. Consult the semester schedule of classes for the selected topic for a given term.

ENG 488 Techniques in Craft (1 - 4)
Techniques in Craft is a specialized workshop offered on particular topics of writing. Generally offered in the two-hour format, the content varies depending on semester and professor. Example topics: graphic novels, dialog, and science fiction. Class may include some work-shopping of student work. Open to non-majors.

ENG 490 Contemporary Composition Theory and Pedagogy (3)
The primary purpose of this course is to provide students with theoretical knowledge about how to teach writing. Students will read a variety of materials regarding composition theory and pedagogy, with the goal of developing their own philosophy about the teaching of writing. As a means of helping them to develop this philosophy, and in order for them to develop greater awareness and understanding of the writing process, students in this course will also be required to tutor in the Writing Center for course credit. This course is the capstone course for Communication Arts and Literature/Secondary Education majors.

ENG 492 Theory & Practice of Professional Writing (3)
In this course students will develop and revise a portfolio of professional works. Students will learn about the
history and dynamic nature of the professional writing field by exploring its ethical and social dimensions as well as synthesizing what has been learned in past classes about written, oral, and visual communication elements. This course is the capstone course for Professional Writing and Communication majors.

**ENG 494 Direct Studies in Writing (1 - 4)**
Independent work is available only to students with special needs or exceptional ability.

**ENG 495 Senior Portfolio Workshop (1)**
This workshop is the required capstone all creative writing majors. It involves assembling and revising a substantial and representative portfolio of the student's best work in fiction, non-fiction, poetry, screenwriting, and/or essays. As part of the creative writing capstone, this class culminates in a required public reading from the student's portfolio.

**ENG 495 Senior Portfolio Workshop (2)**
This workshop is the required capstone all creative writing majors. It involves assembling and revising a substantial and representative portfolio of the student's best work in fiction, non-fiction, poetry, screenwriting, and/or essays. As part of the creative writing capstone, this class culminates in a required public reading from the student's portfolio.

**ENG 499 Internship (1 - 12)**
The internship is designed for students who wish to do internships in writing-related fields such as publishing, journalism, professional writing, or other areas as approved by the department.

**ENG 586 Special Topics in Composition and Rhetoric (1 - 4)**

**ENG 675 Rhetoric, Literacy, and the Teaching of Writing (4)**
This course provides graduate students with an introduction to concepts integral to the discipline of rhetoric and composition. By exploring the terms rhetoric, literacy, and composition, students will be exposed to the fairly recent development of the study of written discourse as a key area within the broader field of English studies. Students will also have the opportunity to apply these concepts to the history and practice of teaching and assessing writing.

**ENG 686 Special Topics in Composition and Rhetoric (1 - 4)**

**LIT 100 Literature: Human Diversity (3)**
This course introduces students to multicultural literature in the U.S. Students read works that explore a range of socio-cultural identities or experiences, such as "race"/ethnicity, class, gender, sexuality, and disability. This course does not count toward a Literature or Creative Writing major.

**LIT 120 Introduction to Literature (3)**
This course will deepen students' understanding and appreciation of literature as an art form as well as to strengthen students' ability to read short stories, poems, novels and drama for meaning.

**LIT 150 Literature: Global Perspective (3)**
This course is an introduction to literature through the study of works past and present which explore both the nature of humanity and humanity's relation to the world. The course will introduce students to literature from primarily outside the United States to enable cross-cultural comparisons. Does not count toward a Literature major.

**LIT 170 Literature: People & the Natural World (3)**
This course introduces students to literature focused on the environment and our relationship to it. The course covers several literary genres and may include both U.S. and non-U.S. writers and environments. This course does not count toward a Literature or Creative Writing major.

**LIT 170 Literature: People & the Natural World (3)**
This course introduces students to literature focused on the natural world and our relationship to it. The course covers several literary genres and may include both U.S. and non-U.S. writers and environments. This course does not count toward a Literature or Creative Writing major.

**LIT 200 Literature: Rural/Regional Experience (3)**
This course is an introduction to literature through the study of works which are set in a rural and/or regional environment and explore both the nature of humanity and humanity's relation to the world. The course will
expose students to literature from primarily those writers who focus their art on rural landscapes and/or a particular region (e.g., the Mississippi Delta, western Montana, Siouxland, etc.) which demonstrates the importance of environment and region on the human condition. Does not count toward a Literature major.

LIT 250 Critical Approaches to Literature (3)
This course offers students the elemental skill necessary for academic literary research and analysis. It covers the major literary critical tools in a systematic way. Required of all Literature and Creative Writing majors.

LIT 261 Novel (3)
This course introduces students to the novel as a literary form.

LIT 262 Short Story (3)
This course introduces students to the short story as a literary form.

LIT 263 Poetry (3)
This course introduces students to poetry as a literary form.

LIT 264 World Drama (3)
This course introduces students to drama as a literary form, including plays from a wide variety of periods and countries.

LIT 265 Literature and Film (3)
This course introduces students to literary works and their film adaptations, exploring their different forms or means of storytelling, the technical and social factors that affect their productions, and their cultural impact. Texts may include the following filmic and literary genres: western, musical, science fiction fantasy, horror, comic, detective story, thriller, war, or family melodrama.

LIT 286 Special Topics in Literature (1 - 4)
These courses are studies in topics of special interest. Consult the semester schedule of classes for the selected topic for a given term.

LIT 292 Honors Credit Literature (1)
An independent study course designed primarily for Honors Program students. This course allows more indepth or comprehensive study or research by certain students concurrently enrolled in at least one other Literature course.

LIT 303 British Authors: Short Course (1)
A study of one British author's work in-depth. Consult the semester course schedule for the author to be studied. No more than a total of 4 credits may be used toward a Literature major.

LIT 304 American Authors: Short Course (1)
A study of one American author's work in-depth. Consult the semester course schedule for the author to be studied. No more than a total of 4 credits may be used toward a Literature major.

LIT 305 World Authors: Short Course (1)
A study of one World author's work in-depth. Consult the semester course schedule for the author to be studied. No more than a total of 4 credits may be used toward a Literature major.

LIT 306 Craft and Theory: Prose and Poetry (4)
This class is designed for students interested in the craft and theory issues relating to the construction of literary prose and poetry. The class will focus on the author's style within the context of the different historical literary movements and social/cultural influences. The main emphasis of this class is the analysis of the processes of literary prose and poetry, and not necessarily the critical interpretation of literature. This class is repeatable up to 8 credits.

LIT 306 Craft and Theory: Prose and Poetry (3)
This class is designed for students interested in the craft and theory issues relating to the construction of literary prose and poetry. The class will focus on the author's style within the context of the different historical literary movements and social/cultural influences. The main emphasis of this class is the analysis of the processes of literary prose and poetry, and not necessarily the critical interpretation of literature.

LIT 308 Authors: Short Course (1)
LIT 309 Authors (3)
A study of one, two, or three authors' work in-depth. Consult the semester course schedule for the author(s) to be studied. If a student takes 309, only one (1) credit of 308 may be counted toward the Literature major.

LIT 310 Greek Myth & Literature (3)
The course covers great Greek literature, such as the Iliad and the Odyssey, plus selected plays from the Greek tragedians. The mythological background of the literature and its characters is also included.

LIT 321 British Literature: Beginning through Restoration and 18th Century (4)
This course covers Medieval and Renaissance writers, including Beowulf, Chaucer, Shakespeare, and the Metaphysical Poets. It also includes such writers as Milton, Dryden, Pope, Swift, and Samuel Johnson.

LIT 322 British Literature: Nineteenth and Twentieth Century (4)
This course explores British literature from the Romantic and Victorian Periods of the 19th Century and Modern and Post-Modern Periods of the 20th Century.

LIT 324 Shakespeare: Tragedies (3)
This course focuses on selected examples of Shakespeare's tragic drama, including the historical tragedies.

LIT 325 Shakespeare: Comedies (3)
This course focuses on selected examples of Shakespeare's comic drama, including representative "romances."

LIT 331 American Literature: Beginning through Realism and Naturalism (4)
This course covers the beginning Colonial & Romantic periods of American literature and includes such writers as Bradstreet, Poe, Hawthorne, Melville, Emerson, Thoreau, and Whitman. The course also includes such writers as Twain, James, Dickinson, Stephen Crane, and Dreiser who represent Realism and Naturalism in American Literature.

LIT 332 American Literature: Modern & Contemporary (4)
This course covers the period from 1900 to the present and includes such writers as Frost, Faulkner, Hemingway, Fitzgerald, Pound, Stevens, and Cummings, and more recent writers.

LIT 335 African American Literature (3)
This course is an introduction to the literature of African American writers from the African Diaspora through the Harlem Renaissance to contemporary African American literature.

LIT 340 Sexuality and Gender in Literature (3)
This course reads a selection of literature from a range of historical and cultural periods through the lens of sexuality and gender.

LIT 350 Western American Literature (3)
This course covers representative literature of the American westering experience and includes such topics as the mountain man, the pioneer, the Native American, the homesteader and the ecologist in the modern West.

LIT 355 Native American Literature (3)
This course will introduce students to the literature of the American Indian and may include novels by such authors as Leslie Marmon Silko, N. Scott Momaday, Louise Erdrich, and James Welch, as well as poetry and memoir by Native American writers from Canada and the United States.

LIT 360 Chinese Literature (3)
This course is an introduction to basic ideas, philosophies, and works of literature in Chinese culture. It includes a description of the Chinese language and some examples of contemporary literature, for example, BiBai, TuFu, LaoTze and GuHua.

LIT 365 Auto/Biography (3)
This course considers the broad genre of writing focused on the life of a living or historical person, including the self. Students will become familiar with issues surrounding life-writing and read examples from a variety of historical periods.

LIT 370 Contemporary World Literature (3)
This course explores the rich diversity and interdependence of contemporary post-colonial literatures and
other international literatures specifically since 1945. This class examines the works of writers from varied cultures, such as Chinua Achebe, Jorge Luis Borges, Italo Calvino, Nadine Gordimer, Milan Kundera, Louise Erdrich, and Gabriel García Márquez.

**LIT 375 Literature by & About Women ( 3 )**
This course introduces students to literature written by and about women from various time periods and cultures.

**LIT 410 Literacy & Literature for Adolescents ( 3 )**
This course is required of teaching majors. It covers teaching of poetry, fiction and drama, and young adult literature. The course includes methods and materials for teaching reading at the junior high and high school levels.

**LIT 486 Advanced Topics in Literature (1 - 4)**
These courses are advanced studies in topics of special interest. Consult the semester schedule of classes for the selected topic for a given term.

**LIT 494 Directed Studies in Literature (1 - 4)**
Independent work is available only to students with special needs or exceptional ability. Only four (4) credits may count toward a Literature major.

**LIT 495 Senior Seminar ( 2 )**
The capstone class for senior Literature students in which they demonstrate through a collection of their best written work their mastery of literary skills. See separate department handout. Credit/no credit only.

**LIT 495 Senior Seminar ( 1 )**
The capstone class for senior Literature students in which they demonstrate through a collection of their best written work their mastery of literary skills. See separate department handout. Credit/no credit only.

**LIT 586 Special Topics in Literature (1 - 4)**
These courses are advanced studies in topics of special interest. Consult the semester schedule of classes for the selected topic for a given term. Graduate status or Senior status (with permission) required. Up to four credits of any Special Topics may be applied to a graduate degree with permission of the English Department and Graduate Dean.

**LIT 622 19th & 20th Century British Literature Survey ( 4 )**
This course is a survey of the major British writers from the 19th and 20th Centuries. These literary periods are of special interest: The Romantic Period, the Victorian Period, and the Modernist Period. The class examines all the genres but focuses primarily on poetry, drama, and fiction.

**LIT 632 American Literature Survey ( 4 )**
This course presents a survey of American literature with the purpose of helping graduate students understand and recognize important American literary movements and cross-currents. Students will read American literary works that have shaped and defined a period. They will also read a selection of secondary works that provide historical, political, and cultural contexts for the literature.

**LIT 670 World Literature ( 4 )**
This course in World Literature covers works from a variety of periods and countries. Selected topics may include different genres of literature from different countries written by members of diverse ethnic groups. Consult the semester class schedule for the selected topic during a given term.

**LIT 686 Special Topics in Literature (1 - 4)**
These courses are advanced studies in topics of special interest. Consult the semester schedule of classes for the selected topic for a given term. Graduate status or Senior status (with permission) required. Up to four credits of any Special Topics may be applied to a graduate degree with permission of the English Department and Graduate Dean.
Environmental Science

Department Office: SM 178
Phone Number: 507-537-6178
Staff & Faculty: Thomas Dilley, Emily Deaver

The Environmental Science Program at SMSU was developed with three goals in mind: first, to prepare students for a variety of career opportunities in the environmental field; second, to provide students with basic skills and knowledge needed for advanced study in professional or graduate school; and third, to promote an appreciation and understanding of the natural world. To meet these goals, the Environmental Science Program offers a diversified selection of courses in the biological, chemical, and physical sciences. Supporting courses in biology, chemistry and geology are an important part of this curriculum in that they provide additional skills and knowledge required of environmental scientists.

Note: Students must complete a minimum of 120 credits in order to graduate with a Bachelor's degree.

Bachelor of Science: Environmental Science, Natural Science Option (72-75 Credits)

The Natural Science option has a strong life science component and was designed to prepare students for employment by environmental consulting firms, environmental education centers, or government agencies. This option also prepares students for graduate study and research.

I. Core Requirements: (62-63 Credits)

Environmental Science Courses:

- ENVS 101 Physical Geology 3
- ENVS 101L Physical Geology Lab 1
- ENVS 102 Historical Geology 3
- ENVS 102L Historical Geology Lab 1
- ENVS 107 Introduction to ArcGIS 2
- ENVS 180 Environmental Science: Introduction 3
- ENVS 180L Environmental Science: Introduction Lab 1
- ENVS 301 Basic Soil Science 3
- ENVS 301L Basic Soil Science Lab 1
- ENVS 390 Research Methods in Environmental Science 1
- ENVS 400 Environmental Data Analysis & Presentation 1

Biology Courses:

- BIOL 200 Cell Biology 3
- BIOL 200L Cell Biology Lab 1
- BIOL 301 Zoology 3
- BIOL 301L Zoology Lab 1
- BIOL 302 Botany 3
- BIOL 302L Botany Lab 1
- BIOL 311 Ecology 3
- BIOL 311L Ecology Lab 1

Chemistry Courses:

- CHEM 231 General Chemistry I 3
- CHEM 231L General Chemistry I Lab 1
- CHEM 232 General Chemistry II 3
- CHEM 232L General Chemistry II Lab 2

Physics Courses:

- PHYS 141 College Physics I 3
- PHYS 141L College Physics I Lab 1
- PHYS 142 College Physics II 3
- PHYS 142L College Physics II Lab 1

Choose one MATH course:

- MATH 140 Calculus: A Short Course 3
- MATH 200 Intro to Statistics 3

Notes:

* MATH 200: May substitute other statistics course with program approval

Note: While every effort is made to ensure accuracy, SMSU reserves the right to correct any clerical errors herein.
II. Restricted Electives: (10-12 Credits)

Take one course from each group (A-C), at least one must include a lab:

**Group A: Physical Science**
- CHEM 244 Instrumental Analysis 4
- ENVS 302 Geomorphology 3
- ENVS 303 Meteorology 3
- ENVS 310 Hydrology 3
- ENVS 310L Hydrology Lab 1
- ENVS 311 Environmental Geology 3
- ENVS 352 Plant Nutrients in the Environment 3
- ENVS 426 Soil Morphology & Genesis 3
- ENVS 450 Environmental Instrumentation and Data Analysis 3

**Group B: Life Science**
- BIOL 303 Microbiology 3
- BIOL 303L Microbiology Lab 2
- BIOL 310 Natural History of Vertebrates 3
- BIOL 310L Natural History of Vertebrates Lab 1
- BIOL 321 Genetics 3
- BIOL 321L Genetics Lab 1
- BIOL 338 Plant Diversity 3
- BIOL 338L Plant Diversity Lab 1
- BIOL 355 Plant Physiology 3
- BIOL 355L Plant Physiology Lab 1
- BIOL 406 Limnology 3
- BIOL 406L Limnology Lab 1

**Group C: Environmental Systems and Policy**
- AGBU 350 Agricultural Law & Environment 3
- ENVS 351 Environmental Toxicology 3
- ENVS 353 Soil Conservation and Land Use Management 3
- ENVS 401 Wetland Ecology 3
- ENVS 401L Wetland Ecology Lab 1
- RURL 310 Environmental History 3

**Total Credits:** 72-75

**Bachelor of Science: Environmental Science, Humanity and Environment Option (67-70 Credits)**

This option is designed primarily as a major for students interested in careers in environmental law, environmental journalism, environmental education, or public service. This option is also a good choice as an add-on (second) major for students who major in such areas as business, English, education, or political science.

**I. Core Requirements: (44-45 Credits)**

**Environmental Science Courses:**
- ENVS 101 Physical Geology 3
- ENVS 101L Physical Geology Lab 1
- ENVS 102 Historical Geology 3
- ENVS 102L Historical Geology Lab 1
- ENVS 107 Introduction to ArcGIS 2
- ENVS 180 Environmental Science: Introduction 3
- ENVS 180L Environmental Science: Introduction Lab 1
- ENVS 301 Basic Soil Science 3
- ENVS 301L Basic Soil Science Lab 1
- ENVS 390 Research Methods in Environmental Science 1
- ENVS 400 Environmental Data Analysis & Presentation 1

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ACADEMIC PROGRAMS

Environmental Science

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<th>Course Code</th>
<th>Course Title</th>
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<tr>
<td>BIOL 200</td>
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<td>3</td>
</tr>
<tr>
<td>BIOL 302L</td>
<td>Botany Lab</td>
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</tbody>
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**Chemistry Courses:**

- CHEM 121 Basic Chemistry ...................................... 3
- CHEM 121L Basic Chemistry Lab .................................. 1
- CHEM 122 Introductory Organic/Biochemistry ................. 3
- CHEM 122L Intro Organic/Biochemistry Lab ...................... 1

Notes:

* CHEM 121, CHEM 122: May substitute CHEM 231, 232 (9 credits)

**Humanities Courses:**

- ENG 360 Scientific & Tech Writing ................................ 3
- PHIL 107 Environmental Ethics .................................... 3

Choose one **MATH** course:

- MATH 140 Calculus: A Short Course ................................. 3
- MATH 200 Intro to Statistics ...................................... 3

Notes:

** MATH 200: May substitute other statistics course with program approval.

II. Restricted Science Electives:

Take two of the following; at least one must include a lab:

- BIOL 301 Zoology ..................................................... 3
- BIOL 301L Zoology Lab .............................................. 1
- BIOL 310 Natural History of Vertebrates ......................... 3
- BIOL 310L Natural History of Vertebrates Lab ................... 1
- BIOL 338 Plant Diversity .......................................... 3
- BIOL 338L Plant Diversity Lab .................................... 1
- BIOL 406 Limnology .................................................. 3
- BIOL 406L Limnology Lab ........................................... 1
- ENVS 210 Rocks & Minerals I ....................................... 2
- ENVS 210L Rocks & Minerals I Lab ................................ 1
- ENVS 302 Geomorphology ............................................ 3
- ENVS 311 Environmental Geology ................................... 3
- ENVS 351 Environmental Toxicology ................................ 3
- ENVS 352 Plant Nutrients in the Environment ...................... 3
- ENVS 401 Wetland Ecology ........................................... 3
- ENVS 401L Wetland Ecology Lab .................................... 1

III. Restricted Humanities Electives: (15-16 Credits)

Take one course from each group and one additional course from either group:

**Group A. Diversity and Culture**

- ANTH 301 Cultural Geography ..................................... 3
- HIST 362 Making of Modern America ................................ 3
- HIST 371 History of American West ................................ 3
- IND S 325 Genocide, Survival, and Indigenous Peoples ......... 3
- IND S 326 Decolonization, Recovery, and Indigenous Peoples 3
- POL 355 World Political Geography ................................ 3
- PSYC 244 Environmental Psychology ................................ 3
- PSYC 317 Social Psychology ........................................ 3
- PSYC 325 Attitudes & Persuasion ................................... 3
- SOCI 318 Forces for Social Change .................................. 3
- SOCI 331 Racial & Ethnic Relations in America .................... 3

**Group B. Environmental Policy, Communication, and Education**

- AGBU 350 Agricultural Law & Environment ......................... 3
- ENG 204 Intro to Journalism ........................................ 4
- ENG 361 Advanced Composition ...................................... 3
- IND S 344 US Policy, Imperialism, and Indigenous Peoples .... 3

Note: While every effort is made to ensure accuracy, SMSU reserves the right to correct any clerical errors herein.
Bachelor of Science: Environmental Science, Geology Option (72-75 Credits)

The Geology option provides the student with a strong background in the physical science of Earth’s hydrosphere and lithosphere (land, sediment, and rocks) as they relate to life. This option was designed to prepare students for employment as environmental consultants, specialists, engineers; the curriculum also prepares students for graduate work.

I. Core Requirements (61-62 Credits)

**Environmental Science Courses:**
- ENVS 101 Physical Geology 3
- ENVS 101L Physical Geology Lab 1
- ENVS 102 Historical Geology 3
- ENVS 102L Historical Geology Lab 1
- ENVS 107 Introduction to ArcGIS 2
- ENVS 120 Regional Geography of US & Canada 3
- ENVS 180 Environmental Science: Introduction 3
- ENVS 180L Environmental Science: Introduction Lab 1
- ENVS 210 Rocks & Minerals I 2
- ENVS 210L Rocks & Minerals I Lab 1
- ENVS 301 Basic Soil Science 3
- ENVS 301L Basic Soil Science Lab 1
- ENVS 302 Geomorphology 3
- ENVS 310 Hydrology 3
- ENVS 310L Hydrology Lab 1
- ENVS 311 Environmental Geology 3
- ENVS 400 Environmental Data Analysis & Presentation 1

**Chemistry Courses:**
- CHEM 231 General Chemistry I 3
- CHEM 231L General Chemistry I Lab 1
- CHEM 232 General Chemistry II 3
- CHEM 232L General Chemistry II Lab 2

**Humanities Courses:**
- ENG 360 Scientific & Tech Writing 3
- PHIL 107 Environmental Ethics 3

**Physics Courses:**
- PHYS 141 College Physics I 3
- PHYS 141L College Physics I Lab 1
- PHYS 142 College Physics II 3
- PHYS 142L College Physics II Lab 1

Choose one MATH course:
- MATH 140 Calculus: A Short Course 3
- MATH 200 Intro to Statistics 3

Notes:
* MATH 200: May substitute other statistics course with program approval

II. Restricted Electives: (10-12 Credits)

Take one course from each group (A-C), at least one must include a lab:

**Group A: Physical Science**
- CHEM 244 Instrumental Analysis 4
- ENVS 211 Rocks & Minerals II 2
- ENVS 211L Rocks & Minerals I Lab 1
- ENVS 303 Meteorology 3
Minor: Environmental Science (30-33 Credits)

The Environmental Science Minor provides an opportunity to study environmental processes, problems and solutions from several points of view. The interdisciplinary nature of the ES minor integrates environmental content with non-science courses and is suitable for students with a wide variety of majors.

I. Required Courses: (24-25 Credits)

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<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ENVS 101</td>
<td>Physical Geology</td>
<td>3</td>
</tr>
<tr>
<td>ENVS 101L</td>
<td>Physical Geology Lab</td>
<td>1</td>
</tr>
<tr>
<td>ENVS 180</td>
<td>Environmental Science: Introduction</td>
<td>3</td>
</tr>
<tr>
<td>ENVS 180L</td>
<td>Environmental Science: Introduction Lab</td>
<td>1</td>
</tr>
<tr>
<td>ENVS 390</td>
<td>Research Methods in Environmental Science</td>
<td>1</td>
</tr>
<tr>
<td>ENVS 400</td>
<td>Environmental Data Analysis &amp; Presentation</td>
<td>1</td>
</tr>
</tbody>
</table>

Notes:

Take ONE course from each group (A-D):

Group A.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 100</td>
<td>Biology in Modern World</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 100L</td>
<td>Biology in Modern World Lab</td>
<td>1</td>
</tr>
<tr>
<td>BIOL 200</td>
<td>Cell Biology</td>
<td>3</td>
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<tr>
<td>BIOL 200L</td>
<td>Cell Biology Lab</td>
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</table>

Group B.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 121</td>
<td>Basic Chemistry</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 121L</td>
<td>Basic Chemistry Lab</td>
<td>1</td>
</tr>
<tr>
<td>CHEM 231</td>
<td>General Chemistry I</td>
<td>3</td>
</tr>
</tbody>
</table>
II. Select ONE of the following options*: (6-8 Credits)

Natural Science Option:

Notes:
Choose TWO courses; ONE must include a laboratory:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>BIOL 301</td>
<td>Zoology</td>
<td>3</td>
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<tr>
<td>BIOL 301L</td>
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</tr>
<tr>
<td>BIOL 302</td>
<td>Botany</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 302L</td>
<td>Botany Lab</td>
<td>1</td>
</tr>
<tr>
<td>BIOL 311</td>
<td>Ecology</td>
<td>3</td>
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<tr>
<td>BIOL 311L</td>
<td>Ecology Lab</td>
<td>1</td>
</tr>
<tr>
<td>BIOL 338</td>
<td>Plant Diversity</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 338L</td>
<td>Plant Diversity Lab</td>
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</tr>
<tr>
<td>BIOL 406</td>
<td>Limnology</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 406L</td>
<td>Limnology Lab</td>
<td>1</td>
</tr>
<tr>
<td>ENVS 302</td>
<td>Geomorphology</td>
<td>3</td>
</tr>
<tr>
<td>ENVS 311</td>
<td>Environmental Geology</td>
<td>3</td>
</tr>
<tr>
<td>ENVS 353</td>
<td>Soil Conservation and Land Use Management</td>
<td>3</td>
</tr>
<tr>
<td>ENVS 401</td>
<td>Wetland Ecology</td>
<td>3</td>
</tr>
<tr>
<td>ENVS 401L</td>
<td>Wetland Ecology Lab</td>
<td>1</td>
</tr>
</tbody>
</table>

Social Environment Option:

Notes:
Choose TWO of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AGBU 350</td>
<td>Agricultural Law &amp; Environment</td>
<td>3</td>
</tr>
<tr>
<td>ANTH 301</td>
<td>Cultural Geography</td>
<td>3</td>
</tr>
<tr>
<td>ECON 320</td>
<td>Resource Economics</td>
<td>3</td>
</tr>
<tr>
<td>HIST 362</td>
<td>Making of Modern America</td>
<td>3</td>
</tr>
<tr>
<td>HIST 371</td>
<td>History of American West</td>
<td>3</td>
</tr>
<tr>
<td>INDS 325</td>
<td>Genocide, Survival, and Indigenous Peoples</td>
<td>3</td>
</tr>
<tr>
<td>INDS 326</td>
<td>Decolonization, Recovery, and Indigenous Peoples</td>
<td>3</td>
</tr>
<tr>
<td>INDS 344</td>
<td>US Policy, Imperialism, and Indigenous Peoples</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 107</td>
<td>Environmental Ethics</td>
<td>3</td>
</tr>
<tr>
<td>POL 320</td>
<td>Political Economy of the Third World</td>
<td>3</td>
</tr>
<tr>
<td>POL 324</td>
<td>Local &amp; Rural Politics</td>
<td>3</td>
</tr>
<tr>
<td>POL 356</td>
<td>Politics of Global Economy</td>
<td>3</td>
</tr>
<tr>
<td>RURL 310</td>
<td>Environmental History</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits: **30-33**

Minor: Geology (28 Credits)

The Geology Minor provides an opportunity to study earth science processes, problems and solutions from several points of view. Students
completing the Geology Minor will have a solid core of physical environmental science. This minor is suitable for both science and non-science majors.

I. Required Courses: (28 Credits)

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENVS 101</td>
<td>Physical Geology</td>
<td>3</td>
</tr>
<tr>
<td>ENVS 101L</td>
<td>Physical Geology Lab</td>
<td>1</td>
</tr>
<tr>
<td>ENVS 102</td>
<td>Historical Geology</td>
<td>3</td>
</tr>
<tr>
<td>ENVS 102L</td>
<td>Historical Geology Lab</td>
<td>1</td>
</tr>
<tr>
<td>ENVS 120</td>
<td>Regional Geography of US &amp; Canada</td>
<td>3</td>
</tr>
<tr>
<td>ENVS 210</td>
<td>Rocks &amp; Minerals I</td>
<td>2</td>
</tr>
<tr>
<td>ENVS 210L</td>
<td>Rocks &amp; Minerals I Lab</td>
<td>1</td>
</tr>
<tr>
<td>ENVS 301</td>
<td>Basic Soil Science</td>
<td>3</td>
</tr>
<tr>
<td>ENVS 301L</td>
<td>Basic Soil Science Lab</td>
<td>1</td>
</tr>
<tr>
<td>ENVS 302</td>
<td>Geomorphology</td>
<td>3</td>
</tr>
<tr>
<td>ENVS 310</td>
<td>Hydrology</td>
<td>3</td>
</tr>
<tr>
<td>ENVS 310L</td>
<td>Hydrology Lab</td>
<td>1</td>
</tr>
<tr>
<td>ENVS 311</td>
<td>Environmental Geology</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits: 28

Course Descriptions

ENVS 100 Earth Science (3 )
This course is designed to provide non science majors with an introduction to Earth Science. Students examine the general physical environment, and the emphasis of study is Earth-sun relationships, meteorology, climatology, geology, geomorphology, hydrology, natural hazards, and environmental degradation. Particular attention is devoted to the exploration of the inherent global interconnectedness of natural environmental systems and human interactions with the physical environment.

ENVS 100L Earth Science Lab (1 )
This is the laboratory component of ENVS 100-Earth Science. Students will engage in the practical application of the knowledge they acquire about natural environmental systems during lectures through observation, experimentation, and analysis. Topics of focus include Earth-sun relationships, meteorology, climatology, geology, geomorphology, hydrology, natural hazards, and environmental degradation. Particular attention is devoted to the exploration of the inherent global interconnectedness of natural environmental systems and human interactions with the physical environment.

ENVS 101 Physical Geology (3 )
The study of the earth and the forces that shape it, including minerals and rocks, landforms, and geological processes.

ENVS 101L Physical Geology Lab (1 )
The study of the earth and the forces that shape it, including minerals and rocks, landforms, and geological processes.

ENVS 102 Historical Geology (3 )
Study of the history and evolution of the earth including its lithosphere, hydrosphere, atmosphere, and biosphere. Topics also include the change in tectonics, rocks, environments, life, and fossils through geological time.

ENVS 102L Historical Geology Lab (1 )
Study of the history and evolution of the earth including its lithosphere, hydrosphere, atmosphere, and biosphere. Topics also include the change in tectonics, rocks, environments, life, and fossils through geological time.

ENVS 105 Introduction to Arcview (1 )
Introduction to the basic features of ArcView GIS software with hands-on exercises in a computer lab setting.

ENVS 106 Intermediate ArcView (1 )
This course provides hands-on exercises in a computer lab setting using ArcView GIS software. Topics will include creation, editing, manipulation, and conversion of spatial data; using ArcView Spatial Analyst, 3-D...
ENVS 107 Introduction to ArcGIS (2)
Introduction to the basic features of ArcGIS software with hands-on exercises in a computer lab setting. Exercises will provide practice in basic GIS functions such as spatial data creation, editing, manipulation, and analysis. Basic cartographic principles will be applied to produce map displays of exercise results.

ENVS 115 Redwood River Monitoring (2)
This course provides a unique opportunity for students to learn about river monitoring issues and techniques and to teach these skills to others as they mentor high school and 7th grade students. The course also allows students to take an active role in a community-based service-learning project in which data generated are directly applicable to local water conservation issues.

ENVS 120 Regional Geography of US & Canada (3)
An introduction to the various regions of North America and the study of relationships between physiography, climate, ecosystems, human activities, and environmental issues in the regions.

ENVS 121L Introductory Astronomy Lab (1)

ENVS 130 World Regional Geography (3)

ENVS 180 Environmental Science: Introduction (3)
This course presents an overview of environmental science as well as basic principles of ecology and their implications for identifying and analyzing environmental problems. Also discussed is the impact of human activities on ecosystems and possible solutions to environmental problems.

ENVS 180L Environmental Science: Introduction Lab (1)
This course presents an overview of environmental science as well as basic principles of ecology and their implications for identifying and analyzing environmental problems. Also discussed is the impact of human activities on ecosystems and possible solutions to environmental problems.

ENVS 186 Special Topics in Environmental Science (1 - 4)

ENVS 200 Environmental Science Seminar (1)
This one-credit seminar class will provide an opportunity for environmental science majors, instructors, and guest speakers to discuss and critically examine current events and environmental issues, journal articles, internship and career opportunities, career preparation, and to network with potential employers.

ENVS 210 Rocks & Minerals I (2)
An introduction to the identification and classification of minerals and rocks.

ENVS 210L Rocks & Minerals I Lab (1)
An introduction to the identification and classification of minerals and rocks.

ENVS 211 Rocks & Minerals II (2)

ENVS 211L Rocks & Minerals I Lab (1)

ENVS 240 Minnesota: Landscapes & People (3)

ENVS 270 Soil Profile Description (1)
This is a field course used to prepare students for intercollegiate soil judging contests.

ENVS 271 Collegiate Soil Judging (1)
Methods of soil profile description and field interpretation of landscapes. Participation in soil judging team during regional or national contests is required.

ENVS 286 Special Topics (1 - 3)
ENVS 292 Honors Credit in Environmental Science ( 1 )
An independent study course designed primarily for Honors Program students. This course allows more indepth or comprehensive study or research by certain students concurrently enrolled in at least one other Earth/Space Science course.

ENVS 301 Basic Soil Science ( 3 )
Basic physical, chemical, and biological properties of soil. Soil genesis, classification, and principles of soil fertility.

ENVS 301L Basic Soil Science Lab ( 1 )
Basic physical, chemical, and biological properties of soil. Soil genesis, classification, and principles of soil fertility.

ENVS 302 Geomorphology ( 3 )
An in-depth, interdisciplinary investigation into landform development, landscape evolution, and the effects of geological processes and climate change on the Earth's surficial systems. Special emphasis on Quaternary environmental changes, glacial and interglacial transitions, and the resulting landscapes.

ENVS 303 Meteorology ( 3 )
This course provides students with an introduction to atmospheric characteristics and phenomena including: weather, composition and physical processes, air masses and global patterns of air circulation, frontal systems and severe weather, climate and climate change. Particular emphasis will be placed on human interactions with the atmosphere-natural hazards, forecasting, predicting and monitoring, pollution, and climate change-and the global nature of those interactions. For students interested in fulfilling their LAC requirements, the companion lab for this course is currently ENVS 100L - Earth Science Laboratory.

ENVS 310 Hydrology ( 3 )
This course deals with the processes governing the depletion and replenishment of the water resources of the land areas of the earth. Students will be introduced to basic principles of the water cycle and the methodology used in determining water flow.

ENVS 310L Hydrology Lab ( 1 )
This lab will give the student an opportunity to experience problems and case studies of hydrology in detail. The lab sessions will consist of data manipulation and analysis, computer simulation, and systems design for major topics of hydrology. These topics will include irrigation, drainage, groundwater use and flow, contaminant transport and remediation. Laboratory exercises and field trips are designed to provide a practical introduction to hydrologic methods.

ENVS 311 Environmental Geology ( 3 )
Study of the effects of geological processes on human society and the application of geological principles in identifying, evaluating, predicting, and mitigating natural hazards such as volcanoes, earthquakes, and floods. Other topics include global climactic change and human impacts on the environment from energy and resources extraction and utilization.

ENVS 320 Soils and Fertility ( 3 )
This course is the study of how soil fertility affects plant growth and what soil conditions are required to grow specific plants and crops. Methods for testing plants and soils are reviewed. Fertilizer requirements, economics, placement, evaluation, residual effects and environmental effects are reviewed.

ENVS 321 Structural Geology ( 3 )
Classification of major and minor features of crustal deformation; laboratory solutions of three-dimensional structural problems.

ENVS 321L Structural Geology Lab ( 1 )
Classification of major and minor features of crustal deformation; laboratory solutions of three-dimensional structural problems.

ENVS 331 Invertebrate Paleontology ( 3 )
The taxonomy, morphology and paleoecology of invertebrate fossils.

ENVS 331L Invert Paleontology Lab ( 1 )
The taxonomy, morphology and paleoecology of invertebrate fossils.
ENVS 341 Stratigraphy & Sedimentation (3)
Sedimentary processes and environmental principles of stratigraphic classification and correlation.

ENVS 341L Stratigraphy & Sedimentation Lab (2)
Sedimentary processes and environmental principles of stratigraphic classification and correlation.

ENVS 351 Environmental Toxicology (3)
The study of potentially harmful agents in the environment and their effects on organisms and ecosystems. Topics covered include dose-response relationships, toxicity test methods, factors influencing toxicity, fate and effects of natural and synthetic chemicals in the environment, and ecological risk assessment.

ENVS 352 Plant Nutrients in the Environment (3)

ENVS 353 Soil Conservation and Land Use Management (3)
Soil erosion and land degradation processes on rural and urban landscapes. Technical, historical, economic, social, and international considerations of soil conservation. Landuse management practices of soil conservation and methods of natural resource assessment.

ENVS 390 Research Methods in Environmental Science (1)
This course is designed to introduce students to the basic methods of research in Environmental Science. Emphasis will be placed on how to select a research project, how to conduct a literature search, how to write a project proposal, and field methods for data collection.

ENVS 394 Environmental Science Education Assistantship (1 - 2)

ENVS 400 Environmental Data Analysis & Presentation (1)
This is the capstone course for the environmental science major. Students will be expected to conduct an independent research project investigating various environments topics selected in conjunction with a faculty research advisor. Students will incorporate field, laboratory, and GIS experiences in environmental data gathering, analysis, interpretation, synthesis, and presentation. Students will present their findings in a variety of oral and written formats including at the annual SMSU Undergraduate Research Conference.

ENVS 401 Wetland Ecology (3)
This course is a comprehensive review of the biological, physical, and chemical aspects of wetland ecosystems. The course also covers the restoration, creation, and management of wetlands as well as policy regulating these activities. The course will include North American wetland systems as well as other wetlands around the globe. Various field data collecting exercises will emphasize local wetlands.

ENVS 401L Wetland Ecology Lab (1)
This course is a comprehensive review of the biological, physical, and chemical aspects of wetland ecosystems. The course also covers the restoration, creation, and management of wetlands as well as policy regulating these activities. The course will include North American wetland systems as well as other wetlands around the globe. Various field data collecting exercises will emphasize local wetlands.

ENVS 426 Soil Morphology & Genesis (3)
Physical and chemical weathering processes, factors of soil formation, introduction to soil mineralogy, soil survey utilization and interpretation. This course will also introduce students to various landscapes, their genesis, and land use impacts.

ENVS 426L Soil Morphology & Genesis Lab (1)

ENVS 450 Environmental Instrumentation and Data Analysis (3)
In this course, students study how environmental samples are collected and analyzed for specific environmental components and characteristics biota. Planning and sample design accompanied with discussions of quality assurance and quality control are reviewed. Specific techniques for sampling water, air, soils, and biota are reviewed and conducted by students.

ENVS 486 Advanced Special Topics (1 - 3)
ENVS 494 Independent Study (1 - 3)
Independent research, directed by a faculty member, which must be laboratory research, library research, or other experiences approved by the Environmental Science program.

ENVS 499 Internship in Environmental Science (1 - 15)
Supervised experiences in learning situations that cannot be obtained on campus.
Finance

Department Office: CH 129  
Phone Number: 507-537-6223  
Staff & Faculty: George Seldat, Susan Jones, Matthew Walker

SMSU has broadened the scope of its business-related majors and minors. Building upon a solid reputation in business administration, SMSU now offers both a major and a minor in Finance at the baccalaureate level. This major will allow finance students to further strengthen and define their business skills and knowledge.

Student demand helped bring about the creation of SMSU’s new major and minor. The new curriculum is founded on a strong foundation of business core courses that are necessary for success in today’s competitive economic environment. The Finance Major allows business students to branch into one of two concentrations: a Financial Planning and Investments Concentration, or a Corporate Finance Concentration. These interesting and valuable concentrations provide finance students with real options to focus their course-work towards the career opportunities that best meet their individual goals and interests.

Students with other majors could also decide to earn a Minor in Finance. The minor is built around the same core competencies as the major, and can be a great addition to a student’s academic credentials.

SMSU’s Career Services Office has years of data that consistently demonstrate the strong job placements of our finance graduates. We also have a very successful and active internship program.

Our finance faculty are professionals who have industry experience and strong academic credentials. More importantly, our faculty are dedicated educators with a passion for teaching and learning. We care about our students, and we are constantly improving our programs to make sure that we are fully preparing our students for a globally-competitive business world where change is the only constant.

A grade point average of 2.50 in all major course work taken at SMSU including courses transferred from other institutions. A grade point average of 2.00 in all minor course work is required. Any exceptions to this requirement must be approved by the faculty of the Finance program.

Note: Students must complete a minimum of 120 credits in order to graduate with a Bachelor's degree.

Bachelor of Science: Finance (60 Credits)

Pre-Finance Requirements:

Notes:
Students seeking a B.S. in Finance must complete the Pre-Finance requirements.
Pre-Finance requirements for students accepted as major in Finance are:

1. Earn a grade of “C” or better in the following courses:
   a. MATH 115 (Finite Mathematics) or MATH 140 (Calculus, A Short Course) or a higher-level calculus course.
   b. ENG 151 (Academic Writing)
   c. SPCH 110 (Essentials of Speaking and Listening)

2. If a student earns a grade of “C–” or less in any of the above courses, then the student would be required to retake the course(s), and earn a grade of “C” or better prior to admission to the Finance program.

3. Prior to admission, the student must have earned a cumulative GPA of 2.5 or better within 27 credits of Minnesota Transfer Curriculum (MnTC). Of the 27 credits of MnTC courses used to determine the GPA, the following courses must be included: MATH 115 or MATH 140 or higher-level calculus course; ENG 151; and SPCH 110. No courses outside the MnTC will be used to determine the GPA for entry into the Finance major program.

4. The Finance faculty relies upon active advising and up-to-date record keeping to assure that qualified students are admitted as full Finance majors. Students who have not yet met the pre-finance requirements are provided with advice and guidance to pursue entry into the program. Entrance into the program should be planned for the second semester of the sophomore year or the first semester of the junior year.

5. The above pre-finance requirements for admission to the Finance program are separate from Minnesota Transfer Curriculum (MnTC) requirements. All students, including transfer and honor students, who plan to major in Finance must meet or exceed the Pre-Finance requirements.

6. Students in the Honors Program at SMSU may satisfy the pre-finance requirements for ENG 151 by completing their approved Honors Curriculum. The other requirements, including MATH 115, MATH 140 or a higher-level calculus course, SPCH 110 and the requirements 2-5 above, must be completed as indicated.

I. Business Core Courses: (33 Credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 211</td>
<td>Principles of Accounting I</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 212</td>
<td>Principles of Accounting II</td>
<td>3</td>
</tr>
<tr>
<td>BADM 305</td>
<td>Business Law I</td>
<td>3</td>
</tr>
<tr>
<td>ECON 201</td>
<td>Principles of Microeconomics</td>
<td>3</td>
</tr>
<tr>
<td>ECON 202</td>
<td>Principles of Macroeconomics</td>
<td>3</td>
</tr>
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</table>
### II. Finance Core Courses (12 Credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FIN 375</td>
<td>Investments</td>
<td>3</td>
</tr>
<tr>
<td>FIN 457</td>
<td>Corporate Finance I</td>
<td>3</td>
</tr>
<tr>
<td>FIN 458</td>
<td>Corporate Finance II</td>
<td>3</td>
</tr>
<tr>
<td>FIN 492</td>
<td>Financial Policy</td>
<td>3</td>
</tr>
<tr>
<td>FIN 495</td>
<td>Senior Examination</td>
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</tr>
</tbody>
</table>

**Notes:**
* MGMT 492: Business Policy can substitute for FIN 492: Financial Policy if there are scheduling difficulties.

### III. Concentrations (15 Credits)

**Notes:**
Students who choose to complete more than one concentration cannot double-count courses across concentrations.

#### A. Financial Planning Investments Concentration**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 350</td>
<td>Federal Tax I</td>
<td>3</td>
</tr>
<tr>
<td>BADM 360</td>
<td>Insurance and Risk Management</td>
<td>3</td>
</tr>
<tr>
<td>FIN 365</td>
<td>Personal Financial Planning</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 105</td>
<td>Ethical Issues in Business</td>
<td>3</td>
</tr>
</tbody>
</table>

**Notes:**
**Can lead to Certified Financial Planner Certification. See the Department of Business & Public Affairs for information.

Choose any one of the following electives:

- ACCT 340: Cost Accounting I
- ACCT 451: Federal Tax II
- AGBU 330: Commodity Futures & Options Trading
- BADM 355: Business Law II
- BADM 365: Real Estate
- ECON 328: Money and Banking
- ECON 380: Public Finance
- FIN 352: Analyzing Financial Statements
- FIN 354: Working Capital Management
- FIN 370: Capital Budgeting
- FIN 460: Business Forecasting
- FIN 491: Senior Seminar-Finance
- MGMT 320: Advanced Computer Applications
- MGMT 350: Human Resources
- MGMT 422: Prod & Oper Management
- MKTG 451: e-Marketing

#### B. Corporate Finance Concentration

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FIN 352</td>
<td>Analyzing Financial Statements</td>
<td>3</td>
</tr>
<tr>
<td>FIN 354</td>
<td>Working Capital Management</td>
<td>3</td>
</tr>
<tr>
<td>FIN 370</td>
<td>Capital Budgeting</td>
<td>3</td>
</tr>
</tbody>
</table>

Choose any two of the following electives:

- AGBU 330: Commodity Futures & Options Trading
- BADM 355: Business Law II
- BADM 360: Insurance and Risk Management
- BADM 365: Real Estate
- ECON 328: Money and Banking
- ECON 380: Public Finance
- FIN 460: Business Forecasting
- FIN 491: Senior Seminar-Finance
- MGMT 320: Advanced Computer Applications

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Note: While every effort is made to ensure accuracy, SMSU reserves the right to correct any clerical errors herein.
Minor: Finance (27 Credits)

A. Business Core Courses: (12 Credits)
- ACCT 211 Principles of Accounting I 3
- ACCT 212 Principles of Accounting II 3
- ECON 202 Principles of Macroeconomics 3
- FIN 230 Business Statistics I 3

B. Finance Courses (15 Credits)

1. Required Courses:
- FIN 350 Managerial Finance 3
- FIN 457 Corporate Finance I 3
- FIN 458 Corporate Finance II 3

2. Elective Courses:
- AGBU 360 Agricultural Finance 3
- BADM 360 Insurance and Risk Management 3
- BADM 365 Real Estate 3
- ECON 328 Money and Banking 3
- ECON 380 Public Finance 3
- FIN 330 Financial Management for Small Business 3
- FIN 352 Analyzing Financial Statements 3
- FIN 354 Working Capital Management 3
- FIN 365 Personal Financial Planning 3
- FIN 370 Capital Budgeting 3
- FIN 375 Investments 3
- FIN 460 Business Forecasting 3
- FIN 491 Senior Seminar-Finance 3

Notes:
* Elective courses for the finance minor cannot be double-counted to meet the requirements for another major or minor.

Total Credits: 27

Course Descriptions

FIN 230 Business Statistics I (3)
Beginning statistical theory and procedures, including data collection, sampling techniques, organization and presentation of data, measurement of central tendency, probability concepts, discrete and continuous probability distributions, statistical estimation, hypothesis testing, and linear regression. Students use a computer to do some statistical analysis.

FIN 231 Business Statistics II (3)
Probability theory, random variables, theoretical distributions, multivariate distributions, moments, multiple regression, time series analysis, index numbers, Bayesian decision theory, experimental design, and non-parametric statistics.

FIN 286 Special Topics (1 - 3)

FIN 330 Financial Management for Small Business (3)
Emphasis on the financial management functions and responsibilities necessary to the successful operation of a small business. Factors affecting financial management are studied, including forms of business
organization, planning, accounting, leverage, valuation, investment decision-making, working capital, and sources of funding.

**FIN 350 Managerial Finance (3)**
Financial planning and analysis, capital budgeting, management of working capital, management of long-term funds, promotion, expansion, and evaluation.

