

# ACADEMIC CATALOG

## 2020-2021



## OUR 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.

## OUR VISION

Southwest Minnesota State University is a university of choice.

## OUR LEADERSHIP

Kumara Jayasuriya was appointed by the Minnesota State system and began his duties July 1, 2019. President Jayasuriya is the tenth permanent president of SMSU.

Archive: May 10, 2021

## DEGREE PROGRAMS

### MAJORS

ACCOUNTING  
AGRIBUSINESS  
MANAGEMENT  
▪ AGRICULTURAL FINANCE  
▪ FARM MANAGEMENT & MARKETING  
AGRICULTURAL COMMUNICATIONS & LEADERSHIP  
AGRICULTURAL EDUCATION  
AGRICULTURAL SOLUTIONS  
AGRICULTURE (BAS)  
(A.S. OR A.A.S. IN AGRICULTURE REQUIRED)  
AGRONOMY  
APPLIED COMPUTATIONAL MATHEMATICS  
ART  
▪ GRAPHIC DESIGN  
▪ STUDIO ARTS  
ART EDUCATION  
BIOLOGY  
BIOLOGY EDUCATION  
BUSINESS (SEE FINANCE & MANAGEMENT)  
CHEMISTRY  
CHEMISTRY EDUCATION  
COMMUNICATION ARTS & LITERATURE,  
ENGLISH  
COMMUNICATION ARTS & LITERATURE,  
COMMUNICATION STUDIES  
COMMUNICATION STUDIES  
COMMUNICATION STUDIES: BROADCASTING AND DIGITAL MEDIA  
COMMUNICATION STUDIES: PUBLIC RELATIONS  
COMMUNITY PSYCHOLOGY & HEALTH PROMOTION  
COMPUTER SCIENCE  
CULINOLOGY®  
DATA SCIENCE  
EARLY CHILDHOOD EDUCATION  
EARLY CHILDHOOD SPECIAL EDUCATION  
EDUCATIONAL STUDIES (NON-LICENSURE)  
▪ EARLY CHILDHOOD  
▪ SCHOOL-AGE RECREATION  
▪ YOUTH-AT-RISK  
ELEMENTARY EDUCATION  
ENGLISH  
▪ CREATIVE WRITING  
▪ LITERATURE  
ENVIRONMENTAL SCIENCE  
▪ HUMANITY & ENVIRONMENT  
▪ NATURAL SCIENCE  
EXERCISE SCIENCE  
▪ ALLIED HEALTH  
▪ EXERCISE SPECIALIST  
FINANCE  
▪ CORPORATE FINANCE  
▪ FINANCIAL PLANNING & INVESTMENTS  
HEALTH EDUCATION  
HISTORY

HOSPITALITY  
MANAGEMENT  
▪ CULINARY MANAGEMENT  
▪ HOTEL & EVENT MANAGEMENT  
INDIVIDUALIZED INTERDISCIPLINARY STUDIES  
JUSTICE ADMINISTRATION  
LAW ENFORCEMENT ADMINISTRATION (BAS)  
MANAGEMENT  
▪ ENTREPRENEURSHIP  
▪ GENERAL MANAGEMENT  
▪ HEALTHCARE ADMINISTRATION  
▪ HUMAN RESOURCE MANAGEMENT  
▪ SUPPLY CHAIN MANAGEMENT  
MANAGEMENT (BAS)  
MARKETING  
MARKETING (BAS)  
MATHEMATICS  
MATHEMATICS EDUCATION  
MEDICAL LABORATORY SCIENCE  
MUSIC  
▪ INSTRUMENTAL PERFORMANCE  
▪ MANAGEMENT  
▪ MUSIC IN THE LIBERAL ARTS  
▪ PIANO PERFORMANCE/ PEDAGOGY  
▪ THEORY/COMPOSITION  
▪ VOCAL PERFORMANCE  
MUSIC EDUCATION  
NURSING (RN TO BSN – RN REQUIRED)  
PHILOSOPHY  
PHYSICAL EDUCATION  
▪ RECREATION  
▪ SPORTS MANAGEMENT  
PHYSICAL EDUCATION: TEACHING  
POLITICAL SCIENCE  
PROFESSIONAL WRITING & COMMUNICATION  
PSYCHOLOGY  
SOCIAL WORK  
SOCIOLOGY  
SPECIAL EDUCATION – ACADEMIC & BEHAVIORAL STRATEGIST  
TEACHING ENGLISH AS A SECOND LANGUAGE (TESL)  
THEATRE ARTS

### MINORS ONLY

ACTING/DIRECTING  
ADAPTED PHYSICAL ACTIVITY  
ADVERTISING DESIGN  
COMMUNICATIONS  
AGRICULTURAL ECONOMICS  
COACHING  
CREATIVE WRITING  
CRIMINAL JUSTICE  
DESIGN/TECHNICAL  
THEATRE

DEVELOPMENTAL ADAPTED  
PHYSICAL ED  
DIGITAL MEDIA DESIGN  
ENTREPRENEURSHIP  
ENVIRONMENTAL EDUCATION  
FILMMAKING  
FORENSIC ACCOUNTING & FRAUD INVESTIGATION  
HEALTH CARE ADMINISTRATION  
HEALTH COMMUNICATION  
HISPANIC STUDIES  
HOTEL/LODGING MANAGEMENT  
HUMAN SERVICES  
INDIGENOUS NATIONS & DAKOTA STUDIES  
MIDDLE SCHOOL COMMUNICATION  
ARTS/LIT  
MIDDLE SCHOOL MATHEMATICS  
MIDDLE SCHOOL SCIENCE  
MIDDLE SCHOOL SOCIAL STUDIES  
NUTRITION  
PHYSICS  
PRE-LAW  
PUBLIC ADMINISTRATION  
READING  
RELIGIOUS STUDIES  
SPANISH  
WOMEN'S STUDIES

### PRE-PROFESSIONAL PROGRAMS

PRE-CHIROPRACTIC  
PRE-DENTISTRY  
PRE-ENGINEERING  
PRE-LAW  
PRE-MEDICINE  
PRE-MORTUARY SCIENCE  
PRE-NURSING  
PRE-OCCUPATIONAL THERAPY  
PRE-OPTOMETRY  
PRE-PHARMACY  
PRE-PHYSICAL THERAPY  
PRE-VETERINARY MEDICINE

### ASSOCIATE DEGREES

ACCOUNTING  
AGRIBUSINESS  
MANAGEMENT  
BUSINESS  
ADMINISTRATION  
LIBERAL ARTS & SCIENCES  
MARKETING

### GRADUATE DEGREES

MASTER OF BUSINESS ADMINISTRATION  
MASTER OF SCIENCE IN EDUCATION  
MASTER OF SCIENCE IN PHYSICAL EDUCATION  
MASTER OF SCIENCE IN SPECIAL EDUCATION

POST-GRADUATE DEGREE  
EDUCATIONAL SPECIALIST IN  
EDUCATIONAL ADMINISTRATION & LEADERSHIP

### CERTIFICATES: UNDERGRAD

ACCOUNTING  
COACHING  
ENTREPRENEURSHIP  
FORENSIC ACCOUNTING & FRAUD INVESTIGATION  
HEALTH CARE ADMINISTRATION  
HEALTH COMMUNICATION  
PROFESSIONAL WRITING  
SUPPLY CHAIN MANAGEMENT

### CERTIFICATES: GRAD LEVEL

AUTISM SPECTRUM DISORDER  
CHARTER SCHOOL LEADERSHIP  
CYBERSECURITY  
EDUCATION ADMIN. K-12 PRINCIPAL  
EDUCATION ADMIN. SPECIAL ED DIRECTOR  
EDUCATION ADMIN. SUPERINTENDENT  
EMOTIONAL OR BEHAVIORAL DISORDER  
LEARNING DISABILITIES  
LITERATURE STUDIES  
MATHEMATICS  
READING  
TEACHING ENGLISH AS A SECOND LANGUAGE  
TECHNOLOGY FOR TRAINING & LEADERSHIP  
WRITING STUDIES

### ONLINE DEGREES

ACCOUNTING  
COMMUNITY PSYCHOLOGY & HEALTH PROMOTION  
EARLY CHILDHOOD EDUCATION  
EARLY CHILDHOOD SPECIAL EDUCATION  
ELEMENTARY EDUCATION  
HISTORY  
MANAGEMENT  
MARKETING  
NURSING (RN TO BSN – RN REQUIRED)  
SOCIOLOGY  
SPECIAL EDUCATION  
TEACHING ENGLISH AS A SECOND LANGUAGE

▪ Indicates emphasis or concentration

\* Most programs also offer minors within their field

\*\* For secondary education, see content area for licensures.



SEARCH

# Academic Catalog

SEARCH CATALOG &gt;

Search by keyword or course number (Ex. "BIOL 200"). Searching by exact title or ID will bring you directly to that location in the catalog.

Currently viewing the

## 2020-2021 Catalog

COURSE OUTLINES

- [General Information & Notifications](#)
- [Academic Information](#)
- [Academic Policies & Procedures](#)
- [The SMSU Liberal Education Program & Minnesota Transfer Curriculum \(MnTC\)](#)
- [Admission](#)
- [Financial Information](#)
- [Personnel](#)
- [Academic Calendars](#)
- [Registration & Records](#)
- [Student Handbook](#)

## Academic Programs & Degrees

### Graduate Degrees

(5 Total)

Expand

### Undergraduate Degrees

(60 Bachelor Degrees, 5 Associate Degrees)

Minimize

<u>Accounting</u>	BS AS
<u>Agribusiness Management</u>	BS AS
<u>Agricultural Communications &amp; Leadership</u>	BS
<u>Agricultural Education</u>	BS
<u>Agricultural Solutions</u>	BS
<u>Agriculture</u>	BAS
<u>Agronomy</u>	BS
<u>Applied Computational Mathematics</u>	BS
<u>Art</u>	BA
<u>Art Education</u>	BS
<u>Biology</u>	BA BS
<u>Biology Education</u>	BS
<u>Business Administration</u>	AS
<u>Chemistry</u>	BA
<u>Chemistry Education</u>	BS
<u>Communication Arts &amp; Lit/Secondary Educ-English</u>	BS
<u>Communication Arts &amp; Lit/Secondary Educ-Speech</u>	BS
<u>Communication Studies</u>	BA
<u>Communication Studies: Broadcasting&amp;Digital Media</u>	BS
<u>Communication Studies: Public Relations</u>	BA
<u>Community Psychology &amp; Health Promotion</u>	BA
<u>Computer Science</u>	BS
<u>Culinology</u>	BS

<u>Data Science</u>	BS
<u>Early Childhood Education</u>	BS
<u>Early Childhood Special Education</u>	BS
<u>Educational Studies</u>	BS
<u>Elementary Education</u>	BS
<u>English</u>	BA
<u>Environmental Science</u>	BS
<u>Exercise Science</u>	BS
<u>Finance</u>	BS
<u>Health Education</u>	BS
<u>History</u>	BA
<u>Hospitality Management</u>	BS
<u>Individualized Interdisciplinary Studies</u>	BA BS
<u>Justice Administration</u>	BS
<u>Law Enforcement Administration</u>	BAS
<u>Liberal Arts &amp; Sciences</u>	AA
<u>Management</u>	BS BAS
<u>Marketing</u>	BS BAS AS
<u>Mathematics</u>	BA
<u>Mathematics Education</u>	BS
<u>Medical Laboratory Science</u>	BA
<u>Music</u>	BA
<u>Music Education</u>	BS
<u>Nursing- RN to BSN</u>	BSN
<u>Philosophy</u>	BA

<a href="#">Physical Education</a>	BS
<a href="#">Physical Education/Teaching</a>	BS
<a href="#">Political Science</a>	BA
<a href="#">Professional Writing &amp; Communication</a>	BA
<a href="#">Psychology</a>	BA
<a href="#">Social Work</a>	BS
<a href="#">Sociology</a>	BA
<a href="#">Special Education-Academic &amp; Behavioral Strategist</a>	BS
<a href="#">Teaching English as a Second Language</a>	BS
<a href="#">Theatre Arts</a>	BA

## Minor Programs

(63 Total)

[Expand](#)

## Certificate Programs

(21 Total)

[Expand](#)

## Pre-Professional Programs

[Expand](#)

## Subjects

[Expand](#)

## Online Academic Catalogs

[2020-2021 \(Current\)](#)

[201 020](#)

[1/07,1/08](#)

2017-2018

2016-2017

2015-2016

2014-2015

2013-2014

2012-2013

2011-2012

2010-2011

2008-2010

2006-2008

2004-2006

**CLOSE**



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**Request Info**



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## General Information & Notifications

### SMSU IN PERSPECTIVE

Founded in 1963, Southwest Minnesota State University is a public university located in Marshall, Minnesota, with a population of 14,000. 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](#) system.

### 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.

The University mission aligns with its governing system's mission and strategic priorities. The Minnesota State System mission is "The Minnesota State Colleges and Universities system of distinct and collaborative institutions offers higher education that meets the personal and career goals of a wide range of individual learners, enhances the quality of life for all Minnesotans and sustains vibrant economies throughout the state."

### Vision

*Southwest Minnesota State University is a university of choice.*

### Values

#### Core Values:

SMSU upholds core values of transformational learning centered on excellence, civic and community engagement, diversity and global awareness, and environmental issues of sustainability and stewardship:

#### Excellence and Innovation

SMSU faculty and staff create and support a high-quality student-centered learning environment that prepares students to meet the complex challenges of this century as engaged citizens in their local and global communities; provides students with the skills and knowledge to be lifelong learners

#### Civic and Community Engagement

SMSU faculty and staff are engaged in and support activities that promote civic engagement opportunities that enhance SMSU's reputation as a locally, regionally, and globally-engaged institution build mutually beneficial partnerships across our region and state provide rich opportunities for learning that go beyond the traditional classroom and lab settings

#### Diversity and Global Awareness

SMSU faculty and staff contribute to creating an environment that celebrates the diverse and inclusive nature of the SMSU campus community as they foster cultural understanding and interactions and a welcoming and accessible campus environment for all groups provide a supportive environment for intellectual expression and civil communication by all groups

#### Environment, Stewardship, and Sustainability

SMSU faculty and staff are committed to being responsible stewards of our environmental and fiscal resources who facilitate a safe, accessible campus foster actions, programs, and scholarship that will lead to a sustainable future

The vision statement and core values recognize the University's emphasis on attention to student needs, promoting respect for diverse voices, and encouraging sustainable actions.



## Accreditations

Southwest Minnesota State University is accredited by the National Association of Schools of Music, the Minnesota Board of Teaching, the Council on Social Work Education, the National Alliance of Concurrent Enrollment Partnerships (NACEP), the Commission on Collegiate Nursing Education (CCNE), and The Higher Learning Commission of the North Central Association of Colleges and Schools, 230 South LaSalle Street, Suite 2400, Chicago IL 60602; (800) 621-7440. For more information about the Higher Learning Commission visit their website: [www.ncahlc.org](http://www.ncahlc.org).

For more information on SMSU's recent reaccreditation process visit: [www.SMSU.edu/go/HLC](http://www.SMSU.edu/go/HLC)

## 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.

The Minnesota State system and SMSU policies and procedures regarding discrimination and/or harassment are available on the SMSU Affirmation Action Office [webpage linked here](#).

## 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 Minnesota State system financial statement, the most recent audit, as well as SMSU's current budget documents are on reserve in the SMSU McFarland Library. Audit information may be viewed online at [www.osa.state.mn.us](http://www.osa.state.mn.us). The MinnState financial statements are available at [www.minnstate.edu/system/finance/budget/](http://www.minnstate.edu/system/finance/budget/). 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 Communications and Marketing Office at (507) 537-6255 or (800) 642-0684, ext. 6255.

## Student Right-to-Know and Campus Security Act

Student Right-to-Know and Campus Security Act. The Student Right-to-Know and Campus Security Act increased the level of information universities must collect and provide to current and prospective students and employees and to the Department of Education. The first part of the act, entitled the Student Right-to-Know Act, requires colleges and universities to compile and release institution-wide graduation rates for all students, with more detailed statistical information submitted on the graduation rates of athletes. For institution's graduation rates for all students, [click here](#).

Part II of the act, entitled the Campus Crime Awareness and Campus Security Act of 1990, requires colleges and universities to annually make available to all current employees and students as well as to applicants for enrollment or employment the following information: 1) a description of policies concerning the security of and access to all campus facilities; policies and procedures for reporting campus crime; and policies concerning law enforcement along with crime prevention educational programs relating to campus security, and 2) statistics concerning the occurrence of certain categories of campus crimes. Institutions are also required to issue timely warnings to the campus community about criminal activities representing a continued safety threat to aid in crime prevention. In addition, the University complies with the 1998 Higher Education Amendments Act that amended the Campus Security Act by expanding the geographic scope and categories of offenses that must be included in the annual statistics. This information is available on SMSU's Public Safety website: <https://www.smsu.edu/campuslife/publicsafety/> under the "Annual Security and Fire Report" banner, and for a printed copy, contact the SMSU Office of University Public Safety, Founders Hall Basement, 1501 State Street, Marshall, Minn. 56258 or call 507-537-7252.

## Academic Information

### Summer Term

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 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 Term](#) page for current offerings.

### Extended Learning and Academic Outreach

Southwest Minnesota State University offers programs to off-campus students through the Extending Learning and Academic Outreach programs. Visit the Extended Learning and Academic Outreach webpage for current information about the programs available and the locations we serve: [www.SMSU.edu/go/extendedlearning](http://www.SMSU.edu/go/extendedlearning)

### 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 Minnesota State universities, his/her existing financial aid can apply overseas (except work-study).

Through the Common Market plan, SMSU students may apply to join overseas programs of other Minnesota State 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.

Students can obtain more information about studying abroad by contacting the SMSU International Student Office at [ISS@SMSU.edu](mailto:ISS@SMSU.edu).

### 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).

## Academic Policies & Procedures

### Academic Policies

All policies and procedures can be found on the [SMSU Policies and Procedures](#) web page. Relevant to the academic catalog are the Academic Codified Policies which appear at the top of the Policies page.

**ACADEMIC PROGRAMS**~~The SMSU Liberal Education Program & Minnesota Transfer Curriculum (MnTC) 1 / 9~~**The SMSU Liberal Education Program & Minnesota Transfer Curriculum (MnTC)****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.

**NOTE:** Minnesota Transfer Curriculum courses with a grade of "D" are accepted for the LEP/MnTC only from MnSCU institutions.

**MnTC Goal 01: Communication (3 courses, 10 credits)**

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

<b>EMLS 151</b>	Advanced Writing and Reading	Credits: 4
<b>ENG 151</b>	Academic Writing	Credits: 4

Notes:

EMLS 151 is only for students in the English for Multilingual Speakers Program (EMLS).

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

<b>COMM 110</b>	Essentials of Speaking and Listening	Credits: 3
<b>EMLS 150</b>	Advanced Listening and Speaking	Credits: 4

Notes:

EMLS 150 is only for students in the English for Multilingual Speakers Program (EMLS).

*One sophomore-level or above writing course:*

<b>ENG 251</b>	Writing in Professions	Credits: 3
<b>ENG 351</b>	Writing in Medical & Health Professions	Credits: 3
<b>PHIL 303</b>	Ethical Issues in Professional Life	Credits: 3

Notes:

ENG 351 NOTE: Students with majors related to health or medicine are invited to take this course.

**MnTC Goal 02: Critical Thinking**

Footnotes:

Goal 2 is satisfied by the completion of the other 9 MNTC goal areas.

**MnTC Goal 03: Natural Sciences (2 courses with labs, 8 credits)**

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

<b>BIOL 100</b>	Biology in Modern World	Credits: 3
<b>BIOL 100L</b>	Biology in Modern World Lab	Credits: 1
<b>BIOL 200</b>	Introduction to Cellular Biology	Credits: 3
<b>BIOL 200L</b>	Introduction to Cellular Biology Lab	Credits: 1
<b>BIOL 201</b>	Introduction to Biodiversity & Evolution	Credits: 3
<b>BIOL 201L</b>	Introduction to Biodiversity & Evolution Lab	Credits: 1
<b>CHEM 110</b>	Our Chemical World	Credits: 3
<b>CHEM 110L</b>	Our Chemical World Lab	Credits: 1
<b>CHEM 121</b>	Basic Chemistry	Credits: 3
<b>CHEM 121L</b>	Basic Chemistry Lab	Credits: 1
<b>CHEM 231</b>	General Chemistry I	Credits: 3
<b>CHEM 231L</b>	General Chemistry I Lab	Credits: 1
<b>ENVS 100</b>	Earth Science	Credits: 3
<b>ENVS 100L</b>	Earth Science Lab	Credits: 1
<b>ENVS 101</b>	Physical Geology	Credits: 3
<b>ENVS 101L</b>	Physical Geology Lab	Credits: 1
<b>ENVS 180</b>	Environmental Science: Introduction	Credits: 3
<b>ENVS 180L</b>	Environmental Science: Introduction Lab	Credits: 1
<b>PHYS 120</b>	Introductory Physics	Credits: 3
<b>PHYS 120L</b>	Introductory Physics Lab	Credits: 1

**ACADEMIC PROGRAMS**~~The SMSU Liberal Education Program & Minnesota Transfer Curriculum (MnTC) 2 / 9~~

<b>PHYS 121</b>	Introduction to Astronomy	Credits: 3
<b>PHYS 121L</b>	Introduction to Astronomy Lab	Credits: 1
<b>PHYS 141</b>	College Physics I	Credits: 3
<b>PHYS 141L</b>	College Physics I Lab	Credits: 1
<b>PHYS 181</b>	University Physics I	Credits: 4
<b>PHYS 181L</b>	University Physics I Lab	Credits: 1

**MnTC Goal 04: Mathematical/Logical Reasoning (1 course, 3-5 credits)***One course chosen from the following list:*

<b>DATA 100</b>	Introduction to Data Science	Credits: 3
<b>MATH 101</b>	Great Ideas of Mathematics	Credits: 3
<b>MATH 110</b>	College Algebra	Credits: 3
<b>MATH 115</b>	Finite Mathematics	Credits: 3
<b>MATH 125</b>	Trigonometry & Special Functions	Credits: 3
<b>MATH 135</b>	Precalculus	Credits: 5
<b>MATH 140</b>	Calculus: A Short Course	Credits: 3
<b>MATH 150</b>	Calculus I	Credits: 5
<b>MATH 151</b>	Calculus II	Credits: 4
<b>MATH 200</b>	Intro to Statistics	Credits: 3
<b>PHIL 340</b>	Logic	Credits: 3

**MnTC Goal 05: History and the Social and Behavioral Sciences (2 courses, 6 credits)***Two courses from different disciplines chosen from the following list:*

<b>ECON 110</b>	The Real World of Economics	Credits: 3
<b>ECON 201</b>	Principles of Microeconomics	Credits: 3
<b>ECON 202</b>	Principles of Macroeconomics	Credits: 3
<b>ECON 210</b>	Introduction to Cooperatives	Credits: 3
<b>GEOG 101</b>	Introduction to Geography	Credits: 3
<b>HIST 210</b>	Contemporary World History	Credits: 3
<b>HIST 242</b>	Early Europe	Credits: 3
<b>HIST 243</b>	Modern Europe	Credits: 3
<b>HIST 252</b>	World History Since 1500	Credits: 3
<b>HIST 310</b>	Environmental History	Credits: 3
<b>HIST 311</b>	World in War & Crisis: 1895-1949	Credits: 3
<b>HIST 312</b>	World in War and Crisis: 1949-Today	Credits: 3
<b>HIST 314</b>	Modern Latin America	Credits: 3
<b>HIST 349</b>	World War Two	Credits: 3
<b>JUAD 144</b>	Introduction to Justice & Society	Credits: 3
<b>POL 120</b>	American National Government	Credits: 3
<b>POL 200</b>	International Politics	Credits: 3
<b>POL 221</b>	State Government	Credits: 3
<b>POL 227</b>	The Judicial Process	Credits: 3
<b>POL 252</b>	Intro Comparative Politics	Credits: 3
<b>PSYC 101</b>	General Psychology	Credits: 3
<b>SOCI 101</b>	Introduction to Sociology	Credits: 3
<b>SOCI 220</b>	Social Problems	Credits: 3

**MnTC Goal 06: The Humanities and Fine Arts (2 courses, 6 credits)***Two courses from different disciplines chosen from the following list:*

<b>ART 100</b>	Introduction to Visual Arts	Credits: 3
<b>ART 102</b>	Foundations of Art & Design 2D	Credits: 3
<b>ART 103</b>	Foundations of Art and Design 3D	Credits: 3
<b>ART 150</b>	Art History I	Credits: 3
<b>ART 151</b>	Art History II	Credits: 3
<b>ART 350</b>	Contemporary Art History	Credits: 3
<b>ENG 107</b>	Introduction to Creative Writing	Credits: 3
<b>HUMT 201</b>	Origins of Western Civilization	Credits: 3
<b>HUMT 202</b>	European Middle Ages & Renaissance	Credits: 3
<b>HUMT 203</b>	Modern Western Civilization	Credits: 3

**ACADEMIC PROGRAMS**~~The SMSU Liberal Education Program & Minnesota Transfer Curriculum (MnTC) 3 / 9~~

<b>HUMT 211</b>	The Ancient World	Credits: 3
<b>HUMT 212</b>	The Modern World	Credits: 3
<b>LIT 100</b>	Literature: Human Diversity	Credits: 3
<b>LIT 120</b>	Introduction to Literature	Credits: 3
<b>LIT 150</b>	Literature: Global Perspective	Credits: 3
<b>LIT 170</b>	Literature: People & Environment	Credits: 3
<b>LIT 200</b>	Literature: Rural/Regional Experience	Credits: 3
<b>LIT 261</b>	Novel	Credits: 3
<b>LIT 262</b>	Short Story	Credits: 3
<b>LIT 263</b>	Poetry	Credits: 3
<b>LIT 264</b>	World Drama	Credits: 3
<b>LIT 265</b>	Literature and Film	Credits: 3
<b>LIT 266</b>	Fiction	Credits: 3
<b>MUS 100</b>	Introduction to Music	Credits: 3
<b>MUS 101</b>	Survey of World Music	Credits: 3
<b>MUS 102</b>	American Music	Credits: 3
<b>MUS 104</b>	Popular Music	Credits: 3
<b>MUS 381</b>	Music History: Medieval through Baroque	Credits: 3
<b>MUS 382</b>	Music History: Classic-20th Century	Credits: 3
<b>PHIL 100</b>	Introduction to Philosophy	Credits: 3
<b>PHIL 101</b>	Critical Thinking	Credits: 3
<b>PHIL 201</b>	Aesthetics	Credits: 3
<b>PHIL 230</b>	Philosophy of Religion	Credits: 3
<b>PHIL 250</b>	Philosophy Through Film	Credits: 3
<b>THTR 100</b>	Theatre Appreciation	Credits: 3
<b>THTR 220</b>	Film & Television Appreciation	Credits: 3

**MnTC Goal 07: Human Diversity (1 course, 3 credits)**

*One course chosen from the following list:*

<b>COMM 228</b>	Exploring Diversity Through Family Storytelling	Credits: 3
<b>COMM 230</b>	Interpersonal and Cross-Cultural Communication	Credits: 3
<b>HIST 221</b>	Early America: History of the U.S. from the Colonial Era to the Civil War	Credits: 3
<b>HIST 222</b>	Modern America: History of the U.S. from 1865 to the Present	Credits: 3
<b>HIST 359</b>	African-American History: 1500 to the Present	Credits: 3
<b>HUMT 230</b>	World Religions	Credits: 3
<b>INDS 101</b>	Introduction to Indigenous Nations and Dakota Studies	Credits: 3
<b>JUAD 300</b>	Women and Justice	Credits: 3
<b>LIT 100</b>	Literature: Human Diversity	Credits: 3
<b>LIT 340</b>	Sexuality and Gender in Literature	Credits: 3
<b>LIT 375</b>	Women's Literature	Credits: 3
<b>PHIL 310</b>	The Philosophy of Sex and Gender	Credits: 3
<b>PSYC 360</b>	Cross-Cultural Psychology	Credits: 3
<b>SOCI 211</b>	Marriage and the Family	Credits: 3
<b>SOCI 212</b>	Human Relations	Credits: 3
<b>SOCI 270</b>	Gender Issues	Credits: 3
<b>SOCI 324</b>	Sociology of Sexualities	Credits: 3
<b>SOCI 331</b>	Racial & Ethnic Relations in America	Credits: 3
<b>SPAN 101</b>	Beginning Spanish I	Credits: 3
<b>SPAN 102</b>	Beginning Spanish II	Credits: 3
<b>SPAN 201</b>	Intermediate Spanish I	Credits: 3
<b>SPAN 202</b>	Intermediate Spanish II	Credits: 3
<b>SPAN 205</b>	Intermediate Spanish	Credits: 5
<b>THTR 225</b>	Human Diversity in Theatre	Credits: 3
<b>THTR 440</b>	Theatre History II	Credits: 3