**FIN 352 Analyzing Financial Statements (3)**
Comprehensive analysis of the financial strengths and weaknesses of a company by examining the company's financial statements and pertinent industry information. Topics include ratio, vertical, and horizontal analyses; interpretation of financial statement disclosures; and consideration of the impact of inflation and taxes on the financial statements.

**FIN 353 Healthcare Financial Management (3)**
This course is intended to help students analyze the financial principals, theories and concepts unique to healthcare organizations. It will review the historic development of healthcare finance. Students will review the sources and policies of financing from government and 3rd party payers. Students will analyze healthcare organization's expenses, revenues, cash flows, cost allocations, cost determinations, cost effectiveness and financial performance for healthcare organizations. Students will assess resources allocations as they relate to decision making, strategic planning and budget formulation.

**FIN 354 Working Capital Management (3)**
Major theories and concepts of working capital management, including liquidity analysis; management of inventory, accounts receivable, credit and payables, cash collection, concentration, and disbursement systems; and multi-national cash flows.

**FIN 356 Principals of Leasing (3)**
Provides a practical overview of equipment leasing as it is conducted in the United States. Key topic areas include the fundamentals of equipment leasing, financial reporting of lease transactions, lease vs. buy economic analysis, and leveraged leases.

**FIN 357 Personal Financial Planning (3)**
A study of techniques and methods of effectively planning for the accomplishment of personal goals. Topics researched will consist of credit and borrowing, personal savings, risk management and insurance, investments, tax planning, estate planning, and others.

**FIN 370 Capital Budgeting (3)**
Advanced analysis of a firm's long-term investments. Coverage of net present value, internal rate of return, and related techniques. Topics include evaluation of long-term projects under uncertainty and capital rationing.

**FIN 375 Investments (3)**
Principles of investments with emphasis on security appraisal and portfolio composition.

**FIN 457 Corporate Finance I (3)**
Provides an overview of managerial finance in the business world by investigating various forms of business organization and considers the goal of the corporate enterprise which includes a discussion on business ethics and social responsibility. The courses focuses on the analysis of financial statements, cash flow analysis, and obtaining a familiarity with financial institutions. Fundamental concepts in risk and return and the time value of money are reviewed to set the foundation for the study of bond and stock valuations. The final segment of the course deals with strategic investment decisions. The topics in this portion of the course include the study of the cost of capital and the basics of capital budgeting.

**FIN 458 Corporate Finance II (3)**
Although Corporate Finance I is not a prerequisite to this course, the financial topics covered in these courses complement each other. Corp. Fin. II begins with strategic financing decisions related to capital structure, dividend distribution theory and stock repurchases. Tactical financial decisions are dealt with in the topics associated with issuing securities and refunding operations. Lease financing, hybrid financing with preferred stock, warrants, and convertibles are included as topics in tactical financial decision making. The course ends with a review of working capital management and short-term financing.

**FIN 460 Business Forecasting (3)**
Introduction to commonly used methods for forecasting business and economic activity; emphasis on real world applications to the economy, specific sectors or industries, and the firm.

Note: While every effort is made to ensure accuracy, SMSU reserves the right to correct any clerical errors herein.
FIN 465 Acquisitions and Business Valuation (3)
Presents the theoretical principles and generally accepted practices of business valuation. Investigates the various valuation approaches and their underlying rationales. Examines the processes of internal and external data collection, financial statement analyses and assembly of the valuation report. Applicable to all forms of business organization.

FIN 475 International Finance (3)

FIN 486 Special Topics (1 - 4)

FIN 491 Senior Seminar-Finance (3)
This course is designed to provide an integrative perspective of various topic areas within the context of business and society. It will require an in-depth analysis of issues through reading, discussion, and research.

FIN 492 Financial Policy (3)
Capstone course to Finance Majors. Provide integrative perspective in the areas of corporate finance, financial analysis and value creation. Focus on various topics in finance with emphasis on the financial decision making process at the top executive level.

FIN 493 Statistical Concepts & Terminology (1)
Required for graduate students who have had no previous statistics courses. It presents concepts that are essential for the student to have in order to complete a research course. It also enables business managers to understand the research reports of others.

FIN 494 Independent Study (1 - 3)
An approved project in an area of management of particular interest to the student with responsibility for formulation and oral defense of the required work under the guidance of a faculty member.

FIN 495 Senior Examination (0)
A comprehensive examination covering the Finance major.

FIN 499 Finance Internship (1 - 9)
The opportunity to pursue an internship is designed to supplement course materials with actual related work experience. Students are expected to integrate disciplinary knowledge into a real world setting. The student will submit weekly reports on work assignments as well as a report at the conclusion of the internship. The number of credits allowed will depend on the magnitude of the internship.
Foreign Languages

Department Office: BA 109
Phone Number: 507-537-7206
Staff & Faculty: Diane Leslie, Christopher French, Elma Dassbach, J Kramer, David Paulson

The Foreign Language Program seeks to develop proficiency in listening, speaking, reading and writing a second language, and to introduce the student to the literature and civilization of another country in order to broaden his/her perspective and increase his/her understanding and sensitivity of a foreign culture. Graduates may enter careers in international business, education, the tourism and hospitality industries, and government service.

Note: Students must complete a minimum of 120 credits in order to graduate with a Bachelor’s degree.

French

Minor: French (12 Credits)

Required Courses:
- FREN 3XX French courses at the 300 level or above 12

German

Minor: German (12 Credits)

Required Courses
- GER 3XX German courses at 300 level or above 12

German Notes:
Note: This minor is not offered during the current catalog period (July 1, 2010-June 30, 2012).

Spanish

Bachelor of Arts: Spanish (32 Credits)

- SPAN 201 Intermediate Spanish I 4
- SPAN 202 Intermediate Spanish II 4
- SPAN 3XX Spanish Courses at the 300 level or above 24

Notes:
* SPAN 201/SPAN 202: Students with appropriate preparation and/or background may be exempt from SPAN 201 and SPAN 202. Please contact the Spanish faculty for more information.

Minor: Spanish (12 Credits)

- SPAN 3XX Spanish Courses at the 300 level or above 12

Classical Studies

Minor: Classical Studies (21 Credits)

I. Basic Requirements:
- FRLG 111 Beginning Latin I 3
- FRLG 112 Beginning Latin II 3
- FRLG 211 Latin III 3
- FRLG 212 Latin IV 3
- HIST 242 Eur Civ I: Ancient & Medieval Europe 3
- LIT 310 Greek Myth & Literature 3

II. Three credits chosen from the following courses:
- ART 250 Ancient Art History 3
- FRLG 494 Independent Study in Foreign Language 1 - 4
Course Descriptions

FREN 101 Beginning French I (3)
This course will introduce students to speaking, reading, and writing in the French language. It will also introduce students to some representative works of French literature (in translation), art, and music from one particular century in French history. The course will demonstrate how language, art, and literature form a cultural context for an understanding of the ideas and values of French society.

FREN 101 Beginning French I (4)
This course will introduce students to speaking, reading, and writing in the French language. It will also introduce students to basic differences between the cultures of France and the United States, in order to help them form a global perspective.

FREN 102 Beginning French II (4)
This course will continue to build skills in speaking, reading, and writing in the French language. It will also introduce students to basic differences between the cultures of France and the United States, in order to help them form a global perspective.

FREN 102 Beginning French II (3)
This course will continue building language skills of speaking, listening comprehension, pronunciation, reading, and writing in the French language. It will also introduce students to some representative works of French literature (in translation), art, and music from one particular century in French history.

FREN 184 Beginning Immersion in French Language & Culture (3)

FREN 201 Intermediate French I (4)
These courses will review the fundamentals of French grammar and will continue to build language skills of speaking, listening comprehension, pronunciation, reading, and writing in the French language. They will also introduce students to representative works of French literature (some in translation), art, and music from two centuries in French history.

FREN 202 Intermediate French II (4)
These courses will review the fundamentals of French grammar and will continue to build language skills of speaking, listening comprehension, pronunciation, reading, and writing in the French language. They will also introduce students to representative works of French literature (some in translation), art, and music from two centuries in French history.

FREN 286 Special Topics (1 - 4)

FREN 292 Honors Credit in French (1)
An independent study course designed primarily for Honors Program students. This course allows more indepth or comprehensive study or research by certain students concurrently enrolled in at least one other French course.

FREN 310 Conversation & Composition I (3)
Study of advanced grammar, with extensive speaking practice. Writing of sustained passages of expository French prose. Offered in alternate years.

FREN 311 Conversation & Composition II (3)
Study of advanced grammar, with extensive speaking practice. Writing of sustained passages of expository French prose. Offered in alternate years.

FREN 321 French Culture Through the Renaissance (3)
Survey of French history, geography, art and literature from the Prehistoric Period through the French Renaissance.
FREN 322 Contemporary France (3)
Survey of contemporary French society and culture.

FREN 331 Introduction to the Study of French Literature (3)
Introductory study of French literature, covering poetry, drama and one or more short novels.

FREN 332 Special Area Studies in French (3)
In-depth study of selected topics, such as French film, the Quebec experience, the European Community, or the French presence in Africa.

FREN 384 Advanced Immersion in French Language & Culture (3)
Offers students studying or traveling in French-speaking countries the opportunity to earn three credits toward the French Minor.

FREN 486 Special Topics (1 - 4)
FREN 494 Independent Studies in French (1 - 3)
Seeks to develop in each student an acceptable proficiency in the listening, speaking, reading and writing skills of a second language, and introduce the student to the literature and contemporary civilization of the country.

FRLG 111 Beginning Latin I (3)
This is an introductory course in Latin grammar. The focus of the course is on learning the language so that students can begin to read classical and medieval Latin literature. The course also provides an introduction to the history and culture of ancient Rome and the European Middle Ages.

FRLG 111L Beginning Latin I Lab (1)
This is an optional, one-credit laboratory course for students enrolled in Beginning Latin I (FRLG 111). The purpose of the course is to provide additional drill in Latin grammar and syntax.

FRLG 112 Beginning Latin II (3)
This is a second course in Latin grammar. The focus of the course is on learning the languages so that students can begin to read classical and medieval Latin literature. The course also provides an introduction to the history and culture of ancient Rome and the European Middle Ages.

FRLG 112L Beginning Latin II Lab (1)
This is an optional, one-credit laboratory course for students enrolled in Beginning Latin II (FRLG 112). The purpose of the course is to provide additional drill in Latin grammar and syntax.

FRLG 211 Latin III (3)
This course provides a review of Latin grammar and an introduction to Latin literature. Students may read works of a single author or selected works from a particular period. Texts will be discussed in their historical and cultural background.

FRLG 212 Latin IV (3)
This is a course in Latin literature. Students read a major work of classical antiquity or the European Middle Ages.

FRLG 250 English Word Origins (1 - 2)
This is a course in vocabulary building. Students learn the origin of words, especially those that have come into English from ancient Greek and Latin; begin building a basic vocabulary based on Latin and Greek derivatives; and learn to recognize Latin and Greek roots, prefixes, and suffixes.

FRLG 286 Special Topics (1 - 4)
FRLG 292 Honors Credit in Latin (1)
An independent study designed primarily for Honors Program students to allow more in-depth or comprehensive study for students concurrently enrolled in Latin course(s).

FRLG 486 Special Topics (1 - 4)
FRLG 494 Independent Study in Foreign Language (1 - 4)
GER 101 Beginning German I ( 3 )
An introduction to German, working toward the ability to communicate with German speaking people in matters affecting everyday life.

GER 102 Beginning German II ( 3 )
Continuation of GER 101.

GER 201 Intermediate German I ( 4 )
Developing fluency in oral and written German with emphasis on reading skill and grammar review.

GER 202 Intermediate German II ( 4 )
Developing fluency in oral and written German with emphasis on reading skill and grammar review.

GER 286 Special Topics German (1 - 4)

GER 292 Honors Credit in German ( 1 )
An independent study course designed primarily for Honors Program students. This course allows more indepth or comprehensive study or research by certain students concurrently enrolled in at least one other German course.

GER 301 Special Area Studies in German I ( 2 )
Reading selected German authors, with special attention to the 19th and 20th centuries.

GER 302 Special Area Studies in German II ( 2 )
Reading selected German authors, with special attention to the 19th and 20th centuries.

GER 311 German Conversation I ( 1 )
Understanding German spoken at normal speed, expressing thoughts in a sustained conversation.

GER 312 German Conversation II ( 1 )
Understanding German spoken at normal speed, expressing thoughts in a sustained conversation.

GER 401 Special Area Studies in German ( 2 )
Major personalities, movements and works in German literature from 1760 to 1850, the Golden Age of German literature. May be repeated for credit as subject matter varies.

GER 486 Special Topics in German (1 - 4)

GER 494 Independent Study in German (1 - 6)
May be repeated up to 6 credits.

SPAN 101 Beginning Spanish I ( 3 )
Introduces students to the listening, speaking, reading and writing of Spanish and understanding the culture of Spanish speaking countries.

SPAN 102 Beginning Spanish II ( 3 )
Continuation of SPAN 101.

SPAN 201 Intermediate Spanish I ( 4 )
Continue the development of the four basic language skills. Culture is taught through selected reading in Spanish. Those with sufficient prior preparation may petition to substitute SPAN 311, 312 for any Intermediate Spanish course.

SPAN 202 Intermediate Spanish II ( 4 )
Continue the development of the four basic language skills. Culture is taught through selected reading in Spanish. Those with sufficient prior preparation may petition to substitute SPAN 311, 312 for any
Intermediate Spanish course.

**SPAN 286 Special Topics (1 - 4)**
Topics in Hispanic Culture and Literature.

**SPAN 292 Honors Credit in Spanish (1)**
An independent study course designed primarily for Honors Program students. This course allows more indepth or comprehensive study or research by certain students concurrently enrolled in at least one other Spanish course.

**SPAN 311 Spanish Composition & Conversation (3)**
Written and oral practice based on themes drawn from contemporary culture of Spanish-speaking countries. Some review of grammar.

**SPAN 312 Spanish Composition & Conversation (3)**
Written and oral practice based on themes drawn from contemporary culture of Spanish-speaking countries. Some review of grammar.

**SPAN 321 Study of 20th Century Literature (3)**
A study of selected works from 20th century Iberian and Latin American authors which will stress major themes and movements.

**SPAN 335 Spanish for Professions, Community Service and Business (3)**
Work toward proficiency in areas of communication skills required for those who intend to use Spanish as a principal asset in their occupation.

**SPAN 341 Spanish Culture & Civilization (3)**
A systematic overview of Iberian culture and civilization. Geography, political, social, and intellectual history will be the basis for reading, writing, and discussion.

**SPAN 342 Latin Amer Culture & Civilization (3)**
Major cultural and historical aspects of Latin America from pre-colonial times to the present will be the basis for reading, writing, and discussion.

**SPAN 394 Supervised Study in Spanish (1 - 8)**
For those who have completed basic Spanish. Work toward mastery of reading, writing, listening, and speaking in an immersion setting. Study for credit must have departmental approval prior to departure.

**SPAN 421 Survey-Peninsular Literature (3)**
Discussion and analysis of major literary trends and writers from representative authors from Spain.

**SPAN 422 Survey-Peninsular Literature (3)**
Discussion and analysis of major literary trends and writers from representative authors from Spain.

**SPAN 423 Survey of Latin American Literature (3)**
Discussion and analysis of major literary trends and writers from representative Latin American authors.

**SPAN 424 Survey of Latin American Literature (3)**
Discussion and analysis of major literary trends and writers from representative Latin American authors.

**SPAN 431 Introduction to Spanish Linguistics (3)**
This advanced Spanish language course presents the fundamentals, concepts, and problems in Spanish linguistics. Special focus is on variation of its use by the cultures and peoples of the Spanish-speaking world.

**SPAN 465 Independent Studies in Spanish (1 - 3)**
For advanced students. Credits and hours by arrangement. May be repeated.

**SPAN 486 Topics in Hispanic Culture and Literature (1 - 4)**
Topics in Hispanic Culture and Literature.
The Global Studies Program is open to students from all majors. In Global Studies courses students focus on a theme of global importance, spend a semester exploring the topic through course work, then apply and expand their knowledge with travel to a city, country or region. Financial Aid may be available to help cover trip costs, which are assessed as a course fee.

Program Options:

Global Studies Clusters
Usually Consists of:
1. Two or three Faculty participants; up to 25 students
2. Two or three 100-200 level LAC courses
3. A semester-long team-taught, 3 credit interdisciplinary Global Studies Seminar
4. A one-credit Voyage lasting 2-3 weeks at the end of the semester

Global Studies Seminar Only
Usually Consists of:
1. Two or three Faculty participants; up to 25 students
2. A semester-long team-taught 3 credit interdisciplinary Global Studies Seminar
3. A one-credit Voyage lasting 2-3 weeks at the end of the semester

Global Studies Experience
Usually Consists of:
1. Two-three Faculty participants; up to 25 students
2. A 1-2 credit Global Issues and Events course during a semester, interim or summer session
3. A 3-5 day trip to the city or region being studied during the semester (fall or spring break), between semesters or in the summer

Course Descriptions

GLBL 100 Global Issues & Events (1)
The purpose of this class is to provide students with a faculty supervised opportunity to attend ten hours of events on global issues held at SMSU and then engage in analysis of them through discussion and written assignment.

GLBL 194 Independent Study (1 - 3)
Students who wish to do further work on a topic from a Global Studies cluster may take 1-3 hours of Independent Study from Cluster faculty.

GLBL 199 Global Studies Seminar (3)
In the seminar, students and faculty will discuss, analyze, and research the cluster theme. Students will learn basic research skills in preparation for an oral group presentation. The seminar is team-taught by the three faculty teaching the other cluster courses. The seminar lab includes a voyage of 10-20 days to a site where students can study the cluster theme firsthand.

GLBL 199L Global Studies Seminar Lab (1)
In the seminar, students and faculty will discuss, analyze, and research the cluster theme. Students will learn basic research skills in preparation for an oral group presentation. The seminar is team-taught by the three faculty teaching the other cluster courses. The seminar lab includes a voyage of 10-20 days to a site where students can study the cluster theme firsthand.

GLBL 394 Independent Study (1 - 3)
Students who wish to do further work on a topic from a Global Studies cluster may take 1-3 hours of Independent Study from Cluster Faculty.

GLBL 399 Global Studies Seminar (3)
In the seminar, students and faculty will discuss, analyze, and research the cluster theme. Students will learn basic research skills in preparation for an oral group presentation. The seminar is team-taught by the three faculty teaching the other cluster courses. The seminar lab includes a voyage of 10-20 days to a site where students can study the cluster theme firsthand.

**GLBL 399L Global Studies Seminar Lab (1)**
This lab will take place during the 2-3 week voyage associated with each Global Studies Cluster. Faculty will meet both formally, at group discussion sessions held regularly throughout the trip; and informally at the sites visited, for 15+ hours; students will complete a graded travel journal.
Hispanic Studies

Minor: Hispanic Studies (18 Credits)

I. Spanish Core Courses* (6 Credits)

Choose one course:
- SPAN 311 Spanish Composition & Conversation 3
- SPAN 312 Spanish Composition & Conversation 3

Choose one course:
- SPAN 341 Spanish Culture & Civilization 3
- SPAN 342 Latin Amer Culture & Civilization 3

II. History Core Courses: (6 Credits)
- HIST 314 Modern Latin America 3
- HIST 326 Slavery, Race, and Gender in the Atlantic World 3

III. Elective History or Spanish Course: (3 Credits)
- HIST 315 Mexico & Central America 3
- HIST 321 U.S.-Latin American Relations 3
- HIST 328 History of Cuba 3
- HIST 486 Advanced Special Topics in History 1 - 4
- SPAN 4XX Any 400-level Spanish course 3

IV. Other Electives: (3 Credits)
- ANTH 301 Cultural Geography 3
- ANTH 316 Gender & Culture 3
- ECON 390 Economic Development 3
- ECON 470 International Business & Economics 3
- INDS 310 Indigenous Spirituality and World View 3
- INDS 325 Genocide, Survival, and Indigenous Peoples 3
- INDS 326 Decolonization, Recovery, and Indigenous Peoples 3
- INDS 345 Education, Colonialism, and Indigenous Peoples 3
- MKTG 471 International Marketing 3
- POL 320 Political Economy of the Third World 3
- POL 356 Politics of Global Economy 3
- SOCI 270 Gender Issues 3
- SOCI 318 Forces for Social Change 3
- SOCI 354 Holocaust, Genocide & Human Rights 3

Minor: Hispanic Studies Notes:
*See Spanish Program for proficiency prerequisites

Total Credits: 18
The study of history helps students acquire the historical perspective which places human events in a chronological sequence, emphasizing the dimension of time and causality. History students explore a broad spectrum of ideas, such as nationalism, romanticism, and Marxism, as well as such themes as national and social histories, progress, industrialization, the history of women, war, rural life, and death and dying through the ages. History students develop the ability to analyze, synthesize, and make informed judgments. Open to history graduates are careers in law, teaching, county, state and national government, historical societies, the ministry, business, and others. They might also choose to become archivists or professional historians.

For teacher certification requirements, see the Education section.

History majors shall maintain a major GPA of 2.8 with no grade lower than "C."

Note: Students must complete a minimum of 120 credits in order to graduate with a Bachelor’s degree.

**Bachelor of Arts: History (39 Credits)**

I. Required Courses: (24 Credits)

*Take one of the following:*

- HIST 201 Rural World 3
- HIST 210 World Hist 20th Century 3
- HIST 210 Contemporary World History 3

*History Core:*

- HIST 221 Early Amer: Col-Civil Wr 3
- HIST 222 Modern America: History of the U.S. from 1865 to the Present 3
- HIST 242 Eur Civ I:Ancient & Medieval Europe 3
- HIST 243 Eur Civ II:Modern & Contemporary Europe 3
- HIST 301 Historiography 3
- HIST 387 Pro-Seminar 3
- HIST 487 Senior Seminar 3

II. Electives (15 Credits)

*One course in Non-Western History:*

- HIST 311 World in War & Crisis: 1910-1945 3
- HIST 314 Modern Latin America 3
- HIST 315 Mexico & Central America 3
- HIST 321 U.S.-Latin American Relations 3
- HIST 322 Development in the Post-Colonial World 3
- HIST 324 Comparative Colonialisms 3
- HIST 325 Africa Since 1800 3
- HIST 328 History of Cuba 3
- HIST 351 Origins of Islamic Civil 3

*History Electives*

- HIST 3XX History courses at the 300 level or above 12

**Bachelor of Arts: History Notes:**

Students who are not seeking a Social Science licensure may substitute one of the following courses for a history elective: INDS 325, INDS 326, or PHIL 331.

**Total Credits:** 39

**Minor: History (18 Credits)**

I. Choose one course from two of the following groups (6 Credits)

*Group A.*
Rural World
World Hist 20th Century
Contemporary World History

Group B.
Early Amer: Col-Civil Wr
Modern America: History of the U.S. from 1865 to the Present

Group C.
Eur Civ I: Ancient & Medieval Europe
Eur Civ II: Modern & Contemporary Europe

II. Required:
Historiography

III. Take one elective from each category: (9 Credits)

a. Non-Western History
b. European History
c. United States History

Minor: History Notes:
Students minoring in history are strongly encouraged to devote themselves seriously to the study of a foreign language.

Total Credits: 18

Course Descriptions

HIST 121 Local & Regional History (3)  
An introduction to local and regional histories, and histories of everyday and rural lives.

HIST 150 Perspectives in History (3)  
Selected topics viewed in historical perspective.

HIST 201 Rural World (3)  
This course will survey the origins and development of agriculture from neolithic times to the mechanization and rationalization of agricultural production in the 19th and 20th centuries. It will also concentrate on the social, political, cultural and economic structures of European village life and on the special development of American agricultural society from colonial times to the 20th century.

HIST 210 Contemporary World History (3)  
This course is a broadly based survey of major developments in contemporary world history. Major topics will include colonialism and nation building, war, genocide, free trade, socialism, communism, capitalism, democracy, dictatorships, national liberation, human rights, racism, gender, and freedom. Expect units on Asia, Africa, Europe, and the Americas.

HIST 210 World Hist 20th Century (3)  
This course is a broadly based survey of major developments in the 20th century world history. Major topics will include colonialism and nation building, war, genocide, free trade, socialism, communism, capitalism, democracy, dictatorships, national liberation, human rights, racism, gender, and freedom. Expect units on Asia, Africa, Europe, and the Americas.

HIST 221 Early Amer: Col-Civil Wr (3)  
A survey of American civilization with emphasis on the political, economic, and social aspects of our development prior to 1865.

HIST 222 Modern America: History of the U.S. from 1865 to the Present (3)  
A survey of American civilization with emphasis on the social, economic, and political history of the United States from 1865 to the present.

HIST 242 Eur Civ I: Ancient & Medieval Europe (3)  
Course surveys European civilization from the time of the Greeks and Romans to the Renaissance.
HIST 243 Eur Civ II: Modern & Contemporary Europe (3)
This course surveys European history from the Renaissance to the 20th century.

HIST 271 Environmental History (3)
This course explores processes of environmental change, examining them in their proper ecological, geographical, and historial contexts. This course also addresses the multi-faceted relationship between human beings and their surroundings as well as changing definitions of environment and nature.

HIST 286 Special Topics (1 - 4)

HIST 292 Honors Credit in History (1)
An independent study course designed primarily for Honors Program students. This course allows more indepth or comprehensive study or research by certain students concurrently enrolled in at least one other history course.

HIST 301 Historiography (3)
This course is a basic introduction to the history of history and the philosophy of history. This course should be taken as soon as possible after a student declares a history major.

HIST 310 Environmental History (3)
This course explores processes of environmental change, examining them in their proper ecological, geographical, and historial contexts. This course also addresses the multi-faceted relationship between human beings and their surroundings as well as changing definitions of environment and nature.

HIST 311 World in War & Crisis: 1910-1945 (3)
In the first half of the twentieth century, two world wars and the Great Depression revealed the negative effects of the Industrial Revolution and European, U.S., and Japanese imperialism and competition. Through books, and films from the time period, students in this course will examine world history, politics, and culture; going beyond the borders and the conflicts of Europe and the U.S. to investigate Latin America, Africa, and Asia.

HIST 314 Modern Latin America (3)
This course covers the history of Latin America since Independence, with an emphasis on the problems of reform and revolution, the socioeconomic challenges of globalization, and the cultural ferment of the region.

HIST 315 Mexico & Central America (3)
This course surveys the history of Mexico and Central America. It will focus on Amerindian societies before conquest by Spain and other European powers. It will examine the creation of "New Spain," a colonial world neither Spanish nor Amerindian, but a combination of both. For modern times, beginning with independence in the early 19th century, the course will focus upon the successes and failures of modernization in Mexico and Central America.

HIST 318 Portugal in the Atlantic World (3)
This course explores the formation, nature and decline of Portuguese contact and empire in Africa, Asia and the Americas from the fifteenth to the twentieth centuries. Topics include cross-cultural interaction, religious influences, local and long-distance trade, slavery, and diasporas in historical context.

HIST 320 Race in the Atlantic World (3)
This course surveys African history from the nineteenth century to the present. It examines the effects of abolition of the slave trade and of commercial and religious revolutions in West Africa; the Scramble for Africa; the social, cultural and economic ramifications of colonial rule and resistance to it; struggles for liberation and the challenges of independence.

HIST 321 U.S.-Latin American Relations (3)
This course covers the history of the relations between Latin America and the United States, addressing the development and execution of U.S. foreign policy in the region, Latin American cooperation with and resistance to the U.S. and the socioeconomic challenges of globalization, and the cultural ferment of the region.

HIST 322 Development in the Post-Colonial World (3)
This course explores issues of economic development and nation-building in Africa, Latin America, and Asia, focusing primarily on the mid- to late-twentieth century. Topics covered include theories of modernization.
and underdevelopment, the legacy of the colonial experience and decolonization, and case studies of developments strategies and their consequences.

HIST 324 Comparative Colonialisms (3)
This course explores comparatively the colonial experiences of societies in Latin America, the Caribbean, Africa, and Asia from the fifteenth to the nineteenth centuries. Topics include comparative examination of cross-cultural encounters, types of colonialization and their purposes, methods and consequences, and the formation and course of movements for independence.

HIST 325 Africa Since 1800 (3)
This course explores the history of concepts of race and their consequences in the Americas and West Africa between the 25th and the 21st Centuries.

HIST 326 Slavery, Race, and Gender in the Atlantic World (3)
This course explores the encounter of the peoples of the Americas, Africa, and Europe in the Atlantic World, from 1492 to 1800, with a special emphasis on gender issues.

HIST 328 History of Cuba (3)
This course will examine the history of Cuba, from pre-colonial times to today, including such topics as the institution of slavery, the sugar business, the struggle for independence from Spain, economic and political relations with the US, the Revolution, and the Castro regime.

HIST 331 U.S. Since 1945 (3)
A broad look at American social, cultural, and political history in a crucial modern period.

HIST 337 European Women's History (3)
This course surveys the history of women's participation in the development of modern European politics, culture, and economy, and re-examines the traditional assumptions, categories, and periodizations of European history in light of women's experiences.

HIST 350 The Vietnam Wars, 1945-1975 (3)
This course examines the experience of Vietnamese and American women and man as they endured the Vietnam War. Critical examination of the Cold War, Colonialism, and Independence movements, and the experience of soldiers will be expected. The course makes extensive use of primary and secondary sources.

HIST 351 Origins of Islamic Civil (3)
This course will examine the origins of Islamic civilization and the beginnings of some of its key traditions. Topics will include pre-Islamic Arabia, Muhammed as a religious and political leader, Islamic law, sufism (Islamic mysticism), popular piety in the Islamic world, and Muslim social organization.

HIST 352 American Revolution and the Early Republic, 1763-1816 (3)
This course covers the years from 1763-1816, the beginnings of the American Revolution through the War of 1812. It focuses on the intellectual, social, economic and political developments that brought about the American colonies' break from Britain, the founding of the republic, and the launching of the republican experiment.

HIST 354 Growing Up in America (3)
This course is a history of children and youth in America from colonial times to the present. It looks across time at the role of the family, the school, and the state in relation to children.

HIST 355 Growth of U.S. Foreign Policy (3)
This course surveys American diplomatic history and the development of America's foreign policy with emphasis on the factors influencing those policies and their impact on the development of the United States.

HIST 356 Civil War & Reconstruction (3)
This course will study events leading up to the United States Civil War, the impact of the war itself, and its aftermath. Special attention will be paid to issues of race, territorial expansion, the law, and economic development.

HIST 359 African-American History, Civil War to the Present (3)
This course examines the experience of African American women and men from the Civil War to the present by focusing briefly on the slave experience and emancipation with a more intensive focus on Reconstruction,
the era of Jim Crow, and the Civil Rights Movement. The course will feature the use of primary documents and use as its interpretative framework the concept of struggle.

**HIST 360 American Women's History (3)**
This course surveys American women's history from the colonial era through the modern era. The course will focus on the evolution of women's roles within American society and women's contributions to the development of American society. The texts used cover the stories of women from various ethnic, social, and economic backgrounds.

**HIST 361 Introduction to East Asia in Modern Times (3)**
The political, economic, social, and intellectual history of China, Japan, Korea, and Vietnam from the seventeenth century through the present.

**HIST 362 Making of Modern America (3)**
This course will focus on the thirty crucial years from 1890 to 1920 when the United States began to come to terms with itself as an urban, industrial nation and a world power.

**HIST 363 History of Social Welfare in the U.S. (3)**
This course focuses on the situation of vulnerable people and American society's response to them from colonial times to the present, considering both the state and private response to those in need.

**HIST 364 Immigration & Ethnicity in U.S. History (3)**
This course provides a broad historical survey of the process of migration and its impact on U.S. social, political, and cultural development.

**HIST 365 Roman Civilization (3)**
This course will examine the origins and development of Roman Civilization from Etruscan times to the fall of the Western Empire. It will rely mainly on readings from primary sources.

**HIST 370 History of Capitalism (3)**
This course will chart the development of capitalism from Adam Smith to the Global Economy of our own time.

**HIST 371 History of American West (3)**
This is a course about Indians and Mountain Men, Cowboys and Outlaws, Farmers and Pioneer Mormons. The course attempts to develop an understanding of the important cultures and personalities of the West. It will also study the physical environment, mythology, fiction and history of the West.

**HIST 375 Middle Ages & Renaissance (3)**
This course will examine the political institutions, the economy, the art, and the society of the Middle Ages and the Renaissance.

**HIST 376 Modern France (3)**
A survey of French history from 1750 with emphasis on various social, intellectual, and international aspects. Comparative method will place French history in its European and world context. Students will become familiar with the local and global significance of major trends and events in France such as the enlightenment, the 1789 revolution, the rise of nationalism, the 1848 revolution, World War I, World War II and France's evolving role in European unification. This course welcomes students from all academic disciplines and students from all stages of their university participation. Reading level will be moderate with several smaller writing assignments and two examinations.

**HIST 377 Modern Germany (3)**
A history of Germany from 1815 to the present. Major topics will include the impact of the Napoleonic invasion, German nationalism, the revolution of 1848, unification, the first and second world wars, the Nazi movement, and contemporary Germany.

**HIST 378 US:1920-1945 (3)**
This course is designed to give the student a concentrated study of a crucial period in American history, 1920 through World War II. Emphasis will be placed on the political, economic, and social issues of the time.

**HIST 380 The Examined Life: American History through Autobiography (3)**
The Examined Life is a study of the intellectual history of the United States from colonial times to the twentieth century through the medium of autobiography.
HIST 381 History of Russia I (3)
This course surveys Russian civilization from earliest beginnings to the 19th century.

HIST 382 History of Russia II (3)
This course surveys Russian civilization from the 19th century to the present.

HIST 383 History of England I (3)
This course surveys British civilization from the beginning to the 18th century.

HIST 384 History of England II (3)
This course surveys British civilization since the 18th century.

HIST 387 Pro-Seminar (3)
This course is designed to provide reading and discussion of selected topics not covered in the regular curriculum and an introduction to research techniques. Must be taken the term before senior seminar.

HIST 395 Minnesota History (3)
This course surveys the social, economic, and political development of Minnesota.

HIST 486 Advanced Special Topics in History (1 - 4)

HIST 487 Senior Seminar (3)
In this capstone course, topics are considered through reading, discussion, and primary research. This course will include a paper based on primary resources.

HIST 494 Individual Study in History (1 - 4)
Prerequisite: consent of instructor. Student must propose topic and offer a preliminary bibliography.

HIST 510 GS:T&I in History (3)
The purpose of this course is to introduce students to recent trends in the writing of history. Special attention will be dedicated to the new practice of social, cultural, and intellectual history. Some time will be dedicated to new forms of researching and writing local and regional history, with which we have so much experience and expertise.

HIST 520 GS:Is in History (1 - 3)
This program is designed for outstanding, highly motivated students and should ordinarily begin in the freshman year. Entering students are eligible if they have a sound high school record and high ACT scores, and can provide a recommendation from at least one high school teacher or counselor. In addition, students currently enrolled at SMSU may apply for entrance to the program if they have earned a 3.3 grade point average and can provide recommendations from advisors.

The program is a substitute for the standard Liberal Arts Curriculum and Rural Studies requirements. The student, in consultation with the honors director and the Honors Review Board, designs his/her own program of Liberal Arts and Rural Studies coursework. As part of each students program they are required to take a Senior Honors Seminar (Honors Seminar II) and three courses from the following list of Honors Core classes that are shown below.

Honors students may also, though this is not a requirement, enroll in a 3-9 hour honors project designed by the student and his/her major advisor. In addition to completing their coursework, each student will complete an honors senior dialogue involving at least three faculty members from among non-major disciplines plus the honors director. This session is not graded.

To graduate from the program, the student must have a 3.3 grade point average, overall. Students successfully completing the program will be awarded an engraved medal marking their achievement and will be designated “honors graduate” at the commencement exercises.

Any student who meets the qualifications specified above and who enjoys the challenge and excitement of helping to design his/her own course of Liberal Arts studies should request further information from: Director, Honors Program. Southwest Minnesota State University, Marshall, MN 56258.

**Honors Core Classes**

The program is a substitute for the standard Liberal Arts Curriculum and Rural Studies requirements. The student, in consultation with the honors director and the Honors Review Board, designs his/her own program of Liberal Arts and Rural Studies coursework. As part of each students program they are required to take a Senior Honors Seminar (Honors Seminar II) and three courses from the following list of Honors Core classes:

Required Honors Seminar: (3 Credits)

- **IDST 487** Honors Seminar II

Choose Three Honors Core courses: (9 Credits)

- **IDST 287** Honors Seminar I
- **LIT 310** Greek Myth & Literature
- **MATH 320** Foundations of Mathematics
- **PHIL 330** History of Philosophy I: Values
- **PHIL 331** History of Philosophy II: Human Institutions

Self-Designed Liberal Education Program: (32 Credits)

- **ANY 1XX** Individual's Approved Honors Program

**Course Descriptions**

**IDST 025 Basic Academic Skills (1)**
Special instruction developed according to the needs of the student or students enrolled. Instruction in pre-college academic skills designed to develop college readiness skill level.

**IDST 050 Life and Career Planning (1)**
This course is for students who are undecided about their major or who need additional time and help in planning for their education. Topics included are potential careers, student interests, study habits and various aspects of pursuing a college education.

**IDST 080 Job Search Strategies: From Backpack to Briefcase (1)**
This course is to enlighten students about how to succeed in their transition from college to work. Topics like
"Employer Expectations" address the importance of teamwork and communication in the corporate world and "College vs. Workplace" explains the responsibility shift that occurs when becoming an employee. Other topics include: finances and budgeting, professional conduct, first year on the job, business ethics and importance of networking. Making the transition from college to the workplace is an often overlooked phase of building a career. Managing the transition successfully during the first year on the job is very critical to your long-term success within the organization and affects how you will be perceived and how people will react to you. Students will develop quality job search tools; identify skills and knowledge and showcase them on a resume and electronic portfolio. They will learn the necessary attitudes, work traits and strategies to help them navigate through the first year on the job successfully.

IDST 095 Taking the GRE/GMAT (3)
This course prepares students to succeed on the standardized examinations for graduate school and MBA programs (GRE and GMAT). Students will practice test-taking skills specifically geared for getting better scores on the GRE and GMAT, as well as review the basic math, English, and writing abilities that are necessary for the exams.

IDST 100 First Year Seminar (3)
The First Year Seminar (FYS) is a small, discussion oriented course that introduces students to the university's liberal arts curriculum, with a special emphasis on the development of critical thinking skills. Students will choose from a set of different topics that have been selected by the instructors. They will have the opportunity to think, discuss, and write about issues related to that topic. The FYS is taught by faculty from the university.

IDST 101 Introduction to Library Resources (1)
Survey of library services; development of skills in the use of computerized catalog, general reference materials, periodicals and newspaper indices, government documents, and bibliographic and research techniques.

IDST 102 Applied Academic Strategies: Reading Across the Curriculum (1)
This course develops close reading skills including analysis of academic thought patterns and questioning techniques of shared inquiry for courses across the curriculum. Reading speed, concentration, comprehension, and fluency will be developed. Students will participate in both small group and individualized sessions for strategies appropriate to concurrent course enrollment to meet the challenges of reading at the university level.

IDST 103 Applied Academic Strategies: Science Focus (1)
Focused, collaborative learning sessions integrating course content in the sciences with appropriate study strategies. Students will work together in guided study, applying strategies appropriate to comprehension of and communicating science course content at the university level. Strategies for problem-solving, content review, reasoning and the laboratory, and exam performance will be applied in science courses in which concurrently enrolled.

IDST 104 Applied Academic Strategies: ESL Focus (1)
This course is intended for students for whom English is a second language. This course is designed to assist students to understand vocabulary in course context and develop effective college-level reading and comprehension. A combined approach of reading and writing reinforces advanced levels of English usage. Activities include reading, writing, and classroom conversation using materials from classes in which the students are enrolled.

IDST 105 Career Planning & Decision Making (2)
This course is intended to help students make satisfying decisions regarding careers and the world of work. Students explore career options by learning how their attitudes, beliefs, interests, skills, values and lifestyle preferences blend effectively with elements of certain occupations. The use of electronic portfolio, Internet research to enhance employability and success. Students will learn how to showcase their knowledge, skills, and experiences by creating an effective resume.

IDST 109 Academic Reasoning Strategies (2)
Students will use materials from literature and mathematics to develop the basic elements of academic reasoning, emphasizing strategies for problem-solving, comparisons, analysis, and synthesis. Students participate in exercises that develop and enhance reasoning strategies and independent, creative thought which can be applied to all areas of study.

IDST 110 The University Experience (2)
The University Experience is a first semester transition course designed to facilitate students' integration into...
the learning community of SMSU. The course will strengthen students' skills for academic success through assessment of and instruction in learning strategies, encourage students' understanding of university culture and the value of a liberal arts education, provide for knowledgeable participation in academic advising, and participation in the diversity of campus life. Students will analyze their experience through reflective journals on topics that include learning strategies, library knowledge, and campus technology, and through developing and presenting their portfolio of applied academic strategies or thematic study.

**IDST 120 Assertiveness (1)**
This course is designed to help students learn how to communicate with others in a way that respects the rights of all involved. Students will learn how to identify passive, aggressive, and assertive communication behavior in themselves and others. Opportunities to practice assertiveness will be integrated into the course.

**IDST 125 Mental Health Awareness (1)**
This course provides information about a variety of mental health concerns, strategies for communicating with individuals of concern, and information about mental health-related resources. Course information will be relevant to students concerned about their peers and to students pursuing education, social service, and health related careers.

**IDST 140 Introduction to Honors (3)**
This course introduces students to the SMSU Honors Program. Subjects covered include the requirements and responsibilities of being an honors student, an introduction to university life and campus resources, the history and goals of liberal education, and assessments of student capacities concerning those goals. The main objective will be to assist students to design an Honors Program Proposal, but there will also be formal discussions of topical issues, written assignments, guest faculty visits, off-campus visits, and a careful reading of several central texts.

**IDST 186 Special Topics (1 - 4)**

**IDST 250 Making Einstein Connecti (3)**
An introduction to advanced learning strategies which utilize current knowledge of brain function. The student will learn a variety of high efficiency techniques from which s/he may choose according to individual learning style and belief system. The goal of the course is to make learning easier, faster, much more effective, and more enjoyable. The course will involve lecture, wholistic learning and experiential exercises.

**IDST 256 Extraterrestrial Intelligence (2 - 3)**
An introduction to the techniques and evidence concerning the existence of intelligent life beyond planet earth. The student will become familiar with the basic astronomy and physics in the field and with research techniques for investigating the possibility of extraterrestrial intelligence (ETI), will examine ETI data, and will learn current thinking on the ramifications for our culture should ETI be confirmed. The possibility that this planet has also been explored by ETI will also be treated.

**IDST 258 Creative Problem Solving (2)**
Introduction to solving problems creatively. The successful student will learn theory and techniques to enable the development and use of natural, creative talents for creating breakthroughs in science and technology, business, art and other fields.

**IDST 270 Tutor Training (1)**
Course content will include learning how to structure a successful tutoring experience, models of tutoring programs, ethics and philosophy of the SMSU tutor program, active learning strategies, using online technology in tutoring, and study techniques for learning disciplinary content. Course requirement will include 25 hours of actual tutoring. Completion of this course will qualify student for CRLA Regular/Level 1 certification, and is repeatable to qualify for Advanced/Level 2, and Master/Level 3 certification.

**IDST 271 Supplemental Instruction Training (1)**
Course content will include learning how to structure a successful Supplemental Instruction (SI) session, overview of the SI program, active learning strategies, and study skills and techniques for learning disciplinary content. Completion of this course will qualify student for certification as Supplemental Instruction Leader.

**IDST 272 Team Leadership Development (2)**
The course is intended for students who have an interest in developing team leadership skills and techniques. The course will assist students with self reflection of successful and unsuccessful leadership styles, while they
develop their own skills for the future. A combined approach of reading, writing, self-evaluation, and group discussion will reinforce the techniques presented.

**IDST 286 Honors Special Topics (1 - 4)**

**IDST 287 Honors Seminar I (3)**
A sophomore level interdisciplinary seminar for honors students as partial fulfillment of the requirements of the Honors Program.

**IDST 400 Contemporary Issues Seminar (3)**
The Contemporary Issues Seminar (CIS) is an upper-level seminar that develops creative thinking and problem solving by the use of interdisciplinary perspectives. Students choose their seminar from a variety of different contemporary themes that have been selected by the instructors. The CIS is taught by faculty from across the university.

**IDST 405 Honors Project (3 - 9)**
A course to be designed by the student in conjunction with his/her advisor and approved by the Honors Review Board as partial fulfillment of the requirements of the Honors Program.

**IDST 410 Honors Mentor (2)**
Students will be selected after an application process and will work with close supervision by the Director of the Honors Program. They will lead discussions, plan and conduct tours and/or trips, and arrange for class visits by faculty (and others) who might make presentations to the Introduction to Honors Course.

**IDST 486 Honors Advanced Special Topic (1 - 4)**

**IDST 487 Honors Seminar II (3)**
A senior interdisciplinary seminar for honors students as partial fulfillment of the requirements of the Honors Program.

**IDST 496 Honors Advanced Workshop (1 - 3)**
Hospitality Management

Department Office: CH 129
Phone Number: 507-537-6223
Staff & Faculty: Michael Cheng, Kurt Struwe, William Bennett

The Hospitality Management bachelor’s degree is broad-based in design and includes studies in hotel administration, restaurant management, and culinary management. This four-year program prepares students for positions in hotels, restaurants, convention bureaus, resorts and other hospitality and recreational facilities. Our students select a concentration in restaurant or culinary management, or hotel administration as part of their degree. All three concentrations provide ample opportunity for the hospitality professionals of tomorrow to build upon their leadership and management abilities, critical thinking skills, problem solving techniques, strong financial analysis skills and customer awareness.

The Culinary Management concentration prepares graduates for positions as supervising chefs in: hotels, restaurants, clubs and resorts, cafes and eateries, hospitals, catering companies, and more. This concentration will allow students with a passion for culinary arts to obtain a baccalaureate degree and advance professionally in the future.

The Restaurant Management concentration prepares graduates for management challenges in the diverse, fast-paced and rapidly changing food service industry. This concentration develops a solid management philosophy in its graduates and prepares them for bright and rewarding careers in the food service industry. Graduates can attain positions in a variety of areas including, but not limited to: Assistant Food Service Manager, Restaurant Manager, Banquet Manager, Catering Directors, or Dining Room Manager.

The Hotel Administration concentration focuses on contemporary issues related to strategic management in the lodging industry. This concentration develops a solid management philosophy in its graduates and prepares them for bright and rewarding careers in the lodging industry. Graduates can attain entry-level employment in management trainee and supervisory positions at hotels, public institutions and private clubs, with opportunity for advancement to upper-level management positions.

 Majors in Hospitality Management must have a grade point average of 2.50 in all major course work taken at SMSU and an overall GPA in major course work including courses transferred from other institutions. Any exceptions to this requirement must be approved by the faculty of the Hospitality Management program.

Note: Students must complete a minimum of 120 credits in order to graduate with a Bachelor's degree.

Pre-Hospitality Management Requirements:
Students seeking a B.S. in Hospitality Management must complete the Pre-Hospitality Management requirements.
Pre-Hospitality Management requirements for students to be accepted as majors in Hospitality Management (HOSP) are:
1. Complete ENG 101 or otherwise satisfy the ENG 101 requirement.
2. Earn a grade of “C” or better in the following courses:
   a. MATH 115 (Finite Mathematics) or MATH 140 (Calculus, A Short Course) or a higher-level calculus course.
   b. ENG 151 (Academic Writing)
   c. SPCH 110 (Essentials of Speaking and Listening)
   d. ECON 201 (Microeconomics)
   e. BIOL 100 (Biology in the Modern World) or BIOL 200 (Cell Biology)
3. Depending on which Nutrition course the student will be registering for, the appropriate prerequisite Biology course must be completed.
4. BIOL 100 satisfies the prerequisite requirement for HLTH 232 Nutrition and BIOL 200 satisfies the prerequisite requirement for HLTH 232 Nutrition and BIOL 337 Fundamentals of Nutrition.
5. If a student earns a grade of “C–” or less in any of the above courses, then the student would be required to retake the course(s), and earn a grade of “C” or better prior to admission to the HOSP program.
6. Prior to admission to the HOSP program, a student must have earned a cumulative GPA of 2.5 or better within 27 credits of the Minnesota Transfer Curriculum (MnTC). No courses outside the MnTC will be used to determine the GPA for entry into the HOSP major program.
7. The Hospitality Management faculty relies upon active advising and up-to-date record keeping assuring that qualified students are admitted as full HOSP majors. Students who have not yet met the Pre-Hospitality Management requirements must meet or exceed the Pre-Hospitality Management requirements.
8. Students in the Honors Program at SMSU may satisfy the Pre-Hospitality Management requirements for ENG 151 by completing their approved Honors Curriculum. The other requirements, including 2.c-e and the requirements 3-6 above, must be completed as indicated.

Bachelor of Science: Hospitality Management(56-62 Credits)

A. Business Core Courses: (15 Credits)
   - ACCT 211 Principles of Accounting I 3
   - ACCT 212 Principles of Accounting II 3

Note: While every effort is made to ensure accuracy, SMSU reserves the right to correct any clerical errors herein.
B. Hospitality Core Courses: (23 Credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ACCT 300</td>
<td>Hospitality Accounting</td>
<td>3</td>
</tr>
<tr>
<td>HOSP 100</td>
<td>Introduction to Hospitality Management</td>
<td>2</td>
</tr>
<tr>
<td>HOSP 320</td>
<td>Hospitality Law</td>
<td>3</td>
</tr>
<tr>
<td>HOSP 340</td>
<td>Hospitality Property Layout &amp; Design</td>
<td>3</td>
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<tr>
<td>HOSP 460</td>
<td>Hospitality Operations and Policy</td>
<td>3</td>
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<tr>
<td>HOSP 499</td>
<td>Hospitality Internship</td>
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<tr>
<td>MGMT 350</td>
<td>Human Resources</td>
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Select one Nutrition course requirement:

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<tr>
<td>BIOL 377</td>
<td>Principles of Nutrition</td>
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<td>HLTH 232</td>
<td>Nutrition</td>
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C. Concentrations (Choose One):

1. Hotel Administration Concentration:

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<th>Course</th>
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<tbody>
<tr>
<td>HOSP 200</td>
<td>Foundations of Lodging Management</td>
<td>3</td>
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<td>HOSP 230</td>
<td>Rooms Division</td>
<td>3</td>
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<tr>
<td>HOSP 330</td>
<td>Lodging Service Management</td>
<td>3</td>
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<tr>
<td>HOSP 400</td>
<td>Sales &amp; Convention Management</td>
<td>3</td>
</tr>
<tr>
<td>HOSP 430</td>
<td>Hotel/Resort Management Seminar</td>
<td>3</td>
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Select one course from below:

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<thead>
<tr>
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<tbody>
<tr>
<td>HOSP 360</td>
<td>Ethics in Hospitality</td>
<td>3</td>
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<tr>
<td>HOSP 380</td>
<td>Restaurant Concepts</td>
<td>3</td>
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<tr>
<td>HOSP 401</td>
<td>Advanced Culinary Techniques</td>
<td>3</td>
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<tr>
<td>HOSP 405</td>
<td>Catering/Banquet Management</td>
<td>3</td>
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<tr>
<td>HOSP 410</td>
<td>Beverage Management</td>
<td>3</td>
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<tr>
<td>HOSP 440</td>
<td>Club Management</td>
<td>3</td>
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<tr>
<td>MGMT 450</td>
<td>Diversity Management</td>
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2. Restaurant Management Concentration:

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<tr>
<td>HOSP 101</td>
<td>Principles of Food Preparation</td>
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<tr>
<td>HOSP 120</td>
<td>Food Sanitation and Safety</td>
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<td>HOSP 205</td>
<td>Hospitality Purchasing</td>
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<tr>
<td>HOSP 301</td>
<td>Restaurant Food Operations</td>
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<td>HOSP 301L</td>
<td>Restaurant Food Operations Lab</td>
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<tr>
<td>HOSP 325</td>
<td>Menu Design and Service Management</td>
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<tr>
<td>HOSP 410</td>
<td>Beverage Management</td>
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<td>Diversity Management</td>
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<td>MKTG 321</td>
<td>Retail Management</td>
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<td>MKTG 331</td>
<td>Professional Selling</td>
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3. Culinary Management Concentration:

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<tbody>
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<tr>
<td>CULG 210</td>
<td>Culinary Essentials II</td>
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</tr>
<tr>
<td>CULG 250</td>
<td>Introduction to Baking &amp; Pastry</td>
<td>3</td>
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<td>HOSP 120</td>
<td>Food Sanitation and Safety</td>
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<td>HOSP 120</td>
<td>Food Sanitation and Safety</td>
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</tr>
<tr>
<td>HOSP 205</td>
<td>Hospitality Purchasing</td>
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<tr>
<td>HOSP 301</td>
<td>Restaurant Food Operations</td>
<td>2</td>
</tr>
<tr>
<td>HOSP 301L</td>
<td>Restaurant Food Operations Lab</td>
<td>3</td>
</tr>
</tbody>
</table>
Course Descriptions

HOSP 100 Introduction to Hospitality Management (2)
An overview of the hospitality industry with an emphasis on career opportunities, customer service, and personal success strategies. Brief history, description and interrelationships of key industry segments emphasizing customer relations, ethics, leadership, critical thinking, and service standards for the restaurant, hotel, and travel-related businesses.

HOSP 101 Principles of Food Preparation (3)
Fundamental concepts, skills and techniques involved in basic cookery are covered in this course. Special emphasis is given to the study of ingredients, cooking theories and preparation of stocks, broths, glazes, soups, thickening agents, grand sauces and emulsion sauces. Lectures and demonstrations teach organizational skills in the kitchen, work coordination and knife skills. The basics of vegetable cookery, starch cookery and meat, fish, and poultry cookery are covered, as well as basic cooking techniques such as sautéing, roasting, poaching, braising and frying. Students must successfully pass a practical cooking examination covering a variety of cooking techniques.

HOSP 120 Food Sanitation and Safety (2)
Students will explore food sanitation and safety procedures affecting the individual, the operation, and the facility. This course provides the opportunity for the student to earn the National Restaurant Association ServSafe certificate, which meets the State of Minnesota's requirements for Food Manager Certification.

HOSP 200 Foundations of Lodging Management (3)
Students will be introduced to the scope of the hotel industry in addition to introducing them to the organizational structure and operational mechanics of how the departments of an individual hotel and resort operate. It studies both the front-of-house and back-of-house systems, procedures and controls associated with a modern hotel and resort. Students will know how work is performed and how activities are coordinated within and between the departments. Students will have a basic understanding of facilities management, learning how to manage the physical plant of a hotel, resort or restaurant and work effectively with the engineering and maintenance department.

HOSP 205 Hospitality Purchasing (3)
Procurement procedures with emphasis on orientation to the market place, specification writing and evaluation of products.

HOSP 230 Rooms Division (3)
Examines the techniques, issues, and problems of rooms division management systems. Incorporates the examination of the major departments which traditionally report to the Rooms Division including: the front office, housekeeping, engineering, and security.

HOSP 240 Property Management (3)
A conceptual approach to design, maintenance, and engineering as related to both the interior and exterior of hospitality facilities.

HOSP 301 Restaurant Food Operations (2)
Principles of and procedures used in food production management including quality control, food costing, work methods, menu planning, sanitation, safety, and service.

HOSP 301L Restaur Food Operations Lab (3)
Application of full service restaurant food production and management techniques in the student operated restaurant.

HOSP 315 Food, Beverage, and Labor Cost Control (3)
Analyzing food, beverage and labor cost controls. Problem solving and solution techniques are applied by
students in realistic operational situations. Areas covered include: cost, volume, profit relationships; food cost
determination; standard costs; forecasting; sales control and menu pricing; beverage control; and labor control.

HOSP 320 Hospitality Law (3)
This is an introductory course with emphasis placed on hotel and restaurant issues. Topics include: sources of
law, court systems, jurisdiction, contracts, negligence, the innkeeper-guest relationship, and liability arising
from the service of food and alcoholic beverages.

HOSP 325 Menu Design and Service Management (3)
Design principles and the application of menu engineering techniques producing high quality, profitable
menus for foodservice operations. Planning, production, service, and evaluation of the dining experience.

HOSP 330 Lodging Service Management (3)
Covers aspects of the relationship between guest service departments in a hotel and the housekeeping
department in maintaining positive guest relations. Principles and practices along with the functions and
responsibilities of departments will be examined as they relate to guest services.

HOSP 340 Hospitality Property Layout & Design (3)
Evaluation of work analysis, design procedures, human engineering, and activity analysis. Project-based
course analyzing and developing solutions to layout and design facilities for hospitality properties that address
employee needs, productivity, and the guests' needs and comfort.

HOSP 360 Ethics in Hospitality (3)
Ethics are the rules of conduct we decide to live by. The application of ethics and its influence on hospitality
employees, companies, the industry as a whole, and the ethical health of society at large will be examined by
case studies. Students learn about life skills such as civility, courtesy, problem solving, acceptance of
diversity, communications, stress management, delegation, time management, and humility. Students will also
learn to analyze their decision options and their consequences.

HOSP 380 Restaurant Concepts (3)
All facets of the restaurant business is explored, including, but not limited to, fast food, fast casual, fine
dining, mid-scale, home replacement, catering, and takeout. Students will do comparisons of chain versus
independent and franchise versus non-franchise restaurants.

HOSP 400 Sales & Convention Management (3)
Analysis of methods used by sales and service departments in hospitality and tourism. Emphasis on selling,
planning for, and servicing all aspects of meeting and convention business.

HOSP 401 Advanced Culinary Techniques (3)
Creative experiences with U.S. regional and international foods appropriate for fine dining. Application of
management principles in food preparation and service in fine dining operation. Exploration of the historical
and cultural development of the world cuisine.

HOSP 405 Catering/Banquet Management (3)
This course explores the dynamics of on and off-premise catering, from the nuts and bolts of developing the
contract to making the sale and appropriately costing the entire banquet menu. Proper purchasing techniques
for food and wine as well as non-food items are studied. Students work on projects that engage their critical
thinking skills while setting up mock and real banquet and catering events.

HOSP 410 Beverage Management (3)
Planning, organizing and analysis of a beverage facility. Problem solving methods and solution techniques are
applied through written projects. Topics include alcoholic beverage control regulations, examination of
product, service methods and computerized control systems. Minimum age of student must be 21 years.

HOSP 420 Revenue Management in the Lodging Industry (3)
The hotel sales department addresses the mix of group & transient business in a daily sales effort. Yield
Management has morphed into today's Revenue Management. Both of these departments deal with a
perishable inventory daily: the hotel "room night," which if not sold tonight does not carry over into
tomorrow's inventory. This course will explore the meshing of these two areas and the importance & function
of today's hotel Revenue Team. An in-depth evaluation of the STAR Report with the balanced focus of ADR,
Occupancy, & RevPar will be the heart of the course.

HOSP 430 Hotel/Resort Management Seminar (3)
Analysis and simulation of a hotel/resort operation. Competency-based skills developed by student analysis,
written reports, and on-site learning opportunities in major departments of a hotel/resort including: General and Administrative, Rooms Division, Food and Beverage, Sales and Marketing, and Sports and Activities. The focus of this course is on analysis and understanding of the interdependent nature of major departments within a hotel/resort operation.

**HOSP 440 Club Management (3)**
Provides the student with an understanding of the general operational and administrative procedures in private clubs. It will provide the hospitality student with the unique sensitivities required in managing and operating in the increasingly lucrative club management market.

**HOSP 450 Food Service Systems (3)**
An exploration of the evolution of food service systems involving principles of work analysis and design and their implication in quantity food production. Interrelationships of men, personnel, capital and equipment.

**HOSP 460 Hospitality Operations and Policy (3)**
A capstone course to integrate various disciplines within the hospitality industry and utilize conceptual, analytical, and problem solving skills. Problem identification, data collection, data analysis, and generation of viable solutions are emphasized.

**HOSP 470 New Ventures (3)**
An introduction to the assessment and development of new ventures in the hospitality industry.

**HOSP 486 Special Topics: Hospitality (1 - 4)**
Designed to allow for the teaching of special subjects that are not offered on a regular basis.

**HOSP 494 Directed Studies-Hotel/Restaurant (1 - 6)**
**HOSP 499 Hospitality Internship (3)**
Supervised employment within the student's area of study. Minimum 400 hours for 4 credits. Students must submit acceptable report and receive adequate evaluations.
Humanities

Department Office: BA 109
Phone Number: 507-537-7206
Staff & Faculty: Stewart Day, Diane Leslie

Course Descriptions

**HUMT 201 Origins of Western Civilization (3)**
This course introduces the study of the origins of Western Civilization. Emphasis is placed on the Greco-Roman and the Judeo-Christian traditions. The course provides a framework for discussion of some of the leading ideas of the Western inheritance as found in selected primary sources.

**HUMT 202 European Middle Ages & Renaissance (3)**
This course introduces students to the humanities. It investigates seminal ideas of Western civilization as presented in selected primary sources from circa 100 C.E. to 1650 C.E.

**HUMT 203 Modern Western Civilization (3)**
This course introduces students to the humanities. It investigates seminal ideas of Western civilization as presented in selected primary sources from circa 1500 C.E. through the Twentieth Century.

**HUMT 211 The Ancient World (3)**
This course introduces students to the humanities. It follows a comparative topical approach to primary sources drawn from ancient civilizations worldwide.

**HUMT 212 The Modern World (3)**
This course introduces students to the humanities. It follows a comparative topical approach to primary sources drawn from modern civilizations worldwide.

**HUMT 286 Topics in Humanities (1 - 6)**
A study of different topics in the humanities. See current course schedule for topic listing when offered.

**HUMT 292 Honors Credit in Humanities (1)**
An independent study designed primarily for Honors Program students to allow more in-depth or comprehensive study for students concurrently enrolled in humanities course(s).

**HUMT 486 Advanced Topics in Humanities (1 - 6)**
A study of different topics in the Humanities. See current course schedule for topic listing when offered.
Indigenous Nations and Dakota Studies

Department Office: SS 103
Phone Number: 507-537-6224
Staff & Faculty:

Indigenous Nations and Dakota Studies (INDS) promotes awareness of native cultures and peoples in the U.S. through an examination of the ways in which traditional native cultures have persisted and adapted over time and how these cultures are expressed in present-day life and affairs. The program will study native cultures in general and focus on the Dakota people of Minnesota specifically. The interdisciplinary and multi-disciplinary nature of INDS will be illustrated by analytical concepts, methodologies, and contributions from key fields and disciplines such as anthropology, history, literature, and art. In a society and world characterized by diversity and multiculturalism, INDS serves both native and non-native students by broadening their knowledge of traditional and modern native history and culture. Decolonization provides both the theoretical framework and pedagogy for Indigenous Nations and Dakota Studies.

Minor: Indigenous Nations and Dakota Studies (18 Credits)

Core Requirements: (12 Credits)

- INDS 101: Intro to Indigenous Nations & Dakota Studies (3)
- INDS 230: Dakota History & Culture (3)
- INDS 310: Indigenous Spirituality and World View (3)

Take one of the following:

- INDS 325: Genocide, Survival, and Indigenous Peoples (3)
- INDS 326: Decolonization, Recovery, and Indigenous Peoples (3)

Electives: (6 Credits)

- ANTH 216: Indians of North America (3)
- HIST 315: Mexico & Central America (3)
- INDS 344: US Policy, Imperialism, and Indigenous Peoples (3)
- LIT 355: Native American Literature (3)
- SOCI 331: Racial & Ethnic Relations in America (3)

Notes:

*Other elective courses may be selected in consultation with the INDS Coordinator.

Total Credits: 18

Course Descriptions

INDS 101 Intro to Indigenous Nations & Dakota Studies (3)
This course introduces Indigenous Nations and Dakota Studies (INDS) with an emphasis on its interdisciplinary and multi-disciplinary nature. An orientation to the complex and diverse cultures of the indigenous peoples of the United States will be provided. The course will examine common images and assumptions pertaining to "Indians." Analytical concepts used in approaching American Indian peoples and concerns will be studied. The course will provide an overview and sampling of contributions from key fields and disciplines (e.g., history, anthropology, sociology, education, etc.). Contemporary issues will be introduced. Decolonization is the theoretical perspective for INDS. Finally, perspectives on the role(s) of Indigenous Nations and Dakota Studies within a modern university setting will be discussed.

INDS 217 Indigenous Peoples of Minnesota (3)
This course studies the history and culture of the three Indigenous peoples of Minnesota: the Dakota, the Anishinabe, and the Hocak. Origin and migration stories will be examined. Their interactions with each other, with the white man, and with other native groups will be focused on, as well as contemporary issues facing the indigenous peoples of Minnesota. Decolonization is the theoretical perspective of the course.

INDS 220 Difficult Dialogues: Breaking the Indigenous Stereotype (3)
This course will examine the stereotypes, misconceptions, and images of the Indigenous Peoples of the U.S. from the beginning with Columbus and his term "Indians" to the 21st century contemporary society with "casino Indian" to "immigrant Indian." The purpose and use of stereotypes will be studied as well.

INDS 230 Dakota History & Culture (3)
A study of the Dakota people from antiquity to modern times. Primary attention is given to the Dakota people...
of Minnesota, especially the reservations located near Southwest Minnesota State University.

**INDS 250 Indigenous Literature and Film (3)**
The course will focus on some of the more well-known contemporary works of Indigenous literature and some of the famous, modern-day indigenous authors. In addition to literary aspects of the works, various cultural and historical themes and topics will be examined. Topics will include: creation, transformation, symbolism, earth, death and dying, mixed-bloods, struggle for the land, genocide, assimilation, removal, allotment, urbanization and activism ("Red Power"). Close attention will be paid to the differences in perception that Native American writers bring to their fiction and how these differ from perceptions that non-natives have of native peoples. Examples of literature and film will be drawn from other parts of the world (e.g. Mexico, Hawaii, etc.) Decolonization is the theoretical perspective of the course.

**INDS 286 Special Topics (1 - 4)**
Designed to provide lower-division students with an opportunity to experience a special or experimental curriculum enrichment course.

**INDS 310 Indigenous Spirituality and World View (3)**
This course will serve as an introduction to the religious thought and world view of indigenous peoples in the U.S. Special emphasis will be upon the world view and religious beliefs of the Dakota, the Anishinabe, and the Hocak peoples of our region. Major topics will include: creation/origin; migration stories; the cycle/circle; time and space; the group and the individual; death and dying; value systems; the American Indian Religious Freedom Act and recent Supreme Court decisions. Comparison and contrasts will be drawn between native religious thought and the Judeo/Christian traditions. Students will have the opportunity to examine their own spirituality, values, and beliefs in light of the texts, videos, and lectures. Decolonization is the theoretical perspective of the course Christianity is viewed as the ideology of colonialism.

**INDS 325 Genocide, Survival, and Indigenous Peoples (3)**
A survey of the history of the indigenous peoples of the United States from antiquity to the Dawes Allotment Act of 1887. Course will focus on the native peoples of the U.S. and their thousands of years of separate cultural development before the arrival of colonizers. Special emphasis will be given to origin accounts; native world views; interaction among Native Nations, the various European powers and the United States; imperialism; colonialism; treaties; the struggle for the land and resources; genocide; and the development of federal Indian policy and its impact.

**INDS 326 Decolonization, Recovery, and Indigenous Peoples (3)**
A survey of the history of the indigenous peoples of the U.S. from 1887 (the Dawes Allotment Act) to the present. Special emphasis will be placed on native-white relations and the continuing development of federal Indian policy and its impact. Attention will be given to persistence, change, and adaptation in native cultures to contemporary social conditions. Also, topics such as self-determination, decolonization, urbanization, activism, gaming, and other crucial issues regarding the environment, energy, and treaty rights will be studied.

**INDS 344 US Policy, Imperialism, and Indigenous Peoples (3)**
A seminar and capstone course for AIS&DS minors. The course is a survey of the development of federal Indian policy as reflected through treaties, agreements, executive orders, legislation, and court cases. Decolonization methodologies will be an intellectual framework for the course. Topics will include: interactions with European nations before the U.S. became a political entity; federal Indian policy as “true American imperialism;” colonialism; selected treaties; and Indian law questions currently in court litigation will be among a number of important topics which will be studied.

**INDS 345 Education, Colonialism, and Indigenous Peoples (3)**
A historical overview of the education of the indigenous people of the United States before and after the coming of the white man. Various topics will include: early tribal educational methods (informal); the role of missionaries and churches; and colonial and earlier federal ideologies, policies, and programs that have dominated the education of indigenous people.

**INDS 486 Special Topics (1 - 4)**
Designed to provide upper-division students with an opportunity to experience a special or experimental curriculum enrichment course.

**INDS 494 Independent Study (1 - 3)**

**INDS 510 GS:T&I Amer Indian Studi (3)**
The purposes of this course is to introduce students to contemporary issues in American Indian Studies.
Significant topics for study and discussion include treaty issues, urbanization, the reservation, the American Indian Religious Freedom Act, gaming, etc. Special emphasis will be given to "hot" topics or current issues (e.g., the nuclear waste storage problem, and the struggle between the Prairie Island Dakota Community and Northern States Power Company, and the treaty fishing rights court decision re: the Mille Lacs Anishinabe reservation). Analytical concepts, methodologies, and contributions from key fields and disciplines such as anthropology, history, literature, and art will be utilized.

**INDS 520 GS:1s in Amer Indian Stu (1 - 3)**
Interdisciplinary Studies

Course Descriptions

IDST 025 Basic Academic Skills (1)
Special instruction developed according to the needs of the student or students enrolled. Instruction in pre-college academic skills designed to develop college readiness skill level.

IDST 050 Life and Career Planning (1)
This course is for students who are undecided about their major or who need additional time and help in planning for their education. Topics included are potential careers, student interests, study habits and various aspects of pursuing a college education.

IDST 080 Job Search Strategies: From Backpack to Briefcase (1)
This course is to enlighten students about how to succeed in their transition from college to work. Topics like "Employer Expectations" address the importance of teamwork and communication in the corporate world and "College vs. Workplace" explains the responsibility shift that occurs when becoming an employee. Other topic include: finances and budgeting, professional conduct, first year on the job, business ethics and importance of networking. Making the transition from college to the workplace is an often overlooked phase of building a career. Managing the transition successfully during the first year on the job is very critical to your long-term success within the organization and affects how you will be perceived and how people will react to you. Students will develop quality job search tools; identify skills and knowledge and showcase them on a resume and electronic portfolio. They will learn the necessary attitudes, work traits and strategies to help them navigate through the first year on the job successfully.

IDST 095 Taking the GRE/GMAT (3)
This course prepares students to succeed on the standardized examinations for graduate school and MBA programs (GRE and GMAT). Students will practice test-taking skills specifically geared for getting better scores on the GRE and GMAT, as well as review the basic math, English, and writing abilities that are necessary for the exams.

IDST 100 First Year Seminar (3)
The First Year Seminar (FYS) is a small, discussion oriented course that introduces students to the university's liberal arts curriculum, with a special emphasis on the development of critical thinking skills. Students will choose from a set of different topics that have been selected by the instructors. They will have the opportunity to think, discuss, and write about issues related to that topic. The FYS is taught by faculty from the university.

IDST 101 Introduction to Library Resources (1)
Survey of library services; development of skills in the use of computerized catalog, general reference materials, periodicals and newspaper indices, government documents, and bibliographic and research techniques.

IDST 102 Applied Academic Strategies: Reading Across the Curriculum (1)
This course develops close reading skills including analysis of academic thought patterns and questioning techniques of shared inquiry for courses across the curriculum. Reading speed, concentration, comprehension, and fluency will be developed. Students will participate in both small group and individualized sessions for strategies appropriate to concurrent course enrollment to meet the challenges of reading at the university level.

IDST 103 Applied Academic Strategies: Science Focus (1)
Focused, collaborative learning sessions integrating course content in the sciences with appropriate study strategies. Students will work together in guided study, applying strategies appropriate to comprehension of and communicating science course content at the university level. Strategies for problem-solving, content review, reasoning and the laboratory, and exam performance will be applied in science courses in which concurrently enrolled.

IDST 104 Applied Academic Strategies: ESL Focus (1)
This course is intended for students for whom English is a second language. This course is designed to assist students to understand vocabulary in course context and develop effective college-level reading and
comprehension. A combined approach of reading and writing reinforces advanced levels of English usage. Activities include reading, writing, and classroom conversation using materials from classes in which the students are enrolled.

IDST 105 Career Planning & Decision Making (2)
This course is intended to help students make satisfying decisions regarding careers and the world of work. Students explore career options by learning how their attitudes, beliefs, interests, skills, values and lifestyle preferences blend effectively with elements of certain occupations. The use of electronic portfolio, Internet research to enhance employability and success. Students will learn how to showcase their knowledge, skills, and experiences by creating an effective resume.

IDST 109 Academic Reasoning Strategies (2)
Students will use materials from literature and mathematics to develop the basic elements of academic reasoning, emphasizing strategies for problem-solving, comparisons, analysis, and synthesis. Students participate in exercises that develop and enhance reasoning strategies and independent, creative thought which can be applied to all areas of study.

IDST 110 The University Experience (2)
The University Experience is a first semester transition course designed to facilitate students' integration into the learning community of SMSU. The course will strengthen students' skills for academic success through assessment of and instruction in learning strategies, encourage students' understanding of university culture and the value of a liberal arts education, provide for knowledgeable participation in academic advising, and participation in the diversity of campus life. Students will analyze their experience through reflective journals on topics that include learning strategies, library knowledge, and campus technology, and through developing and presenting their portfolio of applied academic strategies or thematic study.

IDST 120 Assertiveness (1)
This course is designed to help students learn how to communicate with others in a way that respects the rights of all involved. Students will learn how to identify passive, aggressive, and assertive communication & behavior in themselves and others. Opportunities to practice assertiveness will be integrated into the course.

IDST 125 Mental Health Awareness (1)
This course provides information about a variety of mental health concerns, strategies for communicating with individuals of concern, and information about mental health-related resources. Course information will be relevant to students concerned about their peers and to students pursuing education, social service, and health related careers.

IDST 140 Introduction to Honors (3)
This course introduces students to the SMSU Honors Program. Subjects covered include the requirements and responsibilities of being an honors student, an introduction to university life and campus resources, the history and goals of liberal education, and assessments of student capacities concerning those goals. The main objective will be to assist students to design an Honors Program Proposal, but there will also be formal discussions of topical issues, written assignments, guest faculty visits, off-campus visits, and a careful reading of several central texts.

IDST 186 Special Topics (1 - 4)

IDST 250 Making Einstein Connecti (3)
An introduction to advanced learning strategies which utilize current knowledge of brain function. The student will learn a variety of high efficiency techniques from which s/he may choose according to individual learning style and belief system. The goal of the course is to make learning easier, faster, much more effective, and more enjoyable. The course will involve lecture, wholistic learning and experiential exercises.

IDST 256 Extraterrestrial Intelligence (2 - 3)
An introduction to the techniques and evidence concerning the existence of intelligent life beyond planet earth. The student will become familiar with the basic astronomy and physics in the field and with research techniques for investigating the possibility of extraterrestrial intelligence (ETI), will examine ETI data, and will learn current thinking on the ramifications for our culture should ETI be confirmed. The possibility that this planet has also been explored by ETI will also be treated.

IDST 258 Creative Problem Solving (2)
Introduction to solving problems creatively. The successful student will learn theory and techniques to enable the development and use of natural, creative talents for creating breakthroughs in science and technology,
business, art and other fields.

**IDST 270 Tutor Training (1)**
Course content will include learning how to structure a successful tutoring experience, models of tutoring programs, ethics and philosophy of the SMSU tutor program, active learning strategies, using online technology in tutoring, and study techniques for learning disciplinary content. Course requirement will include 25 hours of actual tutoring. Completion of this course will qualify student for CRLA Regular/Level 1 certification, and is repeatable to qualify for Advanced/Level 2, and Master/Level 3 certification.

**IDST 271 Supplemental Instruction Training (1)**
Course content will include learning how to structure a successful Supplemental Instruction (SI) session, overview of the SI program, active learning strategies, and study skills and techniques for learning disciplinary content. Completion of this course will qualify student for certification as Supplemental Instruction Leader.

**IDST 272 Team Leadership Development (2)**
The course is intended for students who have an interest in developing team leadership skills and techniques. The course will assist students with self reflection of successful and unsuccessful leadership styles, while they develop their own skills for the future. A combined approach of reading, writing, self-evaluation, and group discussion will reinforce the techniques presented.

**IDST 286 Honors Special Topics (1 - 4)**

**IDST 287 Honors Seminar I (3)**
A sophomore level interdisciplinary seminar for honors students as partial fulfillment of the requirements of the Honors Program.

**IDST 400 Contemporary Issues Seminar (3)**
The Contemporary Issues Seminar (CIS) is an upper-level seminar that develops creative thinking and problem solving by the use of interdisciplinary perspectives. Students choose their seminar from a variety of different contemporary themes that have been selected by the instructors. The CIS is taught by faculty from across the university.

**IDST 405 Honors Project (3 - 9)**
A course to be designed by the student in conjunction with his/her advisor and approved by the Honors Review Board as partial fulfillment of the requirements of the Honors Program.

**IDST 410 Honors Mentor (2)**
Students will be selected after an application process and will work with close supervision by the Director of the Honors Program. They will lead discussions, plan and conduct tours and/or trips, and arrange for class visits by faculty (and others) who might make presentations to the Introduction to Honors Course.

**IDST 486 Honors Advanced Special Topic (1 - 4)**

**IDST 487 Honors Seminar II (3)**
A senior interdisciplinary seminar for honors students as partial fulfillment of the requirements of the Honors Program.

**IDST 496 Honors Advanced Workshop (1 - 3)**
Justice Administration

The Justice Administration curriculum provides academic training for students preparing for careers in criminal justice. This academic program includes a major in Justice Administration and a minor in Criminal Justice. The Justice Administration program provides students with the opportunity and assistance to acquire knowledge of the roles of policing, courts, laws, and corrections as they contribute to social order in a free society. Students will gain knowledge of the history, major concepts, and critical policy issues in these areas through the Justice Administration required courses.

The curriculum further provides a theoretical foundation of the discipline, combined with a thorough understanding of the scientific method as it applies to Justice Administration or Criminal Justice. This curriculum also prepares students for graduate study. Graduates of the Justice Administration program are expected to continue their personal and professional development in a variety of practical settings in criminal justice.

Note: Students must complete a minimum of 120 credits in order to graduate with a Bachelor's degree.

Bachelor of Science: Justice Administration (49 Credits)

I. Justice Administration Core Curriculum: (37 Credits)

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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>JUAD 144</td>
<td>Introduction to Justice &amp; Society</td>
<td>3</td>
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<td>JUAD 240</td>
<td>Law Enforcement &amp; Society</td>
<td>3</td>
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<td>JUAD 242</td>
<td>Correction Systems</td>
<td>3</td>
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<td>JUAD 338</td>
<td>Youth &amp; Crime</td>
<td>3</td>
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<td>JUAD 380</td>
<td>Corporate &amp; White Collar Crime</td>
<td>3</td>
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<tr>
<td>JUAD 442</td>
<td>Court, Police, and Corrections Management</td>
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<td>JUAD 450</td>
<td>Criminal Law</td>
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<td>JUAD 498</td>
<td>Senior Seminar in Justice Administration</td>
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<td>PHIL 103</td>
<td>Ethics</td>
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<td>Social Statistics</td>
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<td>SOCI 315</td>
<td>Applied Social Research</td>
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<td>SOCI 344</td>
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II. Electives (12 Credits)

Choose 12 credits from the following list:

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<th>Course Title</th>
<th>Credits</th>
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<tr>
<td>JUAD 150</td>
<td>Service Learning Lab</td>
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<td>JUAD 246</td>
<td>Introduction to Security</td>
<td>3</td>
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<td>JUAD 300</td>
<td>Women and Justice</td>
<td>3</td>
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<tr>
<td>JUAD 304</td>
<td>Victimology</td>
<td>3</td>
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<tr>
<td>JUAD 310</td>
<td>Minorities, Crime, and Social Policy</td>
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<td>JUAD 399</td>
<td>Criminal Procedure</td>
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<td>JUAD 441</td>
<td>Organized Crime</td>
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<td>JUAD 460</td>
<td>Rehabilitation &amp; Prevention</td>
<td>3</td>
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<tr>
<td>JUAD 486</td>
<td>Special Topics</td>
<td>1 - 4</td>
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<tr>
<td>JUAD 499</td>
<td>Field Experience/Internship</td>
<td>3 - 12</td>
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<td>MGMT 300</td>
<td>Management Principles</td>
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<td>MGMT 330</td>
<td>Organizational Behavior and Theory</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 305</td>
<td>Law, Liberty &amp; Morality</td>
<td>3</td>
</tr>
<tr>
<td>POL 227</td>
<td>The Judicial Process</td>
<td>3</td>
</tr>
<tr>
<td>POL 328</td>
<td>Const Law I: Criminal Justice</td>
<td>3</td>
</tr>
<tr>
<td>RURL 121</td>
<td>Introduction to Geographic Information Systems</td>
<td>3</td>
</tr>
<tr>
<td>SOCI 244</td>
<td>Soc of Deviant Behavior</td>
<td>3</td>
</tr>
<tr>
<td>SWRK 101</td>
<td>Social Welfare in a Changing World</td>
<td>3</td>
</tr>
<tr>
<td>SWRK 280</td>
<td>Substance Abuse &amp; Other Addictive Behaviors</td>
<td>3</td>
</tr>
</tbody>
</table>

Note: While every effort is made to ensure accuracy, SMSU reserves the right to correct any clerical errors herein.
Bachelor of Applied Science: Law Enforcement Administration (42 Credits)

The B.A.S. degree is built on a “2+2” platform. During the first two years (64 credits), a student completes an Associate of Applied Science (A.A.S.) degree in Law Enforcement Administration. In the final two years (64 credits) of SMSU’s B.A.S. program, a student takes a 42-semester credit major (described below) in Law Enforcement Administration, and 22 semester credit hours (SCH) of general education and related courses. A large number of the courses in this program will be available via the Internet.

To earn the B.A.S. in Law Enforcement Administration, a student will:
1. Complete the degree requirements for an A.A.S. degree in Law Enforcement.
2. Consult with an SMSU faculty advisor, and then take 22 additional SCH of courses from the Liberal Arts Curriculum/Minnesota Transfer Curriculum.
3. Meet the graduation requirements of Southwest Minnesota State University.
4. Complete the 42-credit major in Law Enforcement Administration as outlined below.

Bachelor of Applied Science—Law Enforcement Administration Requirements:

Notes:
General Recommended LAC/MTC requirements (minimum of 22 credits)
All students enrolled in a Bachelor of Applied Science degree will be required to complete a minimum of 22 General Education credits. These additional courses will be determined by an evaluation of the General Education courses taken within the A.A.S. degree.

A. Social Science Component:
   - JUAD 338 Youth & Crime 3
   - JUAD 380 Corporate & White Collar Crime 3
   - JUAD 498 Senior Seminar in Justice Administration 3
   - POL 324 Local & Rural Politics 3
   - SOCI 344 Criminology 3
   Choose two of the following:
   - JUAD 460 Rehabilitation & Prevention 3
   - PHIL 305 Law, Liberty & Morality 3
   - PSYC 335 Abnormal Psychology 3
   - SWRK 340 Human Behavior in the Social Environment 3

B. Diversity Component

Choose one of the following:
   - JUAD 310 Minorities, Crime, and Social Policy 3
   - MGMT 450 Diversity Management 3
   - SOCI 331 Racial & Ethnic Relations in America 3

C. Administrative Component:
   - JUAD 442 Court, Police, and Corrections Management 3
   - MGMT 300 Management Principles 3
   - MGMT 350 Human Resources 3
   - MGMT 451 Training & Development 3
   - PBAD 350 Public Budgeting 3
   Choose one of the following:
   - MGMT 460 Leadership and Team Management 3
   - PBAD 325 Administrative Law 3

Total Credits: 42

Course Descriptions

JUAD 144 Introduction to Justice & Society (3)
An introduction to the three components of the criminal justice system: police, courts, and corrections. The course includes the nature and history of criminal justice in society, development of criminal law, the extent and measurement of crime, crime prevention and control, and crime victims. For each area, current research, theoretical developments, and contemporary issues will be addressed.

JUAD 150 Service Learning Lab (1)
This course allows students to take concepts learned in class into the community and research various topics within the justice system to enhance their overall understanding of all the areas of the justice system.
JUAD 238 Restorative Justice Circle Process (1)

JUAD 240 Law Enforcement & Society (3)
This course covers theoretical and practical problems and issues in the relationship between law enforcement agencies and the total community, along with research relevant to these areas. Problem-oriented and community law enforcement will be emphasized as well as projection of future trends.

JUAD 242 Correction Systems (3)
This course provides critical analyses of contemporary correctional philosophy, theory, and practice, all on the basis of currently available research. Prisons, probation, parole, work-release, halfway houses, community-based corrections programs and other practices are examined historically and in current settings. Other topics include detainee treatment and classification issues, as well as roles of correctional personnel.

JUAD 246 Introduction to Security (3)
An introduction to private security as it relates to business and the criminal justice system. A survey of security theory and techniques is applied to a variety of businesses, institutional and industrial settings. In addition to the historical evolution and modern rationale for security, this course addresses the technological tools of private security, the importance of security to protecting assets and profit, and loss prevention management in proprietary and governmental institutions. The work of administrative personnel and physical aspects of the security field will also be presented.

JUAD 286 Special Topics (1 - 4)
This course is designed to provide students with an opportunity to experience a special or experimental curriculum enrichment course.

JUAD 300 Women and Justice (3)
This course will provide students with the knowledge of issues involving women in the justice system including, but not limited to, legal professionals, victims, and offenders. Students will examine various crimes, defenses, and treatment options in the context of the female offender.

JUAD 304 Victimology (3)
This course introduces students to victimology, which is a scientific study of crime victims and their roles. The course will provide students with knowledge of the role of victims in crimes, their treatment by the criminal justice system, their decisions to report crimes and help prosecute offenders, victim assistance, and victim compensation.

JUAD 310 Minorities, Crime, and Social Policy (3)
This course will examine the role diversity has played within the criminal justice system. Students will examine various diversity issues within the country and the criminal justice system to explore how change occurs.

JUAD 338 Youth & Crime (3)
A critical analysis of theories of delinquency and juvenile justice; crime statistics; significant research findings; evidence based assessment of what works and what doesn't; the juvenile justice system; juvenile court cases; street kids; the family, child abuse, school as a contributing factor, drug use, youth gangs, school shootings, prevention.

JUAD 346 Security Administration I (3)
Study and application of security theory and methods as they relate to the retail, industrial, and institutional environments. Physical and procedural measures for ethically safeguarding money, merchandise, and information are analyzed with emphasis on protecting civil rights and coordination of efforts with non-security management and employees. Particular attention is given to deterring and detecting both internal and external theft as well as programs for training, auditing, and inventory control. A problem-solving research project is required.

JUAD 380 Corporate & White Collar Crime (3)
A critical analysis of corporate and white collar crime including crimes against consumers, unsafe products, corporate fraud, financial and banking crimes, environmental crimes, corruption of government officials and government crime. An emphasis is placed on the differences between white collar crime and other varieties of crime including enforcement and the ability of corporate criminals to influence lawmakers. The course also examines how corporations use public relations approaches to minimize their wrongdoings and rebuild their public images following criminal charges.
JUAD 385 Crime: Race, Poverty & Social Policy (3)
This course covers the use of the criminal justice system to address what are inherently social problems. Included are over-representation of minorities and the poor in the criminal justice system, profiling, social contributions to crime, discrimination against the poor and minorities at every juncture of the justice system and special problems of the poor and minorities. Evidence based practices which reduce crime are examined as well as ways to reduce barriers to effective participation in society.

JUAD 399 Criminal Procedure (3)
This course will focus on the rules of criminal procedure for the State of Minnesota and the federal government, and their relationship within the criminal justice system.

JUAD 441 Organized Crime (3)
This course deals with the origins and workings of criminal groups such as street gangs, the "Mafia," criminal conspiracies, and crime networks. Particular attention will be paid to the role that crime plays in maintaining group solidarity and in creating a self-identity for individuals within the criminal group.

JUAD 442 Court, Police, and Corrections Management (3)
This course applies theories and develops management skills for administering court processes, police organizations, and correctional agencies and institutions. Topics include designing and implementing effective programs; managing social and organizational change and the organizational culture; motivation; team building; ethical and civil rights issues; managing men and women; program evaluation; and working with the media, politicians, and the public. Special attention will be given to implementing community policing; unified court systems and court reform including restorative justice, problem solving courts and community courts, and creating secure and effective correctional institutions for inmates and staff.

JUAD 446 Security Administration II (3)
An in-depth view of the challenges of planning, organizing, and managing the security function in a modern business, industry, or institution. Special attention to ethical and civil rights issues, staffing, development, and supervision, as well as contractual security services, risk analysis, policy making, budgeting, legal considerations, and the sharing of goals with corporate executives and department heads. A problem-solving research project is required.

JUAD 450 Criminal Law (3)
This course will be an in-depth study into the crime elements and criminal defenses available for various crimes.

JUAD 460 Rehabilitation & Prevention (3)
This course explores proactive approaches to lowering crime and delinquency. Topics include rehabilitating offenders, treatment and aftercare, program evaluation, and effective approaches to prevention. Special attention is given to treating and preventing drug abuse, domestic violence, sexual offenders, sociopaths, violence, and the extreme behaviors we call evil. The course also explores the power of healthy communities, the healthy personality, healthy relationships, and creating societies in which people thrive and there are fewer problems in the first place.

JUAD 486 Special Topics (1 - 4)
This course is designed to provide upper-level students with an opportunity to experience a special or experimental curriculum enrichment course.

JUAD 494 Independent Study (1 - 3)
Independent study and research within the Justice Administration area. Prerequisite: consent of instructor.

JUAD 498 Senior Seminar in Justice Administration (3)
This course serves as the capstone course for the Justice Administration major. The seminar course integrates students' accumulated knowledge of history, concepts, theory, applications, research, and presentations in the senior year.

JUAD 499 Field Experience/Internship (3 - 12)
This course allows the Justice Administration major or Criminal Justice minor to explore the actual day-to-day operations of a specific career or field of interest by participating with a professional in that occupation. This opportunity allows the student to explore career options and gain general work experience in the chosen area of the criminal justice system.
Management

Department Office: FH 223
Phone Number: 507-537-7854
Staff & Faculty:

SMSU has broadened the scope of its business-related majors and minors. Building upon a solid reputation in business administration, SMSU now offers a major and a minor in Management at the baccalaureate level. This major will allow business management students to further strengthen and define their business skills and knowledge. The new curriculum is founded on a strong foundation of business core courses that are necessary for success in today’s competitive economic environment. The new Management Major offers the following concentrations: a General Management Concentration, a Human Resource Management, or an International Management Concentration. These interesting and valuable concentrations provide management students with real options to focus their course-work towards the career opportunities that best meet their individual goals and interests.

Students with other majors could also decide to earn a Minor in Management. The minor is built around the same core competencies as the major, and this minor can be a great addition to a student’s academic credentials.

SMSU also has degree offerings that are particularly suited to transfer students who have course work and earned degrees from other colleges and universities. For example, students with degrees from two-year colleges can pursue either a B.S. in Management, or a B.A.S. in Management. To determine which degree is the best fit, transfer students should consult with the Chairperson for SMSU’s Business and Public Affairs (BPA) Department. Students located at distant sites outside Marshall, Minnesota should know that the BPA Department works closely with SMSU’s Distance Learning Office to operate numerous outreach programs throughout Minnesota.

SMSU’s Career Services Office has years of data that consistently demonstrate the strong job placements of our management graduates. We also have a very successful and active internship program.

Our Management faculty are professionals who have industry experience and strong academic credentials. More importantly, our faculty are dedicated educators with a passion for teaching and learning. We care about our students, and we are constantly improving our programs to make sure that we are fully preparing our students for a globally-competitive business world where change is the only constant.

A grade point average of 2.50 in all major course work taken at SMSU including courses transferred from other institutions. A grade point average of 2.00 in all minor course work is required. Any exceptions to this requirement must be approved by the faculty of the Management program.

Note: Students must complete a minimum of 120 credits in order to graduate with a Bachelor's degree.

Bachelor of Science: Management (57-60 Credits)

I. Pre-Management requirements for students accepted as a major in Management (MGMT)

Notes:
Students seeking a B.S. in Management must complete the Pre-Management requirements:

1. Earn a grade of “C” or better in the following courses: MATH 115 or MATH 140 or higher level calculus; ENG 151; and SPCH 110.
2. If a student earns a grade of “C–” or less in any of the above courses, then the student would be required to retake the course(s), and earn a grade of “C” or better prior to admission to the Management program.
3. Prior to admission to the Management program, a student must have earned a cumulative GPA of 2.5 or better within 27 credits of the Minnesota Transfer Curriculum (MnTC). Of the 27 credits of MnTC courses used to determine the GPA, the following courses must be included: MATH 115 or MATH 140 or higher level calculus course; ENG 151; and SPCH 110. No courses outside the MnTC will be used to determine the GPA for entry into the Management major.
4. The Management faculty relies upon active advising and up-to-date record keeping to assure that qualified students are admitted as full Management majors. Students who have not yet met the pre-Management requirements are provided with advice and guidance to pursue entry into the program. Entrance into the program should be planned for the second semester of the sophomore year or the first semester of the junior year.
5. The above pre-Management requirements for admission to the Management program are separate from Minnesota Transfer Curriculum (MnTC) requirements. All students, including transfer and honors students, who plan to major in Management must meet or exceed the Pre-Management requirements.
6. Students in the Honors Program at SMSU may satisfy the pre-Management requirements for ENG 151 by completing their approved Honors Curriculum. The other requirements, including MATH 115, MATH 140 or a higher-level calculus course, SPCH 110 and the requirements 2-5 above, must be completed as indicated.

II. Business Core Courses: (33 Credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 211</td>
<td>Principles of Accounting I</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 212</td>
<td>Principles of Accounting II</td>
<td>3</td>
</tr>
<tr>
<td>BADM 305</td>
<td>Business Law I</td>
<td>3</td>
</tr>
<tr>
<td>ECON 201</td>
<td>Principles of Microeconomics</td>
<td>3</td>
</tr>
</tbody>
</table>

Note: While every effort is made to ensure accuracy, SMSU reserves the right to correct any clerical errors herein.
Choose one of the following:

- ECON 470 International Business & Economics 3
- MGMT 440 International Management 3

III. Management Core: (9 Credits)

- MGMT 350 Human Resources 3
- MGMT 422 Prod & Oper Management 3
- MGMT 492 Business Policy 3

IV. Concentrations: (12-15 Credits)

Notes:
Students who choose to complete more than one concentration cannot double-count courses across concentrations.