**MnTC Goal 08: Global Perspective (1 course, 3-4 credits)**



**ACADEMIC PROGRAMS****The SMSU Liberal Education Program & Minnesota Transfer Curriculum (MnTC) 4/9***One course chosen from the following list:*

<b>ART 350</b>	Contemporary Art History	Credits: 3
<b>ECON 202</b>	Principles of Macroeconomics	Credits: 3
<b>GLBL 180</b>	Introduction to Global Food and Culture	Credits: 3
<b>GLBL 299</b>	Global Studies Seminar	Credits: 3
<b>GLBL 399</b>	Global Studies Seminar	Credits: 3
<b>GLBL 499</b>	Global Studies Seminar	Credits: 3
<b>HIST 210</b>	Contemporary World History	Credits: 3
<b>HIST 242</b>	Early Europe	Credits: 3
<b>HIST 243</b>	Modern Europe	Credits: 3
<b>HIST 252</b>	World History Since 1500	Credits: 3
<b>HIST 311</b>	World in War & Crisis: 1895-1949	Credits: 3
<b>HIST 312</b>	World in War and Crisis: 1949-Today	Credits: 3
<b>HIST 314</b>	Modern Latin America	Credits: 3
<b>HIST 349</b>	World War Two	Credits: 3
<b>HIST 351</b>	Origins of Islamic Civil	Credits: 3
<b>HIST 385</b>	War and Peace in the Middle East	Credits: 3
<b>HUMT 211</b>	The Ancient World	Credits: 3
<b>HUMT 212</b>	The Modern World	Credits: 3
<b>HUMT 230</b>	World Religions	Credits: 3
<b>LIT 150</b>	Literature: Global Perspective	Credits: 3
<b>LIT 264</b>	World Drama	Credits: 3
<b>MUS 101</b>	Survey of World Music	Credits: 3
<b>PHIL 240</b>	Philosophy East and West	Credits: 3
<b>POL 117</b>	Introduction to Government & Politics	Credits: 3
<b>POL 200</b>	International Politics	Credits: 3
<b>POL 252</b>	Intro Comparative Politics	Credits: 3
<b>SOCI 270</b>	Gender Issues	Credits: 3
<b>SPAN 101</b>	Beginning Spanish I	Credits: 3
<b>SPAN 102</b>	Beginning Spanish II	Credits: 3
<b>SPAN 201</b>	Intermediate Spanish I	Credits: 3
<b>SPAN 202</b>	Intermediate Spanish II	Credits: 3
<b>SPAN 205</b>	Intermediate Spanish	Credits: 5
<b>THTR 435</b>	Theatre History I	Credits: 3
<b>THTR 440</b>	Theatre History II	Credits: 3

**MnTC Goal 09: Ethical and Civic Responsibility (1 course, 3 credits)***One course chosen from the following list:*

<b>ECON 210</b>	Introduction to Cooperatives	Credits: 3
<b>HIST 221</b>	Early America: History of the U.S. from the Colonial Era to the Civil War	Credits: 3
<b>HIST 222</b>	Modern America: History of the U.S. from 1865 to the Present	Credits: 3
<b>HIST 359</b>	African-American History: 1500 to the Present	Credits: 3
<b>JUAD 144</b>	Introduction to Justice & Society	Credits: 3
<b>PHIL 103</b>	Ethics	Credits: 3
<b>PHIL 105</b>	Ethical Issues in Business	Credits: 3
<b>PHIL 107</b>	Environmental Ethics	Credits: 3
<b>PHIL 322</b>	Medical and Bioethics	Credits: 3
<b>PHIL 330</b>	History of Philosophy: Ethics	Credits: 3
<b>PHIL 331</b>	History of Philosophy: Social & Political Philosophy	Credits: 3
<b>POL 117</b>	Introduction to Government & Politics	Credits: 3
<b>POL 120</b>	American National Government	Credits: 3
<b>POL 221</b>	State Government	Credits: 3
<b>POL 250</b>	Amer Parties & Elections	Credits: 3
<b>POL 324</b>	Local & Rural Politics	Credits: 3
<b>SOCI 220</b>	Social Problems	Credits: 3

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

**ACADEMIC PROGRAMS****The SMSU Liberal Education Program & Minnesota Transfer Curriculum (MnTC) 5 / 9**

One course chosen from the following list:

<b>CHEM 110</b>	Our Chemical World	Credits: 3
<b>CHEM 110L</b>	Our Chemical World Lab	Credits: 1
<b>ENVS 100</b>	Earth Science	Credits: 3
<b>ENVS 100L</b>	Earth Science Lab	Credits: 1
<b>ENVS 180</b>	Environmental Science: Introduction	Credits: 3
<b>ENVS 180L</b>	Environmental Science: Introduction Lab	Credits: 1
<b>GEOG 101</b>	Introduction to Geography	Credits: 3
<b>HIST 310</b>	Environmental History	Credits: 3
<b>LIT 170</b>	Literature: People & Environment	Credits: 3
<b>PHIL 107</b>	Environmental Ethics	Credits: 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:**

<b>MAJOR ---</b>	Communication/Critical Thinking	Credits: 0
<b>MAJOR ---</b>	Capstone	Credits: 0

Choose one LEP Course:

<b>HONR 140</b>	Introduction to Honors	Credits: 3
<b>LEP 101</b>	First Year Seminar: Discover. Engage. Lead.	Credits: 3

Major Capstone Courses

Notes:

Each major has its own major capstone course. See your program curriculum and advisor for requirements and prerequisites.

<b>ACCT 445</b>	Senior Capstone	Credits: 3
<b>AGBU 440</b>	Agricultural Marketing	Credits: 3
<b>AGRO 415</b>	Professional Development in Agriculture: Senior Seminar-Capstone	Credits: 3
<b>ART 460</b>	Graduation Exhibition: Senior Review	Credits: 0
<b>ART 461</b>	Graphic Design Graduation Project: Senior Review	Credits: 0
<b>BIOL 487</b>	Senior Biology Seminar	Credits: 1
<b>CHEM 420</b>	Chemistry Seminar	Credits: 1 - 2
<b>CHEM 470</b>	Advanced Laboratory	Credits: 1 - 4
<b>COMM 410</b>	Communication Analysis	Credits: 3
<b>COMM 450</b>	Secondary Teaching Methods: Speech Communication	Credits: 3
<b>COMM 455</b>	PR Cases & Campaigns	Credits: 3
<b>COMM 480</b>	Creative Project Workshop in Media Production	Credits: 3
<b>COMP 492</b>	Capstone Project	Credits: 1
<b>COMP 493</b>	Capstone Project	Credits: 1
<b>CULG 490</b>	Food Product Development II	Credits: 3
<b>DATA 495</b>	Senior Capstone	Credits: 2
<b>ED 466</b>	Student Teaching: K - Grade 12	Credits: 12
<b>ENG 492</b>	Theory & Practice of Professional Writing	Credits: 3
<b>ENG 495</b>	Senior Capstone	Credits: 2
<b>ENVS 400</b>	Environmental Data Analysis & Presentation	Credits: 2
<b>EXSC 475</b>	Capstone Research	Credits: 3
<b>EXSC 499</b>	Professional Practicum	Credits: 1 - 12
<b>FIN 492</b>	Financial Policy	Credits: 3
<b>HIST 487</b>	Senior Seminar	Credits: 3
<b>HOSP 460</b>	Hospitality Operations and Policy	Credits: 3
<b>JUAD 498</b>	Senior Seminar in Justice Administration	Credits: 3

**ACADEMIC PROGRAMS**~~The SMSU Liberal Education Program & Minnesota Transfer Curriculum (MnTC) 6/9~~

<b>MATH 480</b>	Mathematics Seminar	Credits: 1
<b>MGMT 492</b>	Business Policy	Credits: 3
<b>MGMT 499</b>	Management Internship	Credits: 1 - 6
<b>MKTG 491</b>	Strategic Marketing Management	Credits: 3
<b>MUS 494</b>	Independent Study	Credits: 1 - 4
<b>MUS 496</b>	Senior Vocal Recital	Credits: 0 - 1
<b>MUS 497</b>	Senior Instrumental Recital	Credits: 0 - 1
<b>MUS 498</b>	Senior Composition Recital	Credits: 0
<b>MUS 499</b>	Senior Keyboard Recital	Credits: 0 - 1
<b>NURS 450</b>	Public/Community Health Clinical Experience	Credits: 3
<b>PE 497</b>	Senior Seminar	Credits: 3
<b>PHIL 432</b>	History of Philosophy: Knowledge and Reality	Credits: 4
<b>POL 490</b>	Senior Seminar	Credits: 3
<b>PSYC 420</b>	History & Systems of Psychology	Credits: 3
<b>SOCI 495</b>	Senior Capstone in Sociology	Credits: 3
<b>SWRK 485</b>	Social Work Field Seminar	Credits: 4
<b>THTR 430</b>	Senior Project	Credits: 3

## Major Communication/Critical Thinking Courses

<b>ACCT 445</b>	Senior Capstone	Credits: 3
<b>AGBU 495</b>	Seminar II: Career Readiness & Portfolio Assessment	Credits: 1

<b>BIOL 487</b>	Senior Biology Seminar	Credits: 1
<b>BIOL 499</b>	Internship in Biology	Credits: 1 - 15
<b>CHEM 420</b>	Chemistry Seminar	Credits: 1 - 2
<b>CHEM 470</b>	Advanced Laboratory	Credits: 1 - 4
<b>COMM 360</b>	Organizational Communication	Credits: 3
<b>COMM 410</b>	Communication Analysis	Credits: 3
<b>COMP 492</b>	Capstone Project	Credits: 1
<b>COMP 493</b>	Capstone Project	Credits: 1
<b>ED 461</b>	Educational Studies Practicum	Credits: 1 - 12
<b>ENG 360</b>	Scientific & Technical Writing	Credits: 3
<b>ENVS 400</b>	Environmental Data Analysis & Presentation	Credits: 2
<b>EXSC 475</b>	Capstone Research	Credits: 3
<b>FIN 492</b>	Financial Policy	Credits: 3
<b>HIST 487</b>	Senior Seminar	Credits: 3
<b>LIT 306</b>	Craft and Theory: Prose and Poetry	Credits: 3
<b>LIT 321</b>	British Literature: Beginning through Restoration and 18th Century	Credits: 3
<b>LIT 322</b>	British Literature: Nineteenth and Twentieth Century	Credits: 3

<b>MATH 480</b>	Mathematics Seminar	Credits: 1
<b>MGMT 492</b>	Business Policy	Credits: 3
<b>MKTG 491</b>	Strategic Marketing Management	Credits: 3
<b>MUS 370</b>	Form and Analysis	Credits: 2
<b>NURS 450</b>	Public/Community Health Clinical Experience	Credits: 3
<b>PE 497</b>	Senior Seminar	Credits: 3
<b>PHIL 432</b>	History of Philosophy: Knowledge and Reality	Credits: 4
<b>PSYC 309</b>	Advanced Experimental Psychology: Biopsychology	Credits: 3
<b>PSYC 312</b>	Advanced Experimental Psychology: Learning & Memory	Credits: 3
<b>PSYC 320</b>	Advanced Experimental Psychology: Sensation & Perception	Credits: 3
<b>PSYC 333</b>	Advanced Experimental Psychology: Motivation & Emotion	Credits: 3
<b>SOCI 495</b>	Senior Capstone in Sociology	Credits: 3
<b>SWRK 402</b>	Social Welfare Policy	Credits: 3
<b>THTR 435</b>	Theatre History I	Credits: 3

**ACADEMIC PROGRAMS**~~The SMSU Liberal Education Program & Minnesota Transfer Curriculum (MnTC) 7/9~~**Outcomes for MnTC Goals**

Minnesota Transfer Curriculum (MnTC) Goal Outcomes

Notes:

**Goal 1: Communication**

To develop writers and speakers who use the English language effectively and who read, write, speak and listen critically. As a base, all students should complete introductory communication requirements early in their collegiate studies. Writing competency is an ongoing process to be reinforced through writing-intensive courses and writing across the curriculum. Speaking and listening skills need reinforcement through multiple opportunities for interpersonal communication, public speaking, discussion and mass communication.

Students will be able to:

1. Understand/demonstrate the writing and speaking processes through invention, organization, drafting, revision, editing and presentation.
2. Participate effectively in groups with emphasis on listening, critical and reflective thinking, and responding.
3. Locate, comprehend, evaluate, and synthesize in a responsible manner material from diverse sources and points of view.
4. Select appropriate communication choices for specific audiences and purposes.
5. Construct logical and coherent arguments that are supported effectively.
6. Use authority, point-of-view, and individual voice and style in their writing and speaking to present messages with confidence.
7. Employ syntax and usage appropriate to academic disciplines and the professional world.

**Goal 2: Critical Thinking**

To develop thinkers who are able to unify factual, creative, rational, and value-sensitive modes of thought. Critical thinking will be taught and used throughout the general education curriculum in order to develop students' awareness of their own thinking and problem-solving procedures. To integrate new skills into their customary ways of thinking, students must be actively engaged in practicing thinking skills and applying them to open-ended problems.

Students will be able to:

1. Gather factual information, evaluate it for currency and authority, and apply it to a given problem in a manner that is relevant, clear, comprehensive, and conscious of possible bias in the information selected.
2. Imagine and seek out a variety of possible goals, assumptions, interpretations, or perspectives which can give alternative meanings or solutions to given situations or problems.
3. Analyze the logical connections among the facts, goals, and implicit assumptions and/or premises relevant to a conclusion, argument, problem or claim; generate and evaluate implications that follow from them.
4. Recognize and articulate the value assumptions which underlie and affect decisions, interpretations, analyses, and evaluations made by ourselves and others.
5. Formulate clear, well-supported arguments.

**Goal 3: Natural Sciences**

To improve students' understanding of natural science principles and of the methods of scientific inquiry, i.e., the ways in which scientists investigate natural science phenomena. As a basis for lifelong learning, students need to know the vocabulary of science and to realize that while a set of principles has been developed through the work of previous scientists, ongoing scientific inquiry and new knowledge will bring changes in some of the ways scientists view the world. By studying the problems that engage today's scientists, students learn to appreciate the importance of science in their lives and to understand the value of a scientific perspective. Students should be encouraged to study both the biological and physical sciences.

Students will be able to:

1. Demonstrate understanding of scientific concepts, methods, and theories designed to enhance understanding of the natural world.
2. Formulate and test hypotheses by performing laboratory, simulation, or field experiments in at least two of the natural science disciplines. One of these experimental components should develop, in greater depth, students' laboratory experience in the collection of data, its statistical and graphical analysis, and an appreciation of its sources of error and uncertainty.
3. Communicate their experimental findings, analyses, and interpretations both orally and in writing.
4. Evaluate societal issues from a natural science perspective, ask questions about the evidence presented, and make informed judgments about science-related topics and policies.

**Goal 4: Mathematical/Logical Reasoning**

To increase students' knowledge about mathematical and logical modes of thinking. This will enable students to appreciate the breadth of applications of mathematics, evaluate arguments, and detect fallacious reasoning. Students will learn to apply mathematics, logic, and/or statistics to help them make decisions in their lives and careers. Minnesota's public higher education systems have agreed that developmental mathematics includes the first three years of a high school mathematics sequence through intermediate algebra.

Students will be able to:

1. Illustrate historical and contemporary applications of mathematics/logical systems.
2. Clearly express mathematical/logical ideas in writing.
3. Explain what constitutes a valid mathematical/logical argument (proof).
4. Apply higher-order problem-solving and/or modeling strategies.

**Goal 5: History and the Social and Behavioral Sciences**

**ACADEMIC PROGRAMS****~~The SMSU Liberal Education Program & Minnesota Transfer Curriculum (MnTC)~~ 8 / 9**

To increase students' knowledge of how historians and social and behavioral scientists discover, describe, and explain the behaviors and interactions among individuals, groups, institutions, events, and ideas. Such knowledge will better equip students to understand themselves and the roles they play in addressing the issues facing humanity.

Students will be able to:

1. Employ the methods and data that historians and social and behavioral scientists use to investigate the human condition.
2. Examine social institutions and processes across a range of historical periods and cultures.
3. Use and critique alternative explanatory systems or theories.
4. Develop and communicate alternative explanations or solutions for contemporary social issues.

**Goal 6: The Humanities and Fine Arts**

To expand students' knowledge of the human condition and human cultures, especially in relation to behavior, ideas, and values expressed in works of human imagination and thought. Through study in disciplines such as literature, philosophy, and the fine arts, students will engage in critical analysis, form aesthetic judgments, and develop an appreciation of the arts and humanities as fundamental to the health and survival of any society. Students should have experiences in both the arts and humanities.

Students will be able to:

1. Demonstrate awareness of the scope and variety of works in the arts and humanities.
2. Understand those works as expressions of individual and human values within an historical and social context.
3. Respond critically to works in the arts and humanities.
4. Engage in the creative process or interpretive performance.
5. Articulate an informed personal reaction to works in the arts and humanities.

**Goal 7: Human Diversity**

To increase students' understanding of individual and group differences (e.g. race, gender, class, sexuality, religion, national origin, rural, urban) and their knowledge of the traditions and values of various groups in the United States. Students should be able to evaluate the United States' historical and contemporary responses to group differences.

Students will be able to:

1. Understand the development of and the changing meanings of group identities in the United States' history and culture.
2. Demonstrate an awareness of the individual and institutional dynamics of unequal power relations between groups in contemporary society.
3. Analyze their own identity, attitudes, behaviors, concepts and beliefs regarding diversity, racism, and bigotry.
4. Describe and discuss the experience and contributions (political, social, economic, etc.) of the many groups that shape American society and culture, in particular those groups that have suffered discrimination and exclusion.
5. Demonstrate communication skills necessary for living and working effectively in a society with great population diversity.

**Goal 8: Global Perspective**

To increase students' understanding of the growing interdependence of nations and peoples and develop their ability to apply a comparative perspective to cross-cultural social, economic and political experiences.

Students will be able to:

1. Describe and analyze political, economic, and cultural elements which influence relations of states and societies in their historical and contemporary dimensions.
2. Demonstrate knowledge of cultural, social, religious and linguistic differences.
3. Analyze specific international problems, illustrating the cultural, economic, and political differences that affect their solution.
4. Understand the role of a world citizen and the responsibility world citizens share for their common global future.

**Goal 9: Ethical and Civic Responsibility**

To develop students' capacity to identify, discuss, and reflect upon the ethical dimensions of political, social, and personal life and to understand the ways in which they can exercise responsible and productive citizenship. While there are diverse views of social justice or the common good in a pluralistic society, students should learn that responsible citizenship requires them to develop skills to understand their own and others' positions, be part of the free exchange of ideas, and function as public-minded citizens.

Students will be able to:

1. Critically examine, articulate, and apply their own ethical views.
2. Understand and apply core concepts (e.g. morality, politics, rights and obligations, justice, liberty,) to specific issues.
3. Demonstrate understanding of and respect for a variety of ethical viewpoints.
4. Recognize, analyze and reflect on the ethical dimensions of legal, social, and scientific issues, in various contexts.
5. Explore the nature and use of power and authority in various contexts.
6. Recognize the diversity of political motivations, interests, and ethical viewpoints of others.
7. Identify ways to exercise the rights and responsibilities of citizenship in a democratic society.

**Goal 10: People and the Environment**

To improve students' understanding of today's complex environmental challenges. Students will examine the inter-relatedness of human society and the natural environment. Knowledge of both bio-physical principles and socio-cultural systems is the foundation for integrative and critical thinking about environmental issues.

Students will be able to:

1. Explain the basic structure and function of various natural ecosystems and of human adaptive strategies within those systems.
2. Discern patterns and interrelationships of bio-physical and socio-cultural systems.

## ACADEMIC PROGRAMS

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### ~~The SMSU Liberal Education Program & Minnesota Transfer Curriculum (MnTC) 9 / 9~~

3. Describe the basic institutional arrangements (social, legal, political, economic, religious) that are evolving to deal with environmental and natural resource challenges.
4. Critically evaluate environmental and natural resource issues in light of understandings about interrelationships, ecosystems, and institutions.
5. Propose and assess alternative solutions to environmental problems, including issues involving sustainability.
6. Articulate and defend the actions they would take on various environmental issues

## Admission

### 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 <http://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](http://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](http://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](http://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 potential to be successful in the academic program at Southwest Minnesota State University.

**Students who have been suspended from another institution will not be considered for admission to SMSU until the suspension has been lifted by that institution or until one year has elapsed. Students who possess debts at other institutions will not be offered admission to the University.**

### 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 <http://www.smsu.edu/admission/international/index.html>

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 re-admission 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 re-admission for the equivalent of one academic year. Re-admission applications are available at <https://www.smsu.edu/campuslife/registrationrecords/forms/index.html>.

### 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. For admission forms, visit the [Admission web page](#).

### 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.

Click here for the [Admission Forms](#).

### 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

### Financial Information

#### Tuition and Fees

Notes:

Tuition, fees, and room and meal rates are established by the Minnesota State 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](http://www.SMSU.edu/Administration/BusinessServices)

Students should be aware that books and supplies are estimated at \$600 per semester and plan accordingly.

Rates for tuition and fees are subject to change by action of the Minnesota State 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 or From the University

Notes:

For information on withdrawals, visit the Business Services page:

<https://www.smsu.edu/administration/businessservices/tuitionfeespayments/withdrawals.html>

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, Supplemental Education Opportunity Grant (SEOG), Federal Direct 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. 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.

### **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.

### **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.

### **Federal Direct Student Loans**

Notes:

Long term loans are available for Undergraduate Students as either Subsidized Direct Loans or Unsubsidized Direct Loans. For Graduate students the Unsubsidized Direct Loans are available. The Unsubsidized Direct 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

Southwest Minnesota State University

1501 State Street

Marshall, MN 56258

Phone: (507) 537-6281

Information regarding off-campus employment opportunities may be obtained by writing or calling:

Career Services

Southwest Minnesota State University

1501 State Street

Marshall, MN 56258

Phone: (507) 537-6221

### **Application Procedure for Financial Aid**

The student must first apply for admission to the University. Students and one parent of dependent students should apply for FSA ID's (Federal Student Aid Identification) at [fsaid.ed.gov](https://fsaid.ed.gov). This FSA ID 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.gov](https://www.fafsa.gov).

**Important:** Applications will be processed, and awards will be announced in May or June (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 1st Year 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/campuslife/financialaid](http://www.smsu.edu/campuslife/financialaid).

**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.

<b>FIN 493</b>	Statistical Concepts & Terminology	Credits: 1
<b>MGMT 493</b>	Business Concepts & Terminology	Credits: 3

**I. Required Courses (24 Credits)**

<b>MBA 606</b>	Accounting for Managers	Credits: 3
<b>MBA 607</b>	Strategic Marketing Management	Credits: 3
<b>MBA 609</b>	Management of Production and Operations	Credits: 3
<b>MBA 660</b>	Legal and Ethical Environment of Business	Credits: 3
<b>MBA 670</b>	Financial Analysis	Credits: 3
<b>MBA 681</b>	Int'l Bus & Leadership	Credits: 3
<b>MBA 684</b>	Managerial Economics	Credits: 3
<b>MBA 685</b>	Strategic Mgmt & Policy	Credits: 3

**II. Concentrations: (12 Credits)****A. General MBA Concentration Courses:**

<b>MBA 521</b>	Business to Business Marketing	Credits: 3
<b>MBA 531</b>	Sales Management	Credits: 3
<b>MBA 561</b>	Entrepreneurship	Credits: 3
<b>MBA 603</b>	Organ & Managerial Behav	Credits: 3
<b>MBA 610</b>	Interpersonal and Managerial Skills in Organizations	Credits: 3
<b>MBA 620</b>	Negotiation & Mediation: Agreements in Law & Business	Credits: 3
<b>MBA 630</b>	App Mgmt Decision Instru	Credits: 3
<b>MBA 651</b>	Leadership & Team Mgmt	Credits: 3
<b>MBA 652</b>	Organization Development & Change Management	Credits: 3
<b>MBA 653</b>	Human Resource Management	Credits: 3
<b>MBA 680</b>	Technology Management	Credits: 3
<b>MBA 682</b>	Diversity Management	Credits: 3
<b>MBA 686</b>	Seminar in Mgmt Issues	Credits: 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:*

<b>MBA 603</b>	Organ & Managerial Behav	Credits: 3
<b>MBA 651</b>	Leadership & Team Mgmt	Credits: 3
<b>MBA 652</b>	Organization Development & Change Management	Credits: 3

*Select one course from the following:*

<b>MBA 610</b>	Interpersonal and Managerial Skills in Organizations	Credits: 3
<b>MBA 620</b>	Negotiation & Mediation: Agreements in Law & Business	Credits: 3
<b>MBA 653</b>	Human Resource Management	Credits: 3



<b>MBA 680</b>	Technology Management	Credits: 3
<b>MBA 682</b>	Diversity Management	Credits: 3
<b>MBA 686</b>	Seminar in Mgmt Issues	Credits: 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:*

<b>MBA 511</b>	Integrated Marketing Communications	Credits: 3
<b>MBA 521</b>	Business to Business Marketing	Credits: 3

*Select two courses from the following:*

<b>MBA 531</b>	Sales Management	Credits: 3
<b>MBA 541</b>	Marketing Research	Credits: 3
<b>MBA 561</b>	Entrepreneurship	Credits: 3
<b>MBA 620</b>	Negotiation & Mediation: Agreements in Law & Business	Credits: 3

Total Credits: **36-40****Course Descriptions****MBA 500 Introduction to MBA****Credits: 0**

Introductory assessment and information for the Masters of Business Administration.

**Course Frequency:** Fall: All Years Spring: All Years Summer: All Years**MBA 511 Integrated Marketing Communications****Credits: 3**

Historically, promotional forms have been separated between personal selling and the remaining elements of advertising, public relations and sales promotion. In recent years, most firms have experienced significant cost savings by combining all four elements to maximize the return on the invested promotional dollars. The linkage of the sales function with promotional activities enhances the effectiveness of the salesperson while creating a common linkage with all other marketing functions within the firm. This course will offer the greatest level of detail in allocating both time and resources between the various promotional options of any marketing courses offered at SMSU.

**Course Frequency:** Fall: N/A Spring: N/A Summer: All Years**MBA 521 Business to Business Marketing****Credits: 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.

**Course Frequency:** Fall: All Years Spring: N/A Summer: N/A**MBA 531 Sales Management****Credits: 3**

This course is designed to help students learn sales management concepts and how to apply them to solve business problems.

**Course Frequency:** Fall: N/A Spring: All Years Summer: N/A

**MBA 541 Marketing Research****Credits: 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.

**Course Frequency:** *Fall: All Years Spring: N/A Summer: N/A*

**MBA 561 Entrepreneurship****Credits: 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.

**Course Frequency:** *Fall: All Years Spring: N/A Summer: N/A*

**MBA 571 International Marketing****Credits: 3**

International Marketing requires a different set of marketing skills than those practiced by domestic marketers. Culture, business approaches, language barriers are all issues that must be considered for successful marketing campaigns executed outside the USA.

**Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

**MBA 594 Independent Study****Credits: 3**

This will allow for specialized study for graduate students who seek more in-depth study in particular areas within the Business discipline.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: Dept Discretion*

**MBA 599 Internship****Credits: 1 - 3**

An MBA internship course for students to apply theories and concepts learned in the MBA program while gaining practical experience to apply in their area of employment.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: Dept Discretion*

**MBA 603 Organ & Managerial Behav****Credits: 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.

**Course Frequency:** *Fall: All Years Spring: N/A Summer: N/A*

**MBA 606 Accounting for Managers****Credits: 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.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: N/A*

### **MBA 607 Strategic Marketing Management**

**Credits: 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 students 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.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: N/A*

### **MBA 609 Management of Production and Operations**

**Credits: 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.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: N/A*

### **MBA 610 Interpersonal and Managerial Skills in Organizations**

**Credits: 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.

**Course Frequency:** *Fall: N/A Spring: Dept Discretion Summer: N/A*

### **MBA 620 Negotiation & Mediation: Agreements in Law & Business Credits: 3**

This course examines the role of negotiations and mediation in conflict resolution. With the former, we consider theoretical knowledge and practical skills essential to being effective negotiators. With the latter, the course delves into the mediation process. In so doing, the role of the third-party neutral, or the mediator, is examined in its role in assisting disputing parties reach resolution. With both, the course overlays law topics that are relevant to managers in the legal environment. Such legal topics will require students to employ negotiation strategies to resolve conflict.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: Dept Discretion*

### **MBA 630 App Mgmt Decision Instru**

**Credits: 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.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

### **MBA 651 Leadership & Team Mgmt**

**Credits: 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.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: All Years*

### **MBA 652 Organization Development & Change Management**

**Credits: 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, technostuctural, systemwide, and strategic change.

**Course Frequency:** *Fall: All Years Spring: N/A Summer: All Years*

### **MBA 653 Human Resource Management**

**Credits: 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.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

### **MBA 660 Legal and Ethical Environment of Business**

**Credits: 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.

**Course Frequency:** *Fall: N/A Spring: All Years Summer: All Years*

### **MBA 670 Financial Analysis**

**Credits: 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.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: All Years*

### **MBA 680 Technology Management**

**Credits: 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.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: Dept Discretion*

### **MBA 681 Int'l Bus & Leadership**

**Credits: 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.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: All Years*

### **MBA 682 Diversity Management**

**Credits: 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.

**Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

### **MBA 684 Managerial Economics**

**Credits: 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.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: All Years*

### **MBA 685 Strategic Mgmt & Policy**

**Credits: 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.

**Pre-Requisites:** ( ( MBA\_606 ) AND ( MBA\_607 ) AND ( MBA\_609 ) AND ( MBA\_660 ) AND ( MBA\_681 ) AND ( MBA\_684 ) ) and graduate status. **Course Frequency:** *Fall: All Years Spring: All Years Summer: N/A*

### **MBA 686 Seminar in Mgmt Issues**

**Credits: 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."

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

**Education: Graduate****Post-Graduate: Education Specialist: Educational Administration & Leadership(36 Credits)****A. Education Specialist Core: (30 Credits)**

<b>ED 670</b>	Introduction to Leadership and Educational Issues	Credits: 3
<b>ED 674</b>	Education Systems and Organizations	Credits: 3
<b>ED 675</b>	Legal Issues and Special Education Law	Credits: 3
<b>ED 676</b>	Data Driven Decision Making	Credits: 3
<b>ED 678</b>	Leadership for Cultural Responsiveness	Credits: 3
<b>ED 679</b>	Financial and Resource Management	Credits: 3
<b>ED 681</b>	Transforming Principals & Perspectives	Credits: 3
<b>ED 687</b>	Ed Specialist Research	Credits: 3
<b>ED 691</b>	Change Agents in the 21st Century	Credits: 3
<b>ED 695</b>	Supervision and School Relationships	Credits: 3

**B. Portfolio Courses: (3 Credits)**

<b>ED 671</b>	Portfolio Development	Credits: 1
<b>ED 672</b>	Portfolio Implementation	Credits: 1
<b>ED 673</b>	Portfolio Capstone	Credits: 1

**C. Research Seminars and Field Experiences: (3 Credits)**

<b>ED 665</b>	Research Seminar & Field Experience I: Principal	Credits: 1
<b>ED 667</b>	Research Seminar & Field Experience II: Principal	Credits: 1
<b>ED 668</b>	Research Seminar & Field Experience III: Principal	Credits: 1

**D. Emphasis Area (6 Credits)****1. Superintendent Emphasis:**

<b>ED 682</b>	Transforming Superintendents & Perspectives	Credits: 3
<b>ED 694</b>	Research Seminar & Field Experience I: Superintendent	Credits: 1
<b>ED 696</b>	Research Seminar & Field Experience II: Superintendent	Credits: 1
<b>ED 697</b>	Research Seminar & Field Experience III: Superintendent	Credits: 1

**2. Special Education Director Emphasis:**

<b>ED 683</b>	Transforming Special Education Director Perspectives and SPED Law	Credits: 3
<b>ED 684</b>	Research Seminar & Field Experience I: Director of Special Education	Credits: 1
<b>ED 685</b>	Research Seminar & Field Experience II: Director of Special Education	Credits: 1
<b>ED 686</b>	Research Seminar & Field Experience III: Director of Special Education	Credits: 1

Total Credits: **36****Master of Science: Education(34-37 Credits)**

All M.S. in Education Candidates take the

A. Professional Education Core (19 credits) and

B. Professional Field Emphasis Courses (15-18 credits) in one area.

**A. Professional Education Core: (19-21 Credits)**

<b>ED 622</b>	Research in Education	Credits: 3
<b>ED 623</b>	Professional Planning & Assessment	Credits: 2
<b>ED 624</b>	Research Project Design	Credits: 3
<b>ED 625</b>	21st Century Based Teaching and Learning	Credits: 3
<b>ED 627</b>	Action Research: Project Implementation	Credits: 2



<b>ED 632</b>	Linking Pedagogy and Content	Credits: 3
<b>ED 635</b>	Content and Curriculum Development	Credits: 3
<b>ED 637</b>	Professional Presenters	Credits: 1 - 2

Notes:

Note: ED 637: Educators as Professional Presenters is optional.

## B. Professional Field Emphasis: (15-18 Credits)

Notes:

Select one emphasis:

### 1. Professional Field Emphasis in Teaching, Learning, and Leadership:

<b>ED 621</b>	Critical Theory of Educational Systems	Credits: 3
<b>ED 626</b>	Democracy, Diversity, and Leadership	Credits: 3
<b>ED 631</b>	Professional Learning Communities	Credits: 3
<b>ED 633</b>	Trends and Issues in Education	Credits: 3
<b>ED 634</b>	Educators as Change Agents	Credits: 3

### 2. Professional Field Emphasis/K-12 Licensure in Reading:

<b>ED 502</b>	Early Literacy and Linguistics & LAB	Credits: 3
<b>ED 546</b>	Advanced Developmental Reading Methods & Research	Credits: 3

<b>ED 547</b>	Teaching of Literacy	Credits: 3
<b>ED 550</b>	Reading Assessment & Evaluation	Credits: 3
<b>ED 551</b>	Differentiation in Reading Instruction	Credits: 3

### 3. Professional Field Emphasis in English:

<b>ENG 670</b>	Digital Writing Seminar	Credits: 4
<b>ENG 675</b>	Rhetoric, Literacy, and the Teaching of Writing	Credits: 4
<b>ENG 680</b>	Autoethnography and the Teaching of Writing	Credits: 2
<b>LIT 622</b>	19th & 20th Century British Literature Survey	Credits: 4
<b>LIT 632</b>	A Survey of American Literature in All Its Diversity	Credits: 4

### 4. Professional Field Emphasis in Math:

<b>MATH 510</b>	Advanced Number Theory	Credits: 3
<b>MATH 530</b>	Statistics	Credits: 3
<b>MATH 545</b>	Advanced Geometry	Credits: 3
<b>MATH 550</b>	Real Analysis	Credits: 3
<b>MATH 5XX</b>	Math Electives	Credits: 6

### 5. Professional Field Emphasis in K-12 Teaching English as a Second Language (LICENSE)

Notes:

All 9 courses are required for the TESL Licensure. For the Professional Field emphasis, students choose 5 of the courses (15 credits), not including TESL 537: TESL Practicum.

<b>ED 502</b>	Early Literacy and Linguistics & LAB	Credits: 3
<b>ED 547</b>	Teaching of Literacy	Credits: 3
<b>TESL 531</b>	Foundations of Teaching ESL & Lab	Credits: 3
<b>TESL 532</b>	Understanding Second Language Acquisition	Credits: 3
<b>TESL 533</b>	Assessment in TESL	Credits: 3
<b>TESL 534</b>	Second Language Literacy & Linguistics	Credits: 3
<b>TESL 535</b>	TESL Methods & Lab	Credits: 3
<b>TESL 536</b>	TESL Partnerships	Credits: 3
<b>TESL 537</b>	TESL Practicum (Teaching ESL Practicum)	Credits: 3

### 6. Professional Field Emphasis in Sports Leadership:

#### a. Required Courses

<b>PE 578</b>	Recreation and Sport Management	Credits: 3
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Choose one of the following:

<b>MBA 660</b>	Legal and Ethical Environment of Business	Credits: 3
<b>PE 588</b>	Legal Aspects in Recreation & Sport	Credits: 3

#### b. Sports Leadership Strands:

## Notes:

Select three courses from one strand

## Coaching and Teaching Strand

<b>ED 680</b>	Organizational Management & Leadership in Academic Settings	Credits: 3
<b>PE 550</b>	Practicum in Teaching	Credits: 3
<b>PE 584</b>	Planning Facilities for Physical Activities	Credits: 3
<b>PE 585</b>	GS:Biomechanical Analysis	Credits: 3

## Leadership and Management Strand

<b>MBA 603</b>	Organ & Managerial Behav	Credits: 3
<b>MBA 610</b>	Interpersonal and Managerial Skills in Organizations	Credits: 3
<b>MBA 651</b>	Leadership & Team Mgmt	Credits: 3
<b>MBA 653</b>	Human Resource Management	Credits: 3

## Sales and Marketing Strand

<b>MBA 511</b>	Integrated Marketing Communications	Credits: 3
<b>MBA 541</b>	Marketing Research	Credits: 3
<b>MBA 607</b>	Strategic Marketing Management	Credits: 3
<b>PE 589</b>	Sports Marketing, Promotion, and Consumer Behavior	Credits: 3

**7. Professional Field Emphasis in Technology for Training and Learning**

## Notes:

Choose 15 credits from the follow courses:

<b>COMM 503</b>	Professional Presentations	Credits: 3
<b>COMM 580</b>	Creative Project Workshop in Media Production	Credits: 3
<b>ED 535</b>	Media Production for Training and Learning	Credits: 3
<b>ED 581</b>	Best Practices in Course Development	Credits: 3
<b>ED 582</b>	Best Practices in Online Teaching	Credits: 3
<b>ED 583</b>	Teaching with Technology	Credits: 3
<b>ED 584</b>	Collaborative Technology in the Learning & Industry Environments	Credits: 3

## Notes:

## Note:

COMM 535 Media Production for Training and Learning can be taken instead of ED 535

COMM 584 Collaborative Technology in the Learning & Industry Environments can be taken instead of ED 584

**8. Professional Field Emphasis in Other Content Disciplines:**

## Notes:

This program is available in partnerships with regional accredited universities. Please contact the School of Graduate Studies for more information. [GraduateStudies@SMSU.edu](mailto:GraduateStudies@SMSU.edu)

Total Credits: **34-37**

**Graduate Licensures**

Graduate-level licensure only options are available in the following areas:

- Administrative
- Reading
- TESL

For information on these licensures, visit the School of Graduate Studies web page: <http://www.smsu.edu/graduatestudies/programs.html>

**Graduate Certificate: K-12 Principal(33 Credits)**

## A. Education Core: (24 Credits)

<b>ED 670</b>	Introduction to Leadership and Educational Issues	Credits: 3
<b>ED 674</b>	Education Systems and Organizations	Credits: 3
<b>ED 675</b>	Legal Issues and Special Education Law	Credits: 3
<b>ED 676</b>	Data Driven Decision Making	Credits: 3
<b>ED 678</b>	Leadership for Cultural Responsiveness	Credits: 3

<b>ED 679</b>	Financial and Resource Management _____	Credits: 3
<b>ED 681</b>	Transforming Principals & Perspectives _____	Credits: 3
<b>ED 691</b>	Change Agents in the 21st Century _____	Credits: 3
<b>ED 695</b>	Supervision and School Relationships _____	Credits: 3

## B. Portfolio Courses (Choose one): (3 Credits)

<b>ED 672</b>	Portfolio Implementation _____	Credits: 1
<b>ED 673</b>	Portfolio Capstone _____	Credits: 1

## C. Research Seminars and Field Experience Courses: (6 Credits)

<b>ED 665</b>	Research Seminar & Field Experience I: Principal _____	Credits: 1
<b>ED 667</b>	Research Seminar & Field Experience II: Principal _____	Credits: 1
<b>ED 668</b>	Research Seminar & Field Experience III: Principal _____	Credits: 1

Total Credits: **33****Graduate Certificate: Reading(15 Credits)**

## A. Required Courses for Reading Certificate (15 Credits)

<b>ED 502</b>	Early Literacy and Linguistics & LAB _____	Credits: 3
<b>ED 546</b>	Advanced Developmental Reading Methods & Research _____	Credits: 3
<b>ED 547</b>	Teaching of Literacy _____	Credits: 3
<b>ED 550</b>	Reading Assessment & Evaluation _____	Credits: 3
<b>ED 551</b>	Differentiation in Reading Instruction _____	Credits: 3

Total Credits: **15****Graduate Certificate: Special Education Director(33 Credits)**

## A. Education Core:

<b>ED 670</b>	Introduction to Leadership and Educational Issues _____	Credits: 3
<b>ED 674</b>	Education Systems and Organizations _____	Credits: 3
<b>ED 675</b>	Legal Issues and Special Education Law _____	Credits: 3
<b>ED 676</b>	Data Driven Decision Making _____	Credits: 3
<b>ED 678</b>	Leadership for Cultural Responsiveness _____	Credits: 3
<b>ED 679</b>	Financial and Resource Management _____	Credits: 3
<b>ED 683</b>	Transforming Special Education Director Perspectives and SPED Law _____	Credits: 3
<b>ED 691</b>	Change Agents in the 21st Century _____	Credits: 3
<b>ED 695</b>	Supervision and School Relationships _____	Credits: 3

## B. Portfolio Courses (Choose one):

<b>ED 672</b>	Portfolio Implementation _____	Credits: 1
<b>ED 673</b>	Portfolio Capstone _____	Credits: 1

## C. Research Seminars and Field Experiences:

<b>ED 684</b>	Research Seminar & Field Experience I: Director of Special Education _____	Credits: 1
<b>ED 685</b>	Research Seminar & Field Experience II: Director of Special Education _____	Credits: 1
<b>ED 686</b>	Research Seminar & Field Experience III: Director of Special Education _____	Credits: 1

Total Credits: **33**

**Graduate Certificate: Superintendent(33 Credits)**

## A. Education Core:

<b>ED 670</b>	Introduction to Leadership and Educational Issues	Credits: 3
<b>ED 674</b>	Education Systems and Organizations	Credits: 3
<b>ED 675</b>	Legal Issues and Special Education Law	Credits: 3
<b>ED 676</b>	Data Driven Decision Making	Credits: 3
<b>ED 678</b>	Leadership for Cultural Responsiveness	Credits: 3
<b>ED 679</b>	Financial and Resource Management	Credits: 3
<b>ED 682</b>	Transforming Superintendents & Perspectives	Credits: 3
<b>ED 691</b>	Change Agents in the 21st Century	Credits: 3
<b>ED 695</b>	Supervision and School Relationships	Credits: 3

## B. Portfolio Courses (Choose one):

<b>ED 672</b>	Portfolio Implementation	Credits: 1
<b>ED 673</b>	Portfolio Capstone	Credits: 1

## C. Research Seminars and Field Experiences:

<b>ED 684</b>	Research Seminar & Field Experience I: Director of Special Education	Credits: 1
<b>ED 685</b>	Research Seminar & Field Experience II: Director of Special Education	Credits: 1
<b>ED 686</b>	Research Seminar & Field Experience III: Director of Special Education	Credits: 1

Total Credits: **33****Graduate Certificate: Teaching English as a Second Language (TESL)(15 Credits)****A. Choose 15 credits from the following courses (15 Credits)**

<b>TESL 531</b>	Foundations of Teaching ESL & Lab	Credits: 3
<b>TESL 532</b>	Understanding Second Language Acquisition	Credits: 3
<b>TESL 533</b>	Assessment in TESL	Credits: 3
<b>TESL 534</b>	Second Language Literacy & Linguistics	Credits: 3
<b>TESL 535</b>	TESL Methods & Lab	Credits: 3
<b>TESL 536</b>	TESL Partnerships	Credits: 3

Total Credits: **15****Graduate Certificate: Technology for Training & Learning(21 Credits)**

## A. Required Courses (21 Credits)

<b>COMM 503</b>	Professional Presentations	Credits: 3
<b>COMM 580</b>	Creative Project Workshop in Media Production	Credits: 3
<b>ED 535</b>	Media Production for Training and Learning	Credits: 3
<b>ED 581</b>	Best Practices in Course Development	Credits: 3
<b>ED 582</b>	Best Practices in Online Teaching	Credits: 3
<b>ED 583</b>	Teaching with Technology	Credits: 3
<b>ED 584</b>	Collaborative Technology in the Learning & Industry Environments	Credits: 3

Total Credits: **21****Certificate: Charter School Leadership (19 Credits)**

## A. Required Courses for Charter School Leadership Certificate (19 Credits)

<b>ED 650</b>	Technology Integration as Instructional Leader	Credits: 1
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<b>ED 652</b>	Charter Law, Governance, and Policy _____	Credits: <u>3</u>
<b>ED 653</b>	Human Resources and Charter Finance _____	Credits: <u>3</u>
<b>ED 655</b>	Mentor Internship I _____	Credits: <u>1</u>
<b>ED 656</b>	Mentor Internship II _____	Credits: <u>1</u>
<b>ED 657</b>	Mentor Internship III & Capstone _____	Credits: <u>1</u>
<b>ED 659</b>	Charter School Community, Climate, and Culture _____	Credits: <u>3</u>
<b>ED 663</b>	Instructional Leadership I: Mentoring, Observations, & _____	Credits: <u>3</u>
Assessment		
<b>ED 664</b>	Instructional Leadership II: Data Driven Decision _____	Credits: <u>3</u>
Making		

Total Credits: 19

## Course Descriptions

### AE 502 Research in Action

**Credits: 1**

This course offers educators the opportunity to earn university credit while developing reflective practice, practical activities and strategies based on knowledge attained by attending the graduate research conference. Students will attend the one-day learning community conference and then within their own classrooms explore the content, process for design, implementation, and evaluation of the teacher-based action research.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

### AE 505 Adverse Childhood Experiences: Foundational Exploration Credits: 3

In this foundational course, educators will explore the latest research to assist with development of a basic understanding of adverse childhood experiences. The students will work with other educators in their local educational contexts (peers, community-based professionals, building administrators) and from SMSU (university professor(s) and fellow classmates). Together, they will increase their understanding of the past and current research and discoveries and explore classroom strategies and applications. This course can be taken simultaneously with the subsequent course AE 506: Adverse Childhood Experiences-Intermediate Application.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

### AE 506 Adverse Childhood Experiences: Intermediate Application Credits: 3

In this intermediate course, educators will design and develop a mini action research study utilizing the information and strategies developed in the prerequisite course (Adverse Childhood Experiences: Foundational Exploration). The students will implement the study within their work environment while working with other educators in their local educational contexts (peers, community-based professionals, building administrators) and from SMSU (university professor(s) and fellow classmates). Together, they will increase their understanding of the current ACES discoveries by implementing, collecting data, and reflecting on the findings.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

### AE 507 Adverse Childhood Experiences: Action Research

**Credits: 3**

In this advanced course, educators will complete a mini action research paper. Students will take the research discoveries from the prerequisite courses and develop a formal action research paper. This paper must be

written per APA guidelines. An advisory panel comprised of course peers and the professor will review and approve the research papers.

**Pre-Requisites:** ( ( AE\_505 AND AE\_506 ) ) **Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

### **AE 509 The Executive Brain: Development**

**Credits: 3**

In this course educators will work with professional colleagues in their local educational context, SMSU professor(s), local administrator(s) and community-based professionals to increase their understanding of the executive skills that comprise each of the three major brain networks, how to recognize each of these executive skills, how and when they develop, and how to support their development. Students will study in greater depth each of the executive skills in: the salience network including, the sensory-motor system, memory, relational (analogical) reasoning, attention, motivation, decision-making, self-control, self-assessment and the consequences of ineffective self-assessment; the default mode network including, social-emotional brain, social memory, and the importance of this network in supporting student learning; and the task-specific network, including, critical thinking, language, math, and the core components involved in supporting the most effective development of these skills and students' learning.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

### **AE 510 The Executive Brain: Action Research Project**

**Credits: 3**

Using the knowledge gained from The Executive Brain Foundations and Executive Brain Development, educators will collaborate with other professionals to create a classroom action plan for developing of one or more specific executive skills in their students. To do so educators will develop a set of research-based strategies to develop each of those executive skills and integrate them into their classroom practice to improve their students' learning and academic achievement. Findings from their action research project will be presented to other educators to support their own and their colleagues professional development, classroom/school change, and curricular and/or policy development in their local schools.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

### **AE 518 Educator Self-Care Foundational Exploration**

**Credits: 3**

Careers where one is expected to manage the learning and behavior of others is stressful. When dealing with a population that has a cadre of issues ranging from safety concerns to academic issues, to behavioral problems, educators are often left feeling defeated and exhausted. In this course educators work with professional colleagues in their local context (peers, administrator(s), community-based professionals, professional organizations) and from SMSU professors to increase their understanding and the importance of educator self-care. Educators will explore the latest research to assist with the development of practical strategies for self-care. Students will learn why self-care matters, why it is important to take care of oneself, and how to develop a self-care plan. In this foundational course, educators will explore and develop strategies for improving quality of life and reversing and/or preventing educator burnout. This course can be taken simultaneously with the subsequent course(s) AE 519: Educator Self-Care Action Research

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

### **AE 519 Educator Self-Care Action Research**

**Credits: 3**

In this advanced course, educators will complete a mini action research project and paper. Students will take the research discoveries from the prerequisite course (Educator Self-Care Foundational Exploration) to design

and develop a mini action research study. The students will implement the study within their home and work environment while working with other educators in their local educational contexts (peers, community-based professionals, building administrators) and from SMSU professor(s) and fellow classmates. Together, they will increase their understanding of the mechanisms for self-care by implementing, collecting data, and reflecting on the findings.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

### **AE 520 Content Development & Integration**

**Credits: 3**

In this course, students will select (or be assigned) a specific topic and will work with professionals in their assigned topic area to develop instructional practices to enhance the content they are developing. They will explore strategies for how the content is applied/integrated into the overall district curriculum. Students integrate their new understandings of "real-world" applications for a specific topic into the curriculum.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

### **AE 528 Evaluating Course & Research Resources**

**Credits: 1**

The access to information evolving, it is difficult to know what resources are credible and which are not. In this course, students will learn how to evaluate resources and make decisions regarding what to utilize within their curriculum.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

### **AE 529 Adult Mental Wellness: Issues, Intervention, & Resources**

**Credits: 3**

In this course, educators will learn what to do if an adult is having a mental health or substance abuse related crisis. Mental health and substance abuse related risk factors and warning signs will be reviewed and strategies for intervening and assisting will be highlighted. Finally, local agencies/resources will be identified so appropriate referrals can be made. The course objectives will be addressed through a lens of identification, crisis intervention and referral. Further, they will be addressed through the belief that individuals experiencing such challenges can seek professional help, do better, and stay healthy. A component of this course is Mental Health First Aid. The purpose of MHFA is to train people how they can assist in a mental health emergency and lend help to someone in emotional crisis. Just as a medical first responder responds to a medical crisis, this trained mental health first responder will respond to mental health and substance use crisis until professional help arrives. After successful completion of the course, the student will receive a 3-year certification in Adult Mental Health First Aid. Disclaimer: This course is for mental health or substance-abuse related crisis identification, intervention, and referral. It is not a course in diagnosis or treatment.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

### **AE 530 Youth Mental Wellness: Issues, Intervention, & Resources**

**Credits: 3**

In this course, educators will learn what to do when a child/adolescent is having a mental health or substance abuse related crisis. Mental health and substance abuse related risk factors and warning signs will be reviewed

and strategies for intervening and assisting will be highlighted. Finally, local agencies/resources will be identified so appropriate referrals can be made. The course objectives will be addressed through a lens of identification, crisis intervention and referral. Further, they will be addressed through the belief that youth experiencing such challenges can seek professional help, do better, and stay healthy. A component of this course is Mental Health First Aid. The purpose of MHFA is to train people how they can assist in a mental health emergency and lend help to someone in emotional crisis. Just as a medical first responder responds to a medical crisis, this trained mental health first responder will respond to mental health and substance use crisis until professional help arrives. After successful completion of the course, the student will receive a 3-year certification in Youth Mental Health First Aid. PELSB License Renewal: This course does meet PELSB license renewal conditions for key warning signs of mental illness in children/adolescents and suicide prevention training. Disclaimer: This course is for mental health or substance-abuse related crisis identification, intervention, and referral. It is not a course in diagnosis or treatment.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

### **AE 535 Biology Technology Lessons: Aquaponics and Human Anatomy (9-12) Credits: 1**

Educators enrolled in this course will create lessons centered on 21st Century Skills and STEAM strategies. These interdisciplinary lessons will support the design and development of inquiry-based, creative problem solving strategies through enhanced hands-on activities that will peak the students' levels of curiosity and imagination in all learners. The ultimate goal of this course is to have educators employ methods of 21st century instruction that integrate innovative and research-proven teaching strategies, modern learning technologies, and real-world resources and contexts, specifically focusing on integrating different equipment into their classrooms. There are two separate lessons that can be designed within this course: Aquaponics and Human Anatomy.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

### **AE 537 Educators as Professional Presenters Credits: 1 - 2**

This course offers educators the opportunity to take a research presentation and develop a professional presentation to be utilized beyond the requirements of a graduate program and/or presentation. Through reflective practice, students will learn how to revise their research presentations to be utilized within the broader P-12 system. They will learn how to adapt and strengthen their presentations, so they are marketable and meaningful. They will take knowledge attained by attending the graduate research conference to reevaluate and reinvent their presentation content, design, and implementation. Further, they will learn how to adapt their presentation based on audience needs (data gathering and analysis), and how to market the presentation.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

### **AE 603 School Based Management Credits: 1**

### **CRED 410 Instructional Strategies for Community & Technical Colleges Credits: 2**

This course is designed to prepare teachers to improve student learning in community and technical colleges. The course will provide students with an overview of the historical, social, and current direction of adult learning theory. It will also explore a variety of traditional and innovative modes of instruction that could be effectively used in the instruction of adults.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: All Years*

### **CRED 420 Assessment & Evaluation of Student Learning for Community & Tech Colleges Credits: 2**

This is a two-credit undergraduate/graduate course with a focus on both improving and promoting learning in



community and technical colleges. A variety of traditional and innovative assessment and evaluation strategies/methods will be addressed that will enhance teaching and learning as a dynamic process to foster student learning. This course will focus on the construction, interpretation, use, and evaluation of student assessment/evaluation methods and tools based on the course/discipline/program outcomes in concert with theoretical assumptions that give meaning to such methods.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: All Years*

### **CRED 430 Curriculum Planning & Design for Community & Technical Colleges** **Credits: 2**

This is a two-credit undergraduate/graduate course focused on the development of curriculum and the instructional design of courses within a curriculum in community and technical colleges. Emphasis will be on curriculum and course development focused on educational outcomes and adult learning theory.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: All Years*

### **CRED 440 Advanced Practicum** **Credits: 3**

This course is designed to allow students the opportunity to fully incorporate the skills acquired from the three CRED classes listed below into a professional classroom setting at the Community College or Technical College. The setting may be traditional, online, or a hybrid format. The practicum will allow the student to demonstrate their abilities to implement 1)Active Learning Strategies, 2)Assessment, and 3)Course Design skills in their own discipline under the guidance of a master teacher. There will be a minimum of 60 hours required for the completion of the class. The successful completion of this course will also enable the students to receive a "Certificate for Teaching at the Community and Technical College."