A. General Management Concentration

Choose three courses from list below:

- BADM 355 Business Law II 3
- BADM 360 Insurance and Risk Management 3
- FIN 460 Business Forecasting 3
- MGMT 320 Advanced Computer Applications 3
- MGMT 323 Project Management 3
- MGMT 330 Organizational Behavior and Theory 3
- MGMT 332 Interpersonal Skills in Organizations 3
- MGMT 333 Conflict Resolution 3
- MGMT 351 Organization Development and Change 3
- MGMT 360 Theories of Leadership 3
- MGMT 420 Management Information Systems 3
- MGMT 450 Diversity Management 3
- MGMT 454 Labor Relations 3
- MGMT 460 Leadership and Team Management 3

Choose any one of the following electives:

- ART 240 Concepts of Graphic Design 3
- ART 255 American Art History 3
- COMP 189 Introduction to GIS Software 3
- ENG 360 Scientific & Tech Writing 3
- ENG 361 Advanced Composition 3
- HIST 362 Making of Modern America 3
- HIST 364 Immigration & Ethnicity in U.S. History 3
- HLTH 390 Health Promotion 3
- JUAD 246 Introduction to Security 3
- LIT 370 Contemporary World Literature 3
- PHIL 105 Ethical Issues in Business 3
- PHIL 220 American Philosophy 3
- PHIL 305 Law, Liberty & Morality 3
- POL 200 International Politics 3
- POL 355 World Political Geography 3
- POL 356 Politics of Global Economy 3
- POL 360 American Foreign Policy 3
- PSYC 317 Social Psychology 3
- PSYC 318 Group Dynamics 3
- PSYC 325 Attitudes & Persuasion 3
- PSYC 333 Advanced Experimental Psychology: Motivation &
B. Human Resource Management Concentration

Choose three courses from the list below:

- MGMT 330 Organizational Behavior and Theory 3
- MGMT 332 Interpersonal Skills in Organizations 3
- MGMT 333 Conflict Resolution 3
- MGMT 351 Organization Development and Change 3
- MGMT 450 Diversity Management 3
- MGMT 452 Staffing Management 3
- MGMT 453 Compensation and Benefits 3
- MGMT 454 Labor Relations 3
- MGMT 460 Leadership and Team Management 3

Choose any one of the following electives:

- ART 240 Concepts of Graphic Design 3
- ENG 360 Scientific & Tech Writing 3
- HIST 364 Immigration & Ethnicity in U.S. History 3
- PHIL 105 Ethical Issues in Business 3
- PHIL 220 American Philosophy 3
- PHIL 305 Law, Liberty & Morality 3
- PSYC 317 Social Psychology 3
- PSYC 318 Group Dynamics 3
- PSYC 325 Attitudes & Persuasion 3
- PSYC 333 Advanced Experimental Psychology: Motivation & Emotion 3
- PSYC 358 Industrial/Organizational Psychology 3
- SOCI 331 Racial & Ethnic Relations in America 3
- SOCI 445 Social Stratification 3
- SPCH 200 Small Group Communication 3
- SPCH 360 Organizational Communication & Interviewing 3

C. International Management Concentration

Choose one of these courses that was NOT taken as the Business Core requirement:

- ECON 470 International Business & Economics 3
- MGMT 440 International Management 3

Choose two International Management courses from list below:

- AGBU 420 International Agribusiness Management 3
- MGMT 330 Organizational Behavior and Theory 3
- MGMT 333 Conflict Resolution 3
- MGMT 450 Diversity Management 3
- MKTG 471 International Marketing 3
- SPAN 3XX Notes:
  3 credits can come from a FRLG (Foreign Language) class at the 300 level

Choose one of the following electives:

- ART 255 American Art History 3
- HIST 364 Immigration & Ethnicity in U.S. History 3
- LIT 370 Contemporary World Literature 3
- PHIL 105 Ethical Issues in Business 3
American Philosophy 3
International Politics 3
World Political Geography 3
Politics of Global Economy 3
American Foreign Policy 3
Racial & Ethnic Relations in America 3

Total Credits: 57-60

Minor: Management (15 Credits)

A. Required Courses: (9 Credits)
   MGMT 300 Management Principles 3
   MGMT 350 Human Resources 3

One of the following courses:
   ECON 470 International Business & Economics 3
   MGMT 440 International Management 3

B. Management Courses: (6 Credits)

Select two from the following:
   MGMT 330 Organizational Behavior and Theory 3
   MGMT 332 Interpersonal Skills in Organizations 3
   MGMT 333 Conflict Resolution 3
   MGMT 422 Prod & Oper Management 3
   MGMT 450 Diversity Management 3
   MGMT 454 Labor Relations 3
   MGMT 460 Leadership and Team Management 3

Minor: Management Notes:

Courses for the minor cannot be double-counted to meet the requirements of another major or minor.

Total Credits: 15

Bachelor of Applied Science: Management (42 Credits)

The Bachelor of Applied Science (B.A.S.) degree program provides opportunities for individuals who have completed approved Associate of Applied Science or Associate of Science degree programs.

Degree Requirements:

Notes:
Successful completion of:
A. Additional Graduation Curriculum Requirements in the Core Curriculum section of the online catalog.

B. The following:
   A minimum of 42 semester credit hours (SCH) at accredited four-year institutions.
   A minimum of 30 SCH through Southwest Minnesota State University.
   A minimum of 27 SCH at the 300 or 400 level.
   The requirements for an approved B.A.S. major.
   All the course work with a cumulative GPA of at least 2.0 for courses taken while enrolled at SMSU.
C. Further requirements under one of the following three categories: (Categories apply to academic credentials at time of matriculation at SMSU.)
   1. A.A.S. degree at an accredited community, technical college or four-year college/university;
      Additional minimum of 64 SCH;
      Minnesota General Education Transfer Curriculum or a minimum of 22 SCH from SMSU’s Liberal Arts Curriculum/Minnesota Transfer Curriculum officially approved by the student’s Degree Program Committee.
      OR
   2. A.S. degree from an accredited community, technical college or four-year college/university;
      Additional minimum of 64 SCH;
      Minnesota General Education Transfer Curriculum or a minimum of 12 SCH from SMSU’s Liberal Arts Curriculum/Minnesota Transfer Curriculum officially approved by the student’s Degree Program Committee.
      OR
   3.
A MnSCU approved two-year technical diploma at an accredited community, technical college or four-year college/university.

Additional minimum of 86 SCH;

Minnesota General Education Transfer Curriculum or SMSU’s Liberal Arts Curriculum/Minnesota Transfer Curriculum.

The following limitations also apply:

a. No more than 6 SCH of courses numbered 059-099 and no SCH courses numbered 001-049 shall count toward graduation.

b. No more than 10 SCH of credit/no credit (credit/NC) courses outside your major shall count toward graduation.

Bachelor of Applied Science-Management Requirements:

A. Basic Courses:

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
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<td>ECON 201</td>
<td>Principles of Microeconomics</td>
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</tr>
<tr>
<td>ECON 202</td>
<td>Principles of Macroeconomics</td>
<td>3</td>
</tr>
<tr>
<td>FIN 230</td>
<td>Business Statistics I</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 221</td>
<td>Computer Concepts and Applications</td>
<td>3</td>
</tr>
</tbody>
</table>

B. Upper-Division Courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>BADM 305</td>
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<tr>
<td>FIN 350</td>
<td>Managerial Finance</td>
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<tr>
<td>MGMT 300</td>
<td>Management Principles</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 330</td>
<td>Organizational Behavior and Theory</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 350</td>
<td>Human Resources</td>
<td>3</td>
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<tr>
<td>MGMT 492</td>
<td>Business Policy</td>
<td>3</td>
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<tr>
<td>MGMT 495</td>
<td>Senior Examination</td>
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<tr>
<td>MKTG 301</td>
<td>Principles of Marketing</td>
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C. Elective Courses (Minimum of 3):

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<th>Course</th>
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<tr>
<td>BADM 355</td>
<td>Business Law II</td>
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<tr>
<td>BADM 360</td>
<td>Insurance and Risk Management</td>
<td>3</td>
</tr>
<tr>
<td>ECON 470</td>
<td>International Business &amp; Economics</td>
<td>3</td>
</tr>
<tr>
<td>FIN 352</td>
<td>Analyzing Financial Statements</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 332</td>
<td>Interpersonal Skills in Organizations</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 420</td>
<td>Management Information Systems</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 422</td>
<td>Prod &amp; Oper Management</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 454</td>
<td>Labor Relations</td>
<td>3</td>
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<tr>
<td>MGMT 491</td>
<td>Senior Seminar-Management</td>
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<tr>
<td>MKTG 321</td>
<td>Retail Management</td>
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<tr>
<td>MKTG 381</td>
<td>Advertising Management</td>
<td>3</td>
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<tr>
<td>PHIL 105</td>
<td>Ethical Issues in Business</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 358</td>
<td>Industrial/Organizational Psychology</td>
<td>3</td>
</tr>
</tbody>
</table>

D. Graduation Requirement:

Notes:

Graduation from this program requires the student to take at least 40 credit hours at the 300-400 level. Courses may come from any Department/Discipline.

E. Additional Requirements

Notes:

1. A combined total of at least 42 Semester Credits in must be earned in Categories A, B and C above.

2. The BAS Degree at SMSU requires that a student take at least 27 Semester Credits of courses at the 300-level or above. Because BASM majors have a minimum of 24 semester credits at the 300-level or above in Categories B and C, it is necessary for BASM majors to take an additional course for 3 semester credits at the 300-level or higher in order to satisfy the University-wide requirements for all BAS Degrees.

3. Students who have an AAS Degree and are seeking entry into the BASM major must earn a cumulative GPA of 2.50 or better within the additional 22 Semester Credit Hours (SCH) of the Liberal Arts Core (LAC), or within the 22 additional SCH of the Minnesota General Education Transfer Curriculum, needed to complete the BAS Degree.

4. Students who have an AS Degree and are seeking entry into the BASM major must earn a cumulative GPA of 2.50 or better within the additional 12 SCH of the LAC, or within the 12 additional SCH of the Minnesota General Education Transfer Curriculum, needed to complete the BAS Degree.

5. Students who have a 2-year technical college diploma and are seeking entry into the BASM major must earn a cumulative GPA of 2.50 or better within the additional 22 SCH of the LAC, or within the 22 additional SCH of the Minnesota General Education Transfer Curriculum.

6. In items (4), (5) and (6) above, courses that do not fall within either the LAC or the Minnesota General Education Transfer Curriculum, cannot be used to determine the minimum GPA for admission into the major.

7. The PPST is eliminated as a requirement for admission into the BAS-Management major.

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Note: While every effort is made to ensure accuracy, SMSU reserves the right to correct any clerical errors herein.
9. Students must maintain a minimum GPA of 2.50 within the BASM major as a requirement for graduation.
10. Each BASM major, in consultation with his/her advisor, shall decide on the courses to be taken as elective courses within the major.
11. Each BASM major, in consultation with his/her advisor, shall decide on the courses to be taken to meet the additional 10 semester credit hours of elective credits required of all students earning a BAS Degree. The elective courses may include courses from Category C above, or the courses may be general electives.
12. Final approval of a student’s BASM degree program shall rest with the academic advisor and SMSU’s Business and Public Affairs Department.

Total Credits: 42

Course Descriptions

FIRE 300 Literature, Methods & Statistics for the Fire Service (3)
An introduction to fire service literature, research tools and methods of identifying and acquiring necessary information. Statistical analysis of fire service problems and the application of data to decision-making. This course includes significant applied research and writing projects.

FIRE 301 Fire Prevention Management (3)
Planning, promoting and managing fire prevention functions. Topics include needs assessment, legal responsibilities, negotiation, planning, management techniques and evaluation. Arson management, public fire safety education, inspection and enforcement management are key components of this course. Identifying at-risk populations and targeting outreach programs will be examined.

FIRE 302 Fire Service Health & Safety (3)
Occupational hygiene as applied to the unique and peculiar needs of the emergency services. This focus will be on fire departments in emergency and non-emergency settings. In addition to regulatory compliance issues, students will examine risk analysis and management. Wellness, employee assistance and stress management programs will be examined.

FIRE 303 Fire Service Leadership (3)
Leadership, project management, strategic planning, project implementation and evaluation. Subjects include various approaches to leadership including Traditional, Transactional, Feminist, and Transformational philosophies as applied to fire service organizations.

FIRE 401 Community Risk Management (3)
Comprehensive, multi-jurisdictional, multidisciplinary approach to community threat analysis, disaster planning and response. Strategies for dealing with dwindling resources and expanding expectations. Included are building coalitions to accomplish the changing mission of the public services and identifying and analyzing potential for natural and human-made disasters.

MGMT 220 Building Software Skills (3)
Development of proficiency in using microcomputer software such as spreadsheets and database managers. Use of software for business problem-solving.

MGMT 221 Computer Concepts and Applications (3)
Introduction to computers and digital computing, problem-solving using computers, and applications to management problem-solving.

MGMT 286 Special Topics (1-3)

MGMT 300 Management Principles (3)
Principles of management applicable to all types of organizations: planning, organizing, supervising, and controlling.

MGMT 310 Readings in Management (1-2)
The course provides an opportunity to study and analyze the work of important management theorists, authors, and practitioners representing different perspectives and various aspects of management including strategy, leadership, and organizational theory. The readings will encompass seminal readings in management theory, management in practice, and contemporary issues in management.

MGMT 320 Advanced Computer Applications (3)
Computer lab experience utilizing software applications to address "real world" business scenarios and decision-making. Advanced spreadsheet techniques, database applications, and presentation graphics will be emphasized.
MGMT 322 Introduction to Management Science (3)  
Quantitative techniques in business decision-making, problem formulation, various mathematical models and their application, linear programming, and queuing theory.

MGMT 323 Project Management (3)  
A study of project planning and control including time, budget, materials, and personnel. Coursework will include Gantt charts and PERT/CPM methods, use of project management software, planning, and preliminary analysis of an actual project, and examination of critical chain issues. Simulations may be used when appropriate.

MGMT 324 Leadership Dynamics (3)  
Leadership Dynamics is intended to help students think about what leadership means within and beyond the context of personal leadership. It begins by exploring leadership of the self and then attempts to build a bridge from the self (intrapersonal) to others (interpersonal) in the process of actual organizational and social change. This experience is intended to invite students to reflect on and anticipate ways in which they will develop and extend their leadership throughout their careers and lifetimes, and to develop and enhance skills in an effort to maximize leader/manager effectiveness.

MGMT 330 Organizational Behavior and Theory (3)  
Development and application of concepts and theories of organizational behavior in business organizations. Behavior will be analyzed from an individual, group, and organizational perspective.

MGMT 331 Business Communications (3)  
The analysis, interpretation, presentation, and effective writing of letters, memos, reports, and other types of business documents.

MGMT 332 Interpersonal Skills in Organizations (3)  
This course is designed to increase students' self-awareness and how it relates to interpersonal and managerial effectiveness; to develop and improve advanced managerial skills such as goal-setting, time management, negotiation, running effective meetings, team facilitation, feedback, creative problem-solving, coaching, mentoring, and empowerment.

MGMT 333 Conflict Resolution (3)  
The course is aimed at developing the knowledge and skill level of students in the areas of conflict management and conflict resolution. As a result of completing this course, students will have a well-developed understanding of the various theories surrounding conflict, conflict resolution, and conflict management. Further, the class will address various techniques used in industry to resolve conflict situations.

MGMT 350 Human Resources (3)  
Personnel management, including job analysis, selection and placement, training and development, evaluation, safety, and health.

MGMT 351 Organization Development and Change (3)  
Examines various applied behavioral science approaches to planning and implementing organizational development and change. Course topics include the history, nature, and process of organization development and change. The course will focus specifically on organizational intervention theory and techniques. All majors are welcome in this course. Anyone involved in an organizational setting (private or public sector) will benefit from understanding how to analyze the implement organizational change.

MGMT 360 Theories of Leadership (3)  
Introduction to various theories of leadership that will provide students with the necessary framework from which to begin their thinking on leadership. Trait Theories, Power and Influence Theories, Behavioral Theories, Contingency Theories, Cultural and Symbolic Theories, as well as emerging leadership and "anti-leadership" theories will be explored.

MGMT 361 Personal Leadership (3)  
The purpose of this course is to enable students to articulate a compelling vision for their professional and personal lives and to develop the commitment, confidence, and skills necessary to translate their dreams into action. The intended outcome is an enhanced feeling of direction and control over one's life, and an ability to live consistently with one's vision, values, purpose and goals for life and work, and to make choices consistent with one's ideals. As students assume positions of increasing responsibility for other people in organizations, this course will strengthen their ability to help others realize their highest aspirations for work and life.

MGMT 370 Health Services Systems and Information (3)  

Note: While every effort is made to ensure accuracy, SMSU reserves the right to correct any clerical errors herein.
This introductory course explores the role of health care administrator in relation to information technology in the health care setting, and how computers enhance health care practice. This course includes analysis of components of computers and networks; and development, enhancement, and selection of health care information system(s). Management and uses of medical databases for health care administrators will be covered. Further topics will include the process of transforming data into usable information, personnel and training issues, understanding the roles of Information Service Department, Telemedicine, and the Internet/WEB.

MGMT 371 Healthcare Administration (3)
This course is intended to present students with an overview of the formation and operation of healthcare facilities with an emphasis on planning, implementing and managing. This course emphasizes the relationship and impact of theories, policies, strategies and styles of management within a healthcare organization. Students will focus on the integration of facilities and departments within the organization observing, monitoring and evaluating outcomes and customer satisfaction.

MGMT 372 US Healthcare Delivery, Service, and Systems (3)
This course will provide students with information regarding fundamental management principles and special concerns and problems dealing with gerontology and long-term care settings at home and in a variety of institutions. This course will focus on Federal and State regulations, 3rd party reimbursement regulations, health and safety codes, residents’ rights and the regulatory survey process. The students will learn tools to assess residents’ quality of care and quality of life. Students will review issues relating to ethics, guardianship and conservatorship, liability, negligence and malpractice.

MGMT 420 Management Information Systems (3)
Examines the role of information systems in management decision-making, systems theory, and current issues in information systems.

MGMT 422 Prod & Oper Management (3)
Strategic importance of operations. Inventory control, production planning, production control, plant layout, plant location, and quality control.

MGMT 424 Simulation of Industrial and Management Systems (3)
Methods of simulating industrial and management systems. Computer simulations of business and management decision-making.

MGMT 440 International Management (3)
Strategies and structures for multinational companies, international strategic alliances, international human resource management, motivation and leadership in multinational companies, international negotiation and cross-cultural communication, ethics and social responsibility in the multinational company.

MGMT 450 Diversity Management (3)
A study of management issues associated with a diverse workforce. Topics include history, legal perspective, kinds of diversity, and management/organizational initiatives for diversity.

MGMT 451 Training & Development (3)
A study of the issues associated with the training and development of the existing workforce in an organization. Includes organizational development issues.

MGMT 452 Staffing Management (3)
This course will focus on the various aspects surrounding human resource staffing and recruiting. Specific topics will include: recruiting processes, interviewing techniques, legal issues surrounding recruiting and staffing, forecasting and job analysis techniques.

MGMT 453 Compensation and Benefits (3)
This course will focus on the various aspects surrounding the compensation and benefits field within human resource management. Specific topics will include: terminology, development and implementation of wage and salary surveys, pay audits, job evaluation techniques, legal issues, the connection between pay and performance, the rationale behind various benefit policies, and various types of benefit programs.

MGMT 454 Labor Relations (3)
This course examines behavior by individuals and groups in unions, management, and government.

MGMT 460 Leadership and Team Management (3)
MGMT 461 Professional Field Capstone (3)
The student(s) will work closely with the instructor to identify a service-learning opportunity in which the student can experience both administrative and leadership opportunities in his/her community related to administration of a public service agency (fire service or law enforcement). The student will submit regular, written, progress reports and a final report.

MGMT 462 Strategic Leadership (3)
This course focuses on the leadership issues necessary to successfully design and implement strategic change. Change at a strategic level requires leadership. Leadership without the understanding of and the element of change has little meaning. The leadership focus will be on leadership as an active engagement process that requires individuals to be willing to define and declare themselves in strategic ways. The emphasis will be on thinking at a personal, professional, and enterprise level, and applying this thinking to the critical issues of leading (and managing) individual and organizational change. It is essential that students have a rich appreciation for the implications of personal and organizational change. Change without leadership at multiple levels does not happen. Leadership without change is a non-event.

MGMT 470 Long Term Care Administration (3)
This course will provide students with information regarding fundamental management principles and special concerns and problems dealing with gerontology and long-term care settings at home and in a variety of institutions. This course will focus on Federal and State regulations, 3rd party reimbursement regulations, health and safety codes, resident's rights and the regulatory survey process. The students will learn tools to assess resident's quality of care and quality of life. Students will review issues relating to ethics, guardianship and conservatorship, liability, negligence and malpractice.

MGMT 471 Managed Care (3)
This course will provide students with an understanding of the origins, organizations and operations of managed care programs. Students will examine the complexities of the provider-consumer-payer arrangements in a changing and expanding managed care environment. They will review structures, practice models, role of clinicians, capitation and the health service payment systems.

MGMT 472 US Services, Programs, Issues & Trends in Healthcare (3)
This course provides an orientation to various analytical and substantive components that are fundamental to becoming familiar with services, programs, issues and trends in Healthcare. Specifically, students will gain an awareness of the complexities of health issues, the historical evolution of issues and themes, and the nature of how different interests and actors interact. Students will learn commonly used frameworks for policy analysis and then apply them to a range of prominent, contemporary health care issues and trends.

MGMT 473 Practicum in Healthcare (3)
The Practicum provides students with an opportunity to apply their skills in a work setting. It's important that students select a practicum site that can accommodate student learning and skill acquisition. The Practicum of 400 hours is required for those students applying for the Nursing Home Administrators License who do not have current nursing home experience.

MGMT 474 Nursing Home Administrator Exam Preparation Course (1)
This course will prepare students to take the Minnesota State Rules Exam and the National Association of Boards of Examiners for Long Term Care Administrators (NAB) exams. These two exams are essential to receiving the Nursing Home Administrators and Residential Care-Assisted Living Administrators license in Minnesota. This course will prepare students for the tests in South Dakota and Iowa.

MGMT 486 Special Topics (1 - 4)

MGMT 491 Senior Seminar-Management (3)
This course is designed to provide an integrative perspective of various topic areas within the context of business and society. It will require an in-depth analysis of issues through reading, discussion, and research.

MGMT 492 Business Policy (3)
Emphasizes the functions and responsibilities of general management of business enterprises and the problems which affect the character and success of the total enterprise. Devoted to internal policy making, given constraints from the external environment. Extensive use is made of case studies from business. This is a capstone course for seniors.
MGMT 493 Business Concepts & Terminology (3)
Required for students whose bachelor's degrees are in nonbusiness disciplines. It presents concepts in economics, finance, management and marketing that comprise a necessary body of knowledge for students who receive the Master of Business Administration degree.

MGMT 494 Independent Study (1 - 3)
An approved project in an area of management of particular interest to the student with responsibility for formulation and oral defense of the required work under the guidance of a faculty member.

MGMT 495 Senior Examination (0)
A comprehensive examination covering the Management major.

MGMT 499 Management Internship (1 - 9)
The opportunity to pursue an internship is designed to supplement course materials with actual related work experience. Students are expected to integrate disciplinary knowledge into a real world setting. The student will submit weekly reports on work assignments as well as a report at the conclusion of the internship. The number of credits allowed will depend on the magnitude of the internship.
Marketing

Department Office: ST 203A
Phone Number: 507-537-6223
Staff & Faculty: Denise Gochenouer, Michael Rich

The field of marketing impacts all aspects of business in the global economy today. Success or failure of a product or service in today’s highly competitive marketplace depends on a well-executed marketing program. The successful graduate of the Marketing Program at Southwest Minnesota State University will find numerous opportunities within the business community to pursue a meaningful and financially rewarding career. Typical career paths encompass both the consumer and business-to-business markets. Entry-level positions would include sales, advertising and promotion, public relations, purchasing, distribution, product development, and marketing research. Positions would exist for both domestic and international assignments. A marketing graduate could advance to positions such as sales manager, distribution manager, product development director, director of marketing research, director of sales, director of public relations, vice-president of marketing or research, to name a few of the possibilities.

Marketing majors have the opportunity to be participate in the Southwest Marketing Advisory Center (SMAC), an organization that pursues actual marketing research projects for various local governmental and commercial organizations. The center has been a major force in Southwest Minnesota in promoting marketing principles and research by offering these services to commercial, governmental, and civic organizations.

The Marketing Program provides a discipline of courses that will equip the graduate to effectively excel in the competitive job market that exists today. All courses offer a balance of theory coupled with practical examples and exercises so that key elements become part of the student’s working knowledge needed for successful career development following graduation.

The major in Marketing culminates in a Bachelor of Science in Marketing degree. A Bachelor of Applied Science in Marketing is also available for students transferring to SMSU with an Associate of Science degree, Associate of Applied Science degree, or a two-year technical diploma approved by the Minnesota State Colleges and Universities (MnSCU).

A minor in Marketing is also available and is an ideal supplement for those students majoring in such fields as Agriculture, Fine Arts, Management, Finance, Accounting, Chemistry, English, Environmental Science, Political Science, Speech Communication as well as Health and Fitness.

Graduation Requirement: A minimum 2.25 GPA in all Marketing major courses is required for graduation.

Note: Students must complete a minimum of 120 credits in order to graduate with a Bachelor’s degree.

Pre-Major Requirements:
Students intending to major in marketing at Southwest Minnesota State University must meet the requirements listed below before being accepted into the major program.

1. Complete MATH 115, 140, or 150 with a minimum grade of “C.”
2. Complete ENG 151 with a minimum grade of “C.”
3. Complete SPCH 110 with a minimum grade of “C.”
4. Complete 32 credit hours with a minimum 2.25 GPA.
5. Transfer students must eliminate all deficiencies in two semesters to remain in the Marketing Program.

Pre-Marketing requirements for the Marketing major are departmental requirements, not Minnesota Transfer Curriculum (MnTC) requirements. All students, including transfer and honors students, pursuing a Marketing major must meet or exceed these departmental requirements.

Bachelor of Science: Marketing (57 Credits)

I. Business Core: (33 Credits)

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<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ACCT 211</td>
<td>Principles of Accounting I</td>
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<tr>
<td>ACCT 212</td>
<td>Principles of Accounting II</td>
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<tr>
<td>BADM 305</td>
<td>Business Law I</td>
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<tr>
<td>ECON 201</td>
<td>Principles of Microeconomics</td>
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<td>ECON 202</td>
<td>Principles of Macroeconomics</td>
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<td>FIN 230</td>
<td>Business Statistics I</td>
<td>3</td>
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<td>FIN 350</td>
<td>Managerial Finance</td>
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<td>MGMT 221</td>
<td>Computer Concepts and Applications</td>
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<tr>
<td>MGMT 300</td>
<td>Management Principles</td>
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<tr>
<td>MKTG 301</td>
<td>Principles of Marketing</td>
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Note: While every effort is made to ensure accuracy, SMSU reserves the right to correct any clerical errors herein.
Choose one course:

- ECON 470 International Business & Economics 3
- MGMT 440 International Management 3
- MKTG 471 International Marketing 3

II. Marketing Core: (15 Credits)

- MKTG 331 Professional Selling 3
- MKTG 381 Advertising Management 3
- MKTG 421 Business-to-Business Marketing 3
- MKTG 441 Marketing Research 3
- MKTG 491 Strategic Marketing Policy 3

III. Marketing Electives: (9 Credits)

- MGMT 333 Conflict Resolution 3
- MKTG 321 Retail Management 3
- MKTG 391 Consumer Behavior 3
- MKTG 411 Integrated Marketing Communications (IMC) 3
- MKTG 431 Sales Management 3
- MKTG 451 e-Marketing 3
- MKTG 461 Entrepreneurship 3
- MKTG 471 International Marketing 3

Optional Internship:

- MGMT 499 Management Internship 1 - 9
- MKTG 499 Internship in Marketing 1 - 6

Optional Interdisciplinary Course:

Notes:

One course from the following may replace one Marketing Elective.

- ART 141 Digital Publishing 3
- ART 240 Concepts of Graphic Design 3
- BADM 355 Business Law II 3
- PHIL 105 Ethical Issues in Business 3
- PSYC 318 Group Dynamics 3
- PSYC 358 Industrial/Organizational Psychology 3
- RURL 321 GIS Methods & Applications 3
- SPCH 200 Small Group Communication 3
- SPCH 210 Intro to Public Relations 3
- SPCH 303 Advanced Public Speaking 3

Total Credits: 57

Associated in Science: Marketing (64 Credits)

I. Business Core: (18 Credits)

- ACCT 211 Principles of Accounting I 3
- BADM 305 Business Law I 3
- ECON 201 Principles of Microeconomics 3
- MGMT 300 Management Principles 3
- MKTG 301 Principles of Marketing 3

II. Marketing Core: (15 Credits)

Notes:

Selected 15 credits from the following courses:

- MKTG 321 Retail Management 3
- MKTG 331 Professional Selling 3
- MKTG 381 Advertising Management 3
- MKTG 391 Consumer Behavior 3
- MKTG 411 Integrated Marketing Communications (IMC) 3

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III. Liberal Arts Curriculum (LAC) Requirements: (31 Credits)

Notes:
There are specific LAC requirements for the A.S. Marketing degree. Please consult an advisor in the Marketing program for complete information.

Total Credits: 64

Minor: Marketing (15 Credits)

Marketing Minor Core: (9 Credits)

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<th>Course</th>
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<td>MKTG 301</td>
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<td>MKTG 331</td>
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<td>MKTG 381</td>
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Choose 6 credits from the following courses: (6 Credits)

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<td>MKTG 321</td>
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<td>MKTG 391</td>
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<td>MKTG 411</td>
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<td>MKTG 421</td>
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<td>MKTG 431</td>
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<td>MKTG 451</td>
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<td>MKTG 451L</td>
<td>1</td>
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<tr>
<td>MKTG 471</td>
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Total Credits: 15

Bachelor of Applied Science: Marketing

As of Spring semester 2004, specific course requirements are currently under review and revision. Please see the Chairperson of the Business and Public Affairs Department and/or the Marketing program faculty for current requirements.

In order to properly serve graduates from community colleges and technical schools, the marketing discipline offers a Bachelor of Applied Science (B.A.S.) degree. The B.A.S. degree program in Marketing will provide opportunities for individuals who have completed Associate of Applied Science (A.A.S.) or Associate of Science (A.S.) degree programs, or a two-year technical diploma approved by MnSCU, to achieve a bachelor’s degree with somewhat reduced course requirements when compared to a student who has not achieved any of the two-year degrees or diplomas.

Degree Requirements:

Notes:
Successful completion of one of the following three degrees is prerequisite for pursuing a Bachelor of Applied Science in Marketing degree:

A. Associate Degree curriculum requirements printed in the Academic Policies section of the online catalog.

B. The following three requirements:

1. A minimum of 42 semester credit hours (SCH) an accredited four-year institutions, of which:
   a. A minimum of 22 SCH is completed at SMSU.
   b. A minimum of 27 SCH is completed at the 300 or 400 level.
2. Complete the requirements for an approved B.A.S. major
3. Complete all coursework while enrolled at SMSU with a cumulative GPA of at least 2.25 on a 4.0 scale.

   A GPA of 2.5 will be required for all courses within the Marketing discipline, regardless of where completed.

C. Complete requirements under one of the following three categories as determined by status at time of matriculation at SMSU:

1. Possess an A.A.S. degree from an accredited community or technical college or a four-year college or university.
   a. Complete an additional minimum of 64 SCH.
   b. Satisfy the Minnesota General Transfer Curriculum or a minimum of 22 SCH from SMSU’s Liberal Arts
Curriculum/Minnesota Transfer Curriculum consisting of courses approved by the students’ Degree Program Committee.

2. Possess an A.S. degree from an accredited community or technical college or a four-year college or university.
   a. Complete an additional minimum of 64 SCH.
   b. Satisfy the Minnesota General Transfer Curriculum or a minimum of 12 SCH from SMSU’s Liberal Arts Curriculum/Minnesota Transfer Curriculum consisting of courses approved by the students’ Degree Program Committee.

3. Possess a MnSCU approved two-year technical diploma from an accredited community or technical college or a four-year college or university.
   a. Complete an additional minimum of 86 SCH.
   b. Satisfy the Minnesota General Transfer Curriculum or SMSU’s Liberal Arts Curriculum/Minnesota Transfer Curriculum or a minimum of 12 SCH from SMSU’s Liberal Arts Curriculum.

Major Requirements:

A. Basic Courses:
   - ACCT 211  Principles of Accounting I  3
   - ACCT 212  Principles of Accounting II  3
   - ECON 201  Principles of Microeconomics  3
   - ECON 202  Principles of Macroeconomics  3
   - FIN 230  Business Statistics I  3
   - MGMT 221  Computer Concepts and Applications  3

B. Upper Division Marketing Courses:
   - MKTG 301  Principles of Marketing  3
   - MKTG 331  Professional Selling  3
   - MKTG 381  Advertising Management  3
   - MKTG 421  Business-to-Business Marketing  3
   - MKTG 441  Marketing Research  3
   - MKTG 491  Strategic Marketing Policy  3

C. Business Courses:
   - BADM 305  Business Law I  3
   - ECON 470  International Business & Economics  3
   - FIN 350  Managerial Finance  3

D. Electives:
   - ECON 470  International Business & Economics  3
   - MGMT 330  Organizational Behavior and Theory  3
   - MGMT 422  Prod & Oper Management  3
   - MGMT 460  Leadership and Team Management  3
   - MKTG 321  Retail Management  3
   - MKTG 391  Consumer Behavior  3
   - MKTG 411  Integrated Marketing Communications (IMC)  3
   - MKTG 431  Sales Management  3
   - MKTG 451  e-Marketing  3
   - MKTG 451L  e-Marketing Lab  1
   - MKTG 461  Entrepreneurship  3
   - MKTG 471  International Marketing  3

E. The following limitations also apply:

Notes:
1. No more than 6 SCH of courses numbered 059-099 and no SCH courses numbered 001-049 shall count toward graduation.
2. No more than 10 SCH of credit/no credit courses outside the student’s major shall count toward graduation.
3. If any course in Category A has already been taken as part of the A.A.S. or A.S. requirements, a course from the elective category must be substituted.
4. The total of all categories must be at least 42 semester credit hours.
5. The student will decide, with the approval of his or her advisor, on all actual elective courses to be taken.
6. Final approval of a student’s degree program shall rest with the Marketing advisor and the department.

Course Descriptions

MKTG 301  Principles of Marketing (3)
This course will explore why marketing is the foundation for all successful businesses. Students will gain an
understanding as to why businesses that do not effectively implement marketing principles will fail, even when possessing a superior product in the marketplace. Effective product development, promotional activities, distribution and pricing will be evaluated to discover the key elements needed for successful business operations.

MKTG 310 Marketing Distribution Management (3)
Market structures, transportation networks, warehousing, communication, and selection of distribution channels.

MKTG 321 Retail Management (3)
The elements necessary for a successful retail operation will be evaluated and analyzed. Store location and layout, merchandise selection, purchasing procedures, inventory control, budget planning, pricing and promotion will be examined in relation to the selected target market for the retail operation. Actual case studies will be explored for greater student understanding.

MKTG 331 Professional Selling (3)
The elements of persuasion are fully explored and developed through a team role-playing environment that culminates in a taped presentation that is replayed for class evaluation. The unique qualities of service selling are analyzed. Most emphasis in the course is placed on the business-to-business selling environment.

MKTG 381 Advertising Management (3)
This key segment of the promotional element within marketing is analyzed from the perspective of the corporate marketing function. Costs in comparison to impact for various media choices in reaching various target markets is examined. A method of evaluating advertising campaigns recommended by advertising agencies is explored by learning the strengths and limitations of each medium typically used in the discipline. Students will develop this understanding by creating an advertising campaign through a team effort.

MKTG 391 Consumer Behavior (3)
The nature of marketing to consumers makes it virtually impossible to determine individual purchasing preferences so the market must be analyzed based on general characteristics of the target market for a product or service. This course studies the behavioral characteristics of various consumer groups to better equip students with skills necessary to plan consumer-marketing strategies based on behavior patterns.

MKTG 411 Integrated Marketing Communications (IMC) (3)
Today's promotional mix offers a multitude of media choices along with varied approaches to influence a target market for a given product or service. IMC is the most current approach to evaluating the relationship between personal selling, advertising, public relations and promotion and determining the distribution of resources among these elements of the promotional mix. The various forms of available media are also evaluated within the context of these various disciplines.

MKTG 421 Business-to-Business Marketing (3)
The marketing process between business organizations is much more extensive than consumer marketing in terms of transaction size and complexity. The high concentration of business-to-business firms in specific geographic areas is analyzed and the specialized marketing tools required to reach them are evaluated. The unique operating characteristics of the business marketing process is detailed, providing students with a broad understanding necessary to be productive in this lucrative segment of the marketing profession.

MKTG 425 Small Business Marketing (3)
Projects and independent study; attaining a working knowledge in development of new products, determining their marketability and suitability to a given company; development of a marketing program.

MKTG 431 Sales Management (3)
Motivational principles are analyzed and developed to provide fundamental principles of the management role in the selling environment. Since a sales manager typically does not see his or her subordinates on a regular basis, motivation is a key factor in helping the manager to achieve the corporate objectives being pursued. Territorial assignment and management principles are also developed.

MKTG 441 Marketing Research (3)
In order to determine preferences for various consumer products and services, a sampling of consumers within the target market must be questioned and their viewpoints extended to the target market as a whole. To do this
effectively requires adherence to research principles so that the sample gathered actually represents the views of the marketplace as a whole. Upon the successful completion of this course, students will be able to define the research question, design an effective questionnaire, use correct sampling techniques, code the responses, analyze the data and properly report the findings.

MKTG 451 e-Marketing (3)
The advent of the Internet and the World Wide Web has generated a new and vital distribution channel for marketers that is highly competitive, requiring specific skills in order to be an effective tool for today's practicing marketer. This course develops a comprehensive understanding of the requirements necessary for successfully incorporating the Internet into an integrated corporate marketing program.

MKTG 451L e-Marketing Lab (1)
This course develops a comprehensive understanding of the requirements necessary for successfully incorporating the Internet into one's marketing practices. The lab will focus on learning the beginning skills such as tools, palettes, and commands. Topics will include new site creation, editing and maintenance of web pages, image, text, and PDF insertion using tables and layers.

MKTG 461 Entrepreneurship (3)
The marketing process between business organizations is much more extensive than consumer marketing in terms of transaction size and complexity. The high concentration of business-to-business firms in specific geographic areas is analyzed and the specialized marketing tools required to reach them are evaluated. The unique operating characteristics of the business marketing process is detailed, providing students with a broad understanding necessary to be productive in this lucrative segment of the marketing profession.

MKTG 471 International Marketing (3)
The global economy that exists today requires a comprehension of the unique marketing qualities that confront an organization attempting to expand the influence of a product or service beyond this nation's boundaries. You will learn the special issues and considerations that must be considered when marketing to other countries including the unique cultural qualities that must be considered when developing marketing campaigns.

MKTG 486 Special Topics Marketing (1 - 4)
Customized course of instruction with content approved by the Marketing advisor and course instructor.

MKTG 487 Marketing Seminar (3)
Customized set of activities designed by the student and instructor to enhance areas of marketing understanding.

MKTG 491 Strategic Marketing Policy (3)
This marketing capstone course will permit students to effectively use the marketing knowledge and skills developed during the entire course of study and apply that knowledge effectively in solving a series of case studies with several marketing peers in a team environment. Students will also have the opportunity to solve several cases on an individual basis. The course will briefly review marketing fundamentals at the onset to better prepare students for solving the assigned cases.

MKTG 494 Independent Study (1 - 3)

MKTG 499 Internship in Marketing (1 - 6)
The opportunity to pursue an internship is design to supplement course materials with actual related work experience. The student will submit weekly reports on work assignments as well as a report at the conclusion of the internship. The number of credits allowed will depend on the magnitude of the internship.
Mathematics

Department Office: SM 178
Phone Number: 507-537-6178
Staff & Faculty: Sherwin Skar, Shushuang Man, Undupitiya Wijesiri, Sami Shahin, Mu-wan Huang, Carl Olimb

The Mathematics program is designed to meet the needs of students desiring careers in business, industry, and teaching as well as preparation for advanced studies at the graduate level. Students majoring in mathematics may apply their technical strengths to second majors in many programs such as accounting, business administration, computer science, and science. The faculty of the Mathematics programs has been selected to provide quality instruction in all branches of mathematics. ALL major and minor programs must have the approval of the student’s advisor and the department faculty.

All courses counting toward the major or minor must be completed with a grade of “C-” or better.

Note: Students must complete a minimum of 120 credits in order to graduate with a Bachelor’s degree.

Bachelor of Arts: Mathematics (44 Credits)

I. Required Courses in Mathematics: (29 Credits)

MATH 150 Calculus I 5
MATH 151 Calculus II 5
MATH 200 Intro to Statistics 3
MATH 252 Calculus III 3
MATH 320 Foundations of Mathematics 3
MATH 325 Combinatorics 3
MATH 350 Differential Equations 3
MATH 360 Linear Algebra 3
MATH 480 Mathematics Seminar 1

II. Mathematics Electives: (9 Credits)

MATH 4XX MATH courses numbered 400 or above 9

III. Additional Courses: (6 Credits)

MATH 3XX MATH Courses at the 300 level or above 6

Total Credits: 44

Bachelor of Science: Mathematics Education (44 Credits)

I. Required Courses in Mathematics: (32 Credits)

MATH 150 Calculus I 5
MATH 151 Calculus II 5
MATH 200 Intro to Statistics 3
MATH 252 Calculus III 3
MATH 300 Modern Geometry 3
MATH 320 Foundations of Mathematics 3
MATH 325 Combinatorics 3
MATH 350 Differential Equations 3
MATH 360 Linear Algebra 3
MATH 480 Mathematics Seminar 1

II. Mathematics Electives (9 Credits)

MATH 4XX MATH courses numbered 400 or above 9

Note: While every effort is made to ensure accuracy, SMSU reserves the right to correct any clerical errors herein.
III. Additional MATH Courses (3 Credits)

MATH 3XX MATH courses at the 300 level or above 3

Special Notes:

Notes:
1. A student must fulfill the professional education requirements for licensure; see Education section.
2. A student should have a “B” (3.00) average in all required mathematics courses before being recommended for admission to the education licensure program.
3. A student should maintain a “B” (3.00) average in all required mathematics courses including a minimum of 22 credits completed before being recommended for student teaching.

Total Credits: 44

Minor: Mathematics (Non-Teaching)(22 Credits)

I. Required Courses in Mathematics: (16 Credits)

MATH 150 Calculus I 5
MATH 151 Calculus II 5
MATH 252 Calculus III 3
MATH 320 Foundations of Mathematics 3

II. Additional Courses: (6 Credits)

MATH 2XX MATH courses at the 200 level or above 6

Total Credits: 22

Course Descriptions

MATH 060 Intermediate Algebra (3)
Algebraic skill-building for students anticipating further courses in mathematics or areas using mathematics. Covers polynomials, roots and powers, lines and solving linear inequalities, and linear, quadratic, and rational equations.

MATH 101 Great Ideas of Math (3)
This course seeks to contribute to a student's appreciation and understanding of mathematics with an investigation of selected historical and current mathematical ideas. Emphasis is placed on the application of these ideas and how they have been used to understand and approach problems in a variety of areas in our world today. The required preparation is MATH 060 or two years of high school mathematics.

MATH 103 Introduction to Math Modeling (3)
Mathematical models used to solve everyday problems. The required preparation is MATH 060 or two years of high school mathematics.

MATH 110 College Algebra (3)
Mathematics topics for students whose backgrounds are insufficient for them to begin their study of mathematics at a higher level. Topics include: equations and inequalities, functions, graphs, polynomials, systems of equations, matrices, and determinants. The required preparation is MATH 060 or two years of high school mathematics, including at least one year of algebra.

MATH 115 Finite Mathematics (3)
Solving systems of linear equations, matrix operations, and an introduction to linear programming, including the simplex method, mathematics of finance, counting techniques, and probability. The required preparation is MATH 110 or three years of high school mathematics.

MATH 125 Trigonometry & Special Functions (3)
Trigonometry, both circular functions and right triangle, trigonometric equations, logarithms, exponential functions, and complex numbers. The required preparation is MATH 110 or three years of high school mathematics, not including trigonometry.

MATH 127 Concepts of Mathematics (3)
A study of some fundamental concepts of mathematics. Topics include problem-solving, inductive and
deductive reasoning, sets, relations, and number systems. Some of the topics are discussed in the context of their historical development and their place in the elementary school curriculum.

**MATH 128 Mathematics for Elementary Teachers (3)**
A study of some important concepts of mathematics. Topics may include problem-solving, geometry, measurement, probability, and statistics. The topics are developed in the context of their place in the elementary school curriculum. This course is required for all Elementary Education majors.

**MATH 129 Mathematics for Elementary Education (3)**
This is the mathematics content course for elementary education majors, which focuses on the content areas that must be taught at the elementary school level. Topics include problem solving, numeracy, discrete math, probability, statistics, and geometry. An understanding of the underlying mathematical concepts is developed to allow students to master the associated mathematical procedures.

**MATH 135 Precalculus (5)**
A detailed study of the mathematics needed for calculus. Concepts are presented and explored from symbolic, graphical, and numerical perspectives. Basic concepts covered include polynomial, rational, exponential, logarithmic, and trigonometric functions, complex numbers, linear systems, numerical patterns, sequences and series. The required preparation is MATH 110 or three years of high school mathematics, including two years of algebra.

**MATH 140 Calculus: A Short Course (3)**
A short study of differential and integral calculus with applications. An intuitive approach to calculus is emphasized. The required preparation is MATH 110 or three years of high school mathematics.

**MATH 150 Calculus I (5)**
Differential calculus of elementary functions, including applications. Introduction to integration. The required preparation is MATH 125 or MATH 135 or three years of high school mathematics including trigonometry.

**MATH 151 Calculus II (5)**
Applications of integration. Sequences and series, analytical geometry, parametric equations, polar coordinates, vectors, and geometry of two- and threespace.

**MATH 200 Intro to Statistics (3)**
Introduction to measures of central tendency, measures of dispersion, frequency distributions, large and small samples, testing of hypotheses, and correlation analysis. Use of computers in statistical analysis. The required preparation is MATH 110 or three years of high school mathematics.

**MATH 210 Discrete Mathematics (3)**
Algebraic, logical, and combinatoric techniques and their applications to various areas including Computer Science. The required preparation is MATH 110 or three years of high school mathematics.

**MATH 252 Calculus III (3)**
Differential and integral calculus of Euclidean three-space using vector notation.

**MATH 286 Special Topics in Mathematics (1 - 4)**

**MATH 292 Honors Credit in Math (1 - 4)**
An independent study course designed primarily for Honors Program students. This course allows more indepth or comprehensive study or research by certain students concurrently enrolled in at least one other Mathematics course.

**MATH 300 Modern Geometry (3)**
The postulation systems of geometry, including Euclidean and non-Euclidean geometries, projective and affine geometry.

**MATH 305 History of Mathematics (3)**
Lives and contributions of mathematicians and the development of ideas and branches of mathematics.

**MATH 310 Number Theory (3)**
The integers, including Peano postulates, divisibility, congruencies, Diophantine equations, and continued fractions.
MATH 315 Combinatorics (3)
A survey of some of the techniques of combinatorial mathematics and their application. Topics include connectivity, planarity and colorability of graphs, graph isomorphisms, enumeration techniques, recurrence relations, and generating functions. Many of the topics are extensions of those introduced in MATH 210: Discrete Mathematics.

MATH 320 Foundations of Mathematics (3)
The "nature" of mathematics, the axiomatic method, the theory of sets, the real number continuum, and various viewpoints on the foundations of mathematics.

MATH 325 Combinatorics (3)
A survey of some of the techniques of combinatorial mathematics and their application. Topics include connectivity, planarity and colorability of graphs, graph isomorphisms, enumeration techniques, recurrence relations, and generating functions.

MATH 345 Numerical Analysis (3)
Finite differences and applications; interpolation formulas; inversion of matrices; numerical methods of solution of equations; numerical differentiation and integration.

MATH 350 Differential Equations (3)
Exact solutions and applications of differential equations.

MATH 355 Applied Mathematics (3)
Partial differential equations of physics, orthogonal sets of functions, Fourier series, boundary value problems, and applications of these topics.

MATH 360 Linear Algebra (3)
Matrices and determinants with applications to vector spaces (linear transformations and eigenvalues) and the solution of systems of linear equations.

MATH 370 Operations Research (3)
Several types of optimizing techniques, including linear programming, simulations, applications of probability, and dynamic programming.

MATH 394 Directed Studies in Mathematics (1 - 4)
Independent study of mathematical topics not ordinarily covered in the established courses. May be repeated.

MATH 430 Probability & Statistics (3)
An introduction to calculus of probabilities and mathematical statistics, including discrete and random variables, mathematical expectation, probability distributions, sampling, hypothesis tests, regression, and correlation.

MATH 431 Probability & Statistics II (3)
A continuation of MATH 430 (Probability & Statistics)

MATH 440 Abstract Algebra I (3)
Basic algebraic systems, including groups, rings, fields, and modules.

MATH 441 Abstract Algebra II (3)
Basic algebraic systems, including groups, rings, fields, and modules.

MATH 450 Advanced Calculus I (3)
A theoretical investigation of calculus of several variables, metric spaces, sequences and series of functions; theory of integration.

MATH 451 Advanced Calculus II (3)
A theoretical investigation of calculus of several variables, metric spaces, sequences and series of functions; theory of integration.

MATH 460 Complex Analysis (3)
The algebra of complex numbers, analytic functions, mapping properties of the elementary functions, Cauchy's Theorem, Cauchy's integral formula and residues.

**MATH 480 Mathematics Seminar (1)**
This course is designed to acquaint the student with current research in mathematics by a review of current mathematical literature sources. Students integrate and synthesize their backgrounds by presenting a problem-solving or research project. Repeatable for a total of four credits.

**MATH 486 Advanced Topics in Mathematics (1 - 4)**

**MATH 499 Internship in Mathematics (1 - 16)**
On-the-job supervised experience and study dealing with applications of mathematics.