**Pre-Requisites:** ( ( CRED\_410 AND CRED\_420 AND CRED\_430 ) ) **Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

### **CRED 510 Instructional Strategies for College & Technical Colleges** **Credits: 2**

This course is designed to prepare teachers to improve student learning in community and technical colleges. The course will provide students with an overview of the historical, social, and current direction of adult learning theory. It will also explore a variety of traditional and innovative modes of instruction that could be effectively used in the instruction of adults.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: All Years*

### **CRED 520 Assessment & Evaluation of Student Learning for Community & Tech Colleges** **Credits: 2**

This is a two-credit undergraduate/graduate course with a focus on both improving and promoting learning in community and technical colleges. A variety of traditional and innovative assessment and evaluation strategies/methods will be addressed that will enhance teaching and learning as a dynamic process to foster student learning. This course will focus on the construction, interpretation, use, and evaluation of student assessment/evaluation methods and tools based on the course/discipline/program outcomes in concert with theoretical assumptions that give meaning to such methods.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: All Years*

### **CRED 530 Curriculum Planning & Design for Community & Technical Colleges** **Credits: 2**

This is a two-credit undergraduate/graduate course focused on the development of curriculum and the instructional design of courses within a curriculum in community and technical colleges. Emphasis will be on curriculum and course development focused on educational outcomes and adult learning theory.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: N/A*

**ED 101 Introduction to Education and Lab****Credits: 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. Fifteen hours of field experience is included.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: N/A*

**ED 102 Tech:Classroom Applications & Portfolio****Credits: 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.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: N/A*

**ED 115 Understanding & Preventing Violence & Abuse****Credits: 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

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

**ED 200 Introduction to Education Lab****Credits: 1**

ED 200 provides a field experience for early childhood, elementary, and secondary education students interested in the teaching profession. It is intended for students who need an introductory field experience. The lab involves a minimum of 15 hours assisting in a classroom.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: N/A*

**ED 251 Introduction to Child Growth & Development****Credits: 3**

This is an introductory study of child growth and development from conception through adolescence with a concentration on the physical, cognitive, and social-emotional domains of development. Emphasis areas of the course include: historical foundations and theories associated with the study of child development, the research process, the implications of teaching and learning, student diversity and pertinent topics associated with the possible effect of environment and behavior on prenatal development through adolescence.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: N/A*

**ED 275 Foundations: Parent-Child Relationships****Credits: 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.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: N/A*

**ED 286 Special Topics in Education****Credits: 1 - 4**

This course is designed to provide an opportunity for students to experience a special or experimental curriculum enrichment course.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

**ED 292 Honors Credit in Education****Credits: 1 - 3**

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 Education course.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

**ED 296 Workshop in Education****Credits: 0 - 4**

Special workshops created and designed according to the needs of the participants. Offered in different formats and time spans.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: Dept Discretion*

**ED 300L Pre-Student Teaching Experience Practicum for Secondary Majors****Credits: 0 - 1**

This course is intended to provide a field experience for teacher candidates who are double majoring and need to complete two Pre--Student Teaching Experiences in different placements. Students taking this course will complete an additional Pre-Student Teaching Experience for 5 full days.

**Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

**ED 301 The Teaching & Learning Process & Lab****Credits: 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.

**Course Frequency:** *Fall: All Years Spring: N/A Summer: N/A*

**ED 301L The Teaching & Learning Process Lab****Credits: 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.

**Course Frequency:** *Fall: All Years Spring: N/A Summer: N/A*

**ED 302 Developmental Reading Methods/ Assessment & Lab****Credits: 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.

**Pre-Requisites:** ( ( ED\_220 ) ) **Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

### **ED 304 Professional Development & Classroom Applications** **Credits: 1**

This required 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. Students taking the course will complete their Pre-Student Teaching Experience (all majors).

**Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

### **ED 304L Pre-Student Teaching Experience Practicum** **Credits: 0 - 1**

This required lab will provide guidance to teacher candidates as they complete 10 full days of Pre-Student Teaching Experience (PSTE) and Education Teacher Performance Assessment (EdTPA) requirements. Students will be required to actively participate in a school setting by teaching lessons and engaging in day-to-day functions of the classroom. Additionally students will complete Tasks 1, 2, and 3 of EdTPA.

**Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

### **ED 312 Human Relations for Teachers** **Credits: 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.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: N/A*

### **ED 315 Play & Creative Activities & Lab** **Credits: 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.

**Course Frequency:** *Fall: All Years Spring: N/A Summer: N/A*

### **ED 318 Kindergarten Methods & Materials** **Credits: 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.

**Pre-Requisites:** ( ( ED\_101 OR EDFN\_201 ) ) **Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: N/A*

### **ED 320 ELA (English Language Arts) Methods & Assessment** **Credits: 3**

The course enables teacher candidates to improve communication proficiency as language develops in the child from early childhood through adolescence. With consideration of the academic ELA standards and

inclusion of the ELA literacies: reading, writing, listening, speaking, viewing, and visually representing (including media/digital literacy), the focus of the content of English language arts includes: literature, writing, vocabulary, spelling, grammar/language conventions & effective usage, poetry, phonics, and handwriting. This course 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 technology, diversity and the needs of English learners (ELs). Teacher candidates will complete an informal (self-placed) eight-hour field experience.

**Pre-Requisites:** ( ( ED\_101 OR EDFN\_201 AND ED\_102 ) ) **Course Frequency:** *Fall: Dept Discretion  
Spring: Dept Discretion Summer: N/A*

### **ED 330 Curriculum, Methods, & Assessments in Early Childhood & Lab Credits: 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.

**Pre-Requisites:** ( ( ED\_315 ) ) **Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

### **ED 331 Infants and Toddlers Credits: 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.

**Course Frequency:** *Fall: All Years Spring: N/A Summer: N/A*

### **ED 344 Elementary Social Sciences Methods and Lab Credits: 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.

**Course Frequency:** *Fall: Dept Discretion Spring: N/A Summer: N/A*

### **ED 345 Social Studies/Classroom Management & Lab Credits: 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.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

### **ED 346 Children's Literature Credits: 2**

Includes study of children's literature at pre-primary, kindergarten, and elementary levels, with emphasis on diversity.

**Pre-Requisites:** ( ( ED\_101 OR EDFN\_201 AND ED\_102 AND ED\_251 ) OR ( ED\_101 OR EDFN\_201 AND PSYC\_341 ) ) **Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: N/A*

### **ED 361 Mathematics Methods/Assessments & Lab**

**Credits: 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.

**Course Frequency:** *Fall: Dept Discretion Spring: N/A Summer: N/A*

### **ED 363 Science Methods and Assessment & Lab**

**Credits: 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.

**Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

### **ED 373 Environmental Education Strategies**

**Credits: 3**

This non-licensure course is designed for individuals planning to teach environmental education in a variety of settings. Interdisciplinary issues explored include history and trends in environmental education; goals of environmental literacy, sustainability, advocacy, and education; and research-based best practices of environmental education. The course includes practicum and lab sessions implementing course understandings into experiential learning. Prerequisites: Junior status or permission of instructor.

**Course Frequency:** *Fall: All Years Spring: N/A Summer: N/A*

### **ED 401 Children's Literature**

**Credits: 2**

This course is a study of children's literature at pre-primary, kindergarten, and elementary levels, with emphasis on diversity.

**Pre-Requisites:** ( ( ED\_101 OR EDFN\_201 AND ED\_102 AND ED\_251 ) OR ( ED\_101 OR EDFN\_201 AND PSYC\_341 ) ) **Course Frequency:** *Fall: All Years Spring: All Years Summer: All Years*

### **ED 402 Early Literacy and Linguistics and Lab**

**Credits: 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.

**Course Frequency:** *Fall: All Years Spring: N/A Summer: N/A*

### **ED 403 English Language Arts Methods & LAB**

**Credits: 3**

The course enables teacher candidates to improve communication proficiency as language develops in the child from early childhood through adolescence. With consideration of the academic ELA standards and inclusion of the ELA literacies: reading, writing, listening, speaking, viewing, and visually representing - including media/digital literacy, the focus of the content of English language arts includes: literature, writing, vocabulary, spelling, grammar/language conventions & effective usage, poetry, phonics, and handwriting. This course 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 technology, diversity, and the needs of English learners. Teacher candidates will complete an informal (self-placed) eight-hour field experience.

**Pre-Requisites:** ( ( ED\_101 OR EDFN\_201 AND ED\_102 ) ) **Course Frequency:** *Fall: All Years Spring: All Years Summer: All Years*

### **ED 404 Literacy Methods & LAB**

**Credits: 3**

This course addresses the total spectrum of an inclusive P-6 developmental literacy program, including a study of phonemic, graphemic, and semantic systems, as well as strategies for teaching fluency, vocabulary, writing, and comprehension skills to learners. This course includes a field experience with structured assignments for teaching reading skills to diverse learners in grades P-6.

**Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

### **ED 405 Secondary Methods: Language Arts**

**Credits: 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.

**Course Frequency:** *Fall: Even Years Spring: N/A Summer: N/A*

### **ED 406 Secondary Methods: Mathematics**

**Credits: 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.

**Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

### **ED 407 Secondary Methods: Science**

**Credits: 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.

**Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

**ED 408 Secondary Methods: Social Science**

**Credits: 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.

**Course Frequency:** *Fall: Odd Years Spring: N/A Summer: N/A*

**ED 409 K-12 Methods: World Languages & Cultures in Spanish**

**Credits: 4**

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.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

**ED 411 Middle Level Methods: Communication Arts/Literature & LAB**

**Credits: 2**

Study of rationale, curriculum, and special methods relevant to teaching communication arts/literature to diverse students, grades 5-8. A field experience is required with this course. Admission to the Teacher Education Program required.

**Course Frequency:** *Fall: Even Years Spring: N/A Summer: N/A*

**ED 412 Middle Level Methods: Mathematics & LAB**

**Credits: 2**

Study of rationale, curriculum, and special methods relevant to teaching mathematics to diverse students, grades 5-8. A field experience is required with this course. Admission to the Teacher Education Program required.

**Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

**ED 413 Middle Level Methods: Science & LAB**

**Credits: 2**

Study of rationale, curriculum, and special methods relevant to teaching science to diverse students, grades 5-8. A field experience is required with this course. Admission to Teacher Education Program required.

**Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

**ED 414 Middle Level Methods: Social Science & LAB**

**Credits: 2**

Study of rationale, curriculum, and special methods relevant to teaching social studies to diverse students, grades 5-8. A field experience is required with this course. Admission to the Teacher Education Program required.

**Course Frequency:** *Fall: Odd Years Spring: N/A Summer: N/A*



**ED 415 K-8 Methods: World Languages and Cultures-Spanish Credits: 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.

**Course Frequency:** *Fall: N/A Spring: Dept Discretion Summer: N/A*

**ED 418 Kindergarten Methods & LAB Credits: 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. This course requires a 15-hour field experience.

**Pre-Requisites:** ( ( ED\_101 OR EDFN\_201 ) ) **Course Frequency:** *Fall: All Years Spring: All Years Summer: N/A*

**ED 422 Pre-Student Teaching Experience Credits: 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.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

**ED 423 Classroom Management Theories & Practices & Lab Credits: 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.

**Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

**ED 424 Mathematics Methods/Assessments & Lab Credits: 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.

**Course Frequency:** *Fall: All Years Spring: N/A Summer: N/A*

**ED 425 Elementary Science Methods & LAB****Credits: 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.

**Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

**ED 426 Elementary Social Studies Methods & LAB****Credits: 3**

This course includes the study of pedagogy, 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 teacher candidates teach social studies content and skill objectives during a 15 hour lab experience in an elementary school for PK -6 diverse learners.

**Course Frequency:** *Fall: All Years Spring: N/A Summer: N/A*

**ED 430 Reading in the Content Areas****Credits: 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.

**Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

**ED 435 Media Production for Training and Learning****Credits: 3**

Provides the basics of media production for learning and training. Students will learn how to utilize technologies such as video, still images, animation, and graphics in business and educational contexts. This course is designed for professionals in the fields of education, corporate training, and management.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

**ED 439 Action Research/Philosophy of Education****Credits: 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.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

**ED 443 Action Research I****Credits: 2**

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).

**Course Frequency:** *Fall: Dept Discretion Spring: N/A Summer: N/A*

**ED 444 Action Research II****Credits: 1**

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.

**Pre-Requisites:** ( ( ED\_443 ) ) **Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

**ED 446 Advanced Developmental Reading Methods & Research Credits: 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.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: All Years*

**ED 447 Teaching of Literacy Credits: 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.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: All Years*

**ED 450 Reading Assessment & Evaluation Credits: 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.

**Pre-Requisites:** ( ED\_402 ) **Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

**ED 451 Differentiated Reading Instruction Credits: 3**

This practicum provides students the opportunity to apply effective reading practices with elementary, middle level, and high school students.

**Pre-Requisites:** ( ED\_402 ) **Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

**ED 453 Assessment in Education Credits: 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.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: N/A*

**ED 455 Leadership Issues in Early Childhood Credits: 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.

**Course Frequency:** *Fall: N/A Spring: All Years Summer: All Years*

**ED 456 Practicum in ECE Leadership Credits: 2**

Candidates will complete a supervised field experience in an agency that serves young children and their families. Candidates will have opportunities to understand the infrastructure of the Early Childhood field and to demonstrate professional and ethical behaviors.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: All Years*

### **ED 458 Action Research**

**Credits: 3**

The purpose of this course will be to learn research techniques and applications by participating in action research, specifically the performance assessment required by the State of Minnesota for teacher candidates who want to obtain a Minnesota teaching license. This course will focus on action research and researching learning strategies in preparation for teaching.

**Course Frequency:** *Fall: All Years Spring: N/A Summer: N/A*

### **ED 459 Professional Development & Action Research**

**Credits: 1**

This required 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. Students taking the course will complete their Pre-Student Teaching Experience.

**Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

### **ED 459L Pre-Student Teaching Experience**

**Credits: 0**

This required 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. Students taking the course will complete their pre-student teaching experience.

**Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

### **ED 461 Educational Studies Practicum**

**Credits: 1 - 12**

Students will complete an extended supervised field experience in an organized setting serving children ages Birth - 18. Course is repeatable up to 12 credits.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: N/A*

### **ED 462 Student Teaching: Birth - Grade 3**

**Credits: 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.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: N/A*

### **ED 463 Student Teaching: PreK - Grade 6**

**Credits: 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.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: N/A*

**ED 464 Student Teaching: K - Grade 8****Credits: 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.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: N/A*

**ED 465 Student Teaching: Varied Placement****Credits: 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.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: N/A*

**ED 466 Student Teaching: K - Grade 12****Credits: 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.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: N/A*

**ED 467 Advanced Student Teaching****Credits: 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.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: N/A*

**ED 468 Advanced Practicum****Credits: 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.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: N/A*

**ED 469 Student Teaching: Grade 5 - 12****Credits: 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.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: N/A*

**ED 471 Global Student Teaching at SMSU & Seminar****Credits: 1 - 12**

Supervised global student teaching field experience, required for education 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. Admission to Teacher Education Program is required.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: N/A*

**ED 472 Extended Student Teaching****Credits: 6 - 12**

This extended student teaching experience will allow teacher candidates further experience in student teaching to demonstrate proficiency in preparation for licensure with the implementation of the edTPA - Teacher Performance Assessment. Special Permission Required.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: All Years*

### **ED 473 Teacher Licensure**

**Credits: 0**

This course consists of the final SMSU School of Education Teacher Education Program requirements for teacher licensure in Minnesota. Teacher candidates successfully completing all the requirements for MN licensure will be moved forward for licensure recommendation.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: N/A*

### **ED 477 Working with At-Risk Youth**

**Credits: 3**

This course explores the predictive factors linked to academic problems and risk behaviors in youth. It is also an evaluation of theories, models, research, and practices as they relate to working with youth in alternative schools, residential settings, and non-familial homes. Other topics of study include common risk behaviors among youth, intervention and prevention programs for at-risk youth, behavior and crisis management, and differential outcomes for youth at risk.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

### **ED 478 Coordination of Services for At-Risk Youth**

**Credits: 3**

This course focuses on the collaborative efforts among agencies serving at-risk youth. Major topics will include collaboration models, initiatives, and structures; benefits of and barriers to effective inter-agency collaboration; community resource mapping and capacity building; information sharing and confidentiality; as well as cultural competency within the context of a service system. Students will also gain a broad understanding of the services and programs designed to assist youth at risk.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

### **ED 481 Best Practices in Course Development**

**Credits: 3**

This course investigates the best practices in course development. Participants will investigate multiple intelligences theory, research in brain development and learning theory, the use of graphic organizers, and other tools to improve student achievement.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

### **ED 482 Best Practices in Online Teaching**

**Credits: 3**

This course focuses on the development of best practices in online teaching. Participants will investigate the roles of the online instructor, the online student, and the integration of technology in creating a successful online learning experience.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

### **ED 483 Teaching with Technology**

**Credits: 3**

This course looks at best practices in the integration of technology into classroom teaching. A variety of tools and applications will be explored in the context of specific content areas and age levels from pre-K through

college level teaching.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

**ED 484 Collaborative Technology in the Learning & Industry Environments** **Credits: 3**

This course will aim to teach participants how to build a collaborative environment to facilitate synchronous and asynchronous text, voice, and video communication; support co-creation of projects; facilitate consensus building through group discussions and polling; develop strategies for resource management; and use online presentation tools. Participants will also learn how to assess tools including LMS' and project management software to determine how well the tool serves the intended purpose and meets the user's needs.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: Dept Discretion*

**ED 486 Special Topics** **Credits: 1 - 2**

This course is designed to provide an opportunity for students to experience a special or experimental curriculum enrichment course.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

**ED 488 Assistantship** **Credits: 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.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: All Years*

**ED 489 Field Experience with Special Needs Students** **Credits: 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.

**Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

**ED 494 Independent Study** **Credits: 1 - 3**

This course allows students to do an in-depth, independent study exploration for a better understanding of a particular area of education.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: All Years*

**ED 495 Education in a Global Society** **Credits: 3**

Education in a Global Society will focus on education systems around the world, making comparisons to education in the United States. This course promotes opportunities beyond the classroom, providing university

students with an opportunity to visit another country and culture while enhancing their critical and creative thinking. University students will research the destination community before venturing there to teach in a K-12 school as well as prepare and implement a community service project in effort to be a concerned and active global citizen.

**Pre-Requisites:** ( ( ED\_101 OR EDFN\_201 ) ) **Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

### **ED 496 Student Teaching in SWTTP Elementary Education Program I** **Credits: 6**

Supervised semester-long field experience, required for licensure in Elementary Education in Kindergarten-Grade 6 classrooms, evaluated by a classroom supervisor and a University supervisor. Students demonstrate Teacher Education program outcomes and present a portfolio at a final conference. Instructor Permission required.

**Course Frequency:** *Fall: All Years Spring: N/A Summer: N/A*

### **ED 497 Student Teaching in SWTTP Elementary Education Program II** **Credits: 6**

Supervised semester-long field experience, required for licensure in Elementary Education in Kindergarten-Grade 6 classrooms, evaluated by a classroom supervisor and a University supervisor. Students demonstrate Teacher Education program outcomes and present a portfolio at a final conference. Instructor Permission required.

**Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

### **ED 499 Internship - Field Experience - Field Study** **Credits: 1 - 12**

Field experience designed by the requesting student and the faculty member who has agreed to help structure and supervise the experience.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: All Years*

### **ED 501 Children's Literature** **Credits: 2**

This course is a study of children's literature at pre-primary, kindergarten, and elementary levels, with emphasis on diversity.

**Pre-Requisites:** ( ( ED\_101 OR EDFN\_201 AND ED\_102 AND ED\_251 ) OR ( ED\_101 OR EDFN\_201 AND PSYC\_341 ) ) **Course Frequency:** *Fall: All Years Spring: All Years Summer: All Years*

### **ED 502 Early Literacy and Linguistics & LAB** **Credits: 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. There is a 15-hour field experience attached to this course.

**Course Frequency:** *Fall: All Years Spring: N/A Summer: N/A*

### **ED 503 English Language Arts Methods & LAB**

**Credits: 3**

The course enables teacher candidates to improve communication proficiency as language develops in the child from early childhood through adolescence. With consideration of the academic ELA standards and inclusion of the ELA literacies: reading, writing, listening, speaking, viewing, and visually representing - including media/digital literacy, the focus of the content of English language arts includes: literature, writing, vocabulary, spelling, grammar/language conventions & effective usage, poetry, phonics, and handwriting. This course 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 technology, diversity, and the needs of English learners. Teacher candidates will complete an informal (self-placed) eight-hour field experience.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: All Years*

### **ED 504 Literacy Methods & LAB**

**Credits: 3**

This course addresses the total spectrum of an inclusive P-6 developmental literacy program, including a study of phonemic, graphemic, and semantic systems, as well as strategies for teaching fluency, vocabulary, writing, and comprehension skills to learners. This course includes a field experience with structured assignments for teaching reading skills to diverse learners in grades P-6.

**Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

### **ED 518 Kindergarten Methods & LAB**

**Credits: 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. This course requires a 15-hour field experience.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: N/A*

### **ED 523 Classroom Management Theories and Practices & LAB**

**Credits: 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.

**Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

**ED 524 Mathematics Methods/Assessment & Lab****Credits: 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.

**Course Frequency:** *Fall: All Years Spring: N/A Summer: N/A*

**ED 525 Elementary Science Methods & LAB****Credits: 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.

**Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

**ED 526 Elementary Social Studies Methods & LAB****Credits: 3**

This course includes the study of pedagogy, 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 teacher candidates teach social studies content and skill objectives during a 15 hour lab experience in an elementary school for PK -6 diverse learners.

**Course Frequency:** *Fall: All Years Spring: N/A Summer: N/A*

**ED 535 Media Production for Training and Learning****Credits: 3**

Provides the basics of media production for learning and training. Students will learn how to utilize technologies such as video, still images, animation, and graphics in business and educational contexts. This course is designed for professionals in the fields of education, corporate training, and management.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

**ED 546 Advanced Developmental Reading Methods & Research****Credits: 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.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: Dept Discretion*

**ED 547 Teaching of Literacy****Credits: 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.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: Dept Discretion*

**ED 550 Reading Assessment & Evaluation****Credits: 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.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: Dept Discretion*

### **ED 551 Differentiation in Reading Instruction**

**Credits: 3**

This course provides students with the opportunity to apply effective reading practices with elementary, middle level and high school students.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: Dept Discretion*

### **ED 553 Assessment in Education**

**Credits: 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.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: N/A*

### **ED 558 Action Research**

**Credits: 3**

The purpose of this course will be to learn research techniques and applications by participating in action research, specifically the performance assessment required by the State of Minnesota for teacher candidates who want to obtain a Minnesota teaching license. This course will focus on action research and researching learning strategies in preparation for teaching.

**Course Frequency:** *Fall: All Years Spring: N/A Summer: N/A*

### **ED 559 Professional Development & Action Research**

**Credits: 1**

This required 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. Students taking the course will complete their Pre-Student Teaching Experience.

**Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

### **ED 559L Pre-Student Teaching Experience**

**Credits: 0 - 1**

This required 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. Students taking the course will complete their pre-student teaching experience.

**Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

### **ED 573 Teacher Licensure**

**Credits: 0**

This course consists of the final SMSU School of Education Teacher Education Program requirements for teacher licensure in Minnesota. Teacher candidates successfully completing all the requirements for MN licensure will be moved forward for licensure recommendation.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: N/A*

### **ED 577 Working with At-Risk Youth**

**Credits: 3**

This course explores the predictive factors linked to academic problems and risk behaviors in youth. It is also

an evaluation of theories, models, research, and practices as they relate to working with youth in alternative schools, residential settings, and non-familial homes. Other topics of study include common risk behaviors among youth, intervention and prevention programs for at-risk youth, behavior and crisis management, and differential outcomes for youth at risk.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: Dept Discretion*

### **ED 578 Coordination of Services for At-Risk Youth**

**Credits: 3**

This course focuses on the collaborative efforts among agencies serving at-risk youth. Major topics will include collaboration models, initiatives, and structures; benefits of and barriers to effective inter-agency collaboration; community resource mapping and capacity building; information sharing and confidentiality; as well as cultural competency within the context of a service system. Students will also gain a broad understanding of the services and programs designed to assist youth at risk.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: Dept Discretion*

### **ED 581 Best Practices in Course Development**

**Credits: 3**

This course investigates the best practices in course development. Participants will investigate multiple intelligences theory, research in brain development and learning theory, the use of graphic organizers, and other tools to improve student achievement.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: Dept Discretion*

### **ED 582 Best Practices in Online Teaching**

**Credits: 3**

This course focuses on the development of best practices in online teaching. Participants will investigate the roles of the online instructor, the online student, and the integration of technology in creating a successful online learning experience.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: Dept Discretion*

### **ED 583 Teaching with Technology**

**Credits: 3**

This course looks at best practices in the integration of technology into classroom teaching. A variety of tools and applications will be explored in the context of specific content areas and age levels from pre-K through college level teaching.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: Dept Discretion*

### **ED 584 Collaborative Technology in the Learning & Industry Environments**

**Credits: 3**

This course will aim to teach participants how to build a collaborative environment to facilitate synchronous and asynchronous text, voice, and video communication; support co-creation of projects; facilitate consensus building through group discussions and polling; develop strategies for resource management; and use online presentation tools. Participants will also learn how to assess tools including LMS' and project management software to determine how well the tool serves the intended purpose and meets the user's needs.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: Dept Discretion*

### **ED 586 Graduate Topics in Education**

**Credits: 1 - 3**

This course is designed to provide an opportunity for students to experience a special or experimental curriculum enrichment course.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: Dept Discretion*

### **ED 594 Graduate Independent Study**

**Credits: 1 - 3**

Additional work in a particular area, in-depth study or related projects.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: Dept Discretion*

### **ED 596 Graduate Workshop in Educ**

**Credits: 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.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: Dept Discretion*

### **ED 599 Internship/Field Experience/Study**

**Credits: 1 - 8**

Field experience designed by requesting student and the faculty member who has agreed to help structure and supervise the experience.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: Dept Discretion*

### **ED 600 Research Seminar**

**Credits: 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.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: Dept Discretion*

### **ED 610 Professional Development for Meaningful Learning**

**Credits: 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.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: Dept Discretion*

### **ED 614 Critical Analysis of Teaching and Learning**

**Credits: 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.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: Dept Discretion*

### **ED 621 Critical Theory of Educational Systems**

**Credits: 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.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: Dept Discretion*

**ED 622 Research in Education****Credits: 3**

Students will learn and apply education research and assessment as a means of analyzing and improving teaching and the learning of content. Students will use their findings to enhance the scholarship of teaching and learning.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: Dept Discretion*

**ED 623 Professional Planning & Assessment****Credits: 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.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: Dept Discretion*

**ED 624 Research Project Design****Credits: 3**

Students identify an issue of interest to their professional development. The issue may include, but it is not limited to, instructional, organizational, or community processes related to their practice or content area. Students develop a research project designed to improve, implement, or understand the issue identified. Admission to Education Graduate program is required.