**MATH 500 GS: Algebraic Found of Math (3)**
This course integrates concepts from elements of algebra, abstract algebra and number theory. It extends the concepts first considered at the undergraduate level by using symbolic logic and methods of proof. The theory of algebraic equations, including roots of polynomials, the fundamental theorem of algebra and the solution of third and fourth degree equations is emphasized.

**MATH 505 Topic in History of Math (4)**
A survey of the history of mathematics. Students will investigate the historical basis for some of the major themes in mathematics including the contributions made by individuals and cultures. The required preparation for this course is an undergraduate major in mathematics or mathematics education.

**MATH 510 Topics in Number Theory (4)**
Number theory, which is one of the most ancient branches of mathematics and continues to be an active area of research, is the study of integers, the most basic structure of mathematics, and many of their fascinating properties. For example, it has a major recent day application in communications and cryptography. Topics include proof by induction, divisibility, primes, uniqueness of factorization, congruencies, Chinese Remainder Theorem, Cryptography, Pythagorean triples and other Diophantine equations, Pell's Equation, primarily testing, factoring methods, primitive roots, perfect numbers, rational versus irrational, and continued fractions, quadratic congruencies, and quadratic reciprocity. The required preparation for this course is an undergraduate major in mathematics or mathematics education.

**MATH 515 Advanced Topics in Discrete Mathematics (4)**
An extension of the usual material presented in an undergraduate course in Discrete Mathematics. Topics will include: coding theory, Polya enumeration, scheduling and bin packing, and combinatorial games. A current computer software package will be utilized to explore these topics. The required preparation for this course is an undergraduate major in mathematics or mathematics education.

**MATH 530 Statistics (4)**
This course is designed to give students both the theoretical and practical aspects of statistics. Topics include probability distributions of discrete and continuous random variables, mathematical expectations, multivariate distributions, correlations, confidence intervals, hypothesis testing, linear regression, and use of technology. The required preparation for this course is an undergraduate major in mathematics or mathematics education.

**MATH 545 GS: Higher Geometry (3)**
This course reviews Euclidean, synthetic, analytic, plane and solid geometry, then compares Euclidean geometry to the more recent developments in geometry dealing with non-metric properties. Projective geometry, affine geometry, and topological geometry are used as examples of non-Euclidean systems.

**MATH 550 GS: Real Analysis (3)**
The objective of this course is to present calculus in a setting of sufficient generality to provide a reasonable foundation in mathematical analysis. The emphasis is on abstraction, concreteness and simplicity. Such important concepts as metric space, compactness, and uniform convergence are explored.

**MATH 600 GS: Math Research Project (3)**
Directed research on a selected topic(s) in mathematics and/or mathematics education. Topics pertaining to mathematics education should be consistent with the Standards of the National Council of Teachers of Mathematics (NCTM).
The Music Program seeks to create an environment conducive to the development of musical understanding and appreciation, creativity, utilization of technology and artistic performance. Specific objectives are to achieve personal and professional growth through the development of artistic sensitivity in the music-making; to contribute to the understanding and development of aesthetic insight to empower individuals for discovering and achieving personal improvement; to develop a cross-fertilization of musical styles and world music through research, scholarship, performance, creative expression and utilization of technology; to prepare professionally competent musicians; and to provide the musical knowledge, skill, and experience for those who wish to build a teaching career in music.

The department offers extra-curricular and co-curricular activities which are open to all students regardless of their major. All prospective students wishing to declare a major in music must successfully complete and pass an audition which will include the performance of a prepared piece representative of the student’s current musical and technical skills; scales (and/or rudiments for percussionists); sight reading; basic ear training; a music theory diagnostic; and an interview with the music faculty.

The SMSU Music Program is an accredited member of the National Association of Schools of Music. For further information refer to the Music Program Student/Faculty Handbook available in the Music Program Office.

Music degree candidates must receive a grade of “C” or better in all music courses in order for those courses to count toward graduation. Furthermore, all music majors must maintain a 2.7 GPA in order to graduate.

Note: Students must complete a minimum of 120 credits in order to graduate with a Bachelor’s degree.

**Bachelor of Arts: Music (45-58 Credits)**

With emphasis in:
- Music in the Liberal Arts (45)
- Instrumental Performance (58)
- Vocal Performance (58)
- Piano Performance & Pedagogy (58)
- Theory/Composition (58)

**Core Music Requirements: (30 Credits)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 110</td>
<td>Public Performance Studies</td>
<td>0</td>
</tr>
<tr>
<td>MUS 172</td>
<td>Music Theory I</td>
<td>2</td>
</tr>
<tr>
<td>MUS 172L</td>
<td>Music Theory I Lab</td>
<td>1</td>
</tr>
<tr>
<td>MUS 174</td>
<td>Music Theory II</td>
<td>2</td>
</tr>
<tr>
<td>MUS 174L</td>
<td>Music Theory Lab II</td>
<td>1</td>
</tr>
<tr>
<td>MUS 260</td>
<td>Piano Competency</td>
<td>0</td>
</tr>
<tr>
<td>MUS 272</td>
<td>Music Theory III</td>
<td>2</td>
</tr>
<tr>
<td>MUS 272L</td>
<td>Music Theory Lab III</td>
<td>1</td>
</tr>
<tr>
<td>MUS 274</td>
<td>Music Theory IV</td>
<td>2</td>
</tr>
<tr>
<td>MUS 274L</td>
<td>Music Theory Lab IV</td>
<td>1</td>
</tr>
<tr>
<td>MUS 366</td>
<td>Conducting</td>
<td>2</td>
</tr>
<tr>
<td>MUS 370</td>
<td>Form and Analysis</td>
<td>2</td>
</tr>
<tr>
<td>MUS 377</td>
<td>Orchestration &amp; Choral Arranging</td>
<td>2</td>
</tr>
<tr>
<td>MUS 381</td>
<td>Mus Hist: Medieval-Baroque</td>
<td>3</td>
</tr>
<tr>
<td>MUS 382</td>
<td>Mus Hist: Class-20th Cent</td>
<td>3</td>
</tr>
</tbody>
</table>

**Notes:**
- MUS 110 Public Performance Studies: Students are required to enroll and pass 7 semesters.
- MUS 333 Jazz Band: 0 - 2
- MUS 335 Symphonic Band: 0 - 2
- MUS 337 SW Minnesota Orchestra: 0 - 2
- MUS 355 Concert Choir: 0 - 2

**Major Ensembles**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 333</td>
<td>Jazz Band</td>
<td></td>
</tr>
<tr>
<td>MUS 335</td>
<td>Symphonic Band</td>
<td></td>
</tr>
<tr>
<td>MUS 337</td>
<td>SW Minnesota Orchestra</td>
<td></td>
</tr>
<tr>
<td>MUS 355</td>
<td>Concert Choir</td>
<td></td>
</tr>
</tbody>
</table>

**Notes:**
- Degree candidates need 6 credits of major ensemble for graduation but are also required to be in a major ensemble every semester while at SMSU.

I. **Emphasis in Music in the Liberal Arts (15 Credits)**
Primary Lessons | 6
MUS 494 | Independent Study | 1 - 4

Notes:
MUS 494 Independent Study (3 credits) Project must draw relationships between music and an outside field. Projects must be approved by the student's advisor.

Select two Musical Cultural Electives from the following:
- MUS 100 Introduction to Music | 3
- MUS 101 Survey of World Music | 3
- MUS 102 American Music | 3
- MUS 104 Popular Music | 3

Notes:
Students are encouraged to take courses in various and/or specific disciplines in order to better recognize relationships between music and other disciplines. However, in order to graduate, students must complete 40 hours of upper-division course work (300 or higher). Music courses comprise 27 of these hours; therefore students must complete at least 13 hours of upper division courses in their secondary area(s).

II. Emphasis in Instrumental Performance (28 Credits)
- MUS 300 Junior Proficiency Exam | 0
- MUS 327 Applied Improvisation | 2
- MUS 351 Applied Voice | 2
- MUS 361 Applied Piano | 2
- MUS 399 Junior Recital | 0
- MUS 3XX Primary Lessons | 12
- MUS 3XX Secondary Lessons | 4
- MUS 474 Music Management & Public Relations | 3
- MUS 497 Senior Instrumental Recital | 1

Notes:
Lessons must be taken concurrently with MUS 399 Junior Recital & MUS 497 Senior Recital.

Instrumental Methods Elective

Select a Methods course associated with the primary instrument.
- MUS 318 Brass Methods | 1 - 2
- MUS 328 Woodwind Methods | 1 - 2
- MUS 330 Percussion Methods | 1 - 2
- MUS 348 String Methods | 1 - 2

III. Emphasis in Piano Performance and Pedagogy (28 Credits)
- MUS 300 Junior Proficiency Exam | 0
- MUS 327 Applied Improvisation | 2
- MUS 363 Applied Harpsichord | 2
- MUS 375 Applied Composition | 2
- MUS 399 Junior Recital | 0
- MUS 474 Music Management & Public Relations | 3
- MUS 497 Senior Instrumental Recital | 1

Notes:
MUS 361 Applied Piano must be taken concurrently with MUS 399 Junior Recital & MUS 497 Senior Recital.

Applied Piano

- MUS 361 Applied Piano | 2

Select from the following Teaching Methods Courses:
- MUS 392 Elementary School Music Methods and Materials | 2
- MUS 393 Secondary School Music Methods and Materials | 2
- MUS 460 Piano Teaching Methods | 2
- MUS 462 Piano Laboratory Methods | 1
- MUS 466 Piano Literature | 2
- MUS 468 Piano Pedagogy Workshop | 2

IV. Emphasis in Vocal Performance* (28 Credits)
- MUS 300 Junior Proficiency Exam | 0

Note: While every effort is made to ensure accuracy, SMSU reserves the right to correct any clerical errors herein.
Junior Recital          0
MUS 455 Vocal Diction/Literature           2
MUS 474 Music Management & Public Relations        3
MUS 496 Senior Vocal Recital               1

Notes:
Lessons must be taken concurrently with MUS 399 Junior Recital and MUS 496 Senior Vocal Recital.
* Vocal Students are encouraged to take at least two semesters of a foreign language.

Voice
  MUS 351 Applied Voice                       2

Opera
  MUS 357 Opera Workshop                      1 - 3

Piano
  MUS 361 Applied Piano                       2

V. Emphasis in Theory/Composition (28 Credits)
  MUS 300 Junior Proficiency Exam              0
  MUS 373 Applied Counterpoint                 2
  MUS 3XX Primary Lessons                      6
  MUS 498 Senior Composition Recital           1

Composition
  MUS 375 Applied Composition                   2

Piano
  MUS 361 Applied Piano                        2

Select four credits of Music Methods Electives:
  MUS 318 Brass Methods                        1 - 2
  MUS 328 Woodwind Methods                     1 - 2
  MUS 330 Percussion Methods                   1 - 2
  MUS 348 String Methods                       1 - 2
  MUS 3XX Applied Lessons                      2

Select two Musical Cultural Electives from the following:
  MUS 100 Introduction to Music                 3
  MUS 101 Survey of World Music                 3
  MUS 102 American Music                        3
  MUS 104 Popular Music                         3

Notes:
Majors with emphasis in Theory/Composition are encouraged to complete their minimum of 120 credit hours with courses that may be helpful in relation to composition (Ex. Business, Marketing, Aesthetics, Philosophy, Foreign Language, etc.) or with a series of electives covering diverse areas that may prove useful in a composition career (Ex. Art, Humanities, Literature, History, Speech Communications, etc.)

Total Credits: 45-58

Bachelor of Arts: Music (with emphasis in Management)(72 Credits)

I. Core Music Requirements (39 Credits)
  MUS 101 Survey of World Music                 3
  MUS 104 Popular Music                         3
  MUS 110 Public Performance Studies            0
  MUS 172 Music Theory I                        2
  MUS 172L Music Theory I Lab                   1
  MUS 174 Music Theory II                       2
  MUS 174L Music Theory Lab II                  1
  MUS 361 Applied Piano                         2
  MUS 381 Mus Hist:Medieval-Baroque             3
  MUS 382 Mus Hist:Class-20th Cent               3
  MUS 3XX Primary Lessons                       6
  MUS 474 Music Management & Public Relations   3
Notes:

**MUS 110** Public Performance Studies: Students are required to enroll and pass 3 semesters.

**Major Ensembles***

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>MUS 333</td>
<td>Jazz Band</td>
<td>0 - 2</td>
</tr>
<tr>
<td>MUS 335</td>
<td>Symphonic Band</td>
<td>0 - 2</td>
</tr>
<tr>
<td>MUS 336</td>
<td>Marching Band</td>
<td>0 - 2</td>
</tr>
<tr>
<td>MUS 337</td>
<td>SW Minnesota Orchestra</td>
<td>0 - 2</td>
</tr>
<tr>
<td>MUS 355</td>
<td>Concert Choir</td>
<td>0 - 2</td>
</tr>
</tbody>
</table>

Notes:

* Degree candidates need 6 credits of major ensemble for graduation, but are also required to be in a major ensemble every semester while at SMSU except during internships.

Select four credits from the following Music Electives:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 100</td>
<td>Introduction to Music</td>
<td>3</td>
</tr>
<tr>
<td>MUS 102</td>
<td>American Music</td>
<td>3</td>
</tr>
<tr>
<td>MUS 272</td>
<td>Music Theory III</td>
<td>2</td>
</tr>
<tr>
<td>MUS 272L</td>
<td>Music Theory Lab III</td>
<td>1</td>
</tr>
<tr>
<td>MUS 274</td>
<td>Music Theory IV</td>
<td>2</td>
</tr>
<tr>
<td>MUS 274L</td>
<td>Music Theory Lab IV</td>
<td>1</td>
</tr>
<tr>
<td>MUS 370</td>
<td>Form and Analysis</td>
<td>2</td>
</tr>
<tr>
<td>MUS 392</td>
<td>Elementary School Music Methods and Materials</td>
<td>2</td>
</tr>
<tr>
<td>MUS 3XX</td>
<td>Secondary Lessons</td>
<td>2</td>
</tr>
</tbody>
</table>

II. Core Business Requirements (36 Credits)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 211</td>
<td>Principles of Accounting I</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 212</td>
<td>Principles of Accounting II</td>
<td>3</td>
</tr>
<tr>
<td>BADM 305</td>
<td>Business Law I</td>
<td>3</td>
</tr>
<tr>
<td>FIN 350</td>
<td>Managerial Finance</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 221</td>
<td>Computer Concepts and Applications</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 300</td>
<td>Management Principles</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 350</td>
<td>Human Resources</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 499</td>
<td>Management Internship</td>
<td>1 - 9</td>
</tr>
<tr>
<td>MKTG 301</td>
<td>Principles of Marketing</td>
<td>3</td>
</tr>
</tbody>
</table>

Notes:

* MGMT 499 Management Internship must be taken for 3 credits to meet requirements.

Select Three Courses from the following Business Electives:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 201</td>
<td>Principles of Microeconomics</td>
<td>3</td>
</tr>
<tr>
<td>ECON 202</td>
<td>Principles of Macroeconomics</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 330</td>
<td>Organizational Behavior and Theory</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 332</td>
<td>Interpersonal Skills in Organizations</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 460</td>
<td>Leadership and Team Management</td>
<td>3</td>
</tr>
</tbody>
</table>

Bachelor of Arts: **Music (with emphasis in Management)** Notes:

++ Music Management majors are encouraged to complete their minimum of 120 credit hours with electives that may prove useful in a music management career (i.e., Business, Mathematics, Speech Communications, Foreign Language, etc.)

**Total Credits:** 72

**Bachelor of Science: Music Education (68-70 Credits)**

Specializations and Licensures:
1. Vocal Music & Classroom K-12
2. Instrumental Music & Classroom K-12

*Because of the frequently changing state requirements in the field of education, please note the following: While you are assured of being able to graduate by fulfilling the requirements listed in the catalog when the major is declared, the latest requirements at the time of graduation must be fulfilled for teacher certification in Minnesota.*

I. Core Requirements in Music:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 101</td>
<td>Survey of World Music</td>
<td>3</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>MUS 110</td>
<td>Public Performance Studies</td>
<td>0</td>
</tr>
<tr>
<td>MUS 140</td>
<td>Guitar Proficiency Class</td>
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<td>MUS 172</td>
<td>Music Theory I</td>
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<td>MUS 172L</td>
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<td>MUS 174</td>
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<td>MUS 274</td>
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<td>Mus Hist: Medieval-Baroque</td>
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<tr>
<td>MUS 382</td>
<td>Mus Hist: Class-20th Cent</td>
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<tr>
<td>MUS 392</td>
<td>Elementary School Music Methods and Materials</td>
<td>2</td>
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<tr>
<td>MUS 393</td>
<td>Secondary School Music Methods and Materials</td>
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<tr>
<td>MUS 495</td>
<td>Senior Seminar</td>
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Notes:

Choose one of the following:
- MUS 496 Senior Vocal Recital 1
- MUS 497 Senior Instrumental Recital 1

Choose 2 credits from the following:
- MUS 450 Administration of Music Ensembles 1
- MUS 455 Vocal Diction/Literature 2
- MUS 486 Band History/Literature 1
- MUS 487 Strings/Orch Hist & Lit 1

Notes:

Restrictions: To advance to candidate status for the B.S. degree, students must demonstrate proficiency by performing with excellence at a jury examination. Students who do not demonstrate proficiency must re-petition for subsequent jury examinations until performance is deemed worthy of candidacy. Students with deficiencies may be required to complete additional applied instruction.

II. Specialization (Choose one): (35-36 Credits)

A. Instrumental Music and Classroom Music K-12
- MUS 366 Conducting 2
- MUS 377 Orchestration & Choral Arranging 2
- MUS 3XX Primary Lessons 10
- MUS 3XX Secondary Lessons 4
- MUS 453 Marching Band Techniques 2

Major Ensembles:
- MUS 333 Jazz Band 0 - 2
- MUS 335 Symphonic Band 0 - 2
- MUS 337 SW Minnesota Orchestra 0 - 2

Small Ensembles:
- MUS 332 Pep Band 0 - 2
- MUS 334 Chamber Music 1
- MUS 336 Marching Band 0 - 2
- MUS 339 Concert Band 0 - 2

Instrumental Methods:
Notes:
- Minimum one credit of each.
- MUS 318 Brass Methods 1 - 2
- MUS 328 Woodwind Methods 1 - 2
- MUS 330 Percussion Methods 1 - 2
- MUS 348 String Methods 1 - 2

B. Vocal Music and Classroom Music K-12
- MUS 366 Conducting 2
Applied Voice:
- MUS 351 Applied Voice 2

Applied Piano:
- MUS 361 Applied Piano 2

Major Ensembles:
- MUS 355 Concert Choir 0 - 2

Small Ensembles:
- MUS 352 Vocal Ensemble 1 - 2

Vocal Methods:
- MUS 250 Class Voice 1
- MUS 377 Orchestration & Choral Arranging 2
- MUS 455 Vocal Diction/Literature 2

Instrumental Methods
Notes:
- Minimum one credit of each.
- MUS 318 Brass Methods 1 - 2
- MUS 328 Woodwind Methods 1 - 2
- MUS 330 Percussion Methods 1 - 2
- MUS 348 String Methods 1 - 2

III. Professional Education Requirements
Notes:
All music education majors must also complete a series of professional education courses in order to graduate and qualify for licensure in Minnesota. Please see Secondary Education Majors: K-12 Licensure in the Education portion of the Academic Catalog. Students should also examine the policies outlined in this part of the catalog for Application to Teacher Education Program, Student Teaching, Graduation Requirement, and Additional Information.

Total Credits: 68-70

Minor: Music (23 Credits)
For acceptance into the Music minor program, all Music minors should contact a music faculty member for specific information.

I. Minor Requirements:
- MUS 110 Public Performance Studies 0
- MUS 172 Music Theory I 2
- MUS 172L Music Theory I Lab 1
- MUS 174 Music Theory II 2
- MUS 174L Music Theory Lab II 1
- MUS 260 Piano Competency 0
- MUS 361 Applied Piano 2

Notes:
- MUS 110 Public Performance Studies, students must enroll and pass 3 semesters to meet the minor requirements.

Applied Lessons:
- MUS 3XX Primary Lessons or Applied Voice 2

Select one Music History Course:
- MUS 381 Mus Hist: Medieval-Baroque 3
- MUS 382 Mus Hist: Class-20th Century 3

Major Ensembles:
- MUS 333 Jazz Band 0 - 2
- MUS 335 Symphonic Band 0 - 2
- MUS 337 SW Minnesota Orchestra 0 - 2
- MUS 355 Concert Choir 0 - 2

Notes:
- Minimum of 3 semesters required.

Music Electives:
- MUS XXX Choose any Music Courses numbered 100-499 for a total of 5 credits.

Note: While every effort is made to ensure accuracy, SMSU reserves the right to correct any clerical errors herein.
Course Descriptions

MUS 100 Introduction to Music (3)
Deals in a historical and cultural context with Western music, helping the student become an intelligent and perceptive listener to the various modes of musical expression of the past and present.

MUS 101 Survey of World Music (3)
A study of the music, musicians, and musical instruments of selected cultures of the world, as a means to a broader understanding of music as a worldwide phenomenon.

MUS 102 American Music (3)
The study of the history of American classical and vernacular music, starting from pure rural strains of diverse cultural groups, and then mixing and branching out in new directions, developing into complex urban forms. It will include: folk, country and western, blues, gospel, barber shop, jazz, rock, musical theater, band, classical, and other American traditions.

MUS 103 So You "Wanna" Compose? (3)
Students will learn music fundamentals, ear training, keyboard skills and music notation, while learning different approaches to composing music. The course is open to all students. No previous training or experience is necessary.

MUS 104 Popular Music (3)
This course will include a short survey of popular music through the ages, with primary focus on popular music of the 20th century, exploring social, economic and political forces that have influenced it. An LAC course fulfilling Fine Arts requirements.

MUS 110 Public Performance Studies (0)
Students will learn the art of public musical performance and develop their knowledge of various musical genres, styles, and repertoire. Students will discuss issues in musical performance and attend lectures by experienced performers/educators.

MUS 140 Guitar Proficiency Class (1)
Study basic guitar techniques and develop skills that will satisfy the requirement for teacher certification in the public schools. To provide a recreational subject for the general student body.

MUS 161 Basic Piano (1)
Private lessons for beginning through intermediate piano students, advanced students with limited practice time, and Music majors and minors in preparation for passing Piano Competency 260.

MUS 172 Music Theory I (2)
A careful study of the common practice of composers from the late 17th century through the 19th century. This knowledge is indispensable to all musicians, whether they are performers, conductors, composers, or teachers of music. Theory placement exam is required.

MUS 172L Music Theory I Lab (1)
Musicianship training in keyboard, sight singing, and ear training. 171 to be taken concurrently with 172.

MUS 174 Music Theory II (2)
A careful study of the common practice of composers from the late 17th century through the 19th century. This knowledge is indispensable to all musicians, whether they are performers, conductors, composers, or teachers of music.

MUS 174L Music Theory Lab II (1)
Musicianship training in keyboard, sight singing, and ear training. To be taken concurrently with MUS 174.

MUS 186 Special Topics (1 - 4)

MUS 250 Class Voice (1)
To provide the student with the opportunity to learn the fundamental techniques of solo singing through the
basic instruction on posture, breath control, phonation, phrasing, interpretation, and representative vocal solo literature.

**MUS 260 Piano Competency (0)**
To set minimum standards of piano competency for students earning degrees with a major or minor in music.

**MUS 272 Music Theory III (2)**
A careful study of the common practice of composers from the late 17th century through the 20th century. This knowledge is indispensable to all musicians, whether they are performers, conductors, composers, or teachers of music.

**MUS 272L Music Theory Lab III (1)**
Musicianship training in keyboard, sight singing, and ear training. To be taken concurrently with MUS 272.

**MUS 274 Music Theory IV (2)**
A careful study of the common practice of composers from the late 17th century through the 20th century. This knowledge is indispensable to all musicians, whether they are performers, conductors, composers, or teachers of music.

**MUS 274L Music Theory Lab IV (1)**
Musicianship training in keyboard, sight singing, and ear training. To be taken concurrently with MUS 274.

**MUS 286 Special Topics (1 - 4)**

**MUS 292 Honors in Music (1 - 4)**
To provide honors students with the opportunity to do independent study for in-depth comprehensive study through research, active engagement in music appreciation, creativity, and other music-related activities to complement currently enrolled music courses.

**MUS 300 Junior Proficiency Exam (0)**
The purpose of this exam is to ensure proficiency on the instrument for those majors who are going to pursue performance, composition or teaching careers. The Junior Proficiency must be attempted no later than the first semester of the students third year. However, there is no firm deadline for passing this course.

**MUS 304 Popular Music (3)**
This course will include a short survey of popular music through the ages, with primary focus on popular music of the 20th century, exploring social, economic and political forces that have influenced it. An elective for students in music management and guitar.

**MUS 308 Instrumental Methods (3)**
The course will survey pedagogical materials, methods of instruction, basic concepts relating to these areas as well as brass, woodwinds, and strings. For students majoring in Vocal Music Education.

**MUS 311 Applied Trumpet (2)**
To advance the individual playing skills of each student electing such study and to gain mastery of representative brass literature.

**MUS 312 Applied Horn (2)**
To advance the individual playing skills of each student electing such study and to gain mastery of representative brass literature.

**MUS 313 Applied Trombone (2)**
To advance the individual playing skills of each student electing such study and to gain mastery of representative brass literature.

**MUS 314 Applied Euphonium (2)**
To advance the individual playing skills of each student electing such study and to gain mastery of representative brass literature.

**MUS 315 Applied Tuba (2)**
To advance the individual playing skills of each student electing such study and to gain mastery of representative brass literature.

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MUS 318 Brass Methods (1 - 2)
Class instruction. The course is designed to survey pedagogical materials, history, methods of instruction, basic concepts of brass performance, and other relevant topics related to brass instruments. Students will study high brass instruments. Students study trumpet, trombone, horn, euphonium, and tuba.

MUS 321 Applied Flute (2)
To enhance the individual playing skills of each student electing such study and to gain mastery of representative woodwind literature.

MUS 322 Applied Oboe (2)
To enhance the individual playing skills of each student electing such study and to gain mastery of representative woodwind literature.

MUS 323 Applied Clarinet (2)
To enhance the individual playing skills of each student electing such study and to gain mastery of representative woodwind literature.

MUS 324 Applied Bassoon (2)
To enhance the individual playing skills of each student electing such study and to gain mastery of representative woodwind literature.

MUS 325 Applied Saxophone (2)
To enhance the individual playing skills of each student electing such study and to gain mastery of representative woodwind literature.

MUS 327 Applied Improvisation (2)
This course is a hands-on applied lesson in Jazz improvisation. Students will learn the basics of Jazz improvisation through listening as well as performing on their instrument. Students will be introduced to various methods and technologies currently in use in jazz and jazz education. An outgrowth of this applied lesson can be performance of small group jazz in the SMSU Jazz Combo.

MUS 328 Woodwind Methods (1 - 2)
Classroom instruction. This course is designed to survey pedagogical materials, history, methods of instruction, and basic concepts of woodwind instruments. Students study flute, oboe, bassoon, saxophone and clarinet.

MUS 330 Percussion Methods (1 - 2)
Class instruction. This course is designed to study the pedagogical and performance techniques of orchestral and band percussion instruments, pedagogical materials, and other topics related to percussion instruments.

MUS 331 Applied Percussion (2)
To advance the individual playing skills of each student electing such study and to gain mastery of representative percussion literature.

MUS 332 Pep Band (0 - 2)
This ensemble performs at all home basketball games and various tournament/post-season games. Membership is open to any University student. A scholarship is available for members of this group.

MUS 333 Jazz Band (0 - 2)
Students with an interest in performance of "Big Band" jazz are encouraged to participate in this ensemble. Various jazz styles will be studied, to include: swing, latin, ballad, jazz-rock, and blues. Membership is open, through audition, to any University student. Auditions are held during the first week of class each fall.

MUS 334 Chamber Music (1)
The literature of chamber music in small groups by string, winds, percussion, and keyboard.

MUS 335 Symphonic Band (0 - 2)
Preparation and performance of concert band and wind ensemble literature. Open to all students who play band instruments; on-campus and off-campus appearances.

MUS 336 Marching Band (0 - 2)
Preparation and performance of half-time shows, parade marching, and other relevant maneuvers. Open to all students who play band instruments and who have experience with auxiliary units. On-campus and off-campus performances.
off-campus performances. Auditions for positions. Fall semester offering only.

**MUS 337 SW Minnesota Orchestra (0 - 2)**
Open to all students, faculty, and other interested orchestral players.

**MUS 338 Collegium Musicum (1 - 2)**
Recorders, krummhorn, voice, string, and keyboard instruments. Repertoire consisting of early music and music not frequently heard. Open to anyone regardless of musical background.

**MUS 339 Concert Band (0 - 2)**
The Concert Band is a one night a week performance ensemble open to all SMSU students regardless of major as well as interested community members. Music selected will include pieces of varying styles and difficulty levels. Consent of instructor required.

**MUS 341 Applied Violin (2)**
To teach students to perform at many levels on stringed instruments.

**MUS 342 Applied Viola (2)**
To teach students to perform at many levels on stringed instruments.

**MUS 343 Applied Cello (2)**
To teach students to perform at many levels on stringed instruments.

**MUS 344 Applied Bass (2)**
To teach students to perform at many levels on stringed instruments.

**MUS 348 String Methods (1 - 2)**
Class instruction. This course is designed to survey pedagogical materials, history, methods of instruction, basic concepts of string performance, and other relevant topics related to string instruments. Students will study violin, viola, cello, and bass.

**MUS 349 Applied Guitar (2)**
To advance the student's playing ability through the study of classical guitar literature and/or the vocabulary of jazz.

**MUS 351 Applied Voice (2)**
To provide the student with the opportunity to develop an ability as a solo performer through individual study and presentation of the best vocal literature of all periods and by all composers.

**MUS 352 Vocal Ensemble (1 - 2)**
To study and perform small vocal ensemble literature. The ensemble varies semester to semester: Madrigal Singers, Chamber Singers, and All That Jazz Singers. Open to all students by audition.

**MUS 355 Concert Choir (0 - 2)**
Performance of choral literature of all periods, voices, and nationalities. Open to all students by audition.

**MUS 357 Opera Workshop (1 - 3)**
Open to a selected group of students for performance of operatic literature, study of scores, acting, actual presentation of literature.

**MUS 361 Applied Piano (2)**
To strive for command of the instrument so that the musical principles and ideas of the composer may be conveyed to the listener.

**MUS 362 Applied Organ (2)**
To give students the opportunity to develop the technical artistry on the organ necessary to accomplish their individual purposes and goals.

**MUS 363 Applied Harpsichord (2)**
This course will introduce the student to the technical and interpretive aspects of playing the harpsichord and other early keyboard instruments.

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MUS 366 Conducting (2)
Basic concepts in choral and instrumental conducting, including: score reading, score interpretation, comprehensive musicianship, rehearsal techniques, and programming.

MUS 367 Choral Conducting (2)
Basic concepts in choral conducting, rehearsal techniques, style, interpretation, and programming.

MUS 368 Instrumental Conducting (2)
Baton technique for instrumental conducting, score reading, score interpretation, rehearsal techniques, comprehensive musicianship, and performance practices.

MUS 370 Form and Analysis (2)
Form and Analysis is dedicated to the detailed and visual analysis of musical examples of the principal forms used by the important composers of the Baroque, Classical, Romantic, and Modern periods.

MUS 372 Counterpoint (2)
Melodic structure and the combination of melodic lines in two, three, and four voices in 16th or 18th Century styles.

MUS 373 Applied Counterpoint (2)
Applied lessons in composing melodic structure and the combination of melodic line in two, three, and four voices in 16th or 18th century styles.

MUS 374 Composition (2)
Writing instrumental or vocal music in small forms.

MUS 375 Applied Composition (2)
Individualized instruction in the art of composition of music. Students will compose short works for traditional instruments and/or voices while exploring techniques and materials of modern music.

MUS 376 Orchestration (2)
A study of ranges and capabilities of individual instruments of the orchestra, band, and other instrumental ensembles; arranging for sections and for the orchestra and band as a whole.

MUS 377 Orchestration & Choral Arranging (2)
A study of ranges and capabilities of individual instruments of the orchestra, band and other instrumental ensembles. Advanced study of techniques in choral and instrumental arranging.

MUS 380 Special Topic: Idea of Music (2)
A course designed as an elective for non-music majors interested in acquiring the language of music and various ideas expressed throughout the history of music.

MUS 381 Mus Hist:Medieval-Baroque (3)
A study of musical development from the beginnings through the music of the Baroque period with emphasis on music literature.

MUS 382 Mus Hist:Class-20th Cent (3)
A study of music from the classic period to the present, with emphasis on music literature.

MUS 390 Music Fundamentals for Elementary Teachers (1)
A study of the fundamentals of music with applications for the elementary classroom. This course is designed for elementary education majors, non-music majors.

MUS 391 Teaching Music in Elementary Schools (3)
A study in methods and materials of music and techniques and principles of musical education in the elementary grades. The course is designed for Elementary Education majors, non-music majors.

MUS 392 Elementary School Music Methods and Materials (2)
Methods, materials organization, and procedures for teaching general music classes and other related musical
organizations in the school, grades K-6.

MUS 393 Secondary School Music Methods and Materials (2)
The organization, development, and implementation of general music programs in the secondary schools, including the contents, methods of delivery, and scheduling.

MUS 394 Dalcroze, Orff & Kodaly Methods (2)
Techniques for teaching music through the use of solfeggio, barraphonic instruments, and movement in the elementary school classroom.

MUS 399 Junior Recital (0)
On the recommendation of the applied instructor, a junior student will be permitted to perform a full or half recital. A recital proposal must be presented to the Music faculty for approval at the jury examination or at least ten weeks prior to the recital date.

MUS 408 Advanced Instrumental Methods (3)
This course builds on the skills learned in MUS 308, Instrumental Methods. Students will learn basic performance skills on additional instruments from each of the four instrument families (woodwinds, brass, strings, and percussion) and examine more advanced pedagogical methods for teaching these instruments and materials used in teaching students at a more advanced level. This course includes performance assessments, material reviews, and teaching assignments designed to prepare educators and performers for the teaching field.

MUS 434 Chamber Music Workshop (2)
A concentrated course in chamber music offered for one week during the summer. Four hours of rehearsal and a concert daily.

MUS 450 Administration of Music Ensembles (1)
Principles, recruiting, organization, techniques, implementation, and procedures for teaching and administrating secondary vocal and instrumental ensemble music programs.

MUS 451 Administration of Vocal Ensembles (1)
Principles, techniques, implementation, and procedures for teaching and administrating secondary vocal-choral music programs.

MUS 452 Administration of Instrumental Ensembles (1)
Scheduling, recruiting, and organization of instrumental groups with particular emphasis on those found in the public schools. Course will also survey some literature and rehearsal techniques.

MUS 453 Marching Band Techniques (2)
Materials, techniques, and organization of marching bands in the public schools. Fall semester offering only.

MUS 454 Vocal Pedagogy (1 - 2)
An examination of fundamental principles of vocal instruction including the structure and operation of the vocal mechanism, systematic building of vocal technique, diagnostic and corrective techniques, instructional strategies, and the adolescent changing voice. Course requires students to teach vocal instructions to others.

MUS 455 Vocal Diction/Literature (2)
Proper pronunciation, enunciation, articulation, and projection of English, Latin, Italian, German, and French texts and to study the representative vocal music literature in each language.

MUS 460 Piano Teaching Methods (2)
Techniques, literature, and materials relating to first piano lessons for beginners through intermediate levels. Students will be encouraged to make full use of resources in the University Library.

MUS 462 Piano Laboratory Methods (1)
How to organize and maintain a piano laboratory studio, and the techniques, literature, and materials for teaching piano students in groups will be explored.

MUS 466 Piano Literature (2)
The history and development of keyboard music will be explored. Stress will be placed upon becoming acquainted with the different styles of music literature and problems of interpretation and performance.

MUS 468 Piano Pedagogy Workshop (2)
For piano teachers, offered one week in the summer. Methods, techniques and performance.

**MUS 470 Topical Seminar (1 - 4)**

**MUS 474 Music Management & Public Relations (3)**
This course is designed to teach students the fundamentals of music management. In particular, this course aims to assist public school music instructors in organization and promotional activities. Students will receive a diverse educational environment including lecture, small group activities, field trips, guest lectures, and hands-on projects. For graduate credit, students will submit a final research project on an approved topic. This course will include, but is not limited to, the following topics: event planning, event and program promotion, program public relations, administrative duties, the process of administration (management), managing music and related arts organizations, leadership and group dynamics, financial management of budget and fundraising, contracts for musicians and facilities, and festivals/tours.

**MUS 476 Applied Choral Conducting (2)**
Applied Choral Conducting builds on the skills introduced and developed in MUS 366, Conducting including: physical conducting skills, score preparation, interpretation, and rehearsal techniques.

**MUS 477 Applied Instrumental Conducting (2)**
Applied instrumental conducting builds on the skills developed in MUS 366 including: physical conducting skills, score preparation, interpretation, and rehearsal techniques.

**MUS 485 Choral Techniques & Arranging (2)**
Choral rehearsal techniques, performance, interpretation, and style of choral music of all periods. A survey of choral music literature with emphasis on school needs. Advanced study in technique of choral arranging and the use of counterpoint for students who have completed the two-year music theory sequence.

**MUS 486 Band History/Literature (1)**
Survey the history of bands, with an emphasis on the U.S. and bands in the public schools. Survey of literature from beginning level through college and professional bands.

**MUS 487 Strings/Orch Hist & Lit (1)**
Survey the history of string and symphony orchestras. Survey literature from the beginning level through college/professional level.

**MUS 494 Independent Study (1 - 4)**
The purpose of Independent Study is to allow students time to research and complete major projects required for graduation. In this way, Independent Study may serve as a capstone course for some music degrees. Project proposals must be accepted by the student's advisor prior to registering for Independent Study.

**MUS 495 Senior Seminar (1)**
A capstone course is required for all majors. Various projects are completed in this course, through research and performance.

**MUS 496 Senior Vocal Recital (1)**
A requirement for B.S. students in Vocal Music Education and B.A. students in Performance. A recital proposal must be presented to the music faculty for approval and audition at least ten weeks prior to the recital date and a recital jury must be passed at least 6 weeks prior to the recital date. The student will be concurrently registered for both Senior Vocal Recital and MUS 351.

**MUS 497 Senior Instrumental Recital (1)**
A requirement for B.S. students in Instrumental Music Education and B.A. students in Performance or Piano Performance and Pedagogy. A recital proposal must be presented to the music faculty for approval and audition at least ten weeks prior to the recital date and a recital jury must be passed at least 6 weeks prior to the recital date. The student will be concurrently registered for both Senior Instrumental Recital and applied lessons on the primary instrument.

**MUS 498 Senior Composition Recital (1)**
A requirement for B.A. students majoring in composition. A recital proposal must be presented to the music faculty for approval and audition at least ten weeks prior to the recital date and a recital jury must be passed at least 6 weeks prior to the recital date. The student will be concurrently registered for applied lessons in composition and/or counterpoint.
MUS 511 Trumpet (2)
MUS 512 Horn (2)
MUS 513 Trombone (2)
MUS 514 Euphonium (2)
MUS 515 Tuba (2)
MUS 521 Flute (2)
MUS 522 Oboe (2)
MUS 523 Clarinet (2)
MUS 524 Bassoon (2)
MUS 525 Saxophone (2)
MUS 531 Percussion (2)
MUS 541 Violin (2)
MUS 542 Viola (2)
MUS 543 Cello (2)
MUS 544 Bass (2)
MUS 551 GS:Applied Vocal Instruc (4)
MUS 552 GS:Admin of Instru Ensem (2)
MUS 555 GS:Vocal Diction & Lit (2)
MUS 561 Piano (2)
MUS 562 Organ (2)
MUS 567 GS:Adv Choral Conducting (2)
MUS 568 GS:Adv Instrumental Cond (2)

MUS 574 Music Management & Public Relations (3)
This course is designed to teach students the fundamentals of music management. In particular, this course aims to assist public school music instructors in organization and promotional activities. Students will receive a diverse educational environment including lecture, small group activities, field trips, guest lectures, and hands-on projects. For graduate credit, students will submit a final research project on an approved topic. This course will include, but is not limited to, the following topics: event planning, event and program promotion, program public relations, administrative duties, the process of administration (management), managing music and related arts organizations, leadership and group dynamics, financial management of budget and fundraising, contracts for musicians and facilities, and festivals/tours.

MUS 585 GS:Choral Technique &Lit (2)

MUS 586 GS:Band History & Lit (2)

MUS 593 Graduate Seminar:Foundations of Music Education & Curriculum (2)
This course studies music teaching in the public schools and the historical, philosophical, sociological and psychological issues affecting how music is taught. There will be a block on music curriculum development. Reviews current research on music education.

MUS 610 GS:Research in Music Ed (1)
MUS 612 GS: Graduate Recital (2)

MUS XXX Choose any Music Courses numbered 100-499 for a total of 5 credits. (5)
Take any Music courses for a total of 5 credits.
The Philosophy Program seeks to instill in students a regard for a reasoned approach to the solution of perplexing issues, a heightened critical sense, and a degree of philosophical detachment which allows the student to gain a broader perspective on problems of pressing concern. Coursework in philosophy is excellent preparation for the study of law, the ministry, government service, business, and other careers in the liberal arts.

Note: Students must complete a minimum of 120 credits in order to graduate with a Bachelor’s degree.

**Bachelor of Arts: Philosophy (31 Credits)**

**I. Core Courses: (16 Credits)**

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<td>PHIL 330</td>
<td>History of Philosophy I: Values</td>
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<tr>
<td>PHIL 331</td>
<td>History of Philosophy II: Human Institutions</td>
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<td>PHIL 340</td>
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<td>PHIL 432</td>
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**II. Choose Electives from the following with at least 6 credits at 300 level or above: (15 Credits)**

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<td>LIT 250</td>
<td>Critical Approaches to Literature</td>
<td>3</td>
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<tr>
<td>PHIL 100</td>
<td>Philosophical Perspective</td>
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<td>PHIL 101</td>
<td>Critical Thinking</td>
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<td>Environmental Ethics</td>
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<td>3</td>
</tr>
<tr>
<td>PHIL 230</td>
<td>Philosophy of Religion</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 240</td>
<td>Philosophy East and West</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 286</td>
<td>Topics in Philosophy</td>
<td>1 - 4</td>
</tr>
<tr>
<td>PHIL 305</td>
<td>Law, Liberty &amp; Morality</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 386</td>
<td>Studies in Philosophy</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 486</td>
<td>Topics in Philosophy</td>
<td>1 - 4</td>
</tr>
<tr>
<td>PHIL 494</td>
<td>Independent Study</td>
<td>1 - 4</td>
</tr>
</tbody>
</table>

Notes:
* PHIL 286, PHIL 486, PHIL 396, and PHIL 494 may be repeated.

Total Credits: 31

**Minor: Philosophy (17 Credits)**

*Take one of the following:*

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>PHIL 330</td>
<td>History of Philosophy I: Values</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 331</td>
<td>History of Philosophy II: Human Institutions</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits: 17

**Minor: Pre-Law (30 Credits)**

Students interested in a career in law should be aware that there is no Pre-Law major at this or any other university. Students interested in law are encouraged by all law schools to major in any academic field they find interesting or challenging. Any major in the liberal arts or sciences or the field of business is recommended. Once the student has decided on an academic major he or she should find a major advisor in that field. In the meantime, advising has been placed in the hands of the Philosophy program. Regardless of the major selected, all students are encouraged to consider the following Pre-Law minor, which has been approved by the Southwest Minnesota State University Faculty. It covers areas that will help the student score well on the LSAT exam and do well in first year or two of law school. It should be
stressed that this minor is not required, but is strongly recommended for those students who want to do well on the LSAT and hope to attend law school.

**Political Science Courses: (9 Credits)**
- POL 227 The Judicial Process 3
- POL 415 Law & Society 3

*Take one of the following:*
- POL 328 Const Law I: Criminal Justice 3
- POL 351 Constitutional Law II: Civil Liberties 3

**Philosophy Courses: (6 Credits)**
- PHIL 331 History of Philosophy II: Human Institutions 3
- PHIL 340 Logic 3

**History Courses: (6 Credits)**
- HIST 221 Early Amer: Col-Civil Wr 3
- HIST 301 Historiography 3

**Communication Courses* (6 Credits)**
- ENG 361 Advanced Composition 3
- SPCH 256 Argumentation and Debate 3

*Notes:*
*Should be taken prior to junior year to prepare for LSAT. One year of SPCH 161: Forensics is strongly recommended

**Business Courses: (3 Credits)**

*Take one of the following:*
- ACCT 211 Principles of Accounting I 3
- BADM 305 Business Law I 3

**Minor: Pre-Law Notes:**
In the event that a student chooses to major in History, Philosophy, or Political Science, it is understood that only one 3-credit course will be taken from that discipline in this list of minor requirements. In order to complete the minor, the remaining credits will be selected from outside the major discipline from the following list of courses:
- BADM 391 Business Law I
- LIT 250 Critical Approaches to Literature
- LIT 263 Poetry
- PHIL 205 Law, Liberty and Morality
- PHIL 330 History of Philosophy I: Values
- POL 200 International Politics
- POL 250 American Parties and Elections
- POL 430 The U.S. Supreme Court

**SPECIAL NOTE:** To complete the Pre-Law minor, students must select one of the two following options to be completed prior to graduation:

**Option A: Advocacy Session.** The student will be expected to appear before a group of three or more faculty to argue a legal issue selected prior to the session.

**Option B: Debate.** The student, alone or in conjunction with other students, will debate a topic of timely interest with a similar number of faculty members. The session will be open to the public.

Total Credits: 30

**Course Descriptions**

**PHIL 100 Philosophical Perspective (3)**
This course provides an analysis of various philosophical problems and the methodologies used to address these problems.

**PHIL 101 Critical Thinking (3)**
Introduction to the fundamentals of critical thinking including argument analysis and argument construction. Study includes deductive, probabilistic, and moral argumentation as well as recognition of fallacies. No
previous study of logic is necessary.

**PHIL 103 Ethics (3)**
This course is an introduction to ethical philosophy. Possible inquiry includes questions about how one should live, how we should treat others, how we should conceive of our communities, and what components are involved in making a moral choice. A philosophical analysis will provide a framework for discussing contemporary moral problems.

**PHIL 105 Ethical Issues in Business (3)**
A course that focuses on business issues by way of learning general ethical theories and their practical application. Such issues as corporate responsibility, "whistle blowing," and truth-telling in advertising will allow a study of goals, consequences, and motives in ethics.

**PHIL 107 Environmental Ethics (3)**
This course explores the ethical principles, attitudes, and values underlying our relationship with nature. Possible topics include aesthetic value, the role of virtue, animal rights, agricultural issues, and responsibility to the land.

**PHIL 110 Introduction to Logic (3)**
This course is an introduction to Logical Reasoning. Logic is the study of reasoning as it is revealed through language and the science that evaluates ordinary language arguments. The aim of Logic is to develop a system of methods and principles that can be used as criteria for constructing and evaluating ordinary language arguments. The focus of this course is Formal Logic with emphasis in Syllogistic and Propositional Logic. This course is designed to help students understand the essential principles involved in the theory and practice of reasoned decision making through formal proofs.

**PHIL 201 Aesthetics (3)**
An examination of beauty in the fine arts; the creative process, evaluation, analysis of the work of art, appreciation, and criticism.

**PHIL 210 Philosophy in Literature (3)**
Focuses on philosophical issues discussed or suggested in works by such authors as Dostoevsky, Sartre, Camus, Kafka, Dante, and Cervantes.

**PHIL 220 American Philosophy (3)**
This course investigates American intellectual and philosophical thought from colonial times to the present. Possible areas of study can include Puritanism, American Enlightenment, romanticism, and contemporary pragmatism. Authors read may include Edwards, Thoreau, Pierce, and Dewey. For non-philosophy majors and minors interested in philosophical ideas.

**PHIL 230 Philosophy of Religion (3)**
The purpose of this course is to introduce the student to the area of Western philosophy known as Philosophy of Religion. Possible areas of study include: Arguments for God's Existence, Arguments from Religious Experience, The Problem of Evil, Attributes of God, The Question of Miracles, The Intersection of Faith and Reason, Science and Religion, and Religion and Ethics. This course is designed for Philosophy majors and non-majors alike who are interested in the philosophical analysis of religious matters.

**PHIL 240 Philosophy East and West (3)**
This course will examine classic philosophical questions concerning the nature of the self; interpersonal, social, and political relationships with others; and the fundamental nature of reality as they are articulated in dominant Asian philosophical traditions, such as Hinduism, Buddhism, Confucianism, and Daoism, as well as influential Western philosophical thinkers. Critical attention will be paid to the difficulties, nuances, and responsibilities involved in the pursuit of cross-cultural and comparative philosophy.

**PHIL 286 Topics in Philosophy (1 - 4)**
A study of different topics in philosophy. See current course schedule for topic listing when offered.

**PHIL 292 Honors Credit in Philosophy (1)**
An independent study course designed primarily for Honors Program students. This course allows more indepth or comprehensive study or research by certain students concurrently enrolled in at least one other Philosophy course.

**PHIL 305 Law, Liberty & Morality (3)**
Examines humans in society, with such related issues as civil disobedience, natural rights, legal obligations, and the limits of political freedom.

**PHIL 310 Feminist Philosophy (3)**
This course is an introduction to issues in feminist philosophy, including its critique of Western philosophy and its contributions to major areas of philosophy such as ethics, social philosophy, theories of human nature, and theories of knowledge. The course begins with analysis of past philosophies and what a feminist critique of them requires, and gradually works toward a positive account of feminist theory, especially in contemporary philosophy. No philosophy background is assumed.

**PHIL 315 Philosophy in Literature (3)**
Focuses on philosophical issues discussed or suggested in works by such authors as Dostoevsky, Sartre, Camus, Kafka, Dante, and Cervantes.

**PHIL 320 American Philosophy (3)**
This course investigates American intellectual and philosophical thought from colonial times to the present. Possible areas of study can include Puritanism, American Enlightenment, romanticism, and contemporary pragmatism. Authors read may include Edwards, Thoreau, Pierce, and Dewey. (Non-philosophy majors and minors see PHIL 220 with no prerequisites.)

**PHIL 330 History of Philosophy I: Values (3)**
A historical survey of major ethical systems. Reading will be drawn from such philosophers as Plato, Aristotle, Hume, Kant, and Mill. Topics covered include virtue ethics, deontology, and utilitarianism.

**PHIL 331 History of Philosophy II: Human Institutions (3)**
A historical survey of political philosophy. Reading will be drawn from such philosophers as Plato, Aristotle, Hobbes, Locke, Rousseau, Kant, and Rawls. Topics covered will include natural law, theory of justice, and political systems.

**PHIL 340 Logic (3)**
This course examines the formal rules of logical thought, including elements of classical and modern symbolic logic.

**PHIL 386 Studies in Philosophy (3)**
In-depth study of a particular philosopher, school, or movement; may be repeated.

**PHIL 432 History of Philosophy III (4)**
A historical survey of major works in metaphysics and epistemology. As a capstone course, PHIL 432 requires that students research topics of their choice by utilizing recent periodical literature (secondary sources), and become familiar with the Philosophers' Index. This skill will help the student to become a lifelong learner based on independence of thought and the ability to access available resources.

**PHIL 486 Topics in Philosophy (1 - 4)**

**PHIL 494 Independent Study (1 - 4)**

**PHIL 500 Organizational Values (3)**
This course provides a selected yet comprehensive examination of ethical issues. It takes personal values, conventional morality, and pragmatism into account. It deals with the theories and techniques of reasoning and argumentation that are needed to analyze and articulate ethical issues in business.

**PHIL XXX Special Topics (1)**
One credit of special topics (PHIL 286 or PHIL 486)

**PHIL XXX Any PHIL Course (3)**
Any course in Philosophy for 3 credits.
Physics

Department Office: SM 178
Phone Number: 507-537-6178
Staff & Faculty: Kenneth Murphy

The objective of the study of Physics is for the student to acquire basic concepts and principles of physics, to become familiar with various types of physical processes and instrumentation, to develop a wide variety of problem-solving skills, and to acquire the ability to make critical decisions. The minor in Physics provides a core of fundamental physics courses which will enhance any math, science, or related field of study.

Minor: Physics (28 Credits)

Mathematics (10 Credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>MATH 150</td>
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<td>MATH 151</td>
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Physics (14 Credits)

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<tr>
<td>PHYS 181 University Physics I</td>
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<tr>
<td>PHYS 182 University Physics II</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 291 Modern Physics</td>
<td>3</td>
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<tr>
<td>PHYS 351 Advanced Lab I</td>
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Choose one elective (4 Credits)

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<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>PHYS 391 Classical Mechanics</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 392 Electricity &amp; Magnetism</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 491 Quantum Mechanics</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 492 Thermal &amp; Statistical Physics</td>
<td>4</td>
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</tbody>
</table>

Total Credits: 28

Course Descriptions

PHYS 100 Our Physical Universe (3)
A non-mathematical approach to the great ideas of physics and astronomy, together with their philosophical and social impact. This course is designed for non science majors. Scientific topics include the developmental history of science, mechanics, electricity, magnetism, cosmology, relativity, quantum theory, and nuclear physics. Philosophical and social topics include methods and values of science, problems related to energy sources, and implications of modern weapons.

PHYS 100L Our Physical Universe Lab (1)
A non-mathematical approach to the great ideas of physics and astronomy, together with their philosophical and social impact. This course is designed for non science majors. Scientific topics include the developmental history of science, mechanics, electricity, magnetism, cosmology, relativity, quantum theory, and nuclear physics. Philosophical and social topics include methods and values of science, problems related to energy sources, and implications of modern weapons.

PHYS 120 Introductory Physics (3)
A descriptive and experiential exploration of physics. Topics will be drawn from mechanics, waves, fluids, sound, heat, light, electricity, magnetism, and modern physics. The required preparation for this course is two years of high school mathematics or MATH 060.

PHYS 120L Introductory Physics Lab (1)
A descriptive and experiential exploration of physics. Topics will be drawn from mechanics, waves, fluids, sound, heat, light, electricity, magnetism, and modern physics.

PHYS 121 Introduction to Astronomy (3)
Qualitative introduction and historical outline of astronomy and development of physical laws used to
describe the solar system, stars, galaxies, the universe, and some observational techniques. The laboratory includes extensive use of the planetarium.

**PHYS 121L Introduction to Astronomy Lab (1)**
Qualitative introduction and historical outline of astronomy and development of physical laws used to describe the solar system, stars, galaxies, the universe, and some observational techniques. The laboratory includes extensive use of the planetarium.

**PHYS 141 College Physics I (3)**
Introductory physics course which makes extensive use of algebra and trigonometry. For students in the areas of biology, environmental science, health science and related pre-professional programs. Includes basic principles of bodies at rest and in motion, periodic motion, heat, thermodynamics, electricity, magnetism, electromagnetic radiation, optics, and selected topics from modern physics. The required preparation for this course is three years of high school math including trigonometry or MATH 125.

**PHYS 141L College Physics I Lab (1)**
Introductory physics course which makes extensive use of algebra and trigonometry. For students in the areas of biology, environmental science, health science and related pre-professional programs. Includes basic principles of bodies at rest and in motion, periodic motion, heat, thermodynamics, electricity, magnetism, electromagnetic radiation, optics, and selected topics from modern physics.

**PHYS 142 College Physics II (3)**
Introductory physics course which makes extensive use of algebra and trigonometry. For students in the areas of biology, environmental science, health science and related pre-professional programs. Includes basic principles of bodies at rest and in motion, periodic motion, heat, thermodynamics, electricity, magnetism, electromagnetic radiation, optics, and selected topics from modern physics. The required preparation for this course is three years of high school math including trigonometry or MATH 125.

**PHYS 142L College Physics II Lab (1)**
Introductory physics course which makes extensive use of algebra and trigonometry. For students in the areas of biology, environmental science, health science and related pre-professional programs. Includes basic principles of bodies at rest and in motion, periodic motion, heat, thermodynamics, electricity, magnetism, electromagnetic radiation, optics, and selected topics from modern physics.

**PHYS 150 Directed Research (1 - 3)**
Directed experimental and/or theoretical research on selected problems in the physical sciences.

**PHYS 181 University Physics I (4)**
Introductory calculus-based physics course for students pursuing fields in engineering, physics, and chemistry. Topics include Newtonian mechanics, conservation laws, simple harmonic motion, wave motion, thermodynamics, electrostatics, simple DC/AC circuits, magnetism, electromagnetic waves, and optics. Emphasizes the use of vectors and calculus in problem-solving.

**PHYS 181L University Physics I Lab (1)**
Introductory calculus-based physics course for students pursuing fields in engineering, physics, and chemistry. Topics include Newtonian mechanics, conservation laws, simple harmonic motion, wave motion, thermodynamics, electrostatics, simple DC/AC circuits, magnetism, electromagnetic waves, and optics. Emphasizes the use of vectors and calculus in problem-solving.

**PHYS 182 University Physics II (4)**
Introductory calculus-based physics course for students pursuing fields in engineering, physics, and chemistry. Topics include Newtonian mechanics, conservation laws, simple harmonic motion, wave motion, thermodynamics, electrostatics, simple DC/AC circuits, magnetism, electromagnetic waves, and optics. Emphasizes the use of vectors and calculus in problem-solving.

**PHYS 182L University Physics II Lab (1)**
Introductory calculus-based physics course for students pursuing fields in engineering, physics, and chemistry. Topics include Newtonian mechanics, conservation laws, simple harmonic motion, wave motion, thermodynamics, electrostatics, simple DC/AC circuits, magnetism, electromagnetic waves, and optics. Emphasizes the use of vectors and calculus in problem-solving.

**PHYS 186 Special Topics in Physics (1 - 4)**
Applications of equations of equilibrium to the analysis of simple structures and machines. Use will be made of vector algebra, free body diagrams, center of gravity and moment of force acting on a rigid body.

Vector treatment of kinematics, Newton's Laws, work and energy, impulse and momentum with applications to problems of particle and rigid body motion.

Directed study of selected topics in the physical sciences not covered elsewhere.

Basic electricity and circuit functions, time-varying and resonant circuits, semiconductors (diodes, transistors and other devices), amplifiers, waveform generators, and nonlinear devices.

Basic electricity and circuit functions, time-varying and resonant circuits, semiconductors (diodes, transistors and other devices), amplifiers, waveform generators, and nonlinear devices.

Course requires science programmatic tuition of $15.00 per credit

Study of physics topic not ordinarily covered in the established courses.

A sequel to PHYS 182 designed for pre-engineers, some math majors, and other science majors. Emphasis will be placed upon a vector calculus treatment of the physical concepts of electromagnetism.

A historically-based development of relativity and quantum theory as seen through the breakdown of classical physics. Investigation of the Bohr model of the atom, introduction to quantum mechanics and its application to problems involving simple forms of potential energy through the application of the Schrodinger equation. Brief introduction to topics including atomic, molecular, solid state, and nuclear physics.

Advanced physics lab for student majoring or minoring in physics. Lab experiments are derived from the areas of mechanics, thermodynamics, electricity and magnetism, optics, and modern physics.

Advanced physics lab for student majoring or minoring in physics. Lab experiments are derived from the areas of mechanics, thermodynamics, electricity and magnetism, optics, and modern physics.

Rigid bodies and systems of particles analyzed with Lagrangians, Hamiltonians, and methods from vector calculus, gravitation, central field problems, and wave motion.

Electrostatics, magnetostatics, dielectrics, time varying electric and magnetic fields, electromagnetic induction, applications of Gauss' Law, Ampere's Law, and Faraday's Law in the development of Maxwell's equations.

Advanced physics lab for student majoring or minoring in physics. Lab experiments are derived from the areas of mechanics, thermodynamics, electricity and magnetism, optics, and Modern Physics.

Advanced physics lab for student majoring or minoring in physics. Lab experiments are derived from the areas of mechanics, thermodynamics, electricity and magnetism, optics, and Modern Physics.
PHYS 480 Physics Seminar (1)
Presentations by students, faculty, and guest speakers covering research topics and issues relating to physics and/or engineering.

PHYS 486 Topics in Physics (1 - 4)
Study of physics topics not ordinarily covered in the established courses.

PHYS 491 Quantum Mechanics (4)
Basic principles of quantum mechanics including operators, one-dimensional wells and barriers, Schrödinger equation, uncertainty, wave-particle duality, Born interpretation, unstable states, bosons and fermions, central force problems, angular momentum, spin, addition of angular momentum, and various approximation methods.

PHYS 492 Thermal & Statistical Physics (4)
A rigorous analysis of the thermal properties of physical systems at the microscopic and macroscopic levels. Introduction to the laws of thermodynamics, cyclic processes, and entropy functions. Development of the Maxwell-Boltzmann, Bose-Einstein, and Fermi-Dirac distribution functions.

PHYS 499 Physics Internship (1 - 10)
Supervised work assignments in physics outside the University for selected and qualified students. Prior approval by the Physics Program of the project and of credit to be received is required.

PHYS XXX Physics course with lab (8)
Choose two Physics courses with labs numbered 140 or above.
The study of Political Science provides students with opportunities to investigate political phenomena ranging from the behavior of the individual citizen to relations among states in the international arena. The program seeks to develop an awareness of the moral and ethical implications of political action as well as an understanding of political institutions and processes from an empirical perspective.

A Political Science degree provides an excellent foundation for careers in such fields as local, state, and federal government, the foreign service, law, journalism, business, education, law enforcement, nonprofit agencies, lobbying, campaign management, and corporate public affairs. In addition, the major in Public Administration is designed to enable graduates to provide creative solutions to the unique challenges facing city, county, and regional governments in Greater Minnesota and in neighboring states.

Note: Students must complete a minimum of 120 credits in order to graduate with a Bachelor's degree.

Bachelor of Arts: Political Science (37 Credits)

I. Core Courses: (13 Credits)
- POL 117  Introduction to Government & Politics 3
- POL 120  American National Government 3
- POL 300  Political Research 4
- POL 490  Senior Seminar 3

II. Political Science Categories: (15 Credits)
1. One from the following:
   - POL 331  Western Political Though 3
   - POL 422  American Political Thought 3

2. One from the following:
   - POL 221  State Government 3
   - POL 250  Amer Parties & Elections 3
   - POL 324  Local & Rural Politics 3
   - POL 330  The American Presidency 3
   - POL 340  Public Policy & Administration 3
   - POL 425  United States Congress 3

3. One from the following:
   - POL 200  International Politics 3
   - POL 355  World Political Geography 3
   - POL 356  Politics of Global Economy 3
   - POL 360  American Foreign Policy 3
   - POL 405  War and Peace 3

4. One from the following:
   - MGMT 350  Human Resources 3
   - POL 227  The Judicial Process 3
   - POL 328  Const Law I: Criminal Justice 3
   - POL 351  Constitutional Law II: Civil Liberties 3
   - POL 415  Law & Society 3
   - POL 430  The US Supreme Court 3

5. One from the following:
   - POL 252  Intro Comparative Politics 3
   - POL 320  Political Economy of the Third World 3
   - POL 370  Government & Politics of Western Europe 3
   - POL 375  Government & Politics of Russia 3
   - POL 451  Politics Adv Capitalist 3

III. Additional Political Science Courses: (9 Credits)
Two additional courses from any one of categories 1-5

POL XXX Courses from Categories 1-5 6

Elective Courses:

POL 2XX Political Science Course 200 level or above 3

Total Credits: 37

Minor: Political Science(21 Credits)

I. Required Courses: (6 Credits)

POL 117 Introduction to Government & Politics 3
POL 120 American National Government 3

II. Political Science Electives (15 Credits)

POL 2XX Political Science Courses 200 level or above 15

Total Credits: 21

Bachelor of Arts: Public Administration(39-40 Credits)

I. Public Administration Core Courses: (24 Credits)

MGMT 300 Management Principles 3
PBAD 310 Public Administration Analysis & Problems 3
PBAD 325 Administrative Law 3
PBAD 490 Senior Seminar 3
POL 120 American National Government 3
POL 221 State Government 3
POL 324 Local & Rural Politics 3
POL 340 Public Policy & Administration 3

II. Related Fields:

1. One from the following:

   ACCT 330 Accounting for Government & Not-For-Profit Entities 3
   ECON 380 Public Finance 3
   PBAD 350 Public Budgeting 3

2. One from the following:

   FIN 230 Business Statistics I 3
   MATH 200 Intro to Statistics 3
   POL 300 Political Research 4
   PSYC 200 Statistics for the Behavioral Sciences 3
   PSYC 200L Statistics for the Behavioral Sciences Lab 1
   SOCI 200 Social Statistics 4

3. One from the following:

   MGMT 330 Organizational Behavior and Theory 3
   PBAD 320 Public Theory, Policy, & Organization 3

4. One from the following:

   PBAD 410 Public Personnel & Management 3

5. One from the following:

   ACCT 211 Principles of Accounting I 3
   ECON 202 Principles of Macroeconomics 3
   MGMT 324 Leadership Dynamics 3
   MGMT 360 Theories of Leadership 3
   PSYC 358 Industrial/Organizational Psychology 3
   SWRK 402 Social Welfare Policy 3
Bachelor of Arts: Public Administration Notes:
Recommended: PBAD 499 Public Administration Internship (3 - 9 credits)

Total Credits: 39-40

Course Descriptions

PBAD 305 Managing Legal Aspects of Code Administration (3)
This course provides students with theoretical and practical tools to be successful managers with the legal frameworks of public institutions. Students will examine the law of counties and municipalities, home rule, federal search and seizure law, due process, equal protection, constitutional torts, and immunities for public officials. A protocol for understanding the legal ramifications of decision-making is developed, critiqued, and applied in the course.

PBAD 310 Public Administration Analysis & Problems (3)
An introduction to the role of government institutions and political actors in the development, administration, and evaluation of public policy. Includes use of case studies to examine national and state policy-making, relations between different levels of government, and public management theory and practice.

PBAD 320 Public Theory, Policy, & Organization (3)
An introduction to the theory and practice of organizations at all levels of American government. Public policy theory will be used to analyze traditional and modern problems of government organizations. The course also examines the relationship between the nature of our political institutions and the policy-making process.

PBAD 325 Administrative Law (3)
An examination of administrative and regulatory laws and procedures, including classes of action and enforcement, rule-making and adjudication processes, and judicial review.

PBAD 350 Public Budgeting (3)
This course will provide students with an understanding of how governments raise and allocate funds among competing purposes. In addition, coursework will assess how governments perform such budgetary functions as accounting procedures, oversight, contracting, and borrowing. As an outcome of this course, students will be able to analyze different forms of budgets and have a thorough understanding of the relationship between agencies, executive budget offices, and the legislative branch.

PBAD 351 Public Budgeting and Finance (3)
This course is designed to allow students with an interest in public service develop an increased understanding of public budgeting and financial management. The course will integrate theories of public finance with the pragmatic challenges of planning effective budgets that can implement publicly-approved goals/objectives. Students will address the dynamics of the budget process (budget development, budget execution, etc.), and also be expected to propose and defend a budget for an agency or community. Students will increase their writing proficiency by preparing concise and professional reports that analyze and evaluate real government budgets.

PBAD 410 Public Personnel & Management (3)
Introduces the student to the theory and practice of personnel administration in the public sector, which includes employment at all levels of government. Basic principles of personnel management encountered in the private and nonprofit sectors will be addressed. Employs political and managerial perspectives as well as theoretical and applied dimensions.

PBAD 490 Senior Seminar (3)
The capstone course for students majoring in Rural Public Administration. Covers a wide array of subjects and topics within the field. Students will complete a senior thesis paper which emphasizes original research in the study of administration and its application to local government. Students may choose to write on a topic concerning rural Minnesota or a topic with broader implications for the study of public administration.

PBAD 499 Public Administration Internship (3 - 9)
The course gives credit for supervised work assigned in a public administration setting for selected and qualified students. Preparation and final report required.

POL 100 Vital Issues in America (1)
This course provides an examination of critical topics in business, law, and politics.

Note: While every effort is made to ensure accuracy, SMSU reserves the right to correct any clerical errors herein.
POL 117 Introduction to Government & Politics (3)
The scope and methods of the study of politics and political systems. Basic techniques and problems for the social and political scientist. Emphasis upon comparative and international political issues such as the exercise of political power, implications of economic inequality, population control, the arms race, disarmament, great power, and North-South rivalries.

POL 120 American National Government (3)
Surveys the executive, legislative, and judicial branches of the national government; the role of political parties, interest groups and public opinion. Includes discussion of local and state government and the political uses of the law.

POL 200 International Politics (3)
Examination of theories, concepts, and structures instrumental in understanding international relations. Includes a realistic, systematic and political economy analysis of actions and interactions, images and realities in international affairs. Topics include great power rivalry, the arms race, great power intervention in the Third World, trade war and conflict in Southern Africa.

POL 221 State Government (3)
Examines the role of states in the American federal system. Analyzes intergovernmental relations and issues of current interest such as taxing powers, grants, and responsibilities for providing public services such as education, policing, welfare, and environmental protection. Special attention to Minnesota.

POL 227 The Judicial Process (3)
Examines the role of lawyers, judges, juries, and citizens in the American legal and judicial systems. Attention is given to various theories behind the law and legal practices; the moral aspects of public law; modern problems confronting the legal system, and efforts to reform the system.

POL 250 Amer Parties & Elections (3)
An examination of the role of political parties in the American political system. Includes a history of parties; various aspects of the electoral system; recent trends in American electoral behavior; the activities of parties at the national, state and local levels; and a study of the most recent election results.

POL 252 Intro Comparative Politics (3)
An introduction to the study of comparative politics. A survey of political concepts (including representation, legitimacy, the state), ideologies, institutions and processes as applied to selected industrial democracies, authoritarian, totalitarian, communist regimes, and "developing" countries, ending with a discussion of ethics from a comparative political perspective.

POL 255 Model United Nations (1 - 2)
An examination of history, function, dynamics and future of the United Nations and its role as an international organization. Students will be involved in case studies and problem resolution.

POL 286 Special Topics (1 - 4)

POL 292 Honors Credit Political Science (1)
An independent study course designed primarily for Honors Program students. This course allows more indepth or comprehensive study or research.

POL 300 Political Research (4)
Covers the basics of research methodology and an introduction to statistical analysis and data processing with computers as applied to Political Science.

POL 301 Critical Issues in America (2)
An examination of contemporary controversies in American business, politics, and law. Course includes debates, discussions, and readings.

POL 320 Political Economy of the Third World (3)
Considers the problems in Third World countries of widespread and deep poverty, high levels and pronounced structures of inequality, the social and cultural contradictions produced by the late transformation to modern industrial and agricultural economy and the associated involvement in the world economy in a subordinate position.

POL 324 Local & Rural Politics (3)
Course studies government and politics at the local level, especially counties, cities, and townships. Special emphasis is placed upon comparisons between the challenges facing local governments in southwest Minnesota, and those in metropolitan areas. Among the topics examined are land use issues, taxes, economic development, recruitment of local leaders, and the effects of state and federal policies upon local governments.

**POL 325 Administrative Law and Regulation (3)**
This course considers the role of government in the regulation of the market. In doing so, we consider regulatory practice and the mechanisms to adjust market behavior. To that end, we consider rulemaking, adjudication, enforcement, licensing, the collection of information, judicial review, and public sector personnel management.

**POL 328 Const Law I: Criminal Justice (3)**
An examination of the role of the U.S. Constitution and the state and federal courts in handling crime and justice in America. Particular attention is paid to the evolution of legal precedents: recent Supreme Court decisions; federalism; and efforts to reform the American criminal justice system.

**POL 330 The American Presidency (3)**
Offers a detailed examination of the modern American presidency, and a history of the evolution of the office from the administration of Washington. Particular attention is paid to presidential elections and recent developments which have altered the role the President now assumes.

**POL 331 Western Political Though (3)**
The study of political thought from Plato to the 17th century. Special attention is paid to Plato and Aristotle. Various ideas are examined, including the nature of rights, absolutes, the nature of human beings, the necessity of laws and the state, and the relationship between people and society.

**POL 340 Public Policy & Administration (3)**
Examines the initiation, development and implementation of public policy in the U.S. at all levels of government, with special emphasis on national policy-making. Includes study of the role of each branch of government in the policy process, citizen input in the process, current debates over important policies, and the significance of political parties and interest groups in the formulation of policies.

**POL 351 Constitutional Law II: Civil Liberties (3)**
An examination of the various rights, responsibilities, and liberties guaranteed Americans in the U.S. Constitution. Special attention is paid to First Amendment speech, assembly, press and religious rights; government's ability to conduct searches; equal protection; economic liberties; protection against self-incrimination, and rights before and during criminal trials.

**POL 355 World Political Geography (3)**
A traditional regional approach to geography combined with a survey of several important subfields, such as urban geography, geopolitics, political geography, and economic geography.

**POL 356 Politics of Global Economy (3)**
The course is designed to examine the role of the state in the world economy. Liberal, mercantilist and Marxist conceptions of international political economy will be considered. Emphasis is placed upon state strategies for the manipulation of international economic ties to serve national political ends. Topics include the decline of U.S. hegemony, the political rivalry of major trading states, theories of imperialism, and dependency relationships in Southern Africa.

**POL 360 American Foreign Policy (3)**
An introduction to U.S. foreign policy, the motivations for foreign policy, and the makers of foreign policy. Includes study of influences on foreign policy and the tools of foreign policy.

**POL 370 Government & Politics of Western Europe (3)**
This course surveys political institutions and processes of individual nation-states, examines the institutions of the European Union, explores the public policy process, and analyzes theoretical explanations for the successes and failures of the European Union.

**POL 375 Government & Politics of Russia (3)**
Surveys the creation and evolution of the Russian state at local, regional, and national levels, the nature of politics, and the development of political, social, and economic institutions, the fragmentation of the U.S.S.R. and emergence of Russia as a great power.
POL 380 The Proliferation of Weapons of Mass Destruction (3)
An examination of the phenomenon of the proliferation of weapons of mass destruction that assesses the severity of the problem. The course will also explore possible explanations for the spread of nuclear, chemical, and biological weapons, and evaluate existing nonproliferation and counterproliferation policy.

POL 405 War and Peace (3)
This course combines a survey of the major theoretical explanations for war and peace with a detailed analysis of relevant case studies.

POL 415 Law & Society (3)
A study of the impact of American laws, courts, and judicial practices on American society. Includes examination of significant Supreme Court decisions; the changing role of lawyers; the plight of the nation's poor; problems associated with civil litigation; public perceptions of the nation's judicial system, and efforts to reform the national legal system.

POL 422 American Political Thought (3)
A survey of American political ideas, and their consequences, from the American Revolution to the present. Includes an examination of the European origins of the American political tradition. Among the figures studied are John Locke, James Madison, Thomas Jefferson, John C. Calhoun, Abraham Lincoln, Woodrow Wilson, Theodore and Franklin D. Roosevelt, and Ronald Reagan. Particular attention is paid to the evolution of the dialogue between conservatism and liberalism since World War II.

POL 425 United States Congress (3)
Examines the role of the American legislature in modern times. Special emphasis on congressional elections; interest-group activities in Washington, D.C.; the relationship between the President and Congress, and the day-to-day routine of members of Congress.

POL 430 The US Supreme Court (3)
An examination of the history, functions, and characteristics of the United States Supreme Court. Special focus is given to the contemporary Supreme Court, current legal and judicial controversies, and the Supreme Court's individual members. The central feature of the course is a mock U.S. Supreme Court trial, which engages all class members (through research, preparation of written briefs, and presentation of oral arguments) in a term project. The trial is judged by local attorneys and other members of the legal community, all of whom appear clad in black judicial robes.

POL 451 Politics Adv Capitalist (3)
A study of the advanced capitalist state using examples of the United States, Japan, Germany, and France. The approach is grounded in political economy; central issues addressed are the bases of legitimacy, meanings of social justice, rights and obligations of citizens, the powers of bureaucracy, foundations of law, procedural justice, market morality, and domestic and external constraints on the state's ability to govern. Marxian, liberal, and Weberian critiques will be examined.

POL 455 International Law (3)
This course considers the legal regimes that govern how international law is employed, how it is created, its sources, and the substantive bodies of law that have evolved to shape the field. That is, we take a look at human rights, humanitarian law, private international law, and the development of international organizations, all of which influence the structure and governance of the international community.

POL 486 Advanced Special Topics Political Science (1-4)
Selected topics in Political Science. Special emphasis will be given to individual research projects.

POL 490 Senior Seminar (3)
Seminar devotes intensive study to selected topics in the fields of government and statecraft. Includes exposure to scholarly literature in the field, student-led discussions of course material, a major research project, and formal presentation of findings.

POL 494 Independent Study (1-3)
A study of politics through individual research projects. Topic to be selected by the student.

POL 499 Internship in Governmnt (3-9)
The course gives credit for supervised work assigned in a government agency, political campaign, or interest group for selected and qualified students. Preparation and final report required.
POL 510 GS:T&I in Political Sci (3)
This graduate-level course explores the longstanding as well as the emerging issues in national and international politics. The focus of the course is learning about, and improving, the methodology used by political scientists in order to better understand these issues. In any given academic term several issues are selected, and each student selects one for the purpose of conducting research, and then completing a lengthy term paper. Throughout the course, all students are exposed to the issues being researched individually, so that the presentations of research projects involve full, informed class participation. Additionally, students are introduced to the major theories and groundbreaking efforts in political science being conducted worldwide.

POL 520 GS:Is in Political Scien (1 - 3)

POL XXX Courses from Categories 1-5 (6)
Choose two additional courses from the categories 1-5 listed above.
The Program
The major in Psychology at SMSU blends a background in experimental methodology with an applied approach to the study of behavior. Our faculty’s expertise encompasses five of the major areas of contemporary psychology—personality, experimental, developmental, applied, and social psychology. In addition, faculty from other programs at SMSU, as well as professionals from the community who hold degrees in psychology and closely related areas, frequently offer courses in their special areas of competence.

The Degree
A bachelor’s degree in Psychology can lead to employment in a number of different areas, such as work in group home, educational, human resource, non-profit, criminal justice, and social service settings, as well as careers in other fields for which a liberal arts degree is appropriate. In addition, the degree can lead to graduate school and subsequent professional employment as a psychologist in areas such as counseling, clinical, experimental, physiological, industrial/organizational, developmental, health, forensic, or school psychology.

A grade of “C-” or better is required for major or minor coursework applied toward a degree from the Psychology Program.

NOTE: Students seeking licensure to teach social science in grades 5-12 may major in psychology and follow the Teacher Licensing Requirements listed in the Education section. Students should contact the Education Department for the most up-to-date licensure information.

Note: Students must complete a minimum of 120 credits in order to graduate with a Bachelor’s degree.

Bachelor of Arts: Psychology (39 Credits)

I. Required Psychology Courses: (18 Credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 101</td>
<td>General Psychology I</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 110</td>
<td>Psychology Seminar</td>
<td>2</td>
</tr>
<tr>
<td>PSYC 200</td>
<td>Statistics for the Behavioral Sciences</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 200L</td>
<td>Statistics for the Behavioral Sciences Lab</td>
<td>1</td>
</tr>
<tr>
<td>PSYC 201</td>
<td>Research Methods Behavior</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 400</td>
<td>Advanced Applied Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 420</td>
<td>History &amp; Systems of Psychology</td>
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One of the following courses:

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<tr>
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<th>Credits</th>
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<tbody>
<tr>
<td>PSYC 309</td>
<td>Advanced Experimental Psychology: Biopsychology</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 312</td>
<td>Advanced Experimental Psychology: Learning &amp; Memory</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 333</td>
<td>Advanced Experimental Psychology: Motivation &amp; Emotion</td>
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Two courses from the following:

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<tr>
<td>PSYC 317</td>
<td>Social Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 335</td>
<td>Abnormal Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 338</td>
<td>Psychology of Personality</td>
<td>3</td>
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One of the following courses:

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<tr>
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<tbody>
<tr>
<td>PSYC 340</td>
<td>Developmental Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 341</td>
<td>Child &amp; Adolescent Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 343</td>
<td>Adult Development &amp; Aging</td>
<td>3</td>
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</table>

II. Electives in Psychology: (9 Credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>PSYC 102</td>
<td>General Psychology II</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 150</td>
<td>Applied Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 242</td>
<td>Psychology of Death, Dying, &amp; Bereavement</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 244</td>
<td>Environmental Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 246</td>
<td>Psychology of Adjustment</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 250</td>
<td>Psychology of Women</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 260</td>
<td>Cross-Cultural Psychology</td>
<td>3</td>
</tr>
</tbody>
</table>
Minor: Psychology (18 Credits)

I. Required Courses in Psychology (3 Credits)
   - PSYC 101 General Psychology I (3)

Three courses from the following:
   - PSYC 265 Behavior Modification (3)
   - PSYC 286 Social Psychology (3)
   - PSYC 335 Abnormal Psychology (3)
   - PSYC 337 Counseling & Psychotherapy (3)
   - PSYC 338 Psychology of Personality (3)
   - PSYC 341 Child & Adolescent Psychology (3)
   - PSYC 343 Adult Development & Aging (3)
   - PSYC 358 Industrial/Organizational Psychology (3)

II. Electives in Psychology (6 Credits)
   - PSYC XXX Psychology Elections (6)

Total Credits: **39**

Course Descriptions

**PSYC 101 General Psychology I (3)**
This course surveys content areas of general interest in psychology. Topics include major schools of thought in psychology, development, states of awareness, learning, memory, health and stress, personality, abnormal behavior, psychotherapy, and social issues.

**PSYC 102 General Psychology II (3)**
This course surveys content areas in a more specific and in-depth way than General Psychology I. Topics include biological psychology, sensation, perception, cognition, intelligence, and motivation and emotion. Students learn to use primary sources in psychology.

**PSYC 110 Psychology Seminar (2)**
This is a lecture and seminar course which helps students develop skills related to finding, reading, abstracting, and synthesizing published research in psychology. It also introduces students to the psychology major and to career planning in psychology.

**PSYC 150 Applied Psychology (3)**
This course acquaints the student with the application of psychological principles and methods in a wide variety of settings. Topics include problems addressed by applied psychologists working in business and industry, clinical, community, health, legal, environmental and developmental settings.

**PSYC 200 Statistics for the Behavioral Sciences (3)**
PSYC 200L Statistics for the Behavioral Sciences Lab (1)
This course surveys the use of statistical methods for the description and interpretation of behavioral research. Students learn to use SPSS, a computer package for data analysis. The required preparation is MATH 110 or three years of high school mathematics.

PSYC 201 Research Methods Behavior (3)
This course covers the fundamentals of research design and methodology in a variety of settings of interest to behavioral scientists. A lab component is included which involves students in collecting data, applying statistical methods, and writing a report in APA journal format. Students use SPSS, a computer package for data analysis.

PSYC 242 Psychology of Death, Dying, & Bereavement (3)
Included in this course is a review of research on terminally ill patients and their families, reactions of family and children to death and to grief associated with loss of loved ones or of important functions, and study of strategies developed to deal with problems in this area.

PSYC 244 Environmental Psychology (3)
This course surveys recent research and theory which has been devoted to understanding the interaction between people and the physical environment. Psychological factors such as arousal, stress, and privacy regulation are examined, as well as physical factors in both built and natural environments.

PSYC 246 Psychology of Adjustment (3)
This course applies psychological theory and research to solving everyday problems, and adjustment to a constantly changing environment. Specific areas of focus include learning to deal with ourselves, learning to deal with others, and learning to deal with environmental change and stressors.

PSYC 250 Psychology of Women (3)
This course surveys current theory and research on the psychology of women. Topics include theories of female psychological development, biological influences, achievement motivation, sex roles, stereotyping, socialization, sexuality, personality, and life stages.

PSYC 260 Cross-Cultural Psychology (3)
This course deals with the impact of culture on human experience. Topics include similarities and differences in personality, emotion, cognition, development, mental health, and interpersonal behavior across cultures.

PSYC 265 Behavior Modification (3)
The use of learning principles to modify behavior in a variety of settings is studied. Educational, therapeutic, and self-control domains are explored.

PSYC 286 Special Topics Psychology (1 - 4)

PSYC 292 Honor Credit Psychology (1)
An independent study course designed primarily for Honors Program students. This course allows more in-depth or comprehensive study or research by certain students concurrently enrolled in at least one other psychology course.

PSYC 302 Research Seminar (1 - 3)
This course provides a forum for the development, implementation, and presentation of original research projects. A seminar format is used to discuss research ideas, designs, problems, and the presentation and discussion of findings. It includes an on-campus presentation of individual research projects.

PSYC 309 Advanced Experimental Psychology: Biopsychology (3)
The course deals with the relationship between the brain, physiological systems, and behavior. Topics include neuroanatomy, neurophysiology, sensory systems, learning, mental disorders, and drug actions.

PSYC 312 Advanced Experimental Psychology: Learning & Memory (3)
This course provides an overview of research and theory in learning and memory. It requires two hours of lecture/seminar and two hours of laboratory per week. Concurrent registration in PSYC 312 and PSYC 201 is encouraged.
PSYC 312L Advanced Experimental Psychology: Learning & Memory Lab (0)
This course provides an overview of research and theory in learning and memory. It requires two hours of
lecture/seminar and two hours of laboratory per week. Concurrent registration in PSYC 312 and PSYC 201 is
equenced.

PSYC 317 Social Psychology (3)
Social psychology is the study of how an individual's behavior is affected by other people. Topics covered
include social perception, interpersonal attraction, prejudice, altruism, power, social influence, and group
interaction.

PSYC 318 Group Dynamics (3)
This course surveys factors influencing behavior in small groups. Included are topics such as leadership,
social power, and group structures.

PSYC 325 Attitudes & Persuasion (3)
This course reviews theory and research on attitude formation, attitude change, and the relationship between
attitude, beliefs, and behavior.

PSYC 326 Behavior (3)
This course examines the mechanisms and processes that control behavior from a number of perspectives:
ecological, evolutionary, physiological and genetic.

PSYC 331 Tests & Measurements in Psychology (3)
Empirical, methodological and theoretical aspects of psychological testing are explored. Test construction,
interpretation, and use in selected applied settings is discussed.

PSYC 333 Advanced Experimental Psychology: Motivation & Emotion (3)
This course surveys both traditional theory and current research in the areas of motivation and emotion.
Topics include physiological motivation, extrinsic/intrinsic motivation, cognitive motivation, and research on
the emotions.

PSYC 335 Abnormal Psychology (3)
Causes and treatment of abnormal behavior patterns, diagnosis of such behaviors and investigation of normal
and abnormal behaviors are studied.

PSYC 337 Counseling & Psychotherapy (3)
This course provides an introduction to counseling fundamentals, definitions of a helping relationship,
counseling goals and expectations, counselor role and function, theories and approaches, techniques and skill
building, ethical and legal considerations, and counseling special populations.

PSYC 338 Psychology of Personality (3)
Major theories of personality are studied.

PSYC 340 Developmental Psychology (3)
Developmental psychology is the study of the development of behavior across the entire life span from birth
until old age.

PSYC 341 Child & Adolescent Psychology (3)
The course acquaints students with the basic theories, methods of study, and research findings on children's
and adolescents' behavior and cognition. Emphasis is placed on critical thinking about claims made in this
area.

PSYC 343 Adult Development & Aging (3)
This course surveys the personality changes and life crises that occur from maturity to old age. Social and
cultural factors and their interrelationships with psychological adjustment are stressed. Topics include
marriage, childrearing, empty nest, retirement, widowhood, grief and death.

PSYC 358 Industrial/Organizational Psychology (3)
Industrial/organizational psychology is the study of the application of psychology to business. Primary topics
are in the areas of personnel psychology, organizational behavior, and the work environment.

PSYC 400 Advanced Applied Psychology (3)
In this course, students will attend a seminar where such matters as ethical principles of psychologists, difficulties in translating theory into practice, and applied research will be discussed. Students will be required to spend 100 hours "in the field." This course may be repeated for credit once. Prerequisites: 12 credits in Psychology.

**PSYC 401 Extended Psychology Internship (3 - 6)**

**PSYC 420 History & Systems of Psychology (3)**
This course provides an in-depth study of the major ideas in psychology and their origins, as well as key people in the history of psychology. Students trace the evolution of current psychological thought. Prerequisites: six courses in psychology.

**PSYC 480 Experimental Design (1 - 3)**
Students learn the application of complex experimental designs to behavioral research. Advanced techniques in SPSS are explored.

**PSYC 486 Advanced Special Topics Psychology (1 - 4)**

**PSYC 494 Independent Study Psychology (1 - 4)**

**PSYC 499 Extended Psychology Internship (3 - 6)**
Students register for this course when their internship requires more field hours than are credited in PSYC 400, or when they wish to explore additional areas of professional practice in psychology. Students will be required to spend 50 hours "in the field" for each credit hour.

**PSYC 510 GS:T&I in Psychology (3)**
This course will put students in contact with the most recent theory and research in psychology. The specific areas covered will vary with the interests of the class. Each student will choose a field of psychology and present a seminar on developments in that field within the last five years. Emphasis will be placed upon review of primary research and theoretical writings by the forerunners in psychology.

**PSYC 520 GS:Is in Psychology (1 - 3)**
Each student enrolling in this course will present a formal proposal for an empirical research study, together with a plan for accomplishing that study. Once the study has been done, it will be submitted for publication or for presentation at a psychology conference. It is expected that the study will be relevant to the student's teaching assignment.

**PSYC 690 Statistics for Education (3)**
A study of the use of statistical methods for the description and interpretation of educational and behavioral research. Prerequisite: EDSP 699 and admission to the Master of Science: Special Education program.

**PSYC XXX Psychology Elections (6)**
Any 6 credits of Psychology courses.
Rural and Regional Studies

Department Office: ST 105
Phone Number: 507-537-6117
Staff & Faculty: Anthony Amato

The Rural and Regional Studies Department is part of Southwest Minnesota State University’s Center for Rural and Regional Studies. The Center fosters interdisciplinary research and teaching among University faculty and programs. The Center supports SMSU’s founding mission to study, represent, and serve southwestern Minnesota. The Center’s geographical scope includes southwestern Minnesota, the tallgrass prairie bioregion, and the central North American grassland biome. Its work encompasses environmental, ecological, demographic, geographic, social, cultural, and historical studies. Topics of special interest include the upper Midwestern agricultural economy, the region’s unique migrant streams, evolving ethnic communities, and the experiences and daily lives of its people.

Minor: Geography(18 Credits)

The minor in geography complements existing majors in business administration, environmental science, the social sciences, political science, rural public administration, and the natural sciences, among others. It covers the three main subfields of geography, as well as introducing students to Geographic Information Systems (GIS), a technological skill increasingly in demand in business and academia. The minor requires 12 credits of core geography courses, plus six credits of geography electives.

I. Geography Core Requirements: (12 Credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ENVS 120</td>
<td>Regional Geography of US &amp; Canada</td>
<td>3</td>
</tr>
<tr>
<td>RURL 101</td>
<td>Introduction to Geography</td>
<td>3</td>
</tr>
<tr>
<td>RURL 121</td>
<td>Introduction to Geographic Information Systems</td>
<td>3</td>
</tr>
<tr>
<td>RURL 321</td>
<td>GIS Methods &amp; Applications</td>
<td>3</td>
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II. Select One Course from Group 1 and Group 2: (6 Credits)

Group 1:

<table>
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<th>Credits</th>
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<tbody>
<tr>
<td>POL 355</td>
<td>World Political Geography</td>
<td>3</td>
</tr>
<tr>
<td>RURL 231</td>
<td>Regional Geography of Southwestern Minnesota</td>
<td>3</td>
</tr>
<tr>
<td>RURL 241</td>
<td>North American Regions</td>
<td>3</td>
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<tr>
<td>RURL 251</td>
<td>Regional Geography of the World</td>
<td>3</td>
</tr>
<tr>
<td>RURL 310</td>
<td>Environmental History</td>
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Group 2:

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<tr>
<td>ANTH 301</td>
<td>Cultural Geography</td>
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<td>RURL 201</td>
<td>Human Geography</td>
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</tr>
<tr>
<td>RURL 202</td>
<td>Historical Geography</td>
<td>3</td>
</tr>
<tr>
<td>RURL 310</td>
<td>Environmental History</td>
<td>3</td>
</tr>
<tr>
<td>RURL 331</td>
<td>Geography of Population</td>
<td>3</td>
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<tr>
<td>RURL 351</td>
<td>Cultural Landscapes</td>
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Total Credits: 18

Minor: Rural and Regional Studies(18 Credits)

Group 1. Choose 6 credits from the following: (6 Credits)

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<tr>
<td>AGBU 210</td>
<td>Intro to Cooperatives</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 111</td>
<td>Chemistry in Our Daily Lives</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 111L</td>
<td>Chemistry in Our Daily Lives Lab</td>
<td>1</td>
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<tr>
<td>ENVS 120</td>
<td>Regional Geography of US &amp; Canada</td>
<td>3</td>
</tr>
<tr>
<td>HIST 121</td>
<td>Local &amp; Regional History</td>
<td>3</td>
</tr>
<tr>
<td>HIST 201</td>
<td>Rural World</td>
<td>3</td>
</tr>
<tr>
<td>HIST 359</td>
<td>African-American History, Civil War to the Present</td>
<td>3</td>
</tr>
<tr>
<td>HIST 395</td>
<td>Minnesota History</td>
<td>3</td>
</tr>
<tr>
<td>LIT 170</td>
<td>Literature: People &amp; the Natural World</td>
<td>3</td>
</tr>
<tr>
<td>LIT 200</td>
<td>Literature: Rural/Regional Experience</td>
<td>3</td>
</tr>
<tr>
<td>MUS 102</td>
<td>American Music</td>
<td>3</td>
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<tr>
<td>POL 221</td>
<td>State Government</td>
<td>3</td>
</tr>
<tr>
<td>POL 324</td>
<td>Local &amp; Rural Politics</td>
<td>3</td>
</tr>
</tbody>
</table>

Note: While every effort is made to ensure accuracy, SMSU reserves the right to correct any clerical errors herein.
Group 2. Choose 12 credits from the following: (12 Credits)

- **AGBU 210** Intro to Cooperatives (3)
- **HIST 359** African-American History, Civil War to the Present (3)
- **HIST 395** Minnesota History (3)
- **LIT 200** Literature: Rural/Regional Experience (3)
- **POL 221** State Government (3)
- **POL 324** Local & Rural Politics (3)
- **RURL 201** Human Geography (3)
- **RURL 202** Historical Geography (3)
- **RURL 231** Regional Geography of Southwestern Minnesota (3)
- **RURL 241** North American Regions (3)
- **RURL 251** Regional Geography of the World (3)
- **RURL 310** Environmental History (3)
- **RURL 321** GIS Methods & Applications (3)
- **RURL 331** Geography of Population (3)
- **RURL 351** Cultural Landscapes (3)
- **RURL 494** Directed Studies in Rural and Regional Studies (1-4)
- **RURL 499** Internship Rural Studies (3-9)

Minor: Rural and Regional Studies Notes:
The Rural and Regional Studies Minor will be defined in consultation with the student’s advisor, with the approval of the Chair of Rural and Regional Studies. Only one course may be in the candidate’s major area. A maximum of three credits may be taken in Directed Studies or Internship.

Total Credits: 18

Course Descriptions

**RURL 101 Introduction to Geography (3)**
This course introduces students to the basic concepts of geography. It covers geographic methods-including cartography and Geographic Information Systems (GIS)-physical geography, and human geography.

**RURL 102 Introducing Southwest Minnesota (3)**
This course will be offered for 3 credits on a credit or no credit basis. Its goal will be to introduce members of the Southwest community to the region. Its form will be interdisciplinary, involving a wide array of University professors and staff, in addition to community experts and guest speakers. The course will utilize literature created by the University’s Center for Rural and Regional Studies and the Society for the Study of Local and Regional History. Two or three field trips will be offered in conjunction with the course. This course will be particularly attractive to members of the community and region.

**RURL 103 Intro to Rural & Regional Studies (3)**
This course will discuss the concepts of locality and region. It will do this in relation to geographical, social, demographic, and cultural factors. Southwestern Minnesota will be a primary focus in the latter part of the course.

**RURL 121 Introduction to Geographic Information Systems (3)**
The course introduces students to Geographic Information Systems (GIS) as applied in the business world, in municipal government, and in environmental management. The course covers general GIS topics, provides a hands-on introduction to GIS software, and illustrates practical uses of computer mapping and spatial analysis technology. Instruction will combine lectures and demonstrations with in-class and out-of-class computer lab assignments.