**Pre-Requisites:** ( ( ED\_622 ) ) and graduate status. **Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: Dept Discretion*

**ED 625 21st Century Based Teaching and Learning****Credits: 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.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: Dept Discretion*

**ED 626 Democracy, Diversity, and Leadership****Credits: 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.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: Dept Discretion*

**ED 627 Action Research: Project Implementation****Credits: 2**

Students implement and complete their action research projects. Admission to Education Graduate program is required.

**Pre-Requisites:** ( ( ED\_624 ) ) **Course Frequency:** *Fall: Dept Discretion Spring: N/A Summer: Dept Discretion*

### **ED 628 Continuing Research Education**

**Credits: 1**

This course is for graduate students who have not completed their research at the end of their final research course. Students are required to enroll each semester the student is requesting assistance from graduate faculty and using the library resources or any other University resources. Admission to the Graduate Program is required.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: Dept Discretion*

### **ED 631 Professional Learning Communities**

**Credits: 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.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: Dept Discretion*

### **ED 632 Linking Pedagogy and Content**

**Credits: 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.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: Dept Discretion*

### **ED 633 Trends and Issues in Education**

**Credits: 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.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: Dept Discretion*

### **ED 634 Educators as Change Agents**

**Credits: 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.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: Dept Discretion*

### **ED 635 Content and Curriculum Development**

**Credits: 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.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: Dept Discretion*

### **ED 636 Current Issues in Education**

**Credits: 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.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: Dept Discretion*

### **ED 637 Professional Presenters**

**Credits: 1 - 2**

This course offers educators the opportunity to take a research presentation and develop a professional presentation to be utilized beyond the requirements of a graduate program and/or presentation. Through reflective practice, students will learn how to revise their research presentations to be utilized within the broader P-12 system. They will learn how to adapt and strengthen their presentations, so they are marketable and meaningful. They will take knowledge attained by attending the graduate research conference to reevaluate and reinvent their presentation content, design, and implementation. Further, they will learn how to adapt their presentation based on audience needs (data gathering and analysis), and how to market the presentation.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

### **ED 650 Technology Integration as Instructional Leader**

**Credits: 1**

Charter School Leaders have the responsibility of overseeing the many operations of the school environment. Utilizing technology to support the day-to-day operations and support best practices is an important aspect of the school's ability to function at a highly productive level. Leaders will explore technologies that focus on two distinct elements: operational and instructional. Software and technology that will assist in the functions of the building, staffing needs, and scheduling will be examined, along with software and technology that supports effective instruction and curriculum development.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

### **ED 651 Practicum in Reading Instruction**

**Credits: 3**

This practicum provides students the opportunity to apply effective reading practices with elementary, middle level, and high school students.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: Dept Discretion*

### **ED 652 Charter Law, Governance, and Policy**

**Credits: 3**

This course is designed to provide an understanding and overview of organization of charter school history, systems, management, and leadership theory. Examination of the unique operations of charter schools, along



with governance and affiliations with outside entities will be included. This course will analyze and review federal and state laws related to charter school education. Legal issues which affect operation of schools will also be explored. Students will learn about case law, contract law, labor relations, district, and school policies. An overview of special education and related laws, policies, and procedures will be included. Reflection, experiential activities, case studies, debates, simulations, and field studies will assist the student in developing and building decision-making, communication, and collaboration skills essential for the 21st Century charter school administrator.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

### **ED 653 Human Resources and Charter Finance**

**Credits: 3**

This course focuses on fiscal and human resource management for charter schools. It includes budget allocation, planning, reporting and policies, and laws governing funding at the state, district, and local school levels for charter schools. It will also explore administrative technology applications and funding necessary to provide those resources. Participants will become familiar with a variety of technology applications. In addition, students will explore staffing, recruitment, selection, and termination processes.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

### **ED 654 Professional Development through Collaboration**

**Credits: 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.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: Dept Discretion*

### **ED 655 Mentor Internship I**

**Credits: 1**

Candidates seeking the Charter School Leadership certificate will be assigned and will work collaboratively with a veteran Charter School Administrator for three terms; summer, fall, and spring, which will consist of a total of 80 hours. Experiences are planned cooperatively by the individual, the site mentor, and university supervisor to provide inclusion of appropriate opportunities to apply skills, knowledge, and research throughout the year-round mentoring experience. The first experience will consist of 20 hours in the summer; with 30 hours during the fall and spring terms, respectively.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

### **ED 656 Mentor Internship II**

**Credits: 1**

Candidates seeking the Charter School Leadership certificate will be assigned and will work collaboratively with a veteran Charter School Administrator for three terms; summer, fall, and spring, which will consist of a total of 80 hours. Experiences are planned cooperatively by the individual, the site mentor, and university supervisor to provide inclusion of appropriate opportunities to apply skills, knowledge, and research throughout the year-round mentoring experience. The first experience will consist of 20 hours in the summer; with 30 hours during the fall and spring terms, respectively.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

### **ED 657 Mentor Internship III & Capstone**

**Credits: 1**

Candidates seeking the Charter School Leadership certificate will be assigned and will work collaboratively with a veteran Charter School Administrator for three terms; summer, fall, and spring, which will consist of a

total of 80 hours. Experiences are planned cooperatively by the individual, the site mentor, and university supervisor to provide inclusion of appropriate opportunities to apply skills, knowledge, and research throughout the year-round mentoring experience. The first experience will consist of 20 hours in the summer; with 30 hours during the fall and spring terms, respectively.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

### **ED 659 Charter School Community, Climate, and Culture Credits: 3**

Students in this course will examine models of supervision, professional development, pedagogical theory, and leadership. Students will develop an effective supervision model for a charter school. In addition, relationships and communication with internal and external publics connected to charter schools will be explored.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

### **ED 662 Organization & Administration of Reading Programs Credits: 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.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: Dept Discretion*

### **ED 663 Instructional Leadership I: Mentoring, Observations, & Assessment Credits: 3**

Students in this course will examine models of supervision, professional development, pedagogical theory, and leadership. Students will develop an effective supervision model for a school. In addition, relationships and communication with internal and external publics will be explored.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

### **ED 664 Instructional Leadership II: Data Driven Decision Making Credits: 3**

This course explores how data based decision making is essential to sound school improvement. Students will explore data systems, technology and resources, and methods of implementation. Students will analyze and evaluate existing plans related to schools' needs. Students will examine special needs populations, and diverse student populations and the impact each has on the school climate, culture, and curriculum.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

### **ED 665 Research Seminar & Field Experience I: Principal Credits: 1**

To satisfy Minnesota Administrative Licensure requirements, student interns will work directly with a licensed and practicing principal for a minimum of 320 hours over the course of two/three semesters, or twelve consecutive months. Therefore, for this course, it is expected that the student intern would satisfy approximately 120 hours toward the completion of the required hours. This is the first of three consecutive courses to be taken to complete the Principal Licensure.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: Dept Discretion*

### **ED 667 Research Seminar & Field Experience II: Principal Credits: 1**

To satisfy Minnesota Administrative Licensure requirements, student interns will work directly with a licensed and practicing principal for a minimum of 320 hours over the course of two/three semesters, or twelve consecutive months. Therefore, for this course, it is expected that the student intern would satisfy approximately 80 hours toward the completion of the required hours. Because the Minnesota Administrative License is a K-12 license, student interns are required to have practical experience in each of the three levels: elementary, middle school, and high school. This is the second of three consecutive courses to be completed for the K-12 Principal Licensure. A minimum of 160 hours should be in the area of expertise and/or current teaching background. Eighty (80) hours will be required in each of the other two grade levels.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: Dept Discretion*

### **ED 668 Research Seminar & Field Experience III: Principal** **Credits: 1**

To satisfy Minnesota Administrative Licensure requirements, student interns will work directly with a licensed and practicing principal for a minimum of 320 hours over the course of two/three semesters, or twelve consecutive months. Therefore, for this course, it is expected that the student intern would satisfy approximately 80 hours toward the completion of the required hours. Because the Minnesota Administrative License is a K-12 license, student interns are required to have practical experience in each of the three levels: elementary, middle school, and high school. A minimum of 160 hours should be in the area of expertise and/or current teaching background. Eighty (80) hours will be required in each of the other two grade levels. Students who fail to demonstrate a level of competence will be put on a growth plan, which will provide specific feedback for remediation and/or changes needed for improvement (see Field Experience Handbook). At the conclusion of the 320 hours, students will conduct an exit portfolio review with the University Supervisor.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: Dept Discretion*

### **ED 670 Introduction to Leadership and Educational Issues** **Credits: 3**

Students will explore aspects of leadership through use of questionnaires, leadership assessments, case studies, simulations, and reading. Each student will develop a personal leadership profile and professional development plan. In addition, research teams will explore and present on current issues in education.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: Dept Discretion*

### **ED 671 Portfolio Development** **Credits: 1**

In this course students will explore the Minnesota Core Leadership Competencies and the competencies specific to each area of licensure for the Principal, Superintendent, and Special Education Director. Students will also review the national Interstate School Leadership Licensure Consortium (ISLLC) standards, which are aligned with the Minnesota Administrator competencies and which have been adopted by the SMSU Department of Education. Students will learn how an e-portfolio will be developed to demonstrate mastery of those competencies using the LiveText program. Students will participate in leadership skills assessments and evaluations to determine their current levels of competency. Students will develop an individual professional development plan (PDP) based on assessments results.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: Dept Discretion*

### **ED 672 Portfolio Implementation** **Credits: 1**

In this course students will develop and design e-portfolio artifacts which demonstrate growth or mastery of the Minnesota Core Leadership Competencies and the competencies specific to each area of licensure for the

Principal, Superintendent, and Special Education Director and the national Interstate School Leadership Licensure Consortium (ISLLC) standards, which are aligned with the Minnesota Administrator competencies. Students will also develop and design portfolio artifacts specific to their own professional development plans.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: Dept Discretion*

### **ED 673 Portfolio Capstone**

**Credits: 1**

In this course students will develop and design e-portfolio artifacts which demonstrate growth or mastery of the Minnesota Core Leadership Competencies and the competencies specific to each area of licensure including Principal, Superintendent, and Special Education Director and the national Interstate School Leadership Licensure Consortium (ISLLC) standards, which are aligned with the Minnesota Administrator competencies. Students will also develop and design portfolio artifacts specific to their own professional development plans.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: Dept Discretion*

### **ED 674 Education Systems and Organizations**

**Credits: 3**

This course is designed to provide an understanding and overview of organization of educational systems, management, and leadership theory. Reflection, experiential activities, case studies, debates, simulations, and field studies will assist the student in developing and building decision-making, communication, and collaboration skills essential for the 21st Century administrator.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: Dept Discretion*

### **ED 675 Legal Issues and Special Education Law**

**Credits: 3**

This course analyzes and reviews federal and state laws related to education. Legal issues which affect operation of school districts and schools will also be explored. Students will learn about case law, contract law, labor relations, district, and school policies. An overview of special education and related laws, policies, and procedures will be included. Students will be engaged in reflections, case studies, inbox activities, research projects, school policy reviews, and debates.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: Dept Discretion*

### **ED 676 Data Driven Decision Making**

**Credits: 3**

The instructional leader is responsible for developing a vision of learning and establishing and implementing clear learning goals and assessments through collaboration with teachers and other stakeholders. Students will explore their own leadership skills and develop action plans for growth of self and others. The students will examine the learning climate within the school and use data to develop research-based instructional experiences to meet the needs of all learners.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: Dept Discretion*

### **ED 678 Leadership for Cultural Responsiveness**

**Credits: 3**

The instructional leader is responsible for developing a vision of learning and establishing and implementing clear learning goals and assessments through collaboration with teachers and other stakeholders. Students will

explore their own leadership skills and develop action plans for growth of self and others. The students will examine the learning climate within the school and use data to develop research-based instructional experiences to meet the needs of all learners.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: Dept Discretion*

### **ED 679 Financial and Resource Management**

**Credits: 3**

This course focuses on fiscal and human resource management. It includes budget allocation, planning, reporting and policies, and laws governing funding at the state, district, and school levels. It will also explore administrative technology applications and funding necessary to provide those resources. Participants will become familiar with a variety of technology applications and the Minnesota UFARS system. In addition, students will explore staffing, recruitment, selection, and termination processes.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: Dept Discretion*

### **ED 680 Organizational Management & Leadership in Academic Settings**

**Credits: 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.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: Dept Discretion*

### **ED 681 Transforming Principals & Perspectives**

**Credits: 3**

This course will explore principal leadership with an emphasis on developing transformational leaders for 21st Century schools. Participants will learn about the world of the principal and practice and build skills essential for effective leadership. Exploration of topics relating to p-12 leadership will include: school climate, developing a vision and mission, instructional leadership and curriculum, staff motivation and professional development, scheduling and human resource management, communication with students, staff, parents and community, collaborative leadership, extracurricular programs, school safety and the many other hats the principal wears.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: Dept Discretion*

### **ED 682 Transforming Superintendents & Perspectives**

**Credits: 3**

In this course students will explore and understand leadership theory and practice at the executive level. Looking beyond management, students will be immersed in the realities of practice and the specific leadership skills that create effective school systems. Practical topics which will be addressed include strategic planning, goal setting, decision making, budgeting, negotiations and collective bargaining, and effective

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: Dept Discretion*

### **ED 683 Transforming Special Education Director Perspectives and SPED Law**

**Credits: 3**

This course will be a Director of Special Education (SPED) leadership course with an emphasis on developing transformational skills for the 21st century. Students will learn about the world of the Director of SPED and

practice building skills to become an effective leader. Topics related to the director will include: special education finance, budgeting and accounting, available resources, monitoring of programs, governance and administration of policy, program development, and organizations that serve students and families with disabilities. This course will also provide a review of the state and federal laws governing Special Education in schools in the United States. It includes the legal cases which shaped today's laws in special education, a historical background of special education, a review of IDEA 2004 and due process, the requirements of NCLB and ESSA and the implications for Special Education students and SPED directors. Federal and state data privacy legislation and legislation relating to paraprofessionals will also be explored.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: Dept Discretion*

### **ED 684 Research Seminar & Field Experience I: Director of Special Education Credits: 1**

To satisfy Minnesota Administrative Licensure requirements, student interns will work directly with a licensed and practicing director of special education for a minimum of 320 hours over the course of two/three semesters, or twelve consecutive months. This is the first of three consecutive courses to be completed for the Director of Special Education Licensure. Therefore, for this course, it is expected that the student intern would satisfy 100 hours toward the completion of the required hours.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: Dept Discretion*

### **ED 685 Research Seminar & Field Experience II: Director of Special Education Credits: 1**

To satisfy Minnesota Administrative Licensure requirements, student interns will work directly with a licensed and practicing director of special education for a minimum of 320 hours over the course of two/three semesters, or twelve consecutive months. This is the second of three consecutive courses to be completed for the Director of Special Education Licensure. Therefore, for this course, it is expected that the student intern would satisfy approximately 100 hours toward the completion of the required hours.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: Dept Discretion*

### **ED 686 Research Seminar & Field Experience III: Director of Special Education Credits: 1**

To satisfy Minnesota Administrative Licensure requirements, student interns will work directly with a licensed and practicing director of special education for a minimum of 320 hours over the course of two/three semesters, or twelve consecutive months. This is the third of three consecutive courses to be completed for the Director of Special Education Licensure. Therefore, for this course, it is expected that the student intern would satisfy approximately 100 hours toward the completion of the required hours.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: Dept Discretion*

### **ED 687 Ed Specialist Research Credits: 3**

Qualified candidates for the Ed Specialist degree conduct action research (field study) in their licensure field and write a formal paper that is presented to a faculty review panel for final approval. The paper is organized according to the Action Research Structural Guidelines using the APA format.

**Course Frequency:** *Fall: Dept Discretion Spring: N/A Summer: Dept Discretion*

### **ED 690 Research Design Credits: 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.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: Dept Discretion*

### **ED 691 Change Agents in the 21st Century**

**Credits: 3**

The purpose of this course is to develop the skills and understanding to lead change in the 21st century schools. In this course students will explore change theory and its application to the school and/or district. Students will review, implement, and evaluate different change processes. Students will also design a comprehensive plan for a new change initiative.

**Course Frequency:** *Fall: N/A Spring: Dept Discretion Summer: Dept Discretion*

### **ED 692 Graduate Project**

**Credits: 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.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: Dept Discretion*

### **ED 693 Special Education Law for SPED Directors**

**Credits: 3**

This course will provide a study of the state and federal laws governing Special Education in United States Schools. The course will include the Legal cases which shaped today's laws in special education, a historical background of special education, a review of IDEA 2004 and due process, the requirements of NCLB and the implications it has for Special Education students.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: Dept Discretion*

### **ED 694 Research Seminar & Field Experience I: Superintendent**

**Credits: 1**

To satisfy Minnesota Administrative Licensure requirements, student interns will work directly with a licensed and practicing superintendent for a minimum of 320 hours over the course of two/three semesters, or twelve consecutive months. Therefore, for this course, it is expected that the student intern would satisfy approximately 120 hours toward the completion of the required hours.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: Dept Discretion*

### **ED 695 Supervision and School Relationships**

**Credits: 3**

Students in this course will examine models of supervision, professional development, pedagogical theory, and leadership. Students will develop an effective supervision model for a school. In addition, relationships and communication with internal and external publics will be explored.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: Dept Discretion*

### **ED 696 Research Seminar & Field Experience II: Superintendent**

**Credits: 1**

To satisfy Minnesota Administrative Licensure requirements, student interns will work directly with a licensed and practicing superintendent for a minimum of 320 hours over the course of two/three semesters, or

twelve consecutive months. This is the second of three consecutive courses to be taken. Therefore, for this course, it is expected that the student intern would satisfy approximately 100 hours toward the completion of the required hours.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: Dept Discretion*

### **ED 697 Research Seminar & Field Experience III: Superintendent Credits: 1**

To satisfy Minnesota Administrative Licensure requirements, student interns will work directly with a licensed and practicing superintendent for a minimum of 320 hours over the course of two/three semesters, or twelve consecutive months. This is the third of three consecutive courses to be taken. Therefore, for this course, it is expected that the student intern would satisfy approximately 100 hours toward the completion of the required hours. An exit portfolio review will be conducted at the conclusion of the field experience.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: Dept Discretion*

### **ED 698 Ed Specialist Action Research and Paper Credits: 0**

This non-credit course will be offered to candidates who elect to earn the Ed Specialist Degree by completing an Action Research Project and a formal paper. Students will study research methods and action research design and will develop and conduct their field study research project in their selected area of administration, Principal, Special Education Director or Superintendent. Students will write a formal research paper following APA action research guidelines. Students will present their research to their graduate committee. A grade of B or higher is required. When completed, the Ed Specialist Degree will be posted on the final transcript and the student will receive the Ed Specialist Degree.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: Dept Discretion*

### **ED 699 Action Research Project Credits: 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.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: Dept Discretion*

### **LIT 100 Literature: Human Diversity Credits: 3**

This course introduces students to multicultural literature primarily 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.

**Goal:** 06- Humanities/Fine Arts 07- Human Diversity **Course Frequency:** *Fall: All Years Spring: N/A Summer: Dept Discretion*

### **LIT 120 Introduction to Literature Credits: 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. This course does not



count toward a Literature or Creative Writing major.

**Goal:** 06- Humanities/Fine Arts **Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: N/A*

### **LIT 150 Literature: Global Perspective**

**Credits: 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.

**Goal:** 06- Humanities/Fine Arts 08- Global Perspective **Course Frequency:** *Fall: Even Years Spring: N/A Summer: Dept Discretion*

### **LIT 170 Literature: People & Environment**

**Credits: 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.

**Goal:** 06- Humanities/Fine Arts 10- People/Environment **Course Frequency:** *Fall: N/A Spring: All Years Summer: Dept Discretion*

### **LIT 200 Literature: Rural/Regional Experience**

**Credits: 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.

**Goal:** 06- Humanities/Fine Arts **Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: N/A*

### **LIT 250 Critical Approaches to Literature**

**Credits: 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

**Pre-Requisites:** ( ENG\_151 ) **Course Frequency:** *Fall: N/A Spring: Odd Years Summer: N/A*

### **LIT 261 Novel**

**Credits: 3**

This course introduces students to the novel as a literary form.

**Goal:** 06- Humanities/Fine Arts **Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: N/A*

### **LIT 262 Short Story**

**Credits: 3**

This course introduces students to the short story as a literary form.

**Goal:** 06- Humanities/Fine Arts **Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: N/A*

### **LIT 263 Poetry**

**Credits: 3**

This course introduces students to poetry as a literary form.

**Goal:** 06- Humanities/Fine Arts **Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

### **LIT 264 World Drama**

**Credits: 3**

This course introduces students to drama as a literary form, including plays from a wide variety of periods and countries.

**Goal:** 06- Humanities/Fine Arts 08- Global Perspective **Course Frequency:** *Fall: Odd Years Spring: N/A Summer: N/A*

### **LIT 265 Literature and Film**

**Credits: 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 many include the following filmic and literary genres: western, musical, science fiction fantasy, horror, comic, detective story, thriller, war, or family melodrama.

**Goal:** 06- Humanities/Fine Arts **Course Frequency:** *Fall: Odd Years Spring: N/A Summer: N/A*

### **LIT 266 Fiction**

**Credits: 3**

This course introduces students to fiction - in the form of the novels and short stories - as a literary form and helps them to appreciate its gifts. We will read a selection of short fiction and novels (or novel excerpts) and come to understand how this literary genre has developed and acted as both a reflection of and influence on culture. Students will practice critical analysis of these forms of fiction within their historical and cultural context through in-class discussion, D2L forums, quizzes and essay assignments.

**Goal:** 06- Humanities/Fine Arts **Course Frequency:** *Fall: All Years Spring: N/A Summer: N/A*

### **LIT 286 Special Topics in Literature**

**Credits: 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.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: N/A*

### **LIT 292 Honors Credit Literature**

**Credits: 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.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: N/A*

### **LIT 303 British Authors: Short Course**

**Credits: 1 - 2**

A study of one British authors 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.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: N/A*

**LIT 304 American Authors: Short Course****Credits: 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.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: N/A*

**LIT 305 World Authors: Short Course****Credits: 1 - 2**

A study of one World authors 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.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: N/A*

**LIT 306 Craft and Theory: Prose and Poetry****Credits: 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.

**Course Frequency:** *Fall: All Years Spring: N/A Summer: N/A*

**LIT 309 Authors****Credits: 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.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: N/A*

**LIT 310 Greek Mythology & Literature****Credits: 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.

**Course Frequency:** *Fall: Even Years Spring: N/A Summer: N/A*

**LIT 321 British Literature: Beginning through Restoration and 18th Century****Credits: 3**

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.

**Course Frequency:** *Fall: Even Years Spring: N/A Summer: N/A*

**LIT 322 British Literature: Nineteenth and Twentieth Century****Credits: 3**

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.

**Pre-Requisites:** ( ENG\_151 ) **Course Frequency:** *Fall: N/A Spring: Odd Years Summer: N/A*

### **LIT 323 Shakespeare**

**Credits: 3**

This course focuses on examples of Shakespeare's best-known tragedies, comedies, histories, and romances.

**Course Frequency:** *Fall: N/A Spring: Even Years Summer: N/A*

### **LIT 324 Shakespeare: Tragedies**

**Credits: 3**

This course focuses on selected examples of Shakespeare's tragic drama, including the historical tragedies.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: N/A*

### **LIT 325 Shakespeare: Comedies**

**Credits: 3**

This course focuses on selected examples of Shakespeare's comic drama, including representative "romances."

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: N/A*

### **LIT 331 American Literature: Beginning through Realism and Naturalism**

**Credits: 3**

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.

**Course Frequency:** *Fall: Odd Years Spring: N/A Summer: N/A*

### **LIT 332 American Literature: Modern & Contemporary**

**Credits: 3**

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.

**Course Frequency:** *Fall: N/A Spring: Even Years Summer: N/A*

### **LIT 335 African American Literature**

**Credits: 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.

**Goal: 07- Human Diversity Course Frequency:** *Fall: Even Years Spring: N/A Summer: N/A*

### **LIT 340 Sexuality and Gender in Literature**

**Credits: 3**

This course reads a selection of literature from a range of historical and cultural periods through the lens of sexuality and gender.

**Goal: 07- Human Diversity Course Frequency:** *Fall: N/A Spring: Even Years Summer: N/A*

### **LIT 355 Native American Literature**

**Credits: 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.

**Goal:** 07- Human Diversity **Course Frequency:** *Fall: Odd Years Spring: N/A Summer: N/A*

### **LIT 365 Auto/Biography**

**Credits: 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.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: N/A*

### **LIT 370 Contemporary World Literature**

**Credits: 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.

**Pre-Requisites:** ( ENG\_151 ) **Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: N/A*

### **LIT 375 Women's Literature**

**Credits: 3**

This course introduces students to literature written by and about women from various time periods and cultures.

**Goal:** 07- Human Diversity **Course Frequency:** *Fall: N/A Spring: Odd Years Summer: N/A*

### **LIT 410 Literacy & Literature for Adolescents**

**Credits: 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.

**Course Frequency:** *Fall: N/A Spring: Even Years Summer: N/A*

### **LIT 423 Shakespeare**

**Credits: 3**

This course focuses on examples of Shakespeare's best-known tragedies, comedies, histories, and romances.

**Course Frequency:** *Fall: N/A Spring: Odd Years Summer: N/A*

### **LIT 486 Advanced Topics in Literature**

**Credits: 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.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: N/A*

### **LIT 494 Directed Studies in Literature**

**Credits: 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.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: N/A*

### **LIT 523 Shakespeare**

**Credits: 3**

This course focuses on examples of Shakespeare's best-known tragedies, comedies, histories, and romances. Graduate students will be required to prepare and submit a seminar paper at the conclusion of the course in lieu of the final exam given to undergraduate students. Graduate students will also be tasked with leading and participating more actively in ongoing online discussions.

**Course Frequency:** *Fall: N/A Spring: Odd Years Summer: N/A*

### **LIT 586 Special Topics in Literature**

**Credits: 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.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

### **LIT 622 19th & 20th Century British Literature Survey**

**Credits: 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.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: Odd Years*

### **LIT 632 A Survey of American Literature in All Its Diversity**

**Credits: 4**

This course includes canonical as well as alternative or marginalized U.S. literary texts. The primary, if not exclusive, focus will be on those texts that have emerged out of marginalized literary traditions. Students will be expected to analyze assigned texts in order to explain how they work, but they will also analyze what historical and cultural forces might have lead to texts being included, removed, or left out of the canon. Those analyses along with readings of literary criticism about the American literary survey will equip students to identify and challenge the cultural and political biases that often exist in the background of canon formation, undetected.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: Dept Discretion*

### **LIT 670 World Literature**

**Credits: 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.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

### **LIT 686 Special Topics in Literature**

**Credits: 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.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

### **LIT XXX Literature courses**

**Credits: 4**

Choose 4 credits of literature courses.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

### **MATH 060 Intermediate Algebra**

**Credits: 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.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: Dept Discretion*

### **MATH 090 Algebra Review**

**Credits: 2**

A study of the fundamental concepts of algebra. Topics include: operations with real numbers; polynomial equations and inequalities; rational expressions, equations and functions; exponential, and logarithmic functions and their graphs; systems of linear equations; operations with exponents; and factoring.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: N/A*

### **MATH 101 Great Ideas of Mathematics**

**Credits: 3**

This course investigates mathematics by introducing selected mathematical models and examining how they are applied to real world problems. Students are expected to use mathematical techniques in the application of the models studied in the course. The required preparation is MATH 060 or three years of high school mathematics.

**Goal:** 04- Mathematical/Logical Reasoning **Course Frequency:** *Fall: All Years Spring: All Years Summer: Dept Discretion*

### **MATH 110 College Algebra**

**Credits: 3**

A study of the fundamental concepts of algebra. Topics include: equations and inequalities polynomial, rational, exponential, and logarithmic functions and their graphs, and systems of linear equations.