**RURL 201 Human Geography (3)**
This course addresses the main themes related to the spatial distribution of human populations, including people, migration, adaptation, and material culture. It focuses on human groups and includes discussion of the
ways that they evolve through time, move to new places, merge with other groups, and transform their identities.

RURL 202 Historical Geography (3)
Historical geography analyzes the ways that various spatial relationships change through time. It explores the spatial aspects of populations, settlement and migration, economy, transportation, agriculture, and ecosystems in the past.

RURL 231 Regional Geography of Southwestern Minnesota (3)
This course explores the local geography of southwestern Minnesota. Using classroom lectures and discussions, lab work, and field studies, it evaluates local physical structures, cultural diffusion, land use, and landscape change. This course teaches students to "read the landscape," using the local area as an example.

RURL 241 North American Regions (3)
This course develops the concept of region as a category of analysis, evaluating the role of distinctive environments, cultures, religions, and histories in defining place and human experience. It uses four different regions in North America to comparatively explore regionalism. The regions studied may change from semester to semester, but southwestern Minnesota and the Upper Midwest will always be one component.

RURL 251 Regional Geography of the World (3)
This is a topical course addressing geographical issues of particular regions of the world. The region of focus will shift from semester to semester, including studies of the South American Pampas, the Sahara, the Yellow River of China, etc. Regions will be evaluated according to aspects of their cultural, historical, and physical geography.

RURL 271 Environmental History (3)
This course explores processes of environmental change, examining them in their proper ecological, geographical, and historical contexts. The course also addresses the multi-faceted relationship between human beings and their surroundings as well as changing definitions of environment and nature.

RURL 310 Environmental History (3)
This course explores processes of environmental change, examining them in their proper ecological, geographical, and historical contexts. The course also addresses the multi-faceted relationship between human beings and their surroundings as well as changing definitions of environment and nature.

RURL 321 GIS Methods & Applications (3)
This course is aimed at students with some Geographic Information Systems (GIS) experience. It builds on basic GIS knowledge to explore real-world spatial analysis applications. It develops GIS software skills and addresses high-quality map design. The course combines lectures, demonstrations, and computer lab assignments. A major component of the course is a semester-long spatial analysis project.

RURL 331 Geography of Population (3)
This course introduces students to the study of population. The course covers the concepts, methods, and measures necessary for understanding the characteristics and dynamics of human populations. The course will also address the applications of demographic concepts and methods.

RURL 351 Cultural Landscapes (3)
This course focuses on human beings' views of their surroundings. The course explores how humans perceive, imagine, define, and talk about the natural features and artificial creations that comprise landscapes. It also examines the meanings of specific places and settings as reflected in specific ideals, values, rituals, and artifacts.

RURL 494 Directed Studies in Rural and Regional Studies (1 - 4)
Independent studies of selected Rural and Regional Studies topics not ordinarily covered by established courses. This study can be defined around specialized reading, particular oral and written projects, as well as independent research. Prerequisites: eight credits in Rural and Regional Studies.

RURL 499 Internship Rural Studies (3 - 9)
The internship involves on-the-job experience. It requires discussion of experience and problems with the internship advisor, as well as significant oral and written reports summarizing the learning involved in the field experience.
Social Work

In 1990 the Minnesota State University Board and the Minnesota State University’s Higher Education Coordinating Board approved a social work major at SMSU and the major was accredited by the Council on Social Work Education (CSWE) in 1996 (retroactive to 1992). The SMSU Social Work Program prepares students to become competent entry-level social work practitioners in a wide range of settings, with emphasis on direct service. The accredited major meets one of the requirements for social work licensure, which is required to practice social work in most settings in Minnesota. The preparation of students for generalist practice to entry-level positions is the primary function of the program. The curriculum is designed to provide students with the knowledge, values and skills necessary to practice on an entry-level with individuals, families, groups, organizations, and communities in a variety of practice settings. The curriculum of the baccalaureate social work program gives students the professional foundation necessary for advanced graduate study in social work. The field education component provides opportunities for students to consider personal and professional options regarding specialization and graduate education.

The undergraduate social work curriculum provides a professional foundation that builds on a liberal arts base and interdisciplinary coursework with an intensive core of social work classes and field practice experience. Students complete a 400-hour field practicum in a social services organization. Students integrate theoretical knowledge, values exploration, and skills development in applying a generalist model of social work practice. A strong emphasis of the program is the focus on rural at-risk populations.

Information on the social work profession, social work careers, and social work licensing in Minnesota can be found on the National Association of Social Workers Web sites at [www.naswdc.org](http://www.naswdc.org) and [www.socialwork.state.mn.us](http://www.socialwork.state.mn.us).

Note: Students must complete a minimum of 120 credits in order to graduate with a Bachelor's degree.

Formal Admission Process

Students apply for formal admission into the major at the beginning of their junior year. Applications are submitted during fall semester, but spring admissions do take place when student numbers warrant it. Criteria for formal admission to the social work major are available from the social work faculty, and can be found in the Social Work Student Handbook. These documents are also available on the Social Work web page.

Requirements for Formal Admission to the Major

- Minimum cumulative GPA of 2.5
- Minimum overall GPA of 2.5 in the courses required for formal admission to the major
- Minimum of 31 earned semester hours of Minnesota Transfer Curriculum
- Minimum grade of “C” (2.0) in the Liberal Education Foundation (MnTC), the Interdisciplinary Foundation, and the Professional Social Work Foundation courses, except for the following two courses: ENG 151 and SPCH 110
- Minimum grade of “C+” in ENG 151 and SPCH 110

Admission standards and processes are outlined in the Southwest Minnesota State University Social Work Program Student Handbook.

Bachelor of Science: Social Work (76 Credits)

I. Liberal Education Foundation: (22 Credits)

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<thead>
<tr>
<th>Course</th>
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<tr>
<td>BIOL 100</td>
<td>Biology in Modern World</td>
<td>3</td>
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<tr>
<td>HUMT 203</td>
<td>Modern Western Civilization</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 103</td>
<td>Ethics</td>
<td>3</td>
</tr>
<tr>
<td>POL 120</td>
<td>American National Government</td>
<td>3</td>
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<tr>
<td>PSYC 101</td>
<td>General Psychology I</td>
<td>3</td>
</tr>
<tr>
<td>SOCI 101</td>
<td>Introduction to Sociology</td>
<td>3</td>
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Select one of the following:

- ECON 201 Principles of Microeconomics 3
- ECON 202 Principles of Macroeconomics 3

II. Interdisciplinary Foundation: (16 Credits)

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<tr>
<th>Course</th>
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<tr>
<td>PSYC 200</td>
<td>Statistics for the Behavioral Sciences</td>
<td>3</td>
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<tr>
<td>PSYC 200L</td>
<td>Statistics for the Behavioral Sciences Lab</td>
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<tr>
<td>PSYC 335</td>
<td>Abnormal Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 340</td>
<td>Developmental Psychology</td>
<td>3</td>
</tr>
</tbody>
</table>
I. Required Courses: (14 Credits)
   - ECON 202 Principles of Macroeconomics
   - SWRK 101 Social Welfare in a Changing World
   - SWRK 234 Introduction to Social Work
   - SWRK 330 Basic Interviewing Skills
   - SWRK 340 Human Behavior in the Social Environment
   - SWRK 342 Generalist Social Work Practice I
   - SWRK 343 Generalist Social Work Practice II
   - SWRK 344 Generalist Social Work Practice III
   - SWRK 351 Diverse and At-Risk Populations
   - SWRK 402 Social Welfare Policy

II. Select one course from each of the following groups: (6 Credits)
   Group 1.
   - HIST 363 History of Social Welfare in the U.S.
   - IND 344 US Policy, Imperialism, and Indigenous Peoples

   Group 2.
   - SWRK 242 Introduction to Gerontology
   - SWRK 250 Social Services in Health Care
   - SWRK 280 Substance Abuse & Other Addictive Behaviors

Total Credits: 20

Minor: Social Welfare(20 Credits)
The social welfare minor prepares students whose occupational goals may be enhanced by a social welfare background that includes an understanding of social welfare services, policies, and delivery systems. A minor in social welfare is not accepted by the Council on Social Work Education as adequate preparation for entry level professional social work practice, neither does a minor in social welfare qualify one to take social work state licensure examinations. Note: some 300 and 400 level courses may require a prerequisite.

Course Descriptions

SWRK 101 Social Welfare in a Changing World (3)
The evolution of social welfare concepts, policies and programs in the U.S., including cross-national comparisons on inequality and social welfare policy, and implications for the future of social welfare.

Note: While every effort is made to ensure accuracy, SMSU reserves the right to correct any clerical errors herein.
SWRK 234 Introduction to Social Work (3)
The profession of social work in the U.S., including general history, ideology and values; the social science base of social work; systems theory; the generalist model for social work practice; professional ethics and organizations; social work with diverse and disadvantaged populations; and fields of practice.

SWRK 242 Introduction to Gerontology (3)
This course will introduce students to the field of aging and the impact of aging upon the individual, the family, and society. The course will also cover social, cultural, political, and economic issues facing older adults.

SWRK 250 Social Services in Health Care (3)
This course focuses on how social workers in hospitals and clinics assist people in making better use of health care facilities, in preventing illness, in dealing with the impact of disability on themselves and their families, and in preserving their health. Emphasizes the necessity for effective collaboration with other health professionals in interdisciplinary health teams for optimum services.

SWRK 280 Substance Abuse & Other Addictive Behaviors (3)
This course will acquaint students with issues of substance abuse and other addictive disorders. Students will examine current theories of addiction, discuss various treatment modalities, and come to understand the issues of assessment and intervention. Race, gender, and culture will be addressed throughout the course.

SWRK 286 Special Topics (1 - 4)
Specialized study in social work, such as social work with select populations or selected issues.

SWRK 321 Workshop (1 - 2)
Selected continuing education topics in social work.

SWRK 330 Basic Interviewing Skills (2)
This course is designed to provide students with practice in the use of a variety of interviewing techniques. The course will also allow the student to become acquainted with the professional literature of counseling and the role of ethics in social work and other helping professions.

SWRK 340 Human Behavior in the Social Environment (3)
The theoretical aspects of the systems perspective as a framework for social work practice; integration of knowledge of biological, psychological, social-structural and cultural sources of behavior as they affect or are affected by human behavior; understanding of behavior and environment with an emphasis on women's issues and experiences utilizing a feminist critique.

SWRK 342 Generalist Social Work Practice I (4)
An examination of models of generalist practice in working with individuals, families, and small groups from a systems perspective. Emphasis is placed on assessment, contracting, and intervention, through practice and program evaluation, identification of strengths and problems at various system levels. Interpersonal skills practice lab. Pre- or co-requisites: SWRK 340, PSYC 340.

SWRK 343 Generalist Social Wrok Practice II (3)
The course will focus on family roles, family dynamics, group dynamics, group structure and process, group types, functions, roles, stages of development, styles of leadership, skills of conducting groups, techniques, problem resolution and the reality and effects of group termination. The course shall emphasize the diversity of human behavior and experience, and recognize the uniqueness of each individual client.

SWRK 344 Generalist Social Work Practice III (4)
An examination of models of generalist practice in working with task groups, organizations, and communities. Emphasis will be placed on the role of generalist social work practice with the community, including skills for organizational relationship building, for planning and development of programs, methods of promoting social change, managing political processes, and practice and program evaluation.

SWRK 350 Advanced Study in Rural Social Work (3)
Central concepts and approaches for advanced localityrelevant generalist practice.

SWRK 351 Diverse and At-Risk Populations (3)
Examines quality-of-life dimensions and outcomes of diverse and at-risk populations important to human
service professionals, including age, class, color, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex and sexual orientation; dimensions examined include education, employment, health, housing, justice administration, and welfare.

**SWRK 352 Militarism & the US: Human Costs & Consequences (3)**
Drawing on perspectives from various academic fields, an overview of recent and current U.S. militarism is presented; emphasis is on the costs and consequences of militarism for military personnel, military families, and civilian populations; personal and social healing from and alternatives to militarism will be explored.

**SWRK 354 Holocaust, Genocide & Human Rights (3)**
A survey of sociological, psychological, historical, and other dimensions of the Holocaust and other cases of genocide and genocidal killing during the Twentieth century. The human rights movement as an attempt to prevent and resist genocide will be examined.

**SWRK 402 Social Welfare Policy (3)**
A critical examination of the evolution of social welfare policy in the United States and examination of the importance of social policy knowledge and skills for generalist social work practice. Students will conduct an analysis of specific social welfare policy and/or program.

**SWRK 415 Field Practicum Research (1)**
Social work majors take this course concurrently with SWRK 499, Field Practicum, and SWRK 485, Field Practicum Seminar. The student is expected to prepare a research proposal which describes research that will be completed in the field practicum setting under faculty supervision. This course will include data analysis, computer processing of social work research, and methods of evaluating one’s own practice (e.g., single-subject research design, treatment intervention evaluation, program evaluation). Concurrent enrollment in SWRK 499, SWRK 485.

**SWRK 450 Individual Study (1 - 4)**
Limited to eight (8) hours, not more than four hours in a given subject area.

**SWRK 460 Basic Interviewing Skills & Group Work (3)**

**SWRK 484 Pre-Field Practicum (1)**
Course preparation for field practicum, including applying for admission to field practicum. Students, in consultation with the field director, select field practicum placements in social service agencies under the supervision of a social worker; includes completion of a learning outcomes contract and field agency orientation; examination of the mechanics of field placement, identification, and discussion of the uses of supervision in field practicum and a review of the NASW Code of Ethics, Minnesota Data Privacy Laws, and Minnesota Board of Social Work Licensing Laws. 40 hours agency orientation.

**SWRK 485 Social Work Field Seminar (3)**
Capstone, integrative seminar on topics related to social work practice, with attention to issues and problems experienced in field instruction. Concurrent enrollment in SWRK 499, SWRK 415.

**SWRK 486 Special Topics (1 - 4)**
Specialized study in social work, such as social work with select populations or selected issues.

**SWRK 499 Field Practicum (8)**
At least 400 hours supervised field practice in community agencies and programs as a practical application of social work knowledge and skills gained from major coursework. Emphasis on direct work with clients, whether individuals, groups, or communities; taken concurrently with SWRK 485 where students use their experiences to analyze social work theory and practice. Concurrent enrollment in SWRK 485, SWRK 415.
The Sociology curriculum is designed to develop students’ “sociological imagination,” an ability to analyze social situations in sociological terms and thereby to become capable of better understanding themselves and the behavior of others in the context of their society. Such understanding enables students to better cope with the social forces operating to stabilize and change social conditions. Graduates with a Sociology major have entered a variety of careers, including social service, business, labor, government, and criminal justice, and some elect to pursue graduate studies. In addition, students may complete a Sociology minor.

Note: Students must complete a minimum of 120 credits in order to graduate with a Bachelor’s degree.

**Bachelor of Arts: Sociology (40 Credits)**

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<tr>
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<tr>
<td>SOCI 200</td>
<td>Social Statistics</td>
<td>4</td>
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<tr>
<td>SOCI 218</td>
<td>Self and Society</td>
<td>3</td>
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<tr>
<td>SOCI 220</td>
<td>Social Problems</td>
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<tr>
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<td>Sociological Theory</td>
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<td>SOCI 315</td>
<td>Applied Social Research</td>
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<td>SOCI 318</td>
<td>Forces for Social Change</td>
<td>3</td>
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<tr>
<td>SOCI 495</td>
<td>Senior Seminar in Sociology</td>
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**Sociology Electives: (15 Credits)**

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<td>SOCI 3XX</td>
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<tr>
<td>SOCI XXX</td>
<td>Sociology Electives</td>
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Notes:
A maximum of three credits from SOCI 450 Individual Readings and a maximum of three credits of SOCI 499 Field Experience/Internship may be allowed as electives.

**Total Credits:** 40

**Minor: Criminal Justice (27 Credits)**

For Criminal Justice Minor, see the section in the catalog "Criminal Justice."

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**Total Credits:** 27

**Minor: Sociology**

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Minor Courses: (21 Credits)

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<tr>
<td>SOCI XXX</td>
<td>Sociology Electives</td>
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</table>

Notes:
A maximum of three credits from SOCI 450 Individual Readings and a maximum of three credits of SOCI 499 Field Experience/Internship may be allowed as electives.

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Course Descriptions

**SOCI 101 Introduction to Sociology (3)**
A survey of basic concepts and research areas in sociology, including sociology origins, major theoretical perspectives, research methods, culture, social structure, socialization, group processes, formal organizations, deviance and social control, stratification, racial/ethnic and gender inequality, social institutions, demography, collective behavior, and social change.

**SOCI 102 Introduction to Sociology: Rural & Regional Perspective (3)**
A survey of basic concepts and research areas in sociology, including sociology origins, major theoretical perspectives, research methods, culture, social structure, socialization, group processes, formal organizations, deviance and social control, stratification, racial/ethnic and gender inequality, social institutions, demography, collective behavior, and social change. This course differs from SOCI 101 in that it uses examples from southwestern Minnesota as well as other rural societies and peoples. Further emphasis is placed on the social problems, community life and culture, and the social fabric of southwestern Minnesota.

**SOCI 135 Rural Society (3)**
Within the discipline of sociology, the study of rural society gives students the opportunity to understand and appreciate the richness and variety of rural heritage and contemporary rural life. Through understanding of concepts and developing applied research skills, students approach the phenomena of non-urban societies both in the U.S. and around the globe. The course includes consideration of regional, national, and international linkages which affect the rural United States. Focusing on such formative influences as family, religion, education, government, and economy, students learn about past and present rural problems and opportunities in areas close to the SMSU campus; then students consider similar and different realities in several other regions of the United States.

**SOCI 200 Social Statistics (4)**
This course surveys basic statistical techniques used in the social sciences, including frequency distributions and graphs, the normal curve, tests of significance, correlation, analysis of variance, and multiple regression. The course also covers applications of descriptive and inferential techniques to social data and interpretations of social research outcomes.

**SOCI 211 Marriage and the Family (3)**
The origin of marriage and family in historical and comparative perspective; family diversity in contemporary society; application of theoretical perspectives to family processes; gender roles, courtship, mate selection, married relationships, parenthood, marriage termination, alternatives to marriage, and the future family.

**SOCI 218 Self and Society (3)**
A sociological introduction to social psychology, including a symbolic interactionist understanding of the individual in society, the impact of social conditions and culture on personal development, freedom and control in human behavior, and the human ability to respond to and cause social change.

**SOCI 220 Social Problems (3)**
This course critically analyzes contemporary social problems from historical, structural, and theoretical perspectives. Problems analyzed vary, but all analyses are premised on the sociological understanding that humans are products of their social environments. Theory and research are used to demonstrate that social problems are interrelated and that society creates and perpetuates problems.

**SOCI 244 Soci of Deviant Behavior (3)**
Consideration of various approaches to the study of deviant behavior; contemporary theories and methods of study; discussion of the ethical issues raised by the study of deviant behavior; the social processes whereby
persons and patterns of behavior come to be identified as deviant. Topics of deviance analyzed vary, but
today and research are applied to all areas.

**SOCI 270 Gender Issues (3)**
This course introduces theories, research, and current issues related to the gender roles in society. Course
content includes various theoretical approaches to the sociological study of gender, historical and
cross-cultural comparisons, research findings, policy issues, structural influences, and current change trends.

**SOCI 286 Special Topics (1 - 4)**
This course is designed to provide lower-division students with an opportunity to experience a special or
experimental curriculum course.

**SOCI 314 Sociological Theory (3)**
Early modern social thought and the development of sociological theory in the 19th and 20th centuries to the
present. Prerequisites: SOCI 101 and one other Sociology course.

**SOCI 315 Applied Social Research (3)**
This introduction to social research applies social research methods to sociology, criminal justice, and social
work. Includes analysis of published research along with quantitative and qualitative research methods in
investigating social issues, program evaluation, practice evaluation, policy analysis, and needs assessment.

**SOCI 318 Forces for Social Change (3)**
Changing technology, collective behavior, reform and revolution; causes and consequences of social change,
creative and destructive consequences of changing social patterns; the relevance of history to social process.
Prerequisites: SOCI 101 and one other sociology course.

**SOCI 324 Sociology of Sexualities (3)**
This course will provide a sociological perspective on sexual identities, behaviors, and the negative societal
response of homophobia. Course content focuses on the social construction of sexual identity, and the
complex personal, social and political issues of sexuality. Topics on sexuality may vary, but theory and
research is applied to all areas.

**SOCI 331 Racial & Ethnic Relations in America (3)**
Causes and consequences of prejudice, discrimination, and segregation; relationships of ethnic, racial, and
religious minorities to dominant categories in the United States; remedial programs to reduce racial, ethnic,
and religious tensions.

**SOCI 344 Criminology (3)**
Explanation and critical analysis of criminology theory. Also, the course examines major types of crimes,
victims, and criminal behavior in the contemporary United States. Topics include definitions; incidence and
trends in criminal behavior; roles of police and judicial personnel; and justifications for punishment.

**SOCI 354 Holocaust, Genocide & Human Rights (3)**
A survey of sociological, psychological, historical, and other dimensions of the Holocaust and other cases of
-genocide and genocidal killing during the 20th century. The human rights movement as an attempt to prevent
and resist genocide will be examined.

**SOCI 360 Sociology of Work (3)**
This course familiarizes students with sociological concepts and research related to work. Issues include such
topics as alienation, job satisfaction, control over the workplace, changing work conditions, employment and
wage inequalities, and conflict between work and family.

**SOCI 415 Formal Organizations, Bureaucracies, Corporations (3)**
Analysis of major types of formal organizations in contemporary complex societies. Theory and research
results applicable to the understanding of factories, schools, prisons, hospitals, churches, voluntary
associations, etc.

**SOCI 435 Rural Development (3)**
A critical analysis of research goals and methods currently applied to rural development; review and analysis
of the future of small rural communities, the benefits and costs of rural industrialization and its full social
consequences. A major content requirement is a research paper. Prerequisite: one sociology (SOCI), history
(HIST), or rural studies (RURL) course.

**SOCI 440 Human Communities (3)**
Sociological analysis of community structure, community development, and change. Focus on grass roots movements and community organizing. Critiques of community planning will be reviewed. Consideration of applicability of community development in less developed countries to North America.

**SOCI 445 Social Stratification (3)**
Class stratification in pre-industrial, industrial, and post industrial societies, institutionalized inequality, sources of strain and conflict, automation and the prospects for industrial man.

**SOCI 450 Individual Readings (1 - 3)**
To provide individual students with an opportunity to explore areas of special interest for academic credit.

**SOCI 486 Special Topics (1 - 4)**
This course is designed to provide upper-division students with an opportunity to experience a special or experimental curriculum enrichment course.

**SOCI 495 Senior Seminar in Sociology (3)**
This course is designed to integrate previous sociology study by reviewing basic concepts and theories, reading and discussing selected topics not covered in the regular curriculum, and completing a research project begun in SOCI 315 Applied Social Research Methods.

**SOCI 499 Field Experience/Internship (3 - 12)**
Research or internship in an organization or community, defined in individual learning agreements and consisting of combining sociological concepts and theory with one or more of the following: qualitative research, quantitative research, applied sociology. Prerequisites: Sociology major or minor, Justice Administration major, Anthropology minor, or Criminal Justice minor.

**SOCI 510 Social Issues-Mod Soc Th (3)**
Course reviews the major debates in social theory, social research, and the place of contemporary social issues in those debates. Emphasis will be on the conflict-order debate in social theory, and the interpretive-positivistic debate in research. Issues of race, gender, economic and political change, conservative tendencies and social change strategies will be interpreted in relation to the theory and research debates.

**SOCI 520 GS:Is in Sociology (1 - 3)**
Each student enrolling in this course will present a formal proposal for in-depth study of an area of Sociology relevant to his or her teaching assignment. The plan for accomplishing the study will be part of the proposal. Upon completion of the study, it will be submitted for publication or for presentation at a sociology conference.

**SOCI XXX Sociology Electives (9)**
Any Sociology courses.

**SOCI XXX Sociology Electives (15)**
15 credits of Sociology courses selected in consultation with an advisor in Sociology.
Speech Communication

Department Office: FA 207
Phone Number: 507-537-7103
Staff & Faculty: Marianne Zarzana, Michael McHugh, Jan Loft, Mark Fokken, Louella Lofranco, Richard Herder, Hilary Rasmussen

The primary objective of the Speech Communication Program is to provide a curriculum for the student interested in developing communication skills. Students may select a variety of majors and/or minors which include speech communication, speech communication/theatre, speech communication: radio and television, and speech communication: public relations emphasis. A Communication Arts and Literature major when coupled with professional education requirements leads to teacher licensure by the State of Minnesota. The philosophy of the Speech Communication Program emphasizes student initiative, creativity, and responsible involvement. Classes are structured to provide a solid philosophical, historical, theoretical, and practical basis for the discipline selected. All students who complete a major/minor are required to maintain a portfolio of their speech coursework throughout their years of study.

These programs offer many extracurricular and co-curricular activities which are open to all students regardless of their major. Southwest Minnesota State University speech communication graduates can be found in teaching, broadcasting, theatre, public relations, business, law, and all walks of life where the ability to communicate is essential.

NOTE: A grade of “C-” or better is required for major/minor coursework applied toward a degree from the Speech Communication Program.

Note: Students must complete a minimum of 120 credits in order to graduate with a Bachelor's degree.

Bachelor of Arts: Speech Communication (37 Credits)

Speech Communication Core: (30 Credits)

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<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>SPCH 200</td>
<td>Small Group Communication</td>
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<td>SPCH 215</td>
<td>Oral Interpretation</td>
<td>3</td>
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<td>SPCH 230</td>
<td>Interpersonal &amp; Cross-Cultural Communication</td>
<td>3</td>
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<tr>
<td>SPCH 303</td>
<td>Advanced Public Speaking</td>
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<td>SPCH 330</td>
<td>Mass Media and Society</td>
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<td>SPCH 356</td>
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<td>SPCH 360</td>
<td>Organizational Communication &amp; Interviewing Techniques</td>
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<td>SPCH 410</td>
<td>Communication Analysis</td>
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<tr>
<td>SPCH 488</td>
<td>Senior Seminar</td>
<td>3</td>
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<thead>
<tr>
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<tbody>
<tr>
<td>SPCH 111</td>
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<tr>
<td>SPCH 112</td>
<td>Television Production</td>
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Required Speech Activities for 2 credits each: (4 Credits)

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<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
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<td>SPCH 161</td>
<td>Speech Activities: Forensics</td>
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<tr>
<td>SPCH 162</td>
<td>Speech Activities: Radio &amp; TV</td>
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</tbody>
</table>

Total Credits: 37

Bachelor of Arts: Speech Communication-Theatre Arts (37 Credits)

Speech Communication-Theatre Arts Core: (27 Credits)

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<td>SPCH 356</td>
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<td>Communication Analysis</td>
<td>3</td>
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<tr>
<td>SPCH 488</td>
<td>Senior Seminar</td>
<td>3</td>
</tr>
</tbody>
</table>
Choose one of the following:

- THTR 101 Beginning Acting 3
- THTR 140 Stagecraft 3

Choose one of the following:

- SPCH 111 Radio Production & Performance 3
- SPCH 112 Television Production 3

Required Speech Activities for 2 credits each: (4 Credits)

- SPCH 161 Speech Activities: Forensics 1
- SPCH 162 Speech Activities: Radio & TV 1

Total Credits: 37

Bachelor of Arts: Speech Communication: Public Relations Emphasis (62 Credits)

I. Speech Communication Courses: (30 Credits)

- SPCH 111 Radio Production & Performance 3
- SPCH 112 Television Production 3
- SPCH 200 Small Group Communication 3
- SPCH 210 Intro to Public Relations 3
- SPCH 260 Introduction to Public Relations Writing 3
- SPCH 303 Advanced Public Speaking 3
- SPCH 310 Persuasion 3
- SPCH 360 Organizational Communication & Interviewing Techniques 3
- SPCH 425 Broadcast Law & Regulations 3
- SPCH 488 Senior Seminar 3

II. Art Courses: (6 Credits)

- ART 102 Foundations of Art & Design 2D 3
- ART 240 Concepts of Graphic Design 3

III. Business Administration Courses: (3 Credits)

- BADM 305 Business Law I 3

IV. Marketing Courses: (12 Credits)

- MKTG 301 Principles of Marketing 3
- MKTG 331 Professional Selling 3
- MKTG 381 Advertising Management 3

Select one of the following:

- MKTG 391 Consumer Behavior 3
- MKTG 411 Integrated Marketing Communications (IMC) 3

V. English and Speech Communication: (9 Credits)

- ENG 204 Intro to Journalism 4
- ENG 360 Scientific & Tech Writing 3
- ENG 361 Advanced Composition 3
- ENG 365 Modern Grammar 3
- ENG 410 Advanced Journalism for Newspapers & Magazines 4
- MGMT 331 Business Communications 3
- SPCH 251 Broadcast Newswriting & Reporting 3

VI. Required Speech Activities for 2 credits: (2 Credits)

- SPCH 161 Speech Activities: Forensics 1

Bachelor of Arts: Speech Communication: Public Relations Emphasis Notes:

Note: While every effort is made to ensure accuracy, SMSU reserves the right to correct any clerical errors herein.
It is strongly recommended that students take the following courses from the Minnesota Transfer Curriculum:
ECON 201 Principles of Microeconomics OR ECON 202 Principles of Macroeconomics
POL 117 Introduction to Government & Politics OR POL 120 American National Government
PHIL 103 Ethics

It is also recommended that students discuss the following opportunities with their advisor:
1. One extra course in Marketing earns a Marketing Minor
2. ART 343 Digital Art Photography
3. Completion of an internship will enhance the degree

Total Credits: \(62\)

Bachelor of Science: Speech Communication: Radio and Television (50 Credits)

Radio and Television Core: (39 Credits)
- SPCH 111  Radio Production & Performance  3
- SPCH 112  Television Production  3
- SPCH 200  Small Group Communication  3
- SPCH 215  Oral Interpretation  3
- SPCH 251  Broadcast Newswriting & Reporting  3
- SPCH 303  Advanced Public Speaking  3
- SPCH 310  Persuasion  3
- SPCH 315  Media Interpretation  3
- SPCH 330  Mass Media and Society  3
- SPCH 390  ENG/EFP Techniques  3
- SPCH 425  Broadcast Law & Regulations  3
- SPCH 488  Senior Seminar  3
- THTR 341  Acting Techniques  3

Required Speech Activities for 2 credits each: (4 Credits)
- SPCH 161  Speech Activities: Forensics  1
- SPCH 162  Speech Activities: Radio & TV  1

Radio/TV Internship (7 Credits)
- SPCH 499  Internship in Speech Com  3 - 10

Total Credits: \(50\)

Bachelor of Science: Communication Arts and Literature/Secondary Education, Speech Communication Emphasis (45 Credits)

Speech Communication Courses: (28 Credits)
- SPCH 161  Speech Activities: Forensics  1
- SPCH 200  Small Group Communication  3
- SPCH 215  Oral Interpretation  3
- SPCH 230  Interpersonal & Cross-Cultural Communication  3
- SPCH 303  Advanced Public Speaking  3
- SPCH 310  Persuasion  3
- SPCH 330  Mass Media and Society  3
- SPCH 356  Argumentation and Debate  3
- SPCH 410  Communication Analysis  3
- SPCH 450  Secondary Teaching Methods: Speech Communication  3

English/Literature Courses: (17 Credits)
- ENG 361  Advanced Composition  3
- ENG 365  Modern Grammar  3
- LIT 410  Literacy & Literature for Adolescents  3
One British Survey Course:
- LIT 321 British Literature: Beginning through Restoration and 18th Century 4
- LIT 322 British Literature: Nineteenth and Twentieth Century 4

One American Survey Course:
- LIT 331 American Literature: Beginning through Realism and Naturalism 4
- LIT 332 American Literature: Modern & Contemporary 4

Bachelor of Science: Communication Arts and Literature/Secondary Education, Speech Communication Emphasis Notes:
NOTE: This degree when coupled with professional education requirements can be used to obtain secondary education licensure in Communication Arts and Literature from the Minnesota State Board of Teaching. Please see the Education Department for current licensure requirements. This degree has an emphasis in Speech Communication. Licensure may also be obtained with a degree that has an emphasis in English Literature; see the English section.

Total Credits: 45

Minor: Speech Communication (22 Credits)

Speech Communication Minor Core: (13 Credits)
- SPCH 161 Speech Activities: Forensics 1
- SPCH 200 Small Group Communication 3
- SPCH 215 Oral Interpretation 3
- SPCH 230 Interpersonal & Cross-Cultural Communication 3
- SPCH 303 Advanced Public Speaking 3

Take one of the following:
- SPCH 111 Radio Production & Performance 3
- SPCH 112 Television Production 3

Take one of the following:
- SPCH 310 Persuasion 3
- SPCH 356 Argumentation and Debate 3

Take one of the following:
- SPCH 360 Organizational Communication & Interviewing Techniques 3
- SPCH 410 Communication Analysis 3

Total Credits: 22

Minor: Speech Communication-Theatre Arts (22 Credits)

Speech Communication-Theatre Arts Minor Core: (13 Credits)
- SPCH 161 Speech Activities: Forensics 1
- SPCH 200 Small Group Communication 3
- SPCH 215 Oral Interpretation 3
- SPCH 303 Advanced Public Speaking 3
- SPCH 356 Argumentation and Debate 3

Take one of the following: (3 Credits)
- THTR 140 Stagecraft 3
- THTR 350 Directing I 3

Take one of the following: (3 Credits)
- SPCH 111 Radio Production & Performance 3
- SPCH 112 Television Production 3

Take one of the following: (3 Credits)
- SPCH 230 Interpersonal & Cross-Cultural Communication 3
- SPCH 410 Communication Analysis 3

Total Credits: 22

Note: While every effort is made to ensure accuracy, SMSU reserves the right to correct any clerical errors herein.
Course Descriptions

SPCH 110 Essentials of Speaking and Listening (3)
A skills course instructing the student how to design and deliver a speech. Active and critical listening are integral components of the course.

SPCH 111 Radio Production & Performance (3)
The study of basic and advanced creative techniques, procedures and practices in the production and performance of contemporary radio.

SPCH 112 Television Production (3)
An introduction to basic television studio techniques. Students will develop skills in operating control room and studio equipment, producing, and directing.

SPCH 161 Speech Activities: Forensics (1)
Participation in intramural and intercollegiate debate and forensics. May be repeated.

SPCH 162 Speech Activities: Radio & TV (1)
Practical experience in radio and television program production and performance through functional involvement in the operation of the campus radio and television stations. May be repeated.

SPCH 200 Small Group Communication (3)
The theory and application of problem-solving questions of fact, value and policy utilizing group dynamics and effective leadership styles.

SPCH 210 Intro to Public Relations (3)
A course designed to acquaint students with the principles and practices of public relations.

SPCH 215 Oral Interpretation (3)
The theory and application of the selection, analysis, and presentation of literature. Students will perform the three genres of literature utilizing various performance styles.

SPCH 228 Basic Black & White Photography (3)
A basic, 35mm black and white photography course designed to meet the needs of any individual, regardless of major field of interest, but primarily for those interested in public relations. Concepts include: film, film exposure and development; composition and depth of field; light; equipment and accessories; printing and darkroom techniques; and developing the portfolio. An adjustable 35mm is required. Course fees are $15.00 per credit hour; an adjustable camera required to be brought to first class meeting.

SPCH 230 Interpersonal & Cross-Cultural Communication (3)
A course that studies the nature of building effective relationships through development of interpersonal and cross cultural communication. An exploration of why misunderstandings occur and how to build more productive communication.

SPCH 251 Broadcast Newswriting & Reporting (3)
The study of techniques, procedures, and practices used in news gathering, writing, reporting, and editing broadcast news.

SPCH 256 Argumentation and Debate (3)
The principles and practices of debate including the preparation and presentation of debate cases as formal argument.

SPCH 260 Introduction to Public Relations Writing (3)
A course designed to emphasize how those in public relations gather, produce, and distribute material in a modern society. Acquaints students with both why and how to write for public relations.

SPCH 286 Special Topics in Communications (1 - 4)
A course designed to meet any special needs of students and faculty. Emphasis on in-depth study of an area not commonly covered in a general course.

SPCH 301 Risk and Crisis Communication (3)
This course will focus on the skills and techniques necessary for effective risk and crisis communication, which
This course is designed to teach students about the burgeoning field of risk and crisis communication which deals with the task of communicating various publics about health and environmental risks associated with personal and societal choices, as well as communication during and following crisis situations such as bomb threats, natural disasters, and chemical spills.

SPCH 303 Advanced Public Speaking (3)
Application of advanced principles of public speaking emphasizing speech structure and oral style. Students will prepare and present several types of speeches.

SPCH 310 Persuasion (3)
The logical and psychological theories of persuasion present in everyday communication. The course emphasizes the analysis and application of persuasive strategies.

SPCH 315 Media Interpretation (3)
The analysis and interpretation of media material. Emphasis is placed on vocal styles, presence and delivery as well as the requirements of contemporary media presentation.

SPCH 328 Advanced Black & White Photography (3)
An advanced 35mm black and white photography course designed for people who have mastered the basic techniques. This course will help students make better images from negatives they already have as well as create new images from those negatives. A portion of the course will be devoted to photojournalism, as well as techniques such as: control, vignettes, diffusion, textures, screens, combination printing, printing without negatives, toning, solarization, and Sabattier effect.

SPCH 330 Mass Media and Society (3)
An historical and theoretical survey of the nature, functions and responsibilities of the mass media in all its forms. Emphasis on the evolution of the electronic media in the United States and its impact on society.

SPCH 356 Argumentation and Debate (3)
The principles and practices of debate including the preparation and presentation of debate cases as formal argument. Active and critical listening are integral components of the course.

SPCH 360 Organizational Communication & Interviewing Techniques (3)
A study of the process of communication and behavior within the organizational culture. Students will be given practical experience in utilizing interviewing skills as a means of maintaining productive organizational environments.

SPCH 390 ENG/EFP Techniques (3)
The application of portable camera usage and editing techniques used in electronic news gathering and electronic field production. Students will develop skills in preproduction planning, scripting, remote shooting, directing, and editing.

SPCH 410 Communication Analysis (3)
The rhetorical and critical analysis of a communication event through the use of classical and modern rhetorical principles.

SPCH 425 Broadcast Law & Regulations (3)
The study of media law, issues, and FCC regulations.

SPCH 450 Secondary Teaching Methods: Speech Communication (3)
Secondary education teaching methods for a modern speech communication program including materials for classroom instruction as well as coaching activities. This course is designed as the required capstone course for 5-12 Communication Arts/Literature Education, Speech Track.

SPCH 486 Advanced Special Topics Communication (1 - 4)
A course designed to meet any special needs of students and faculty. Emphasis on in-depth study of an area not commonly covered in a general course.

SPCH 488 Senior Seminar (3)
A capstone course required for all speech majors, in which selected topics, projects, and presentations are considered through reading, research, and discussion.

SPCH 494 Independent Study in Communication Theory (1 - 3)
In depth, independent exploration of a communication event for better understanding of the communication...
process.

**SPCH 499 Internship in Speech Com (3 - 10)**
An off-campus training program when accepted by a business or organization to work with an employer in some area of speech communication.
The primary objective of the Theatre Program is to provide a curriculum for the student interested in working in the professional theatre, teaching theatre, or studying theatre in graduate school. A major in theatre offers the student a comprehensive understanding of the Theatre Arts with the opportunity to specialize in teaching, directing, acting, designing, costuming, or playwriting. The program emphasizes student initiative, creativity, and responsible involvement. Classes are structured to provide a solid philosophical and practical approach to theatre. A grade of “C-” or better is required for major/minor coursework applied toward a degree in the Theatre Program.

The Theatre and Speech Programs also offer students various combinations for majors and minors. See the Speech Communication section.

Note: Students must complete a minimum of 120 credits in order to graduate with a Bachelor's degree.

Bachelor of Arts: Theatre Arts (42 Credits)

Theatre Arts Core: (33 Credits)

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<tr>
<th>Course</th>
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<tr>
<td>THTR 101</td>
<td>Beginning Acting</td>
<td>3</td>
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<td>THTR 140</td>
<td>Stagecraft</td>
<td>3</td>
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<tr>
<td>THTR 230</td>
<td>Script Analysis</td>
<td>3</td>
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<td>THTR 242</td>
<td>Stage Make-Up</td>
<td>3</td>
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<td>THTR 246</td>
<td>Stage Lighting</td>
<td>3</td>
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<tr>
<td>THTR 301</td>
<td>Theatre Activity</td>
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<tr>
<td>THTR 342</td>
<td>Advanced Acting</td>
<td>3</td>
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<td>THTR 346</td>
<td>Scene Design</td>
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<td>THTR 350</td>
<td>Directing I</td>
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<td>THTR 430</td>
<td>Seminar and Project</td>
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<td>THTR 435</td>
<td>Theatre History I</td>
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<td>THTR 440</td>
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One of the following: (3 Credits)

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<tbody>
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<td>Costume History &amp; Design</td>
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<tr>
<td>THTR 244</td>
<td>Costume Construction</td>
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Theatre Activity: (6 Credits)

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<tbody>
<tr>
<td>THTR 301</td>
<td>Theatre Activity</td>
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</table>

Total Credits: 42

Minor: Theatre Arts (24 Credits)

Theatre Arts Minor Core: (15 Credits)

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<td>THTR 301</td>
<td>Theatre Activity</td>
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<tr>
<td>THTR 350</td>
<td>Directing I</td>
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<td>Stage Lighting</td>
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<td>THTR 346</td>
<td>Scene Design</td>
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<tr>
<td>THTR 435</td>
<td>Theatre History I</td>
<td>3</td>
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Course Descriptions

THTR 100 Introduction to Theatre (3)
This course acquaints the student with the origins of theatre and its ability to reflect and illuminate the human condition.

THTR 100L Intro to Arts/Theatre Lab (0)
This course acquaints the student with the origins of theatre and its ability to reflect and illuminate the human condition.

THTR 101 Beginning Acting (3)
This beginning acting class combines improvisation, theatre games, and monologue and scene work intended to develop the imagination, creativity, and skill level of the theatre performer. May be taken on a credit/no credit basis by non-Theatre majors/minors.

THTR 140 Stagecraft (3)
A course designed to acquaint the student with the basic materials and techniques used in building stage scenery.

THTR 220 Film & Television Appreciation (3)
An introduction to film techniques and the historical development of the film. The course includes viewing and discussion of representative films.

THTR 230 Script Analysis (3)
This course introduces students to techniques directors, designers, actors, and dramaturgs use for analyzing, researching, and interpreting scripts in order to bring the script's themes, characters, and environments to life on the stage.

THTR 242 Stage Make-Up (3)
This course will teach students the fundamental design principles and application techniques of stage make-up. Advanced make-up effects such as latex pieces, stage blood, and life masks will also be covered.

THTR 243 Costume History & Design (3)
This course will focus on the area of costume design beginning with an overview of fashion and costume history. Students will learn the process of costume design, basic principles of design, and rendering techniques. Principles will be put into practice by designing a variety of productions as class projects.

THTR 244 Costume Construction (3)
The object of this course is to teach the student the basic methods and materials used in making stage costumes.

THTR 246 Stage Lighting (3)
This course will examine the art and mechanics of designing and executing theatrical lighting.

THTR 281 Acting in the Classroom (3)
The course combines improvisation, theatre games, and scene work to stimulate the imagination and creativity of the theatre performer.

THTR 286 Special Topics in Theatre (1-4)
A course designed to meet any special needs of students and faculty. Emphasis on in-depth study of an area of theatre arts not commonly covered in a general course.

THTR 301 Theatre Activity (3)
This course is designed to familiarize the student with costuming a play, technical theatre, acting and directing, and public relations through practical experience on actual productions.

THTR 318 Musical Theatre (3)
Participation in the actual production of a musical or comparable dance numbers for the theatrical stage or other appropriate environment. Prerequisite: consent of instructor or audition.
THTR 341 Acting Techniques (3)
This course concentrates on vocal, improvisational, listening, and performance skills to increase students' ease, clarity, spontaneity, creativity, energy, naturalness, and concentration in performance. Special attention is given to on-camera acting techniques.

THTR 342 Advanced Acting (3)
The study and application of advanced acting techniques, theories, and styles for the stage. Course work includes rehearsal technique, scene and monologue work. This course may be taken multiple times to a maximum of 12 credit hours.

THTR 343 Costume History and Design II (3)
This course is a continuation of THTR 243 - Costume History and Design I. Students will work on costume history projects, involving research and presentation. Design projects will entail an expansion of skills learned in THTR 243, including, but not limited to: figure drawing, various medium presentations, detail and swatch (fabric) choices.

THTR 344 Costume Construction II (3)
This course is a continuation of THTR 244 - Costume Construction. Students will focus on expanding and refining their costume and millinery skills and talents. Projects will be student-driven and may contribute to theatrical productions, depending on the SMSU Theatre season.

THTR 345 Speech for the Actor (3)
Introduction to the physiology of speech with the development of specific exercises to improve articulation, breath support, projection, and quality of sound produced.

THTR 346 Scene Design (3)
The course will concentrate on the basic principles of scene design, drafting for the stage, and theatrical model-making.

THTR 350 Directing I (3)
An introduction in concepts in text analysis, planning skills, and rehearsal methods needed to realize the text as a theatrical experience. The student is required to apply these techniques in producing a scene to be performed as a final project.

THTR 360 Directing II (3)
Further development of the objectives set down for THTR 260. These shall culminate in the production of a one-act play.

THTR 365 Theatre Management (3)
The course will survey the management and organization of contemporary theatre companies in their varied forms and discuss standard business practices.

THTR 420 Playwriting (3)
This course is designed to study the basic principles of playwriting, culminating in the writing of plays to be performed.

THTR 430 Seminar and Project (3)
Developed toward special interests of staff and theatre arts majors. The course deals with opportunities in theatre, especially career opportunities. The course also requires the student to develop a project in his/her interest area. It also demands a culmination of skills and information to be acquired prior to this course.

THTR 435 Theatre History I (3)
This survey class begins with the origins of theatre in regard to ancient rituals and the Greeks, and traces its development up to and including the works of William Shakespeare.

THTR 440 Theatre History II (3)
This survey class begins with William Shakespeare and traces the development of various movements and playwrights up to modern drama including the works of Ibsen, Chekhov, Williams, and Miller.

THTR 442 Stage Make-Up II (3)
This course looks at the application of advanced make-up techniques. Students will work with various prosthetic and mask making tools and create more advanced make-up designs.
THTR 486 Theatre Topics (1 - 4)
A course designed to meet any special needs of students and faculty. Emphasis on in-depth study of an area of theatre arts not commonly covered in a general course.

THTR 494 Independent Studies (1 - 3)
Permits the student to develop an interest under faculty guidance in an area normally not provided by the curriculum.

THTR 499 Internship (3 - 8)
This course requires that a student obtain an off-campus internship with another college, a professional theatre group, or a touring theatre company. This course may be taken multiple times to a maximum of 12 credit hours.
Wellness and Human Performance

The Department of Wellness & Human Performance offers degree programs in health, physical education, sports management, recreation, exercise science, and individually designed interdisciplinary programs. Teaching certification is available in health and physical education with minors in coaching, health, and adapted physical education. Students gain a broad knowledge of the physiological and mechanical functions of the human body. Students become aware of their personal performance abilities through experiences in a variety of physical activity courses, and become aware of the many fitness and leisure time activities for wellness available to them and others throughout their lives.

Note: Students must complete a minimum of 120 credits in order to graduate with a Bachelor's degree.