**Goal:** 04- Mathematical/Logical Reasoning

**Pre-Requisites:** (MATH 060 with C or better) or a score of (22 on ACT Math) or (530 on SAT Math) or (60 on Intermediate Alg placement Test-CAT) or (76 on Accuplacer Elementary Algebra) and (50 on Accuplacer College Level Math) or (1158 on MCA) **Course Frequency:** *Fall: All Years Spring: All Years Summer: All Years*

### **MATH 115 Finite Mathematics**

**Credits: 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.

**Goal:** 04- Mathematical/Logical Reasoning **Course Frequency:** *Fall: All Years Spring: All Years Summer: All Years*

### **MATH 125 Trigonometry & Special Functions**

**Credits: 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. Students who do not meet the stated requirements may be dropped from the course.

**Goal:** 04- Mathematical/Logical Reasoning

**Pre-Requisites:** (MATH\_110) or a score of (22 on ACT Math) or (530 on SAT Math) or (60 on Intermediate Alg placement Test-CAT) or (76 on Accuplacer Elementary Algebra) and (50 on Accuplacer College Level Math) **Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

### **MATH 129 Mathematics for Elementary Education**

**Credits: 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.

**Pre-Requisites:** (MATH\_110) or (MATH\_125) or (MATH\_135) or (MATH\_140) or a score of (24 on test ACT Math) **Course Frequency:** *Fall: All Years Spring: All Years Summer: N/A*

### **MATH 135 Precalculus**

**Credits: 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. Students who do not meet the stated requirements may be dropped from the course.

**Goal:** 04- Mathematical/Logical Reasoning

**Pre-Requisites:** (MATH 060 with C or better) or (MATH 110) or a score of (22 on ACT Math) or (530 on SAT Math) or (60 on Intermediate Alg placement Test-CAT) or (76 on Accuplacer Elementary Algebra) and (50 on Accuplacer College Level Math) **Course Frequency:** *Fall: All Years Spring: N/A Summer: N/A*

### **MATH 140 Calculus: A Short Course**

**Credits: 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.

**Goal:** 04- Mathematical/Logical Reasoning **Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: N/A*

### **MATH 150 Calculus I**

**Credits: 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.



**Goal:** 04- Mathematical/Logical Reasoning **Course Frequency:** *Fall: All Years Spring: All Years Summer: N/A*

### **MATH 151 Calculus II**

**Credits: 4**

A continuation of Calculus I to include further techniques of integration and applications, Taylor approximations, sequences and series, plane analytical geometry, parametric equations, including polar coordinates. Students who do not receive a grade of C- or better in Math 150 (or equivalent) may be dropped from the course.

**Goal:** 04- Mathematical/Logical Reasoning

**Pre-Requisites:** ( ( MATH\_150 ) ) **Course Frequency:** *Fall: All Years Spring: N/A Summer: N/A*

### **MATH 200 Intro to Statistics**

**Credits: 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.

**Goal:** 04- Mathematical/Logical Reasoning **Course Frequency:** *Fall: All Years Spring: All Years Summer: Dept Discretion*

### **MATH 201 Statistical Software**

**Credits: 1**

Use of statistical software including SPSS and MINITAB. Graphical and numerical methods of summarizing data, hypothesis testing, regression analysis, ANOVA, and other statistical procedures. Check the validity of statistical model assumptions. The required preparation is completion or enrollment in MATH 200 or equivalent or familiarity with statistical procedures.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: N/A*

### **MATH 202 Statistical Programming in R**

**Credits: 1**

Use of statistical software R for data analyses. Graphical and numerical methods of summarizing data, hypothesis testing, regression analysis, ANOVA, and other statistical procedures. Check the validity of statistical model assumptions. The required preparation is completion or enrollment in Math 200 or equivalent, or familiarity with statistical procedures.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: N/A*

### **MATH 210 Discrete Mathematics**

**Credits: 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.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: N/A*

### **MATH 252 Calculus III**

**Credits: 4**

Vectors and the geometry of two and three space, functions of several variables, differentiability, arc length and surface area, extrema and Lagrange multipliers, multiple integration, line and surface integrals, and the

theorems of Green, Gauss, and Stokes. Students who do not receive a grade of a C- or better in Math 151 (or equivalent) may be dropped from the course.

**Pre-Requisites:** ( ( MATH\_151 ) ) **Course Frequency:** *Fall: All Years Spring: N/A Summer: N/A*

### **MATH 292 Honors Credit in Math**

**Credits: 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.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: N/A*

### **MATH 300 Modern Geometry**

**Credits: 3**

The postulation systems of geometry, including Euclidean and non-Euclidean geometries, projective and affine geometry. Students must earn a grade of C- or better in all prerequisite courses. The Department of Mathematics & Computer Science reserves the right to remove students from the course who do not meet the course prerequisites.

**Pre-Requisites:** ( ( MATH\_151 ) ) **Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

### **MATH 305 History of Mathematics**

**Credits: 3**

Lives and contributions of mathematicians and the development of ideas and branches of mathematics.

**Pre-Requisites:** ( ( MATH\_151 ) ) **Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: N/A*

### **MATH 310 Number Theory**

**Credits: 3**

The integers, including Peano postulates, divisibility, congruencies, Diophantine equations, and continued fractions. Students must earn a grade of C- or better in all prerequisite courses. The Department of Mathematics & Computer Science reserves the right to remove students from the course who do not meet the course prerequisites.

**Pre-Requisites:** ( ( MATH\_151 ) ) **Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: N/A*

### **MATH 320 Foundations of Mathematics**

**Credits: 3**

The "nature" of mathematics, the axiomatic method, the theory of sets, the real number continuum, and various viewpoints on the foundations of mathematics. Students must earn a grade of C- or better in all prerequisite courses. The Department of Mathematics & Computer Science reserves the right to remove students from the course who do not meet the course prerequisites.

**Pre-Requisites:** ( MATH\_150 ) **Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

### **MATH 325 Combinatorics & Graph Theory**

**Credits: 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. Students must earn a grade of C- or better in all prerequisite courses. The Department of Mathematics & Computer Science reserves the right to remove students from the course who do not meet the course prerequisites.

**Course Frequency:** *Fall: All Years Spring: N/A Summer: N/A*

### **MATH 345 Numerical Analysis**

**Credits: 3**

Finite differences and applications interpolation formulas inversion of matrices numerical methods of solution of equations numerical differentiation and integration. Students must earn a grade of C- or better in all prerequisite courses. The Department of Mathematics & Computer Science reserves the right to remove students from the course who do not meet the course prerequisites.

**Pre-Requisites:** ( ( MATH\_151 ) ) **Course Frequency:** *Fall: N/A Spring: Dept Discretion Summer: N/A*

### **MATH 350 Differential Equations**

**Credits: 3**

Exact solutions and applications of differential equations. Students must earn a grade of C- or better in all prerequisite courses. The Department of Mathematics & Computer Science reserves the right to remove students from the course who do not meet the course prerequisites.

**Pre-Requisites:** ( ( MATH\_151 ) ) **Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

### **MATH 360 Linear Algebra**

**Credits: 3**

Matrices and determinants with applications to vector spaces (linear transformations and eigenvalues) and the solution of systems of linear equations. Students must earn a grade of C- or better in all prerequisite courses. The Department of Mathematics & Computer Science reserves the right to remove students from the course who do not meet the course prerequisites.

**Pre-Requisites:** ( ( MATH\_151 ) ) **Course Frequency:** *Fall: All Years Spring: N/A Summer: N/A*

### **MATH 370 Operations Research**

**Credits: 3**

Several types of optimizing techniques, including linear programming, simulations, applications of probability, and dynamic programming.

**Pre-Requisites:** ( ( MATH\_151 ) ) **Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: N/A*

### **MATH 386 Special Topics in Mathematics**

**Credits: 1 - 4**

A study of different topics in mathematics. See current course schedule for topic listing when offered.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: Dept Discretion*

### **MATH 394 Directed Studies in Mathematics**

**Credits: 1 - 4**

Independent study of mathematical topics not ordinarily covered in the established courses. May be repeated.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: N/A*

**MATH 430 Probability & Statistics****Credits: 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. Students must earn a grade of C- or better in all prerequisite courses. The Department of Mathematics & Computer Science reserves the right to remove students from the course who do not meet the course prerequisites.

**Pre-Requisites:** ( ( MATH\_151 AND MATH\_200 AND MATH\_320 ) ) **Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: N/A*

**MATH 431 Probability & Statistics II****Credits: 3**

A continuation of MATH 430 (Probability & Statistics)

**Pre-Requisites:** ( MATH\_430 ) **Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: N/A*

**MATH 440 Abstract Algebra****Credits: 3**

Topics may include groups, rings, fields, or fields. Students must earn a grade of C- or better in all prerequisite courses. The Department of Mathematics & Computer Science reserves the right to remove students from the course who do not meet the course prerequisites.

**Pre-Requisites:** ( ( MATH\_151 AND MATH\_320 ) ) **Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: N/A*

**MATH 441 Abstract Algebra II****Credits: 3**

A continuation of MATH 440 (Abstract Algebra)

**Pre-Requisites:** ( MATH\_440 ) **Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: N/A*

**MATH 450 Real Analysis****Credits: 3**

A theoretical investigation of the real numbers. Topics include sequences, series and convergence, limits and continuity of functions, differentiation, and integration. Students must earn a grade of C- or better in all prerequisite courses. The Department of Mathematics & Computer Science reserves the right to remove students from the course who do not meet the course prerequisites.

**Pre-Requisites:** ( ( MATH\_151 AND MATH\_320 ) ) **Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: N/A*

**MATH 451 Advanced Calculus II****Credits: 3**

A continuation of MATH 450 (Advanced Calculus)

**Pre-Requisites:** ( MATH\_450 ) **Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: N/A*

**MATH 455 Applied Mathematics****Credits: 3**

Partial differential equations of physics and engineering including Laplace, heat and wave equations, Fourier

series methods and the methods of separation of variables. Additional topics may include Sturm-Liouville problems, Green's functions, and the method of characteristics. Students must earn a grade of C- or better in all prerequisite courses. The Department of Mathematics & Computer Science reserves the right to remove students from the course who do not meet the course prerequisites.

**Pre-Requisites:** ( ( MATH\_252 AND MATH\_350 ) ) **Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: N/A*

### **MATH 460 Complex Analysis**

**Credits: 3**

The algebra of complex numbers, analytic functions, mapping properties of the elementary functions, Cauchy's Theorem, Cauchy's integral formula and residues. Students must earn a grade of C- or better in all prerequisite courses. The Department of Mathematics & Computer Science reserves the right to remove students from the course who do not meet the course prerequisites.

**Pre-Requisites:** ( ( MATH\_252 ) ) and junior status. **Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: N/A*

### **MATH 480 Mathematics Seminar**

**Credits: 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. The Department of Mathematics & Computer Science reserves the right to remove students from the course who do not meet the course prerequisites.

**Course Frequency:** *Fall: All Years Spring: N/A Summer: N/A*

### **MATH 486 Advanced Topics in Mathematics**

**Credits: 1 - 4**

### **MATH 499 Internship in Mathematics**

**Credits: 1 - 16**

On-the-job supervised experience and study dealing with applications of mathematics.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: N/A*

### **MATH 500 GS:Algebraic Found of Math**

**Credits: 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.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: N/A*

### **MATH 501 Introduction to Mathematical Logic**

**Credits: 3**

An introduction to mathematical logic. Topics include: Sentential logic, the predicate calculus, the statement calculus and its completeness theorem, first order theories, consistency and completeness, and Godel's Theorem.

**Course Frequency:** *Fall: N/A Spring: Dept Discretion Summer: N/A*

### **MATH 505 Topic in History of Math**

**Credits: 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.

**Course Frequency:** *Fall: N/A Spring: Dept Discretion Summer: N/A*

### **MATH 510 Advanced Number Theory**

**Credits: 3**

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.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: Odd Years*

### **MATH 515 Advanced Discrete Mathematics**

**Credits: 3**

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.

**Course Frequency:** *Fall: N/A Spring: Dept Discretion Summer: N/A*

### **MATH 530 Statistics**

**Credits: 3**

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 course in statistics, and an undergraduate major in mathematics or mathematics education.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: Odd Years*

### **MATH 540 Abstract Algebra**

**Credits: 3**

A first graduate course in abstract algebra. Topics may include: groups, subgroups, quotient groups, homomorphisms, isomorphisms, group actions, direct and semidirect products, the Sylow theorems, rings, integral domains, fields, field extensions, and Galois Theory.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: Dept Discretion*

### **MATH 545 Advanced Geometry**

**Credits: 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. The required preparation for this course is an undergraduate major in mathematics or mathematics education.

**Course Frequency:** *Fall: Dept Discretion Spring: N/A Summer: Even Years*

### **MATH 550 Real Analysis**

**Credits: 3**

Topics include: metric spaces, compactness, countability, convergence, continuity, uniform convergence and continuity, differentiation, and integration. The objective of this course is to provide a foundation in the mathematical analysis behind the Calculus. The required preparation for this course is an undergraduate major in Mathematics or Mathematics Education

**Course Frequency:** *Fall: N/A Spring: N/A Summer: Even Years*

### **MATH 560 Applied Linear Algebra**

**Credits: 3**

An extension of the usual material presented in an undergraduate course in Linear Algebra. Topics include vector spaces and linear transformations, algebra of polynomials, invariant subspaces, LU, QR and singular value decompositions, symmetric, positive definite, and Hermitian matrices, inner product spaces, and the spectral theorem. The required preparation for this course is an undergraduate major in mathematics or mathematics education.

**Course Frequency:** *Fall: N/A Spring: Dept Discretion Summer: N/A*

### **MATH 586 Selected Topics in Mathematics**

**Credits: 1 - 3**

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: Dept Discretion*

### **MATH 589 Special Topics in Mathematics**

**Credits: 1 - 4**

Advanced interdisciplinary study of Mathematics. Student may use interdisciplinary research involving Mathematics, and/or Statistics, projects, paper review, or other experiences outside the classroom in real world situations as credit for prior learning towards the 18 graduate credits requirement in Mathematics.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: Dept Discretion*

### **MATH 600 GS:Math Research Project**

**Credits: 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).

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: N/A*

### **PE 100 Intro to Arts/Dance**

**Credits: 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.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

### **PE 101 Intro Health & Physical Education**

**Credits: 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.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: N/A*

**PE 105 Camping and Canoeing****Credits: 2**

This class is designed for students to develop skills, awareness, and knowledge in racquet activities, volleyball, canoeing, and outdoor activities.

**Course Frequency:** *Fall: All Years Spring: N/A Summer: N/A*

**PE 106 Winter Ice and Snow Sports****Credits: 2**

This course is designed to develop knowledge of and fundamental motor skills in activities such as Cross Country Skiing, Snow Shoeing, Hockey, and Curling. Such content as the history, rules, strategies, etiquette, and basic motor skills will be included.

**Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

**PE 107 Walking for Wellness****Credits: 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.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: N/A*

**PE 108 Technology in Physical Education****Credits: 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.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: N/A*

**PE 109 Cross Training****Credits: 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.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

**PE 110 Intercollegiate Baseball****Credits: 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.

**Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

**PE 111 Intercollegiate Basketball****Credits: 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.

**Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

### **PE 112 Cheerleading**

**Credits: 1**

The purpose of intercollegiate cheerleading is to give the highly-skilled student the opportunity to learn and perform skills and techniques of cheerleading.

**Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

### **PE 113 Intercollegiate Cross Country**

**Credits: 1**

This is an intercollegiate sport designed to provide student-athletes with a very high level of physical exercise, competitive distance running, which can make a positive contribution to their aerobic fitness, body composition, self-image, self-confidence, stress reduction, and overall maturation as a person. The course is designed to assist the student-athlete in acquiring the knowledge, attitudes, and skills necessary for collegiate competition in addition to developing a love for running and a lifelong enjoyment of fitness.

**Course Frequency:** *Fall: All Years Spring: N/A Summer: N/A*

### **PE 114 Intercollegiate Football**

**Credits: 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.

**Course Frequency:** *Fall: All Years Spring: N/A Summer: N/A*

### **PE 115 Intercollegiate Soccer**

**Credits: 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.

**Course Frequency:** *Fall: All Years Spring: N/A Summer: N/A*

### **PE 116 Intercollegiate Fast Pitch Softball**

**Credits: 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.

**Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

### **PE 117 Intercollegiate Track and Field**

**Credits: 1**

This is an intercollegiate sport designed to provide student-athletes with a very high level of physical exercise which is based on the primary goals of each individual. The process of accomplishing these goals can make a positive contribution to their aerobic fitness, running speed, physical power, body composition, self-image, self-confidence, stress reduction, and overall maturation as a person. The course is designed to assist the student-athlete in acquiring the knowledge, attitudes, and skills necessary for collegiate competition in addition to developing a love for the sport of track and field and a lifelong enjoyment of fitness.

**Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

**PE 118 Intercollegiate Tennis****Credits: 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.

**Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

**PE 119 Intercollegiate Golf****Credits: 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.

**Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

**PE 120 Intercollegiate Volleyball****Credits: 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.

**Course Frequency:** *Fall: All Years Spring: N/A Summer: N/A*

**PE 121 Intercollegiate Wrestling****Credits: 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.

**Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

**PE 122 Lifetime Activities I****Credits: 3**

This course is designed to develop knowledge of and fundamental motor skills in such sports and activities as tennis, badminton, and bowling.

**Course Frequency:** *Fall: All Years Spring: N/A Summer: N/A*

**PE 123 Lifetime Activities II****Credits: 3**

This course is designed to develop knowledge of and fundamental motor skills in such sports and activities as aquatics, stunts & tumbling, and dance.

**Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

**PE 124 Intercollegiate Swimming and Diving****Credits: 1**

The purpose of intercollegiate swimming and diving is to give the highly-skilled student the opportunity to learn advanced skills, techniques, and strategies by competing against those of similar ability.

**Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

**PE 130 Racquet Sports****Credits: 1**

The student will study the fundamental elements of skills, rules, and strategies for participation in all racquet sport activities.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

### **PE 135 Dance for Fitness:Zumba**

**Credits: 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.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: N/A*

### **PE 139 Aerobics**

**Credits: 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.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

### **PE 140 Beginning Archery**

**Credits: 1**

The student will study the fundamental elements of skills, rules, and strategies for participation in archery.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

### **PE 142 Beginning Bowling**

**Credits: 1**

The student will study the fundamental elements of skills, rules, and strategies for participation in bowling.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

### **PE 144 Golf**

**Credits: 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.

**Course Frequency:** *Fall: All Years Spring: N/A Summer: N/A*

### **PE 147 Beginning Tennis**

**Credits: 1**

The student will study the fundamental elements of skills, rules, and strategies for participation in tennis.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

### **PE 149 Weight Training & Conditioning**

**Credits: 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.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: N/A*

### **PE 150 Snow Shoeing**

**Credits: 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.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

### **PE 151 Begining Cross-Country Skiing**

**Credits: 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.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

### **PE 152 Basic Self Defense**

**Credits: 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.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: N/A*

### **PE 153 Beginning Racquetball**

**Credits: 1**

The student will study the fundamental skills, rules, and strategies for participation in racquetball.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

### **PE 154 Adapted Physical Education Activities**

**Credits: 1 - 4**

This is an activity course designed for students with disabilities to provide mild to moderate physical activities in their daily lives.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

### **PE 155 Learn to Swim**

**Credits: 1**

This course is designed for the student who is a non-swimmer or does not demonstrate proficiency in the water. It will include instruction in basic areas of water safety and basic swimming strokes. The general Red Cross swimming program will be followed.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: N/A*

### **PE 156 Adventure Ropes**

**Credits: 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.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: N/A*

### **PE 158 Canoeing**

**Credits: 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.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

**PE 160 Flexibility/Yoga****Credits: 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.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: N/A*

**PE 161 Swimmercize****Credits: 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.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

**PE 165 Southwest Minnesota State University Dance Team****Credits: 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.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

**PE 169 Advanced Weight Training & Conditioning****Credits: 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.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

**PE 170 Personal Fitness****Credits: 1**

Personal 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.

**Course Frequency:** *Fall: All Years Spring: N/A Summer: N/A*

**PE 171 Step Aerobics****Credits: 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.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: N/A*

**PE 172 Intramural Activities****Credits: 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.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: N/A*

### **PE 173 Outdoor Activities**

**Credits: 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.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

### **PE 177 Biking**

**Credits: 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.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

### **PE 200 Recreational Sports & Games**

**Credits: 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.

**Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

### **PE 210 Methods of Adapted Physical Education & Lab**

**Credits: 3**

This course covers the major concepts of the IDEA law and Developmental Adapted Physical Education (DAPE). Content such as the IDEA law, adapted assessment tests, writing the physical education components of an IEP, the impact of a disability on an individual's life, and hands-on experience working with individuals with disabilities is included.

**Course Frequency:** *Fall: Odd Years Spring: N/A Summer: N/A*

### **PE 220 Curriculum and Instruction in Physical Education**

**Credits: 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.

**Course Frequency:** *Fall: N/A Spring: Odd Years Summer: N/A*

### **PE 249 Physical Fitness Concept**

**Credits: 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.

**Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

### **PE 250 Sports in American Culture**

**Credits: 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.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

### **PE 251 Intermediate Cross-Country Skiing**

**Credits: 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.

**Pre-Requisites:** ( PE\_151 ) **Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

### **PE 256 Lifeguard Training**

**Credits: 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

**Course Frequency:** *Fall: N/A Spring: Dept Discretion Summer: N/A*

### **PE 257 PADI Open Water Scuba**

**Credits: 1**

Learning is divided between classroom and pool. All necessary equipment is provided. Upon successful completion of this portion of the courses, learners are qualified to complete the four open water dives to become certified as a PADI Open Water Diver. These dives are offered over a two day period approximately every weekend over the summer from the beginning of May to the beginning of October. Additional cost applies. The student also has the option of completing these dives literally anywhere in the world using the PADI Open Water Referral Form. These dives need to be completed within 12 months from the completion of the course or a refresher is required.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: N/A*

### **PE 258 Intermediate Canoeing**

**Credits: 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.

**Pre-Requisites:** ( PE\_158 ) **Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

### **PE 260 Women in Sport**

**Credits: 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.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

### **PE 286 Special Topics**

**Credits: 1 - 4**

This course is designed to provide lower-division students an opportunity to experience a special or experimental curriculum enrichment course.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

### **PE 292 Honors Credit in Phy Ed**

**Credits: 1 - 4**

An independent study course designed primarily for Honors Program students. This course allows more in-depth or comprehensive study or research by honors students.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

### **PE 300 Recreation Diversity & Leadership**

**Credits: 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.

**Course Frequency:** *Fall: Odd Years Spring: N/A Summer: N/A*

### **PE 301 Theory of Coaching**

**Credits: 3**

This course is designed to provide the student with a functional understanding of sport and management skills necessary in becoming a successful coach. Students will compare and contrast a variety of objectives used to define success and then examine and redefine their individual philosophies.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: N/A*

### **PE 301L Theory of Coaching Lab**

**Credits: 2**

This lab will take an in-depth look at why we provide opportunities for students to participate in athletic programs as part of the educational process. Focusing on the WHY of participation requires a shift in mindset and will challenge coaches to become aware of, and intentional about focusing on the values that can be learned through process-based instead of outcome-based experiences.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: N/A*

### **PE 330 Theory of Coaching of Baseball**

**Credits: 2**

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.

**Course Frequency:** *Fall: Odd Years Spring: N/A Summer: N/A*

### **PE 331 Theory of Coaching of Basketball**

**Credits: 2**

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.



**Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

### **PE 333 Theory of Coaching Swimming & Diving**

**Credits: 2**

This course is available to students interested in developing a better understanding of different philosophies, theories, methods and techniques of coaching swimming and diving.

**Course Frequency:** *Fall: Even Years Spring: N/A Summer: N/A*

### **PE 334 Theory of Coaching of Football**

**Credits: 2**

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.

**Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

### **PE 336 Theory of Coaching of Softball**

**Credits: 2**

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.

**Course Frequency:** *Fall: Even Years Spring: N/A Summer: N/A*

### **PE 337 Theory of Coaching of Volleyball**

**Credits: 2**

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.

**Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

### **PE 338 Theory of Coaching of Soccer**

**Credits: 2**

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.

**Course Frequency:** *Fall: N/A Spring: Even Years Summer: N/A*

### **PE 344 Motor Development**

**Credits: 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.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

### **PE 348 Theory of Coaching of Track & Field**

**Credits: 2**

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.

**Course Frequency:** *Fall: Odd Years Spring: N/A Summer: N/A*

**PE 350 Theory of Coaching of Wrestling****Credits: 2**

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.

**Course Frequency:** *Fall: Odd Years Spring: N/A Summer: N/A*

**PE 356 Swimming Instruction Methods****Credits: 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

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

**PE 360 Introduction to Recreation, Parks, and Community Education****Credits: 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.

**Course Frequency:** *Fall: Even Years Spring: N/A Summer: N/A*

**PE 362 Recreational Aquatics****Credits: 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.

**Course Frequency:** *Fall: N/A Spring: Odd Years Summer: N/A*

**PE 381 Elementary School Physical Education****Credits: 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.

**Pre-Requisites:** ( ( ED\_101 OR EDFN\_201 ) ) **Course Frequency:** *Fall: All Years Spring: All Years Summer: N/A*

**PE 387 Rhythm and Dance Fundamentals****Credits: 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.

**Course Frequency:** *Fall: All Years Spring: N/A Summer: N/A*

**PE 390 Organ & Admin of Athletics & PE****Credits: 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.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

### **PE 392 Prevention & Care of Athletic Injuries**

**Credits: 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.

**Pre-Requisites:** ( EXSC\_100 ) OR ( PE\_285 ) **Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

### **PE 393 Adapted Practicum I**

**Credits: 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.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: N/A*

### **PE 395 Exercise Psychology**

**Credits: 2**

This course will examine the research, theory, and practical applications of the psychological domain in exercise.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

### **PE 400 Recreation Program Planning**

**Credits: 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.

**Course Frequency:** *Fall: N/A Spring: Even Years Summer: N/A*

### **PE 401 K-12 Physical Education Methods & Lab**

**Credits: 3**

This course explores in detail the basic principles of Physical Education and skills and methods of teaching physical education to K-12 students. The course includes a 30-hours field experience.

**Pre-Requisites:** ( PE\_220 ) **Course Frequency:** *Fall: All Years Spring: N/A Summer: N/A*

### **PE 478 Recreation & Sports Management**

**Credits: 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.

**Course Frequency:** *Fall: All Years Spring: N/A Summer: N/A*

### **PE 481 Adapted Physical Education Application**

**Credits: 3**

Activities and sports such as wheelchair basketball, sit volleyball, beep baseball, bowling, and aquatics for individuals with disabilities will be presented. Knowledge of these activities such as the history, rules,

strategies, etiquette, and motor skills will be included.

**Course Frequency:** *Fall: Odd Years Spring: N/A Summer: N/A*

### **PE 482 Practicum in Coaching**

**Credits: 1 - 4**

The application of techniques and coaching in a clinical situation.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: All Years*

### **PE 483 Intramural Practicum**

**Credits: 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.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

### **PE 484 Planning Facilities for Physical Activities**

**Credits: 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.

**Course Frequency:** *Fall: All Years Spring: N/A Summer: N/A*

### **PE 486 Special Topics**

**Credits: 1 - 4**

This course is designed to provide upper-division students an opportunity to experience a special or experimental curriculum enrichment course.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

### **PE 488 Legal Aspects of Recreation & Sport**

**Credits: 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.

**Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

### **PE 489 Sports Marketing, Sales, and Promotions**

**Credits: 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.

**Course Frequency:** *Fall: N/A Spring: Odd Years Summer: N/A*

### **PE 490 Field Practicum**

**Credits: 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.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: N/A*

**PE 494 Independent Studies****Credits: 1 - 4**

Independent study and research within the physical education and human performance area.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: All Years*

**PE 496 Workshop in Physical Education****Credits: 1 - 4**

To provide physical education credit for workshops in the area.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: All Years*

**PE 497 Senior Seminar****Credits: 3**

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.