Bachelor of Science: Health Education (52 Credits)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 305</td>
<td>Human Anatomy &amp; Physiology I</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 305L</td>
<td>Human Anatomy &amp; Physiology I Lab</td>
<td>1</td>
</tr>
<tr>
<td>HLTH 100</td>
<td>Personal Health &amp; Wellness</td>
<td>2</td>
</tr>
<tr>
<td>HLTH 110</td>
<td>First Aid and Safety/CPR</td>
<td>2</td>
</tr>
<tr>
<td>HLTH 225</td>
<td>Alcohol, Narcotics, &amp; Tobacco</td>
<td>2</td>
</tr>
<tr>
<td>HLTH 230</td>
<td>Concepts of School Health</td>
<td>2</td>
</tr>
<tr>
<td>HLTH 232</td>
<td>Nutrition</td>
<td>3</td>
</tr>
<tr>
<td>HLTH 330</td>
<td>Human Sexuality &amp; Healthy Behavior</td>
<td>3</td>
</tr>
<tr>
<td>HLTH 350</td>
<td>Community Health</td>
<td>2</td>
</tr>
<tr>
<td>HLTH 390</td>
<td>Health Promotion</td>
<td>3</td>
</tr>
<tr>
<td>HLTH 410</td>
<td>Human Growth &amp; Development</td>
<td>2</td>
</tr>
<tr>
<td>HLTH 492</td>
<td>Organization and Application of Health Education: 5-12</td>
<td>3</td>
</tr>
<tr>
<td>PE 101</td>
<td>Intro Health &amp; Physical Education</td>
<td>2</td>
</tr>
<tr>
<td>PE 108</td>
<td>Technology in Physical Education</td>
<td>2</td>
</tr>
<tr>
<td>PE 220</td>
<td>Curriculum and Instruction</td>
<td>2</td>
</tr>
<tr>
<td>PE 220</td>
<td>Curriculum and Instruction in Physical Education</td>
<td>3</td>
</tr>
<tr>
<td>PE 249</td>
<td>Physical Fitness Concept</td>
<td>2</td>
</tr>
<tr>
<td>PE 497</td>
<td>Senior Seminar</td>
<td>2</td>
</tr>
<tr>
<td>PSYC 101</td>
<td>General Psychology I</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 246</td>
<td>Psychology of Adjustment</td>
<td>3</td>
</tr>
<tr>
<td>SOCI 101</td>
<td>Introduction to Sociology</td>
<td>3</td>
</tr>
</tbody>
</table>

Choose one of the following courses with corresponding lab:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 100</td>
<td>Biology in Modern World</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 100L</td>
<td>Biology in Modern World Lab</td>
<td>1</td>
</tr>
<tr>
<td>BIOL 200</td>
<td>Cell Biology</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 200L</td>
<td>Cell Biology Lab</td>
<td>1</td>
</tr>
</tbody>
</table>

Bachelor of Science: Health Education Notes:

Requirement for Health Education Majors:

By the end of the sophomore year, the student should get the application packet from the Education Department. The student must also fulfill the professional requirements; please see the Education Department for current requirements.

Total Credits: 52

Bachelor of Science: Physical Education-Teaching (46 Credits)

I. Physical Education Major Courses: (40 Credits)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HLTH 110</td>
<td>First Aid and Safety/CPR</td>
<td>2</td>
</tr>
<tr>
<td>PE 101</td>
<td>Intro Health &amp; Physical Education</td>
<td>2</td>
</tr>
<tr>
<td>PE 108</td>
<td>Technology in Physical Education</td>
<td>2</td>
</tr>
</tbody>
</table>

Note: While every effort is made to ensure accuracy, SMSU reserves the right to correct any clerical errors herein.
Bachelor of Science: Exercise Science (67 Credits)

I. Physical Education Courses: (36 Credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PE 285</td>
<td>Anatomical Kinesiology</td>
<td>4</td>
</tr>
<tr>
<td>PE 385</td>
<td>Biomechanics of Human Motion</td>
<td>3</td>
</tr>
<tr>
<td>PE 391</td>
<td>Exercise Physiology</td>
<td>3</td>
</tr>
<tr>
<td>PE 391L</td>
<td>Exercise Physiology Lab</td>
<td>1</td>
</tr>
<tr>
<td>PE 444</td>
<td>Motor Learning &amp; Development</td>
<td>2</td>
</tr>
<tr>
<td>PE 480</td>
<td>Measurement &amp; Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>PE 487</td>
<td>Principles of Training &amp; Exercise Prescription</td>
<td>3</td>
</tr>
<tr>
<td>PE 487L</td>
<td>Principles of Training &amp; Exercise Prescription Lab</td>
<td>1</td>
</tr>
<tr>
<td>PE 488</td>
<td>Legal Aspects of Recreation &amp; Sport</td>
<td>3</td>
</tr>
<tr>
<td>PE 491</td>
<td>Exercise Physiology II</td>
<td>4</td>
</tr>
<tr>
<td>PE 492</td>
<td>Exercise Physiology Lab Seminar</td>
<td>2</td>
</tr>
<tr>
<td>PE 493</td>
<td>Fitness Assessments</td>
<td>1</td>
</tr>
<tr>
<td>PE 497</td>
<td>Senior Seminar</td>
<td>2</td>
</tr>
<tr>
<td>PE 499</td>
<td>Professional Internship</td>
<td>3 - 12</td>
</tr>
</tbody>
</table>

Notes:

PE 499 Professional Internship must be taken for 4 credits.

II. Biology Courses: (13 Credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 104</td>
<td>Medical Terminology</td>
<td>1</td>
</tr>
<tr>
<td>BIOL 200</td>
<td>Cell Biology</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 200L</td>
<td>Cell Biology Lab</td>
<td>1</td>
</tr>
<tr>
<td>BIOL 305</td>
<td>Human Anatomy &amp; Physiology I</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 305L</td>
<td>Human Anatomy &amp; Physiology I Lab</td>
<td>1</td>
</tr>
<tr>
<td>BIOL 306</td>
<td>Human Anatomy &amp; Physiology II</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits: **46**
## III. Chemistry Courses, Choose one of the following groups: (8 Credits)

**Group 1:**
- CHEM 121 Basic Chemistry 3
- CHEM 121L Basic Chemistry Lab 1
- CHEM 122 Introductory Organic/Biochemistry 3
- CHEM 122L Intro Organic/Biochemistry Lab 1

**Group 2:**
- CHEM 231 General Chemistry I 3
- CHEM 231L General Chemistry I Lab 1
- CHEM 232 General Chemistry II 3
- CHEM 232L General Chemistry II Lab 2

## IV. Health Courses: (7 Credits)

- HLTH 110 First Aid and Safety/CPR 2
- HLTH 232 Nutrition 3
- HLTH 332 Nutrition & Exercise 2

## V. Math Courses: (3 Credits)

- MATH 200 Intro to Statistics 3

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**Total Credits:** 67

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**Bachelor of Science: Physical Education-Recreation Emphasis (65 Credits)**

### I. Physical Education Core Courses: (34 Credits)

- HLTH 110 First Aid and Safety/CPR 2
- PE 101 Intro Health & Physical Education 2
- PE 108 Technology in Physical Education 2
- PE 285 Anatomical Kinesiology 4
- PE 355 Sport Psychology 2
- PE 385 Biomechanics of Human Motion 3
- PE 391 Exercise Physiology 3
- PE 391L Exercise Physiology Lab 1
- PE 444 Motor Learning & Development 2
- PE 488 Legal Aspects of Recreation & Sport 3
- PE 490 Field Practicum 2
- PE 497 Senior Seminar 2
- PE 499 Professional Internship 3 - 12

**Notes:**
- PE 499 Professional Internship must be taken for 6 credits.

### II. Emphasis Courses: (25 Credits)

- PE 105 Camping and Canoeing 2
- PE 106 Cross Country Skiing, Snow Shoeing, & Biking 2
- PE 200 Recreational Sports & Games 3
- PE 300 Recreation Diversity & Leadership 3
- PE 360 Introduction to Recreation, Parks, and Community Education 3
- PE 362 Recreational Aquatics 3
- PE 400 Recreation Program Planning 3
- PE 478 Recreation & Sports Management 3
- PE 484 Planning Facilities for Physical Activities 3

### III. Recreation Options, Choose one of the following: (6 Credits)

- BIOL 306L Human Anatomy & Physiology II Lab 1
Aquatics Option:
- HLTH 110 First Aid and Safety/CPR 2
- PE 256 Lifeguard Training 2
- PE 356 Swimming Instruction Methods 2

Business Option:
- ACCT 211 Principles of Accounting I 3
- BADM 101 Introduction to Business 3

Health Option:
- HLTH 140 CPR: Cardiopulmonary Resuscitation 1
- HLTH 350 Community Health 2
- HLTH 390 Health Promotion 3

Social Option:
- SOCI 220 Social Problems 3
- SOCI 331 Racial & Ethnic Relations in America 3

Total Credits: 65

Bachelor of Science: Physical Education-Sports Management Emphasis (67 Credits)

I. Physical Education Core Courses: (34 Credits)
- HLTH 110 First Aid and Safety/CPR 2
- PE 101 Intro Health & Physical Education 2
- PE 108 Technology in Physical Education 2
- PE 285 Anatomical Kinesiology 4
- PE 355 Sport Psychology 2
- PE 385 Biomechanics of Human Motion 3
- PE 391 Exercise Physiology 3
- PE 391L Exercise Physiology Lab 1
- PE 444 Motor Learning & Development 2
- PE 488 Legal Aspects of Recreation & Sport 3
- PE 490 Field Practicum 2
- PE 497 Senior Seminar 2
- PE 499 Professional Internship 3 - 12

Notes:
- PE 499 Professional Internship is taken for 6 credits.

II. Emphasis Courses: (33 Credits)
- ACCT 211 Principles of Accounting I 3
- ACCT 212 Principles of Accounting II 3
- BADM 101 Introduction to Business 3
- ECON 201 Principles of Microeconomics 3
- FIN 350 Managerial Finance 3
- MGMT 221 Computer Concepts and Applications 3
- MGMT 300 Management Principles 3
- MKTG 301 Principles of Marketing 3
- PE 478 Recreation & Sports Management 3
- PE 484 Planning Facilities for Physical Activities 3
- PE 489 Sports Marketing, Sales, and Promotions 3

Total Credits: 67

Minor: Adapted Physical Education/DAPE (33 Credits)

Students receiving this licensure have met the requirements necessary for a minor in this area at SMSU. DAPE is only recognized by the State of Minnesota. This minor would enhance their marketability in other states and lead them on the path for an Adapted PE Specialist status.
### Required Courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PE 210</td>
<td>Introduction to Adapted Physical Education</td>
<td>3</td>
</tr>
<tr>
<td>PE 220</td>
<td>Curriculum and Instruction in Physical Education</td>
<td>3</td>
</tr>
<tr>
<td>PE 285</td>
<td>Anatomical Kinesiology</td>
<td>4</td>
</tr>
<tr>
<td>PE 385</td>
<td>Biomechanics of Human Motion</td>
<td>3</td>
</tr>
<tr>
<td>PE 391</td>
<td>Exercise Physiology</td>
<td>3</td>
</tr>
<tr>
<td>PE 393</td>
<td>Adapted Practicum I</td>
<td>1</td>
</tr>
<tr>
<td>PE 401</td>
<td>K-12 Physical Education</td>
<td>3</td>
</tr>
<tr>
<td>PE 444</td>
<td>Motor Learning &amp; Development</td>
<td>2</td>
</tr>
<tr>
<td>PE 481</td>
<td>Adapted Phys Educ Application</td>
<td>3</td>
</tr>
<tr>
<td>PE 498</td>
<td>Adapted Practicum II</td>
<td>1</td>
</tr>
<tr>
<td>SPED 290</td>
<td>Introduction to Special Needs and Lab</td>
<td>3</td>
</tr>
</tbody>
</table>

*Choose one:*

- SPED 403 Behavioral Theories & Practices in Special Education | 3
- SPED 470 HSC:Partnerships in Consultation/Collaboration | 3

**Total Credits:** 33

### Minor: Adapted Physical Activity (18 Credits)

This minor provides an option for students in the Wellness & Human Performance Department who are not enrolled in Physical Education-Teaching or DAPE. Sports Management, Recreation and Exercise Science students may be interested in this minor. This minor would be beneficial to those concerning marketability and enhancing their programming capabilities.

#### Required Courses: (18 Credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PE 210</td>
<td>Introduction to Adapted Physical Education</td>
<td>3</td>
</tr>
<tr>
<td>PE 300</td>
<td>Recreation Diversity &amp; Leadership</td>
<td>3</td>
</tr>
<tr>
<td>PE 390</td>
<td>Organ &amp; Admin of Athletics &amp; PE</td>
<td>2</td>
</tr>
<tr>
<td>PE 393</td>
<td>Adapted Practicum I</td>
<td>1</td>
</tr>
<tr>
<td>PE 481</td>
<td>Adapted Phys Educ Application</td>
<td>3</td>
</tr>
<tr>
<td>SPED 290</td>
<td>Introduction to Special Needs and Lab</td>
<td>3</td>
</tr>
<tr>
<td>SPED 403</td>
<td>Behavioral Theories &amp; Practices in Special Education</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credits:** 18

### Minor: Coaching (24-27 Credits)

#### Required Courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PE 285</td>
<td>Anatomical Kinesiology</td>
<td>4</td>
</tr>
<tr>
<td>PE 355</td>
<td>Sport Psychology</td>
<td>2</td>
</tr>
<tr>
<td>PE 385</td>
<td>Biomechanics of Human Motion</td>
<td>3</td>
</tr>
<tr>
<td>PE 390</td>
<td>Organ &amp; Admin of Athletics &amp; PE</td>
<td>2</td>
</tr>
<tr>
<td>PE 391</td>
<td>Exercise Physiology</td>
<td>3</td>
</tr>
<tr>
<td>PE 392</td>
<td>Prevention &amp; Care of Athletic Injuries</td>
<td>2</td>
</tr>
<tr>
<td>PE 482</td>
<td>Practicum in Coaching</td>
<td>1-4</td>
</tr>
</tbody>
</table>

*Two of the following:*

- PE 330 Coaching & Officiating of Baseball | 3
- PE 331 Coaching & Officiating of Basketball | 3
- PE 334 Coaching & Officiating of Football | 3
- PE 336 Coaching & Officiating of Softball | 3
- PE 337 Coaching & Officiating of Volleyball | 3
- PE 338 Coaching & Officiating of Soccer | 3
- PE 348 Coaching & Officiating Track & Field | 3
- PE 350 Coaching & Officiating of Wrestling | 3
Course Descriptions

HLTH 100 Personal Health & Wellness (2)
This course is designed to provide students with the knowledge, tools, and motivation to take charge of their wellness-related behavior. The presentation of a multidimensional concept of wellness provides the student with the knowledge necessary for a lifestyle based on good choices and healthy behaviors which maximize the quality of life.

HLTH 100L Personal Health & Wellness Lab (1)
This course is designed to provide students with the knowledge, tools, and motivation to take charge of their wellness-related behavior. The presentation of a multidimensional concept of wellness provides the student with the knowledge necessary for a lifestyle based on good choices and healthy behaviors which maximize the quality of life.

HLTH 110 First Aid and Safety/CPR (2)
Trauma prevention study and medically approved application techniques of administering emergency care in case of trauma due to accidents or sudden illness.

HLTH 112 Nutrition & Wellness (2)
This course is designed to assist the students in critically examining current and past nutritional concepts. The main focus is to assist the students in applying nutritional principles in the pursuit of wellness.

HLTH 140 CPR: Cardiopulmonary Resuscitation (1)
An analysis of current CPR cognitive, psychomotor, and affective domains as outlined by various organizations such as the American Heart Association and American Red Cross.

HLTH 220 Stress & Wellness (2)
This course is designed to give the student a broad overview of all the factors that impact lifetime personal wellness. The major emphasis will focus on identifying the stressors and stress management techniques that impact wellness.

HLTH 225 Alcohol, Narcotics, & Tobacco (2)
This course is designed to introduce the student to pertinent topics associated with the area of drug use and abuse. The discussion and materials presented will focus on the physical, psychological, and sociological aspects of the subject.

HLTH 230 Concepts of School Health (2)
This course provides the student with an overview of the school's role in the healthy development of youth including: health instruction, health services, school environment, nutrition and food services, counseling, and school/parent partnerships.

HLTH 232 Nutrition (3)
The student will study the sociological and biological aspect of nutrition in the relationship of food to health. Current dietary trends and their implications for health will be discussed.

HLTH 240 CPR: Instructor Certification (2)
An advanced class leading to the CPR Instructor rating.

HLTH 290 Wellness, Safety, & Nutrition from Birth to Grade 3 (3)
This course is designed to provide the student with an overview of health, safety, and nutritional issues of the child from birth to grade three in preparation for a profession of working with children. The prenatal environment and its impact on the health of the individual will be given great emphasis.

HLTH 292 Honors Credit in Health (1 - 4)
An independent study course designed primarily for Honors Program students. This course allows more indepth or comprehensive study or research by honors students.

HLTH 330 Human Sexuality & Healthy Behavior (3)
This course will provide an overview of the biological, sociological, environmental, and psychological issues related the science of human sexuality. Students will have the opportunity to develop skills enabling them to
identify and analyze vital issues related to sex education. Sophomore standing required.

HLTH 332 Nutrition & Exercise (2)
This course is intended to teach students an intermediate to advanced understanding of sport and exercise nutrition for the purpose of human performance and physical activity. Topics of study will include carbohydrate, protein, fat, vitamin, mineral, and water requirements of active populations, as well as the use of nutritional ergogenic aids for performance enhancement.

HLTH 350 Community Health (2)
This course is designed to introduce the student to the broad concept of community health, including the political, sociological, economic and medical impact of community health organizations operating within a community. Sophomore standing required.

HLTH 390 Health Promotion (3)
This course will provide a comprehensive overview of the health promotion field as it applies to employment and organizational settings. It will include planning, design, implementation, and evaluation of an event as part of the course. It will additionally explore the relationship between health knowledge, attitude, and behavior. Sophomore standing required.

HLTH 400 Epidemiology (2)
Philosophy, administrative considerations and patterns of public health activities in the United States, including a thorough analysis of epidemiology problems and disease control.

HLTH 410 Human Growth & Development (2)
This course is designed to offer the basic developmental framework of human beings beginning at conception through young adult.

HLTH 491 Elementary School Health Education (2)
The Elementary School Health Education course explores the science of health and the art of teaching health. The course will focus on health content, with a special emphasis on drug education. The course will also focus on the development of social skills in the context of health education. Students will gain knowledge and understanding to formulate appropriate teaching strategies in order to promote healthy behavior and reduce risky behaviors of the elementary school student.

HLTH 492 Organization and Application of Health Education: 5-12 (3)
This course explores the science of health and the application of the science in the classroom. The student will acquire knowledge in health content and social skills (goal setting, decision making, and interpersonal skills) in order to promote positive healthy behaviors in students of 5-12 level. Admission to Teacher Education program required.

HLTH 494 Independent Study (1 - 4)
Independent study and research within the health and wellness area.

HLTH 496 Workshop in Health (1 - 4)
To provide health credit for workshops in area.

HLTH 540 GS:Trends in Health Curr (3)
Examination of current philosophies and models of health curriculum design, with emphasis on comprehensive school health K-12. This course requires the development of a curricular model concerned with recent developments in health science.

HLTH 560 GS:Health Promotion Man (3)
This course consists of an analysis of the fundamental concepts and methodologies involved in planning, implementing, and evaluation of health promotion programs.

HLTH 570 GS:Research:Survey&Appli (3)
This course examines current research common to the health sciences. Specific areas to be included are the effectiveness of current educational approaches, disease prevention, health promotion, health standard appraisals, and risk reduction projects.

HLTH 580 GS:Special Prob in Health (3)
Examination and analysis of significant current problems in health education. Content will vary according to the immediate concerns in the field of health education and current student needs.
HLTH 698 GS: Current Issues in Health (3)
This course will explore the latest philosophical issues and controversies which are impacting the field of health education.

PE 100 Intro to Arts/Dance (3)
The relationship between dance and other arts and the sciences; defining the role, function, history and status of dance in society. Students will be introduced to the fundamental principles of movement underlying the forms of dance with the activity and lectures being adaptable to all students including the disabled.

PE 101 Intro Health & Physical Education (2)
Concepts and theories that define the breadth of the field and the interdisciplinary relationship of Health and Physical Education as a profession. Introductory topics include: pedagogy, exercise physiology, biomechanics, recreation, sports management, allied health, athletic training, physical therapy and sports related professions.

PE 105 Camping and Canoeing (2)
This class is designed for students to develop skills, awareness, and knowledge in racquet activities, volleyball, canoeing, and outdoor activities.

PE 106 Cross Country Skiing, Snow Shoeing, & Biking (2)
This class is designed for recreation majors to develop skills in cross-country skiing, biking, and other outdoor winter/spring activities. Students must provide their own bike for this class.

PE 107 Walking for Wellness (1)
This course will provide students with a moderate level of the physical exercise - walking - which can make a positive contribution to their aerobic fitness goals. The course is designed to assist the walker in acquiring the knowledge, attitudes and skills necessary for participation in a lifelong walking for wellness program and the application of walking in their lives in relation to wellness, cardiovascular fitness, strength, muscular endurance, flexibility and stress reduction.

PE 108 Technology in Physical Education (2)
This course will cover basic technology skills specific to the field of physical education. Technology covered will include such software programs as the Adobe Suite, heart rate monitors, video editing, and web page development as applied to the field.

PE 109 Cross Training (1)
This course will provide the student with experience in a variety of exercise modalities designed to enhance one's overall fitness and the application of cross training in their daily lives in relation to wellness, cardiovascular fitness, strength, muscular endurance, flexibility and stress reduction.

PE 110 Intercollegiate Baseball (1)
The purpose of intercollegiate baseball is to give the highly skilled student the opportunity to learn advanced skills, techniques and strategies by competing against those of similar ability.

PE 111 Intercollegiate Basketball (1)
The purpose of intercollegiate basketball is to give the highly-skilled student the opportunity to learn advanced techniques, and strategies by competing against those of similar ability.

PE 112 Cheerleading (1)
The purpose of intercollegiate cheerleading is to give the highly-skilled student the opportunity to learn and perform skills and techniques of cheerleading.

PE 114 Intercollegiate Football (1)
The purpose of intercollegiate football is to give the highly-skilled student the opportunity to learn advanced skills, techniques, and strategies by competing against those of similar ability.

PE 115 Intercollegiate Soccer (1)
The purpose of intercollegiate soccer is to give the highly-skilled student the opportunity to learn advanced techniques, and strategies by competing against those of similar ability.

PE 116 Intercollegiate Fast Pitch Softball (1)
The purpose of intercollegiate fast pitch softball is to give the highly-skilled student the opportunity to learn advanced skills, techniques, and strategies by competing against those of similar ability.
PE 118 Intercollegiate Tennis (1)
The purpose of intercollegiate tennis is to give the highly-skilled student the opportunity to learn advanced skills, techniques, and strategies by competing against those of similar ability.

PE 119 Intercollegiate Golf (1)
The purpose of intercollegiate golf is to give the highly-skilled student the opportunity to learn advanced skills, techniques, and strategies by competing against those of similar ability.

PE 120 Intercollegiate Volleyball (1)
The purpose of intercollegiate volleyball is to give the highly-skilled student the opportunity to learn advanced skills, techniques, and strategies by competing against those of similar ability.

PE 121 Intercollegiate Wrestling (1)
The purpose of intercollegiate wrestling is to give the highly-skilled student the opportunity to learn advanced skills, techniques, and strategies by competing against those of similar ability.

PE 122 Lifetime Activities I (3)
This course is designed to develop knowledge of and fundamental motor skills in such sports and activities as tennis, badminton, and bowling.

PE 123 Lifetime Activities II (3)
This course is designed to develop knowledge of and fundamental motor skills in such sports and activities as aquatics, stunts & tumbling, and dance.

PE 130 Racquet Sports (1)
The student will study the fundamental elements of skills, rules, and strategies for participation in all racquet sport activities.

PE 135 Dance for Fitness (1)
This course is designed to provide the student a cardiovascular fitness experience through a wide variety of dance and rhythmic activities. An emphasis on the application of dance to wellness, flexibility, stress reduction and lifetime fitness will be incorporated into the class.

PE 139 Aerobics (1)
A fitness course oriented to the cardiovascular concepts of fitness and the application of aerobics in their daily lives in relation to wellness, cardiovascular fitness, strength, muscular endurance, flexibility and stress reduction.

PE 140 Beginning Archery (1)
The student will study the fundamental elements of skills, rules, and strategies for participation in archery.

PE 142 Beginning Bowling (1)
The student will study the fundamental elements of skills, rules, and strategies for participation in bowling.

PE 144 Golf (1)
This course is designed to develop knowledge of and fundamental motor skills in the game of golf. Such content as the history, rules, strategies, etiquette, and basic motor skills of golf will be included.

PE 147 Beginning Tennis (1)
The student will study the fundamental elements of skills, rules, and strategies for participation in tennis.

PE 149 Weight Training & Conditioning (1)
This course will provide basic knowledge and techniques of fitness and conditioning through weight training and the application of weight training in daily lives in relation to wellness, cardiovascular fitness, strength, muscular endurance, flexibility and stress reduction.

PE 150 Snow Shoeing (1)
This course is designed to develop knowledge of and fundamental motor skills in the activity of snow shoeing. Content such as the history, safety, equipment, and motor skills will be included.

PE 151 Beginning Cross-Country Skiing (1)
A course designed to give students basic information about the equipment, clothing, safety concerns, and skills to enjoy cross-country skiing in an outdoor winter environment.

**PE 152 Basic Self Defense (1)**
To provide students with a foundation in basic self defense. This foundation will involve sweeps, arm locks, kicks, and strikes which can be used against an attacker.

**PE 153 Beginning Racquetball (1)**
The student will study the fundamental skills, rules, and strategies for participation in racquetball.

**PE 154 Adapted Phy Ed Activities (1)**
This course is designed for students with disabilities taking adapted activity classes for physical education credit and the application of adapted PE in their daily lives in relation to wellness, cardiovascular fitness, strength, muscular endurance, flexibility, and stress reduction.

**PE 156 Adventure Ropes (1)**
This course is designed to develop knowledge of and fundamental motor skills in the activity of an adventure high ropes element. Content such as the safety, equipment, belaying, rappelling, and climbing will be included.

**PE 158 Canoeing (1)**
This course is designed to develop knowledge of and fundamental motor skills in the activity of canoeing. Content such as the safety, equipment, and motor skills will be included.

**PE 160 Flexibility/Yoga (1)**
This course will introduce the student to the history of flexibility in society, the current uses of flexibility in our society, and the application of flexibility in their daily lives in relation to wellness, cardiovascular fitness, strength, and stress reduction.

**PE 161 Swimmercize (1)**
A course for those who wish to embark on an aquatic conditioning program with fitness exercises as the core activity and the application of swimmercize in their daily lives in relation to wellness, cardiovascular fitness, strength, muscular endurance, flexibility and stress reduction.

**PE 165 Southwest Minnesota State University Dance Team (1)**
The purpose of the dance team is to give the highly-skilled student the opportunity to learn advanced skills and techniques and to perform at athletic and other events.

**PE 169 Advanced Weight Training & Conditioning (1)**
This course is specifically designed for current athletes involved in an in-season or off-season weight training and conditioning program as a participant in a varsity sport. This course does not meet the graduation requirement in Health and Fitness.

**PE 170 Lifetime Fitness (1)**
Lifetime Fitness class is for students, faculty, and community to experience various fitness opportunities such as jogging, running, weight training, exercise, bicycling, rowing, swimming and the application of these sports in their daily lives in relation to wellness, cardiovascular fitness, strength, muscular endurance, flexibility and stress reduction.

**PE 171 Step Aerobics (1)**
This course is a fitness course oriented to the cardiovascular concepts of fitness set to rhythmic activities. The students will be instructed in the safety of low, moderate and high intensity step aerobics. Students will figure target heart rate to determine how much cardiovascular exercise is needed to achieve a healthy lifestyle. Students will apply step aerobics in their daily lives in relation to wellness, cardiovascular fitness, strength, muscular endurance, flexibility and stress reduction.

**PE 172 Intramural Activities (1)**
Intramurals are a combination of the elements of physical education and the modern concept of recreation. The student may receive credit for participating in a sport or activity offered in the intramural setting with emphasis given to sportsmanship and social opportunity in an activity.

**PE 173 Outdoor Activities (1)**
An introduction to the skills and awareness for outdoor recreation including outdoor cooking, gear and shelter, first aid, health and safety, orienteering, nature interpretation, bicycling, hiking, environmental ethics,
canoeing and rock climbing (if possible). An American Camping Association Campcraft or Advanced Campcraft Certification is optional depending upon the student's motivation. A weekend trip is required.

**PE 177 Biking (1)**
The students will assess their present fitness level and learn how biking can improve personal fitness and wellness. The course covers biking skills, equipment, rules, safety, and repairs. The student must provide a bike to ride for class.

**PE 200 Recreational Sports & Games (3)**
This course is designed for recreation majors to learn the basic rules, terminology, equipment and strategies for many popular recreational sports and games offered through parks, recreation, and community education programs.

**PE 210 Introduction to Adapted Physical Education (3)**
This course is a study of chronic diseases and disabilities; the psychological, social, and economic influences resulting from these highly complex conditions; and their equally complex assessments, treatments and rehabilitation processes.

**PE 220 Curriculum and Instruction (2)**
This course will provide the student majoring in Physical Education and/or Health Education with basic tools including how to develop and write curriculum and units consisting of detailed block plans and student-centered lesson plans.

**PE 220 Curriculum and Instruction in Physical Education (3)**
This course will cover content such as curriculum development, writing unit plans, writing student-centered lesson plans, teaching skills, fitness, grading, promoting physical education and fitness, organization and administration of events/programs, and a basic understanding of the research process.

**PE 249 Physical Fitness Concept (2)**
An introductory course to provide the student with the knowledge to achieve a high degree of physical fitness and wellness. The focus of the course will be on the scientific based aspects of fitness. The students will be able to objectively assess their own fitness as well as understand the myths associated with exercise, weight loss, and wellness.

**PE 250 Sports in American Culture (3)**
This course provides the student the opportunity to understand more about individual and group differences with regard to gender, race, ethnicity, and social class in American sport. The student will understand the historical and current significance of sports in America and our societal responses to these groups.

**PE 251 Intermediate Cross-Country Skiing (1)**
This course assumes competence in skills and experiences presented in basic cross-country skiing and goes on to use these skills in various terrain and extended distances. The intermediate course includes an opportunity to teach basic skills to others.

**PE 256 Lifeguard Training (2)**
This course will cover safety and life saving techniques for the management of pool and open water environments. Successful completion will certify the student as an American Red Cross Lifeguard.
Prerequisite: Skill Screening

**PE 258 Intermediate Canoeing (1)**
This course includes refining advanced performance skills for handling a canoe in the bow, stern, and as a solo paddler, both in lake and river canoeing. The intermediate course includes an opportunity to teach basic skills of canoeing to others.

**PE 260 Women in Sport (3)**
This course will focus on the development of sport for females. The student will explore a wide range of historical, cultural, philosophical, and socio-psychological issues that have shaped the nature and scope of sport participation with respect to gender.

**PE 285 Anatomical Kinesiology (4)**
This course is designed to develop proficiency in identifying the structures and functions of the musculoskeletal system.

**PE 286 Special Topics (1 - 4)**
This course is designed to provide lower-division students an opportunity to experience a special or experimental curriculum enrichment course.

**PE 292 Honors Credit in Phy Ed (1 - 4)**
An independent study course designed primarily for Honors Program students. This course allows more indepth or comprehensive study or research by honors students.

**PE 300 Recreation Diversity & Leadership (3)**
This course covers the contemporary, theoretical, and practical information necessary for developing effective leadership with a focus on diversity and special needs for recreational groups such as at-risk youth, senior citizens, and individuals with disabilities.

**PE 330 Coaching & Officiating of Baseball (3)**
This course is available to students interested in developing a better understanding of different philosophies, theories, methods, and techniques of coaching and officiating of baseball.

**PE 331 Coaching & Officiating of Basketball (3)**
This course is available to students interested in developing a better understanding of different philosophies, theories, methods, and techniques of coaching and officiating of basketball.

**PE 334 Coaching & Officiating of Football (3)**
This course is available to students interested in developing a better understanding of different philosophies, theories, methods, and techniques of coaching and officiating of football.

**PE 336 Coaching & Officiating of Softball (3)**
This course is available to students interested in developing a better understanding of different philosophies, theories, methods, and techniques of coaching and officiating of softball.

**PE 337 Coaching & Officiating of Volleyball (3)**
This course is available to students interested in developing a better understanding of different philosophies, theories, methods, and techniques of coaching and officiating of volleyball.

**PE 338 Coaching & Officiating of Soccer (3)**
This course is available to students interested in developing a better understanding of different philosophies, theories, methods, and techniques of coaching and officiating of soccer.

**PE 344 Motor Development (3)**
The course is designed to study the motor development throughout the lifespan of humans. Students will develop skills in analyzing and identifying developmental stages in fundamental motor patterns.

**PE 348 Coaching & Officiating Track & Field (3)**
This course is available to students interested in developing a better understanding of different philosophies, theories, methods, and techniques of coaching and officiating of track and field.

**PE 350 Coaching & Officiating of Wrestling (3)**
This course is available to students interested in developing a better understanding of different philosophies, theories, methods, and techniques of coaching and officiating of wrestling. The student will take a comprehensive look at current wrestling styles and develop a background of core moves which are necessary for coaching and officiating this sport.

**PE 355 Sport Psychology (2)**
This course offers the student, prospective coach, and athlete the opportunity to learn correct principles and applications of sport psychology.

**PE 356 Swimming Instruction Methods (2)**
A course that provides the methods for teaching swimming strokes, safety skills, and diving. Successful completion will enable the student to become an American Red Cross swimming instructor. Prerequisite: Skill Screening

**PE 360 Introduction to Recreation, Parks, and Community Education (3)**
This course includes a brief review of the cause and effect of development of community organizations. It focuses on the components that are important in being responsive to the recreation and lifetime leisure needs of our population as well as the land, financial, and organizational responsibilities and opportunities.

**PE 362 Recreational Aquatics (3)**
The student will learn skills in coordinating, scheduling, supervising and implementing aquatic programs found in many recreational settings. The student will gain basic knowledge of pool maintenance, required aquatic certification procedures, and aquatic staffing practices necessary for recreational aquatic programs. A practical experience in an aquatic setting will be included in the course requirements.

**PE 381 Elementary School Physical Education (2)**
This course is designed for elementary education majors. The student will understand and apply movement concepts and principles to the learning and development of motor skills. They will also learn skills and strategies for incorporating games and activities into the elementary curriculum.

**PE 385 Biomechanics of Human Motion (3)**
This course includes both lecture and lab experience to describe, analyze, and interpret the mechanical functions of human movement.

**PE 387 Rhythm and Dance Fundamentals (2)**
This course is designed to give students the skills and knowledge to deliver a progressive sequence of rhythm activities for developmentally appropriate age groups.

**PE 390 Organ & Admin of Athletics & PE (2)**
Principles and techniques of planning and organizing the functions, services, equipment and facilities utilized in athletics, physical education programs and public and private sector programs.

**PE 391 Exercise Physiology (4)**
This course includes lecture and lab experience to define and interpret the adaptations of the human organism to physical activity.

**PE 391 Exercise Physiology (3)**
This course includes lecture and lab experience to define and interpret the adaptations of the human organism to physical activity.

**PE 391L Exercise Physiology Lab (1)**
This course includes lecture and lab experience to define and interpret the adaptations of the human organism to physical activity.

**PE 392 Prevention & Care of Athletic Injuries (2)**
This course will provide the theories and practices of athletic injury assessment, care prevention, and rehabilitation used by an athletic coach or physical educator.

**PE 393 Adapted Practicum I (1)**
This course is designed to allow students to develop skills in providing direct service for individuals with disabilities in an adapted physical education or activity setting. This practicum is intended to permit the student to engage in supervised professional activities in selected cooperating agencies or organizations.

**PE 395 Exercise Psychology (2)**
This course will examine the research, theory, and practical applications of the psychological domain in exercise.

**PE 400 Recreation Program Planning (3)**
This course focuses on the program planning process used in the community recreation setting. The student will learn methods and guidelines for the development, organization, and implementation of recreational programs and activities. Emphasis given to student design, implementation, and evaluation activities through the theoretical model: The Program Development Cycle.

**PE 401 K-12 Physical Education (3)**
This course explores in detail the basic principles of Physical Education and skills and methods of teaching physical education to K-12 students. Pre-student teaching of 30 hours will be a part of this class. Admission to Education program required.

**PE 444 Motor Learning & Development (2)**
This course is designed to study motor learning and development through the lifespan of humans. Students will develop skills in analyzing and identifying learning and developmental stages in fundamental motor patterns.

**PE 478 Recreation & Sports Management (3)**
This course examines the history, philosophies and theories of management in recreation and sports. The
This course examines the history, philosophies and theories of management in recreation and sports. The student will learn the management policies and procedures used in recreational, fitness and sports setting.

**PE 480 Measurement & Evaluation (3)**
This course will teach physical education teaching and exercise science majors the skills and knowledge needed to measure, evaluate, and assess knowledge, physical performance, and affective behavior in school and non-school settings. The use and interpretation of fundamental to intermediate statistical techniques and research design is covered in this course.

**PE 481 Adapted Phys Educ Application (3)**
This course covers the fundamentals of assessment of students with disabilities and the selection, development, and conduct of activities in an adapted physical education or activity setting.

**PE 482 Practicum in Coaching (1 - 4)**
The application of techniques and coaching in a clinical situation.

**PE 483 Intramural Practicum (3)**
This course is designed to provide a practical experience in planning and implementing a recreational program within the Intramural Department at Southwest Minnesota State University.

**PE 484 Planning Facilities for Physical Activities (3)**
The students will gain an understanding of facility development and maintenance. They will learn about the different exterior and interior elements that are needed when developing a facility in the sport, physical education and recreational industries.

**PE 486 Special Topics (1 - 4)**
This course is designed to provide upper-division students an opportunity to experience a special or experimental curriculum enrichment course.

**PE 487 Principles of Training & Exercise Prescription (3)**
This course is designed to provide students with the scientific theories and practical applications for exercise design and prescription.

**PE 487L Principles of Training & Exercise Prescription Lab (1)**
This course is designed to provide students with the scientific theories and practical applications for exercise design and prescription.

**PE 488 Legal Aspects of Recreation & Sport (3)**
This course will develop the students awareness and knowledge of legal liability relating to recreation and sport. The student will be introduced to tort liability, negligence and risk management principles. A practical approach to topics such as waivers, standard of care, safety, security, right to participate, sexual harassment and abuse, and other legal aspects of recreation and sport.

**PE 489 Sports Marketing, Sales, and Promotions (3)**
This course will focus on a comprehensive examination of the sport industry with an emphasis on marketing sport. The course will investigate common management and marketing science, the nature of sport as a consumer product and market, sponsorship relationships and consumer behavior.

**PE 490 Field Practicum (2)**
This course will enable students to apply knowledge and principals of fitness, exercise science and/or sports management in a practicum experience. Senior standing required.

**PE 491 Exercise Physiology II (4)**
This course is designed to advance the student's knowledge in the physiological dynamics of the organ systems of the human body in response to exercise.

**PE 492 Exercise Physiology Lab Seminar (2)**
This course is designed to have the student use critical thinking in the application of laboratory research to a physiology exercise of interest. The student will demonstrate the ability to relate the research in an in-depth thesis-style written format and an oral presentation.

**PE 493 Fitness Assessments (1)**

**PE 494 Independent Studies (1 - 4)**
Independent study and research within the physical education and human performance area.

**PE 496 Workshop in Physical Education (1 - 4)**
To provide physical education credit for workshops in the area.

**PE 497 Senior Seminar (2)**
This course is a culminating experience designed to encompass the breadth of the Health, Physical Education and Recreation fields. Professionalism is the theme throughout the course. Students will be expected to draw upon their resources and acquired knowledge to formulate solutions and/or opinions on selected topics. This course fulfills Southwest Minnesota State University's capstone requirement for graduation.

**PE 498 Adapted Practicum II (1)**
This course is designed to allow students to develop skills in providing direct service in an adapted physical education setting within the K-12 public education curriculum.

**PE 499 Professional Internship (-)**
To provide an opportunity for a student who works in the area of physical education or human performance in an internship program.

**PE 499 Professional Internship (3 - 12)**
To provide an opportunity for a student who works in the area of physical education or human performance in an internship program.

**PE 544 GS:Motor Learning & Dev (3)**
A research and study of movement behavior, performance, and learning from the infant stages through adulthood. An emphasis to include behavior analysis, motor skill acquisition, instruction, and behavior change.

**PE 550 Practicum in Teaching (3)**
This course is designed to provide graduate students the opportunity to apply knowledge, theory, and methods of teaching in a post-secondary educational setting. The course is designed to establish a practicum in teaching opportunity for the graduate student with a faculty member in the Wellness & Human Performance Department providing mentorship.

**PE 578 Recreation and Sport Management (3)**
This course examines the history, philosophies, and the theories of management in recreation and sports. The student will learn the management policies and procedures used in recreational, fitness and sports settings. The student enrolled in PE 578 will research the complexities of the sport industry, demonstrate application of sports management principles and present two graduate level projects in the areas of human resource management and financing the sport enterprise.

**PE 580 GS:Global Perspect of PE (3)**
The course will investigate the inter-relationships of physical education and sport to the cultural components of representative nations from around the world. Attention will be given to the precominant activities of the culture and how it is reflected in physical education and sport, and also the relationship of physical education and sport to cultural maintenance or change.

**PE 581 GS:Skills Test & Measure (3)**
This course will examine and apply current skills test and assessment techniques in the areas of physical education and fitness. Students will be exposed to critical and thought-provoking questions concerning testing and evaluation.

**PE 584 Planning Facilities for Physical Activities (3)**
The students will gain an understanding of facility development and maintenance. They will learn about the different exterior and interior elements that are needed when developing a facility in the sport, physical education and recreational industries. The students enrolled in PE 584 will research a specialized sport facility, demonstrate application of sports management principles, and present two graduate level projects in the areas of facilities design and facilities operations/management.

**PE 585 GS:Biomechanical Analysis (3)**
A study of the mechanics underlying human motion. The course will apply biomechanical principles to the analysis of the movement. Students will gain advanced experience in the techniques of cinematography and
other methods of analysis.

**PE 588 Legal Aspects in Recreation & Sport (3)**  
This course will develop the student's awareness and knowledge of legal liability relating to recreation and sport. The student will be introduced to tort liability, negligence and risk management principles. A practical approach to topics such as waivers, standard of care, safety, security, right to participate, sexual harassment and abuse, and other legal aspects of recreation and sport.

**PE 589 Sports Marketing, Promotion, and Consumer Behavior (3)**  
This course will focus on a comprehensive examination of the sport industry with an emphasis on marketing sport. The course will investigate common management and marketing science, the nature of sport as a consumer product and market, sponsorship relationships and consumer behavior. The student enrolled in PE 589 will research the sports marketing elements in the national sports scene. Using the framework of strategic sports marketing the student will design two graduate level projects in this area.

**PE 590 GS:Org&Admin of PE&Sport (3)**  
This course will provide a comprehensive and contemporary study of the administration and management concepts with Physical Education and Athletics. Special consideration will be given to the national developments and trends as well as reflect the most current research in the field. Students should acquire a foundation of management concepts, skills, and techniques.

**PE 591 GS:Applied Ex Physiology (3)**  
Application of concepts in human physiology to exercise physiology, physical activity and sport training. This course will emphasize laboratory experiences and the student will be expected to apply physiological concepts. The areas of wellness, sport fitness, and nutrition will also be addressed.

**PE 697 GS:Current Issues & Curriculum Dev in Health & Physical Education (3)**  
This course will explore the latest philosophical issues and controversies which are impacting the field of physical education. Emphasis will be on the student's ability to demonstrate critical thinking in analyzing current literature in physical education concerning its vital importance for students in all phases of academia.
Women's Studies

Minor: Women's Studies (21 Credits)

Core Courses: (12 Credits)
- **HIST 360** American Women's History
- **LIT 375** Literature by & About Women
- **PSYC 250** Psychology of Women
- **SOCI 270** Gender Issues

Electives: (9 Credits)
- **ART 208** Artists: Short Course
- **JUAD 300** Women and Justice
- **LIT 340** Sexuality and Gender in Literature
- **MGMT 450** Diversity Management
- **PHIL 310** Feminist Philosophy
- **SOCI 211** Marriage and the Family
- **SOCI 324** Sociology of Sexualities
- **SPCH 230** Interpersonal & Cross-Cultural Communication
- **SWRK 340** Human Behavior in the Social Environment

Notes:
Additional approved courses vary each semester. See course schedule under "Women's Studies" for approved electives or contact the Women's Studies Coordinator.

**Minor: Women's Studies Notes:**
At least four of the seven courses must be taken at Southwest Minnesota State University.

**Total Credits:** 21
The faculty/staff section contains listings of academic personnel, full- and part-time Civil Service/auxiliary personnel, and other administrative staff members.

Each listing reads in this order: name, (office phone), building and office number, position, (department), and E-mail address.

We’re proud to have so many outstanding SMSU alumni enriching our campus community. To identify them in this directory, we’ve added the year they received their undergraduate and/or graduate degree after each of their names. We’re grateful for all the talent and creativity they bring to Southwest Minnesota State University.

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>E-mail</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACHEN, Rebecca Ms. '07</td>
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SOUTHWEST MINNESOTA STATE UNIVERSITY

Calendar
Academic Year 2010-2011
August 2010 – January 2011

August 2010
16 Faculty Meetings Start
18 Professional Development
19 New Student Orientation (Aug 19-22)
20 Registration
23 Classes Begin
27 Last Day to Add Classes
   Last Day to Drop w/Refund

September 2010
6 Labor Day (No Classes)
22 Strategic Planning (Classes
   held until 12:20 p.m., resuming
   at 4:30 p.m.)

October 2010
2 Homecoming
11 Fall Break: Oct 11-12 (No Classes)
21 Mustang Days (Oct 21-22)

November 2010
1 Last Day to drop with a “W”
3 Fr/So/Jr/Sr Advising (No classes
   until 5:30 pm)
4 Registration Begins
11 Veterans’ Day (No Classes)
12 Freshmen Registration Begins
20 A Day at SMSU
24 Thanksgiving Break (Nov 24-26)

December 2010
1 Undergraduate Research Conference
3 New Student Registration
10 Last Day of Classes
13 Final Exams (Dec 13-16)
17 Grading Day
20 Grading Day

January 2011
5 Faculty Meetings
6 Professional Development
10 Registration
14 Classes Begin
17 MLK Day (No Classes)
28 Strategic Planning
   (Classes held 12:30 p.m. on)
29 Experience SMSU Day
February 2011

21 President’s Day (No Classes)

March 2011

7 Spring Break (March 7-11)
19 Spring Get Away
29 Last Day to drop with a “W”
30 All Student Advising (Classes held 5:30 pm on)
31 Fall 2011 Registration begins

April 2011

11 New Student advising/registration (April 11-12)
18 New Student advising/registration (April 18-19)
29 Last Day of Classes

May 2011

2 Finals (May 2-5)
6 Grading Day
7 Commencement
10 Summer Session (May 9–July 15)
30 Memorial Day (No Classes)

June 2011

6 New Student Registration (June 6-7)

July 2011

4 Independence Day Observed (No Classes)
11 New Student Registration End of Summer Session
August 2011:
- 15 Faculty Meetings Start
- 17 Professional Development
- 18 New Student Orientation (Aug 18-21)
- 19 Registration
- 22 Classes Begin
- 26 Last Day to Add Classes
- 26 Last Day to Drop w/Refund

September 2011:
- 5 Labor Day (No Classes)
- 21 Strategic Planning (Classes held until 12:20 p.m., resuming at 4:30 p.m.)
- 24 Homecoming

October 2011:
- 6 Fall Break: Oct 6-7 (No Classes)
- 20 Mustang Days (Oct 20-21)

November 2011:
- 1 Last Day to drop with a “W”
- 2 Fr/So/Jr/Sr Advising (No classes until 5:30 pm)
- 3 Registration Begins
- 11 Veterans’ Day (No Classes)
- 19 A Day at SMSU
- 23 Thanksgiving Break (Nov 23-25)
- 30 Undergraduate Research Conference
## February 2012
- **7** Precinct Caucuses (No classes after 6:00 p.m.)
- **15** Strategic Planning (Classes held 12:30 p.m. on)
- **20** President’s Day (No Classes)

## March 2012
- **5** Spring Break (March 5-9)
- **17** Spring Get Away
- **27** Last Day to drop with a “W”
- **28** All Student Advising (Classes held 5:30 pm on)
- **29** Fall 2012 Registration begins

## April 2012
- **13** Transfer Student Registration
- **16** New Student advising/registration (April 16-17)
- **23** New Student advising/registration (April 23-24)
- **27** Last Day of Classes
- **30** Finals (April 30 – May 3)

## May 2012
- **1** Finals (April 30-May 3)
- **4** Grading Day
- **5** Commencement
- **14** Summer Session (May 14–July 20)
- **28** Memorial Day (No Classes)

## June 2012
- **4** New Student Registration (June 4-5)

## July 2012
- **4** Independence Day Observed (No Classes)
- **16** New Student/Transfer Registration
- **20** End of Summer Session