**Course Frequency:** *Fall: All Years Spring: N/A Summer: N/A*

**PE 498 Adapted Practicum II****Credits: 3**

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.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: N/A*

**PE 499 Professional Internship****Credits: 3 - 12**

To provide an opportunity for a student who works in the area of physical education or human performance in an internship program.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: All Years*

**PE 544 GS:Motor Learning & Dev****Credits: 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.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

**PE 550 Practicum in Teaching****Credits: 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.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: N/A*

**PE 578 Recreation and Sport Management****Credits: 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.

**Course Frequency:** *Fall: All Years Spring: N/A Summer: N/A*

**PE 580 GS:Global Perspect of PE****Credits: 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.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

**PE 581 GS:Skills Test & Measure****Credits: 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.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

**PE 584 Planning Facilities for Physical Activities****Credits: 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.

**Course Frequency:** *Fall: All Years Spring: N/A Summer: N/A*

**PE 585 GS:Biomechanical Analyisi****Credits: 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.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

**PE 588 Legal Aspects in Recreation & Sport****Credits: 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.

**Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

**PE 589 Sports Marketing, Promotion, and Consumer Behavior****Credits: 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.

**Course Frequency:** *Fall: N/A Spring: Odd Years Summer: N/A*

### **PE 590 GS:Org&Admin of PE&Sport**

**Credits: 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.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

### **PE 591 GS:Applied Ex Physiology**

**Credits: 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.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

### **PE 601 Philosophy & Ethics in Coaching**

**Credits: 3**

This course includes the development of a personal coaching philosophy regarding social responsibility with an emphasis on ethical conduct, values and sport involvement, and the personal growth of the athlete. Admission to Graduate Education program required.

**Course Frequency:** *Fall: All Years Spring: N/A Summer: N/A*

### **PE 602 Research Foundation in Sport: Methods, Statistics, and Analysis**

**Credits: 3**

This course includes the study of research to develop an understanding of the principles and the essential skills needed to engage in research. Admission to Graduate Education program is required.

**Course Frequency:** *Fall: All Years Spring: N/A Summer: N/A*

### **PE 603 Sports Skills, Tactics, and Evaluation in Coaching**

**Credits: 3**

This course includes the study of the skills, tactics, and strategies used to develop a competitive sport program with an emphasis on practice planning, game preparation, and evaluation. Admission to Graduate Education program required.

**Pre-Requisites:** ( ( PE\_602 ) OR ( ED\_622 ) ) and graduate status. **Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

### **PE 604 Educational Principles in Coaching**

**Credits: 3**

This course includes the study of methods of implementing educational principles in the daily operation of a sport program with an emphasis on organization, communication, and instructional strategies. Admission to

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Graduate Education program required.

**Pre-Requisites:** ( ( PE\_602 ) OR ( ED\_622 ) ) and graduate status. **Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

**PE 605 Physical Preparation and Conditioning** **Credits: 3**

This course includes the study of scientifically sound conditioning programs and the effects of various training programs and nutrition on the physical and mental performance of the athlete. Admission to the Graduate Education program is required.

**Pre-Requisites:** ( ( PE\_602 ) OR ( ED\_622 ) ) and graduate status. **Course Frequency:** *Fall: N/A Spring: N/A Summer: All Years*

**PE 606 Sport Safety and Injury Prevention** **Credits: 3**

This course includes the study of methods of injury prevention, injury management, and risk management, and the legal responsibilities of the coach. Admission to the Graduate Education program is required.

**Pre-Requisites:** ( ( PE\_602 ) OR ( ED\_622 ) ) and graduate status. **Course Frequency:** *Fall: All Years Spring: N/A Summer: N/A*

**PE 607 Advanced Practicum in Coaching I** **Credits: 1 - 2**

This course includes an in-depth coaching experience applying a sports coach's knowledge and skills in a hands-on environment. Admission to the Graduate Education program is required.

**Pre-Requisites:** ( ( PE\_602 ) OR ( ED\_622 ) ) and graduate status. **Course Frequency:** *Fall: All Years Spring: All Years Summer: All Years*

**PE 608 Organization, Administration and Marketing of Sport** **Credits: 3**

This course includes the study of administrative duties and procedures of a sport program with an emphasis on budgeting, marketing, event management, and facility operations. Admission to the Graduate Education program is required.

**Pre-Requisites:** ( ( PE\_602 ) OR ( ED\_622 ) ) and graduate status. **Course Frequency:** *Fall: All Years Spring: N/A Summer: N/A*

**PE 609 Psychology of Athletic Performance** **Credits: 3**

This course includes the study of effective methods of teaching and motivation to enhance sport performance and the athletes overall experience. Admission to the Graduate Education program required.

**Pre-Requisites:** ( ( PE\_602 ) OR ( ED\_622 ) ) and graduate status. **Course Frequency:** *Fall: N/A Spring: N/A Summer: All Years*

**PE 610 Legal Aspects of Sport for Coaches** **Credits: 3**

This course includes the development of a deeper understanding of negligence, legal challenges, operational



risks, and methods of documentation in sport. Admission to Graduate Education program required.

**Pre-Requisites:** ( ( PE\_602 ) OR ( ED\_622 ) ) and graduate status. **Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

### PE 611 Portfolio Capstone

**Credits: 3**

This course includes a student-lead capstone project, along with the development of an electronic portfolio of the Coaching Program reflecting the associated National Association of Sport and Physical Education (NASPE) standards. Admission to the Graduate Education program required.

**Pre-Requisites:** ( ( PE\_602 ) OR ( ED\_622 ) ) and graduate status. **Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

### PE 612 Advanced Practicum in Coaching II

**Credits: 1 - 2**

This course includes an in-depth coaching experience applying a sport coach's knowledge and skills in a hands-on environment in a setting beyond that of the Advanced Practicum in Coaching I course and the students current experience level. Admission to Graduate Education program required.

**Pre-Requisites:** ( ( PE\_602 AND PE\_607 ) OR ( ED\_622 AND PE\_607 ) ) and graduate status. **Course Frequency:** *Fall: All Years Spring: All Years Summer: All Years*

### PE 613 Graduate Workshop

**Credits: 1 - 3**

This course is available, with instructor approval, to students qualified to complete graduate level projects.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

### PE 697 GS:Current Issues & Curriculum Dev in Health & Physical Education

**Credits: 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.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

### SPED 200 Introduction to Special Needs Lab

**Credits: 1**

This course is intended to provide a field experience in integrated special education settings and aid the student in valuing diversity and inclusion. This is intended for transfer students who need an introductory field experience. This is equivalent to the SPED 290 lab, which is 15 hours.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: Dept Discretion*

### SPED 286 Special Topics

**Credits: 1 - 4**

### SPED 290 Introduction to Special Needs and Lab

**Credits: 3**

This course provides information on the various exceptionalities and facilitates 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.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: N/A*

### **SPED 304 Professional Development and Classroom Applications Credits: 1**

This required course will help candidates in the Special Education teacher education program begin a plan for professional development. A portfolio will be an ongoing project for the course, as well as discussion and activities related to preparing for the teaching profession. Students taking the course will complete their Pre-Student Teaching Experience in a Special Education setting.

**Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

### **SPED 304L Pre-Student Teaching Experience in SPED Practicum Credits: 0 - 1**

This required lab will provide guidance to teacher candidates as they complete 10 full days of Pre-Student Teaching Experience (PSTE) and Education Teacher Performance Assessment (EdTPA) requirements. Students will be required to actively participate in a school setting by teaching lessons and engaging in day-to-day functions of the classroom. Additionally students will complete Tasks 1, 2, and 3 of EdTPA.

**Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

### **SPED 400 Field Experience in Special Education Credits: 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.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: All Years*

### **SPED 430 Foundations in Mild to Moderate Disabilities Credits: 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.

**Pre-Requisites:** ( ( SPED\_290 ) ) and sophomore status. **Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

### **SPED 440 Assessment & Educational Planning & lab Credits: 4**

This course provides strategies for planning assessment, concepts of measurement, interpretation of assessment results, and their use in making programming decisions for individual students in special education.

**Pre-Requisites:** ( ( SPED\_290 ) ) and junior status. **Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

**SPED 443 Diseases and Disorders in Childhood****Credits: 3**

This course focuses on understanding the medical diseases and disorders of childhood ages birth through 18 and the implications and potential impacts of these diseases and disorders on student learning. This course is designed to provide relevant knowledge and skills needed to work with children with physical and health disorders, including knowledge of medical terminology, human anatomy and physiology, pharmacology, kinesiology, neurology, secondary health care issues with specific disabilities, specific condition needs, managing personal physical care, first aid techniques, and evacuation procedures.

**Pre-Requisites:** ( ( SPED\_290 ) ) **Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: N/A*

**SPED 450 Curriculum Design & Implementation in Special Education****Credits: 3**

A course in the best practices and procedures in curriculum instruction techniques and performance evaluation for all exceptionalities. Application in the process of individualized programming and modification/accommodation plans in integrated educational settings, use of assistive technologies, and adaptive techniques will be covered.

**Pre-Requisites:** ( ( SPED\_290 ) ) and sophomore status. **Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

**SPED 459 Professional Development & Action Research****Credits: 1**

This required 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. Students taking the course will complete their Pre-Student Teaching Experience.

**Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

**SPED 459L Pre-Student Teaching Experience****Credits: 0 - 1**

This required 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. Students taking the course will complete their pre-student teaching experience.

**Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

**SPED 460 Positive Behavior Support in Special Education****Credits: 3**

A course in theories of behavior, functional behavior assessment, and the laws, policies, and ethical principles regarding the planning and implementation of positive behavior supports for students with challenging behavior.

**Pre-Requisites:** ( ( SPED\_290 ) ) and sophomore status. **Course Frequency:** *Fall: All Years Spring: N/A Summer: N/A*

**SPED 466 Student Teaching K-12 Special Education****Credits: 12**

Supervised semester long field experience, required for K-12 Special Education 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.  
Admission to Teacher Education program required.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: All Years*

### **SPED 467 Advanced Student Teaching in Special Education Credits: 1 - 12**

This course is intended for students who are not yet licensed but who are completing the requirements for a second or third, etc., licensure field. Additional weeks of supervised practice teaching in the area of Special Education in an elementary and/or secondary school setting.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: All Years*

### **SPED 468 Special Education Student Teaching for the PASP Program I Credits: 6**

This is the first half of a year-long student co-teaching model for the non-conventional ABS program (ABS). The requirements for the ABS special education teacher candidate are in addition to the expectations found within the SMSU Student Teaching Manual. The year of student co-teaching is one aspect that makes this innovative approach a non-conventional ABS licensure program. Each University Supervisor will review the activities with the teacher candidate and classroom mentor(s) to decide what is appropriate in specific classrooms and settings. All special education teacher candidates are expected to self-assess their own progress throughout the experience, as well as conference with their classroom mentor(s) and university supervisor(s) to monitor professional development. Satisfactory clinical experiences and related assignments complete the requirement to teach students that are classified with diverse disabilities at the mild-moderate level in at least one grade band.

**Course Frequency:** *Fall: All Years Spring: N/A Summer: N/A*

### **SPED 469 Special Education Student Teaching for the PASP Program II Credits: 6**

This is the second half of a year-long student co-teaching model for the non-conventional ABS program (ABS). The requirements for the ABS special education teacher candidate are in addition to the expectations found within the SMSU Student Teaching Manual. The year of student co-teaching is one aspect that makes this innovative approach a non-conventional ABS licensure program. Each University Supervisor will review the activities with the teacher candidate and classroom mentor(s) to decide what is appropriate in specific classrooms and settings. All special education teacher candidates are expected to self-assess their own progress throughout the experience, as well as conference with their classroom mentor(s) and university supervisor(s) to monitor professional development. Satisfactory clinical experiences and related assignments complete the requirement to teach students that are classified with diverse disabilities at the mild-moderate level in at least two grade bands.

**Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

### **SPED 470 Collaboration in Educational Settings Credits: 3**

An understanding of the issues, resources, and techniques of communication, collaboration, consultation, and transitions for children, their families, the school, and all stakeholders in regular and special education settings. This includes professional reflection and development. The role of mental health professionals and agencies is included.

**Pre-Requisites:** ( ( SPED\_290 ) ) and sophomore status. **Course Frequency:** *Fall: All Years Spring: All Years Summer: All Years*

**SPED 480 Procedural Safeguards in Special Education****Credits: 3**

Procedural safeguards for legal, judicial, medical, and educational systems that serve students with disabilities are studied, which includes due process and transition.

**Pre-Requisites:** ( ( SPED\_290 ) ) and junior status. **Course Frequency:** *Fall: All Years Spring: N/A Summer: N/A*

**SPED 481 Compliant Practices in IEP Writing****Credits: 3**

This course will explore in depth the components of Individualized Education Programs (IEPs). Students will gain experience in writing all components of IEPs and as well as evaluate IEPs for compliance and best practice.

**Pre-Requisites:** ( ( SPED\_290 ) ) **Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

**SPED 485 Autism Spectrum Disorders: Issues & Needs****Credits: 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 an partnership with parents.

**Pre-Requisites:** ( ( SPED\_290 ) ) and sophomore status. **Course Frequency:** *Fall: All Years Spring: All Years Summer: N/A*

**SPED 486 Special Topics****Credits: 1 - 4****SPED 490 Trends & Traditions in Special Education****Credits: 1**

This course is intended to provide elective forums on topics of current importance in the field of special education as well as traditional and longstanding topics and methods in SPED.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

**SPED 494 Independent Study****Credits: 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.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: N/A*

**SPED 499 Internship****Credits: 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.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

**SPED 500 Field Experience in Special Education****Credits: 1 - 8**

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.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: All Years*

### **SPED 530 Foundations in Mild to Moderate Disabilities** **Credits: 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.

**Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

### **SPED 540 Assessment & Educational Planning & Lab** **Credits: 4**

This course provides strategies for planning assessment, concepts of measurement, interpretation of assessment results, and their use in making programming decisions for individual students in special education.

**Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

### **SPED 543 Diseases and Disorders in Childhood** **Credits: 3**

This course focuses on understanding the medical diseases and disorders of childhood ages birth through 18 and the implications and potential impacts of these diseases and disorders on student learning. This course is designed to provide relevant knowledge and skills needed to work with children with physical and health disorders, including knowledge of medical terminology, human anatomy and physiology, pharmacology, kinesiology, neurology, secondary health care issues with specific disabilities, specific condition needs, managing personal physical care, first aid techniques, and evacuation procedures.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: N/A*

### **SPED 543 Diseases and Disorders in Childhood** **Credits: 3**

This course focuses on understanding the medical diseases and disorders of childhood ages birth through 18 and the implications and potential impacts of these diseases and disorders on student learning. This course is designed to provide relevant knowledge and skills needed to work with children with physical and health disorders, including knowledge of medical terminology, human anatomy and physiology, pharmacology, kinesiology, neurology, secondary health care issues with specific disabilities, specific condition needs, managing personal physical care, first aid techniques, and evacuation procedures.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: Dept Discretion*

### **SPED 550 Curriculum Design & Implementation in Special Education** **Credits: 3**

A course in the best practices and procedures in curriculum instruction techniques and performance evaluation for all exceptionalities. Application in the process of individualized programming and modification/accommodation plans in integrated educational settings, use of assistive technologies, and adaptive techniques will be covered.

**Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

### **SPED 559 Professional Development & Action Research** **Credits: 1**

This required 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. Students taking the course will complete their Pre-Student Teaching Experience.

**Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

### **SPED 559L Pre-Student Teaching Experience**

**Credits: 0 - 1**

This required 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. Students taking the course will complete their pre-student teaching experience.

**Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

### **SPED 560 Positive Behavior Support in Special Education**

**Credits: 3**

A course in theories of behavior, functional behavior assessment, and the laws, policies, and ethical principles regarding the planning and implementation of positive behavior supports for students with challenging behavior.

**Course Frequency:** *Fall: All Years Spring: N/A Summer: N/A*

### **SPED 566 Special Education ABS Student Teaching K-12**

**Credits: 6**

Supervised 15-week long field experience, required for initial K-12 Special Education: Academic Behavioral Strategist, 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. Instructor Permission Required.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: N/A*

### **SPED 567 Special Education Advanced Student Teaching**

**Credits: 3**

Supervised 6-week long field experience, required for initial K-12 Special Education: Academic Behavioral Strategist, 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. Instructor Permission Required.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: N/A*

### **SPED 570 Collaboration in Educational Settings**

**Credits: 3**

An understanding of the issues, resources, and techniques of communication, collaboration, consultation, and transitions for children, their families, the school, and all stakeholders in regular and special education settings. This includes professional reflection and development. The role of mental health professionals and agencies is included.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: Dept Discretion*

### **SPED 580 Procedural Safeguards in Special Education**

**Credits: 3**

Procedural safeguards for legal, judicial, medical, and educational systems that serve students with disabilities are studied, which includes due process and transition.

**Course Frequency:** *Fall: All Years Spring: N/A Summer: N/A*

**SPED 581 Compliant Practices in IEP Writing**

**Credits: 3**

This course will explore in depth the components of Individualized Education Programs (IEPs). Students will gain experience in writing all components of IEPs and as well as evaluate IEPs for compliance and best practice.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

**SPED 585 Autism Spectrum Disorders: Issues & Needs**

**Credits: 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 an partnership with parents.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: N/A*

**SPED 586 Special Topics**

**Credits: 1 - 4**

This course is designed to provide an opportunity for students to experience a special or experimental curriculum enrichment course.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

**SPED 590 Trends & Traditions in Special Education**

**Credits: 1**

This course is intended to provide elective forums on topics of current importance in the field of special education as well as traditional and longstanding topics and methods in SPED.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

**SPED 610 ASD Professional Planning and Assessment**

**Credits: 2**

Students create a Live Text portfolio to reflect their professional growth and development in Special Education: Autism Spectrum Disorders. The portfolio is the accumulation of artifacts and written reflections they have collected throughout the course work taken and practicum experiences they have completed.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: N/A*

**SPED 611 DD Professional Planning and Assessment**

**Credits: 2**

Students create a Live Text portfolio to reflect their professional growth and development in Special Education: Developmental Delay. The portfolio is the accumulation of artifacts and written reflections they have collected throughout the course work taken and practicum experiences they have completed.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

**SPED 613 EBD Professional Planning and Assessment**

**Credits: 2**

Students create a Live Text portfolio to reflect their professional growth and development in Special Education: Emotional Behavioral Disorders. The portfolio is the accumulation of artifacts and written



reflections they have collected throughout the course work taken and practicum experiences they have completed.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

**SPED 614 LD Professional Planning and Assessment****Credits: 2**

Students create a Live Text portfolio to reflect their professional growth and development in Special Education: Learning Disabilities. The portfolio is the accumulation of artifacts and written reflections they have collected throughout the course work taken and practicum experiences they have completed.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

**SPED 620 Characteristics of Students with Learning & Behavior Disorders****Credits: 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.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: All Years*

**SPED 621 Access and Support for Ind. with Moderate to Severe Dev. Disabilities****Credits: 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.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: Even Years*

**SPED 623 Characteristics of Students with Moderate to Emotional Behavior Disorders****Credits: 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.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

**SPED 624 Characteristics of Students with Moderate to Severe Learning Disabilities****Credits: 3**

This course covers the etiology and characteristics of children and youth with Moderate to Severe Learning Disabilities. Included is an investigation of the impact of socioeconomic and psycho-social factors; disabling, associated, or medical conditions, and culturally or linguistically diverse students and the collaboration needed for student success.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

**SPED 625 Applied Research and Assessment in Education****Credits: 3**

Students will learn and apply education research and assessment as a means of analyzing and improving teaching and the learning of content. Students will use their findings to enhance the scholarship of teaching

and learning.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

### **SPED 626 Research: Project Design**

**Credits: 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 a research project designed to improve, implement or understand the issue identified. Admission to Special Education Graduate Program is required.

**Pre-Requisites:** ( ( SPED\_625 ) ) **Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

### **SPED 627 Research Project Implementation**

**Credits: 2**

Students implement and complete their research project

**Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

### **SPED 641 Life Span Learning & Outcomes for Individuals w/ Mod to Severe Dev Disabil**

**Credits: 3**

A study of the cognitive, social, motor, communication, and affective behavior and needs of children, youth, and adults with moderate to severe developmental disabilities, including transition needs and independent living, safety, leisure, and vocational programming.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: Even Years*

### **SPED 642 Programming & Assessment in Early Childhood Programming for ECSE: Birth to 6**

**Credits: 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.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: All Years*

### **SPED 643 Behavior Management & Teaching Strategies**

**Credits: 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.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: All Years*

### **SPED 644 Teaching & Achievement Strategies for Learning Disabilities**

**Credits: 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.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: Even Years*

### **SPED 670 ASD: Practicum in Autism Spectrum Disorders Birth-Age 21,**

**Levels 1-3****Credits: 3**

A supervised field experience and critical study combined to provide an opportunity to relate theory to practice and apply the ASD standards through a variety of early and ongoing clinical experiences in teaching children with autism spectrum disorders in birth through age 21 settings across level 1 to 3 (mild to moderate disability levels).

**Pre-Requisites:** ( ( SPED\_686 OR SPED\_687 OR SPED\_688 ) ) **Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

**SPED 673 EBD: Practicum in Emotional/Behavioral Disorders in grades K-12, Levels 1-3** **Credits: 3**

A supervised field experience and critical study combined to provide an opportunity to relate theory to practice and apply the EBD standards through a variety of early and ongoing clinical experiences in teaching children with emotional/behavioral disorders in grades K-12 settings across level 1 to 3 (mild to moderate disability levels).

**Pre-Requisites:** ( ( SPED\_620 ) ) **Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

**SPED 674 LD: Practicum in Learning Disabilities in grades K-12, Levels 1-3** **Credits: 3**

A supervised field experience and critical study combined to provide an opportunity to relate theory to practice and apply the LD standards through a variety of early and ongoing clinical experiences in teaching children with learning disabilities in grades K-12 settings across levels 1 to 3 (mild to moderate disability levels).

**Pre-Requisites:** ( ( SPED\_620 ) ) **Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

**SPED 680 ASD: Practicum in Autism Spectrum Disorders Birth-Age 21, Levels 3-4** **Credits: 3**

A supervised field experience and critical study combined to provide an opportunity to relate theory to practice and apply the ASD standards through a variety of early and ongoing clinical experiences in teaching children with autism spectrum disorders in birth through age 21 settings across levels 3 to 4 (moderate to severe disability levels). Students must be enrolled in or have successfully completed one of the following courses: SPED 686, SPED 687, or SPED 688

**Pre-Requisites:** ( ( SPED\_686 OR SPED\_687 OR SPED\_688 ) ) **Course Frequency:** *Fall: All Years Spring: All Years Summer: N/A*

**SPED 681 DD: Practicum in Developmental Disabilities: K-12, levels 3-4** **Credits: 3**

A supervised field experience and critical study combined to provide an opportunity to relate theory to practice and apply the DD standards through a variety of early and ongoing clinical experiences in teaching children with developmental disabilities in grades K-12 settings across levels 3 to 4 (moderate to severe disability levels).

**Course Frequency:** *Fall: All Years Spring: All Years Summer: All Years*

**SPED 683 EBD: Practicum in Emotional/Behavioral Disorders in grades K-12, Levels 3-4 Credits: 3**

A supervised field experience and critical study combined to provide an opportunity to relate theory to practice and apply the EBD standards through a variety of early and ongoing clinical experiences in teaching children with emotional/behavioral disorders in grades K-12 settings across levels 3 to 4 (moderate to severe disability levels).

**Pre-Requisites:** ( ( SPED\_620 ) ) and graduate status. **Course Frequency:** *Fall: All Years Spring: All Years Summer: All Years*

**SPED 684 LD Practicum in Learning Disabilities in grades K-12, Level 3-4 Credits: 3**

A supervised field experience and critical study combined to provide an opportunity to relate theory to practice and apply the LD standards through a variety of early and ongoing clinical experiences in teaching children with learning disabilities in grades K-12 settings across levels 3 to 4 (moderate to severe disability levels).

**Pre-Requisites:** ( ( SPED\_620 ) ) and graduate status. **Course Frequency:** *Fall: All Years Spring: All Years Summer: All Years*

**SPED 686 Autism Spectrum Disorders: Assessment & Programming Credits: 3**

This course covers assessment, eligibility criterion, programming, and transition plans for individuals with ASD. Generalization of skills to natural environments is included.

**Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

**SPED 687 Autism Spectrum Disorders: Communication & Social Skills Credits: 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.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: All Years*

**SPED 688 Autism Spectrum Disorders: Behavioral & Instructional Strategies Credits: 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.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

**SPED 691 DD Practicum in SPED: Middle Level(5-8)/High School(9-12) Credits: 2**

A supervised field experience and critical study combined to provide an opportunity to relate theory to practice in a selected Middle Level(5-8)/High School (9-12) educational setting or adult individual, including

transition programs

**Course Frequency:** *Fall: All Years Spring: All Years Summer: All Years*

### **TESL 304 Professional Development & Classroom Applications** **Credits: 1**

This required 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. Students taking the course will complete their Pre-Student Teaching Experience (all majors).

**Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

### **TESL 304L Pre-Student Teaching Experience in TESL Practicum** **Credits: 0 - 1**

This lab will allow teacher candidates a 10-day classroom experience in preparation for student teaching with the implementation of the edTPA - Teacher Performance Assessment.

**Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

### **TESL 431 Foundations of Teaching ESL & Lab** **Credits: 3**

This course is designed to introduce TESL teacher candidates to fundamental theories in the field of teaching ESL. The course builds a foundation of understanding of English learners and topics impacting the academic experiences of language minority students in the United States. TESL teacher candidates will participate in a 15 hour lab field experience with focus on culturally and linguistically diverse learners. The required preparation includes two years of HS foreign language or one year of foreign language in a post-secondary setting.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: All Years*

### **TESL 432 Understanding Second Language Acquisition** **Credits: 3**

This course is designed to provide an overview of second language acquisition, focusing on communication, pattern, and variability. Through research and practical applications, TESL teacher candidates will develop an understanding of native language acquisition and second language acquisition as well as the impact on the academic setting for ELs, including linguistic, cognitive, social, and affective factors. The required preparation includes two years of HS foreign language or one year of foreign language in a post-secondary setting.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: All Years*

### **TESL 433 Assessment in TESL** **Credits: 3**

This course is designed to focus on assessment of English learners across all content areas. TESL teacher candidates will research, develop, and implement effective assessments for ELs to determine language proficiency as well as academic competency. The required preparation includes two years of HS foreign language or one year of foreign language in a post-secondary setting.

**Pre-Requisites:** ( TESL\_431 ) OR ( ED\_431 ) **Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

### **TESL 434 Second Language Literacy & Linguistics** **Credits: 3**

This course is designed to focus on literacy skills: listening, speaking, reading, writing, viewing, and visually representing with an emphasis on linguistics. TESL teacher candidates will consider first and second language

acquisition as well as linguistics in efforts to improve the literacy process for ELs. The required preparation includes two years of HS foreign language or one year of foreign language in a post-secondary setting.

**Pre-Requisites:** ( TESL\_431 ) OR ( ED\_431 ) **Course Frequency:** *Fall: All Years Spring: N/A Summer: N/A*

### **TESL 435 TESL Methods & Lab**

**Credits: 3**

This course is designed to provide TESL teacher candidates opportunities to create, implement, and reflect on the teaching and learning process regarding the integration of content and language instruction. Teacher candidates will consider best practices in the field of ESL including strategies and methods based on evidence. The required preparation includes two years of HS foreign language or one year of foreign language in a post-secondary setting.

**Pre-Requisites:** ( TESL\_431 ) OR ( ED\_431 ) **Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

### **TESL 436 TESL Partnerships**

**Credits: 3**

This course is designed to provide TESL teacher candidates with opportunities to focus on standards and principles of ESL while considering community partnerships and involvement of ESL stakeholders. This course has a community component, which requires experiences outside the class teacher candidates develop and implement a plan of action to demonstrate planning, commitment, and involvement with ESL stakeholders. The required preparation includes two years of HS foreign language or one year of foreign language in a post-secondary setting.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: All Years*

### **TESL 437 TESL Practicum**

**Credits: 3**

This practicum is the capstone of the MN K-12 Teacher of ESL Licensure program. Placements will focus on the elementary, middle, and secondary levels. TESL teacher candidates must complete licensure coursework before enrolling in the TESL Practicum. This should be the final term of the TESL teacher candidates program. Approval by instructor required. Course may be concurrently taken with ED 433/533 Assessment in TESL

**Course Frequency:** *Fall: All Years Spring: All Years Summer: All Years*

### **TESL 459 Professional Development & Action Research**

**Credits: 1**

This required 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. Students taking the course will complete their Pre-Student Teaching Experience.

**Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

### **TESL 459L Pre-Student Teaching Experience**

**Credits: 0 - 1**

This required 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. Students taking the course will complete their pre-student teaching experience.

**Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

### **TESL 466 Student Teaching in TESL; K-12 & Seminar**

**Credits: 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.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: N/A*

### **TESL 467 Advanced Student Teaching in TESL-Teaching English as a Second Language** **Credits: 1 - 12**

This course is intended for students who are not yet licensed but who are completing the requirements for a second or third, etc., licensure field providing additional weeks of supervised practice teaching in the area of TESL in an elementary, middle, and/or secondary school setting.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: N/A*

### **TESL 468 Student Teaching in Para-to-TESL Program I** **Credits: 6**

Supervised semester-long field experience, required for licensure in Teaching English as a Second Language, 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. Instructor Permission required.

**Course Frequency:** *Fall: All Years Spring: N/A Summer: N/A*

### **TESL 469 Student Teaching in Para-to-TESL Program II** **Credits: 6**

Supervised semester-long field experience, required for licensure in Teaching English as a Second Language, 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. Instructor permission required.

**Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

### **TESL 531 Foundations of Teaching ESL & Lab** **Credits: 3**

This course is designed to introduce TESL teacher candidates to fundamental theories in the field of teaching ESL. The course builds a foundation of understanding of English learners and topics impacting the academic experiences of language minority students in the United States. TESL teacher candidates will participate in a 15 hour lab field experience with focus on culturally and linguistically diverse learners. The required preparation includes two years of HS foreign language or one year of foreign language in a post-secondary setting.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: All Years*

### **TESL 532 Understanding Second Language Acquisition** **Credits: 3**

This course is designed to provide an overview of second language acquisition, focusing on communication, pattern, and variability. Through research and practical applications, TESL teacher candidates will develop an understanding of native language acquisition and second language acquisition as well as the impact on the academic setting for ELs, including linguistic, cognitive, social, and affective factors. The required preparation includes two years of HS foreign language or one year of foreign language in a post-secondary setting.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: All Years*

### **TESL 533 Assessment in TESL** **Credits: 3**

This course is designed to focus on assessment of English learners across all content areas. TESL teacher candidates will research, develop, and implement effective assessments for ELs to determine language proficiency as well as academic competency. The required preparation includes two years of HS foreign language or one year of foreign language in a post-secondary setting.

**Pre-Requisites:** ( TESL\_531 ) OR ( ED\_531 ) and graduate status. **Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

### **TESL 534 Second Language Literacy & Linguistics** **Credits: 3**

This course is designed to focus on literacy skills: listening, speaking, reading, writing, viewing, and visually representing with an emphasis on linguistics. TESL teacher candidates will consider first and second language acquisition as well as linguistics in efforts to improve the literacy process for ELs. The required preparation includes two years of HS foreign language or one year of foreign language in a post-secondary setting.

**Pre-Requisites:** ( TESL\_531 ) OR ( ED\_531 ) and graduate status. **Course Frequency:** *Fall: All Years Spring: N/A Summer: N/A*

### **TESL 535 TESL Methods & Lab** **Credits: 3**

This course is designed to provide TESL teacher candidates opportunities to create, implement, and reflect on the teaching and learning process regarding the integration of content and language instruction. Teacher candidates will consider best practices in the field of ESL including strategies and methods based on evidence. The required preparation includes two years of HS foreign language or one year of foreign language in a post-secondary setting.

**Pre-Requisites:** ( TESL\_531 ) OR ( ED\_531 ) and graduate status. **Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

### **TESL 536 TESL Partnerships** **Credits: 3**

This course is designed to provide TESL teacher candidates with opportunities to focus on standards and principles of ESL while considering community partnerships and involvement of ESL stakeholders. This course has a community component, which requires experiences outside the class teacher candidates develop and implement a plan of action to demonstrate planning, commitment, and involvement with ESL stakeholders. The required preparation includes two years of HS foreign language or one year of foreign language in a post-secondary setting.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: All Years*

### **TESL 537 TESL Practicum (Teaching ESL Practicum)** **Credits: 3**

This practicum is the capstone of the MN K-12 Teacher of ESL Licensure program. Placements will focus on the elementary, middle, and secondary levels. TESL teacher candidates must complete licensure coursework before enrolling in the TESL Practicum. This should be the final term of the TESL teacher candidates program. Approval by instructor required. Course may be concurrently taken with ED 433/533 Assessment in TESL.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: All Years*

### **TESL 559 Professional Development & Action Research** **Credits: 0**

This required 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. Students taking the course will complete their Pre-Student Teaching Experience.

**Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

### **TESL 559L Pre-Student Teaching Experience**

**Credits: 0 - 1**

This required 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. Students taking the course will complete their pre-student teaching experience.

**Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

## Physical Education: Coaching of Sport: Graduate

### Master of Science: Physical Education: Coaching of Sport(34 Credits)

#### I. Required Courses:

<b>PE 601</b>	Philosophy & Ethics in Coaching _____	Credits: 3
<b>PE 602</b>	Research Foundation in Sport: Methods, Statistics, and Analysis _____	Credits: 3
<b>PE 603</b>	Sports Skills, Tactics, and Evaluation in Coaching _____	Credits: 3
<b>PE 604</b>	Educational Principles in Coaching _____	Credits: 3
<b>PE 605</b>	Physical Preparation and Conditioning _____	Credits: 3
<b>PE 606</b>	Sport Safety and Injury Prevention _____	Credits: 3
<b>PE 607</b>	Advanced Practicum in Coaching I _____	Credits: 1 - 2
<b>PE 608</b>	Organization, Administration and Marketing of Sport _____	Credits: 3
<b>PE 609</b>	Psychology of Athletic Performance _____	Credits: 3
<b>PE 610</b>	Legal Aspects of Sport for Coaches _____	Credits: 3
<b>PE 611</b>	Portfolio Capstone _____	Credits: 3
<b>PE 612</b>	Advanced Practicum in Coaching II _____	Credits: 1 - 2

Total Credits: **34**

## Course Descriptions

### PE 100 Intro to Arts/Dance

**Credits: 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.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

### PE 101 Intro Health & Physical Education

**Credits: 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.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: N/A*

### PE 105 Camping and Canoeing

**Credits: 2**

This class is designed for students to develop skills, awareness, and knowledge in racquet activities, volleyball, canoeing, and outdoor activities.

**Course Frequency:** *Fall: All Years Spring: N/A Summer: N/A*

### PE 106 Winter Ice and Snow Sports

**Credits: 2**

This course is designed to develop knowledge of and fundamental motor skills in activities such as Cross Country Skiing, Snow Shoeing, Hockey, and Curling. Such content as the history, rules, strategies, etiquette,

and basic motor skills will be included.

**Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

### **PE 107 Walking for Wellness**

**Credits: 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.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: N/A*

### **PE 108 Technology in Physical Education**

**Credits: 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.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: N/A*

### **PE 109 Cross Training**

**Credits: 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.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

### **PE 110 Intercollegiate Baseball**

**Credits: 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.

**Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

### **PE 111 Intercollegiate Basketball**

**Credits: 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.

**Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

### **PE 112 Cheerleading**

**Credits: 1**

The purpose of intercollegiate cheerleading is to give the highly-skilled student the opportunity to learn and perform skills and techniques of cheerleading.

**Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

### **PE 113 Intercollegiate Cross Country**

**Credits: 1**

This is an intercollegiate sport designed to provide student-athletes with a very high level of physical exercise, competitive distance running, which can make a positive contribution to their aerobic fitness, body

composition, self-image, self-confidence, stress reduction, and overall maturation as a person. The course is designed to assist the student-athlete in acquiring the knowledge, attitudes, and skills necessary for collegiate competition in addition to developing a love for running and a lifelong enjoyment of fitness.

**Course Frequency:** *Fall: All Years Spring: N/A Summer: N/A*

### **PE 114 Intercollegiate Football**

**Credits: 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.

**Course Frequency:** *Fall: All Years Spring: N/A Summer: N/A*

### **PE 115 Intercollegiate Soccer**

**Credits: 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.

**Course Frequency:** *Fall: All Years Spring: N/A Summer: N/A*

### **PE 116 Intercollegiate Fast Pitch Softball**

**Credits: 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.

**Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

### **PE 117 Intercollegiate Track and Field**

**Credits: 1**

This is an intercollegiate sport designed to provide student-athletes with a very high level of physical exercise which is based on the primary goals of each individual. The process of accomplishing these goals can make a positive contribution to their aerobic fitness, running speed, physical power, body composition, self-image, self-confidence, stress reduction, and overall maturation as a person. The course is designed to assist the student-athlete in acquiring the knowledge, attitudes, and skills necessary for collegiate competition in addition to developing a love for the sport of track and field and a lifelong enjoyment of fitness.

**Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

### **PE 118 Intercollegiate Tennis**

**Credits: 1**

The purpose of intercollegiate tennis is to give the highlyskilled student the opportunity to learn advanced skills, techniques, and strategies by competing against those of similar ability.

**Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

### **PE 119 Intercollegiate Golf**

**Credits: 1**

The purpose of intercollegiate golf is to give the highlyskilled student the opportunity to learn advanced skills, techniques, and strategies by competing against those of similar ability.

**Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

### **PE 120 Intercollegiate Volleyball**

**Credits: 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.

**Course Frequency:** *Fall: All Years Spring: N/A Summer: N/A*

### **PE 121 Intercollegiate Wrestling**

**Credits: 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.

**Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

### **PE 122 Lifetime Activities I**

**Credits: 3**

This course is designed to develop knowledge of and fundamental motor skills in such sports and activities as tennis, badminton, and bowling.

**Course Frequency:** *Fall: All Years Spring: N/A Summer: N/A*

### **PE 123 Lifetime Activities II**

**Credits: 3**

This course is designed to develop knowledge of and fundamental motor skills in such sports and activities as aquatics, stunts & tumbling, and dance.

**Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

### **PE 124 Intercollegiate Swimming and Diving**

**Credits: 1**

The purpose of intercollegiate swimming and diving is to give the highly-skilled student the opportunity to learn advanced skills, techniques, and strategies by competing against those of similar ability.

**Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

### **PE 130 Racquet Sports**

**Credits: 1**

The student will study the fundamental elements of skills, rules, and strategies for participation in all racquet sport activities.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

### **PE 135 Dance for Fitness:Zumba**

**Credits: 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.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: N/A*

### **PE 139 Aerobics**

**Credits: 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.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

### **PE 140 Beginning Archery**

**Credits: 1**

The student will study the fundamental elements of skills, rules, and strategies for participation in archery.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

### **PE 142 Beginning Bowling**

**Credits: 1**

The student will study the fundamental elements of skills, rules, and strategies for participation in bowling.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

### **PE 144 Golf**

**Credits: 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.

**Course Frequency:** *Fall: All Years Spring: N/A Summer: N/A*

### **PE 147 Beginning Tennis**

**Credits: 1**

The student will study the fundamental elements of skills, rules, and strategies for participation in tennis.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

### **PE 149 Weight Training & Conditioning**

**Credits: 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.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: N/A*

### **PE 150 Snow Shoeing**

**Credits: 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.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

### **PE 151 Beginning Cross-Country Skiing**

**Credits: 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.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

### **PE 152 Basic Self Defense**

**Credits: 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.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: N/A*

### **PE 153 Beginning Racquetball**

**Credits: 1**

The student will study the fundamental skills, rules, and strategies for participation in racquetball.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

### **PE 154 Adapted Physical Education Activities**

**Credits: 1 - 4**

This is an activity course designed for students with disabilities to provide mild to moderate physical activities in their daily lives.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

### **PE 155 Learn to Swim**

**Credits: 1**

This course is designed for the student who is a non-swimmer or does not demonstrate proficiency in the water. It will include instruction in basic areas of water safety and basic swimming strokes. The general Red Cross swimming program will be followed.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: N/A*

### **PE 156 Adventure Ropes**

**Credits: 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.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: N/A*

### **PE 158 Canoeing**

**Credits: 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.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

### **PE 160 Flexibility/Yoga**

**Credits: 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.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: N/A*

### **PE 161 Swimmercize**

**Credits: 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.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

**PE 165 Southwest Minnesota State University Dance Team** **Credits: 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.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

**PE 169 Advanced Weight Training & Conditioning** **Credits: 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.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

**PE 170 Personal Fitness** **Credits: 1**

Personal 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.

**Course Frequency:** *Fall: All Years Spring: N/A Summer: N/A*

**PE 171 Step Aerobics** **Credits: 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.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: N/A*

**PE 172 Intramural Activities** **Credits: 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.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: N/A*

**PE 173 Outdoor Activities** **Credits: 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.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

**PE 177 Biking****Credits: 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.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

**PE 200 Recreational Sports & Games****Credits: 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.

**Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

**PE 210 Methods of Adapted Physical Education & Lab****Credits: 3**

This course covers the major concepts of the IDEA law and Developmental Adapted Physical Education (DAPE). Content such as the IDEA law, adapted assessment tests, writing the physical education components of an IEP, the impact of a disability on an individual's life, and hands-on experience working with individuals with disabilities is included.

**Course Frequency:** *Fall: Odd Years Spring: N/A Summer: N/A*

**PE 220 Curriculum and Instruction in Physical Education****Credits: 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.

**Course Frequency:** *Fall: N/A Spring: Odd Years Summer: N/A*

**PE 249 Physical Fitness Concept****Credits: 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.

**Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

**PE 250 Sports in American Culture****Credits: 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.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

### **PE 251 Intermediate Cross-Country Skiing**

**Credits: 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.

**Pre-Requisites:** ( PE\_151 ) **Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

### **PE 256 Lifeguard Training**

**Credits: 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

**Course Frequency:** *Fall: N/A Spring: Dept Discretion Summer: N/A*

### **PE 257 PADI Open Water Scuba**

**Credits: 1**

Learning is divided between classroom and pool. All necessary equipment is provided. Upon successful completion of this portion of the courses, learners are qualified to complete the four open water dives to become certified as a PADI Open Water Diver. These dives are offered over a two day period approximately every weekend over the summer from the beginning of May to the beginning of October. Additional cost applies. The student also has the option of completing these dives literally anywhere in the world using the PADI Open Water Referral Form. These dives need to be completed within 12 months from the completion of the course or a refresher is required.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: N/A*

### **PE 258 Intermediate Canoeing**

**Credits: 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.

**Pre-Requisites:** ( PE\_158 ) **Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

### **PE 260 Women in Sport**

**Credits: 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.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

### **PE 286 Special Topics**

**Credits: 1 - 4**

This course is designed to provide lower-division students an opportunity to experience a special or experimental curriculum enrichment course.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

### **PE 292 Honors Credit in Phy Ed**

**Credits: 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.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

### **PE 300 Recreation Diversity & Leadership**

**Credits: 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.

**Course Frequency:** *Fall: Odd Years Spring: N/A Summer: N/A*

### **PE 301 Theory of Coaching**

**Credits: 3**

This course is designed to provide the student with a functional understanding of sport and management skills necessary in becoming a successful coach. Students will compare and contrast a variety of objectives used to define success and then examine and redefine their individual philosophies.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: N/A*

### **PE 301L Theory of Coaching Lab**

**Credits: 2**

This lab will take an in-depth look at why we provide opportunities for students to participate in athletic programs as part of the educational process. Focusing on the WHY of participation requires a shift in mindset and will challenge coaches to become aware of, and intentional about focusing on the values that can be learned through process-based instead of outcome-based experiences.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: N/A*

### **PE 330 Theory of Coaching of Baseball**

**Credits: 2**

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.

**Course Frequency:** *Fall: Odd Years Spring: N/A Summer: N/A*

### **PE 331 Theory of Coaching of Basketball**

**Credits: 2**

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.

**Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

### **PE 333 Theory of Coaching Swimming & Diving**

**Credits: 2**

This course is available to students interested in developing a better understanding of different philosophies, theories, methods and techniques of coaching swimming and diving.

**Course Frequency:** *Fall: Even Years Spring: N/A Summer: N/A*

### **PE 334 Theory of Coaching of Football**

**Credits: 2**

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.

**Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

### **PE 336 Theory of Coaching of Softball**

**Credits: 2**

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.

**Course Frequency:** *Fall: Even Years Spring: N/A Summer: N/A*

### **PE 337 Theory of Coaching of Volleyball**

**Credits: 2**

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.

**Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

### **PE 338 Theory of Coaching of Soccer**

**Credits: 2**

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.

**Course Frequency:** *Fall: N/A Spring: Even Years Summer: N/A*

### **PE 344 Motor Development**

**Credits: 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.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

### **PE 348 Theory of Coaching of Track & Field**

**Credits: 2**

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.

**Course Frequency:** *Fall: Odd Years Spring: N/A Summer: N/A*

### **PE 350 Theory of Coaching of Wrestling**

**Credits: 2**

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.

**Course Frequency:** *Fall: Odd Years Spring: N/A Summer: N/A*

### **PE 356 Swimming Instruction Methods**

**Credits: 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

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

### **PE 360 Introduction to Recreation, Parks, and Community Education**

**Credits: 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.

**Course Frequency:** *Fall: Even Years Spring: N/A Summer: N/A*

### **PE 362 Recreational Aquatics**

**Credits: 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.

**Course Frequency:** *Fall: N/A Spring: Odd Years Summer: N/A*

### **PE 381 Elementary School Physical Education**

**Credits: 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.

**Pre-Requisites:** ( ( ED\_101 OR EDFN\_201 ) ) **Course Frequency:** *Fall: All Years Spring: All Years Summer: N/A*

### **PE 387 Rhythm and Dance Fundamentals**

**Credits: 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.

**Course Frequency:** *Fall: All Years Spring: N/A Summer: N/A*

### **PE 390 Organ & Admin of Athletics & PE**

**Credits: 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.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

### **PE 392 Prevention & Care of Athletic Injuries**

**Credits: 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.

**Pre-Requisites:** ( EXSC\_100 ) OR ( PE\_285 ) **Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

### **PE 393 Adapted Practicum I**

**Credits: 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.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: N/A*

### **PE 395 Exercise Psychology**

**Credits: 2**

This course will examine the research, theory, and practical applications of the psychological domain in exercise.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

### **PE 400 Recreation Program Planning**

**Credits: 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.

**Course Frequency:** *Fall: N/A Spring: Even Years Summer: N/A*

### **PE 401 K-12 Physical Education Methods & Lab**

**Credits: 3**

This course explores in detail the basic principles of Physical Education and skills and methods of teaching physical education to K-12 students. The course includes a 30-hours field experience.

**Pre-Requisites:** ( PE\_220 ) **Course Frequency:** *Fall: All Years Spring: N/A Summer: N/A*

### **PE 478 Recreation & Sports Management**

**Credits: 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.

**Course Frequency:** *Fall: All Years Spring: N/A Summer: N/A*

### **PE 481 Adapted Physical Education Application**

**Credits: 3**

Activities and sports such as wheelchair basketball, sit volleyball, beep baseball, bowling, and aquatics for individuals with disabilities will be presented. Knowledge of these activities such as the history, rules,

strategies, etiquette, and motor skills will be included.

**Course Frequency:** *Fall: Odd Years Spring: N/A Summer: N/A*

### **PE 482 Practicum in Coaching**

**Credits: 1 - 4**

The application of techniques and coaching in a clinical situation.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: All Years*

### **PE 483 Intramural Practicum**

**Credits: 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.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

### **PE 484 Planning Facilities for Physical Activities**

**Credits: 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.

**Course Frequency:** *Fall: All Years Spring: N/A Summer: N/A*

### **PE 486 Special Topics**

**Credits: 1 - 4**

This course is designed to provide upper-division students an opportunity to experience a special or experimental curriculum enrichment course.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

### **PE 488 Legal Aspects of Recreation & Sport**

**Credits: 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.

**Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

### **PE 489 Sports Marketing, Sales, and Promotions**

**Credits: 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.

**Course Frequency:** *Fall: N/A Spring: Odd Years Summer: N/A*

### **PE 490 Field Practicum**

**Credits: 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.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: N/A*

**PE 494 Independent Studies****Credits: 1 - 4**

Independent study and research within the physical education and human performance area.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: All Years*

**PE 496 Workshop in Physical Education****Credits: 1 - 4**

To provide physical education credit for workshops in the area.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: All Years*

**PE 497 Senior Seminar****Credits: 3**

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.

**Course Frequency:** *Fall: All Years Spring: N/A Summer: N/A*

**PE 498 Adapted Practicum II****Credits: 3**

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.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: N/A*

**PE 499 Professional Internship****Credits: 3 - 12**

To provide an opportunity for a student who works in the area of physical education or human performance in an internship program.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: All Years*

**PE 544 GS:Motor Learning & Dev****Credits: 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.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

**PE 550 Practicum in Teaching****Credits: 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.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: N/A*



**PE 578 Recreation and Sport Management****Credits: 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.

**Course Frequency:** *Fall: All Years Spring: N/A Summer: N/A*

**PE 580 GS:Global Perspect of PE****Credits: 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.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

**PE 581 GS:Skills Test & Measure****Credits: 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.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

**PE 584 Planning Facilities for Physical Activities****Credits: 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.

**Course Frequency:** *Fall: All Years Spring: N/A Summer: N/A*

**PE 585 GS:Biomechanical Analysi****Credits: 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.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

**PE 588 Legal Aspects in Recreation & Sport****Credits: 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.

**Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

**PE 589 Sports Marketing, Promotion, and Consumer Behavior****Credits: 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.

**Course Frequency:** *Fall: N/A Spring: Odd Years Summer: N/A*

### **PE 590 GS:Org&Admin of PE&Sport**

**Credits: 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.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

### **PE 591 GS:Applied Ex Physiology**

**Credits: 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.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

### **PE 601 Philosophy & Ethics in Coaching**

**Credits: 3**

This course includes the development of a personal coaching philosophy regarding social responsibility with an emphasis on ethical conduct, values and sport involvement, and the personal growth of the athlete. Admission to Graduate Education program required.

**Course Frequency:** *Fall: All Years Spring: N/A Summer: N/A*

### **PE 602 Research Foundation in Sport: Methods, Statistics, and Analysis**

**Credits: 3**

This course includes the study of research to develop an understanding of the principles and the essential skills needed to engage in research. Admission to Graduate Education program is required.

**Course Frequency:** *Fall: All Years Spring: N/A Summer: N/A*

### **PE 603 Sports Skills, Tactics, and Evaluation in Coaching**

**Credits: 3**

This course includes the study of the skills, tactics, and strategies used to develop a competitive sport program with an emphasis on practice planning, game preparation, and evaluation. Admission to Graduate Education program required.

**Pre-Requisites:** ( ( PE\_602 ) OR ( ED\_622 ) ) and graduate status. **Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

### **PE 604 Educational Principles in Coaching**

**Credits: 3**

This course includes the study of methods of implementing educational principles in the daily operation of a sport program with an emphasis on organization, communication, and instructional strategies. Admission to

Graduate Education program required.

**Pre-Requisites:** ( ( PE\_602 ) OR ( ED\_622 ) ) and graduate status. **Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

### **PE 605 Physical Preparation and Conditioning** **Credits: 3**

This course includes the study of scientifically sound conditioning programs and the effects of various training programs and nutrition on the physical and mental performance of the athlete. Admission to the Graduate Education program is required.

**Pre-Requisites:** ( ( PE\_602 ) OR ( ED\_622 ) ) and graduate status. **Course Frequency:** *Fall: N/A Spring: N/A Summer: All Years*

### **PE 606 Sport Safety and Injury Prevention** **Credits: 3**

This course includes the study of methods of injury prevention, injury management, and risk management, and the legal responsibilities of the coach. Admission to the Graduate Education program is required.

**Pre-Requisites:** ( ( PE\_602 ) OR ( ED\_622 ) ) and graduate status. **Course Frequency:** *Fall: All Years Spring: N/A Summer: N/A*

### **PE 607 Advanced Practicum in Coaching I** **Credits: 1 - 2**

This course includes an in-depth coaching experience applying a sports coach's knowledge and skills in a hands-on environment. Admission to the Graduate Education program is required.

**Pre-Requisites:** ( ( PE\_602 ) OR ( ED\_622 ) ) and graduate status. **Course Frequency:** *Fall: All Years Spring: All Years Summer: All Years*

### **PE 608 Organization, Administration and Marketing of Sport** **Credits: 3**

This course includes the study of administrative duties and procedures of a sport program with an emphasis on budgeting, marketing, event management, and facility operations. Admission to the Graduate Education program is required.

**Pre-Requisites:** ( ( PE\_602 ) OR ( ED\_622 ) ) and graduate status. **Course Frequency:** *Fall: All Years Spring: N/A Summer: N/A*

### **PE 609 Psychology of Athletic Performance** **Credits: 3**

This course includes the study of effective methods of teaching and motivation to enhance sport performance and the athletes overall experience. Admission to the Graduate Education program required.

**Pre-Requisites:** ( ( PE\_602 ) OR ( ED\_622 ) ) and graduate status. **Course Frequency:** *Fall: N/A Spring: N/A Summer: All Years*

### **PE 610 Legal Aspects of Sport for Coaches** **Credits: 3**

This course includes the development of a deeper understanding of negligence, legal challenges, operational

risks, and methods of documentation in sport. Admission to Graduate Education program required.

**Pre-Requisites:** ( ( PE\_602 ) OR ( ED\_622 ) ) and graduate status. **Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

### **PE 611 Portfolio Capstone**

**Credits: 3**

This course includes a student-lead capstone project, along with the development of an electronic portfolio of the Coaching Program reflecting the associated National Association of Sport and Physical Education (NASPE) standards. Admission to the Graduate Education program required.

**Pre-Requisites:** ( ( PE\_602 ) OR ( ED\_622 ) ) and graduate status. **Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

### **PE 612 Advanced Practicum in Coaching II**

**Credits: 1 - 2**

This course includes an in-depth coaching experience applying a sport coach's knowledge and skills in a hands-on environment in a setting beyond that of the Advanced Practicum in Coaching I course and the students current experience level. Admission to Graduate Education program required.

**Pre-Requisites:** ( ( PE\_602 AND PE\_607 ) OR ( ED\_622 AND PE\_607 ) ) and graduate status. **Course Frequency:** *Fall: All Years Spring: All Years Summer: All Years*

### **PE 613 Graduate Workshop**

**Credits: 1 - 3**

This course is available, with instructor approval, to students qualified to complete graduate level projects.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

### **PE 697 GS:Current Issues & Curriculum Dev in Health & Physical Education**

**Credits: 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.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

**Special Education****Master of Science: Special Education(34 Credits)****A. Special Education Core: (22 Credits)**

<b>SPED 530</b>	Foundations in Mild to Moderate Disabilities	Credits: 3
<b>SPED 540</b>	Assessment & Educational Planning & Lab	Credits: 4
<b>SPED 550</b>	Curriculum Design & Implementation in Special Education	Credits: 3
<b>SPED 560</b>	Positive Behavior Support in Special Education	Credits: 3
<b>SPED 570</b>	Collaboration in Educational Settings	Credits: 3
<b>SPED 580</b>	Procedural Safeguards in Special Education	Credits: 3
<b>SPED 585</b>	Autism Spectrum Disorders:Issues & Needs	Credits: 3

**B. Research Component: (8 Credits)**

<b>SPED 625</b>	Applied Research and Assessment in Education	Credits: 3
<b>SPED 626</b>	Research: Project Design	Credits: 3
<b>SPED 627</b>	Research Project Implementation	Credits: 2

**C. Portfolio (2 Credits)**

<b>SPED 610</b>	ASD Professional Planning and Assessment	Credits: 2
<b>SPED 611</b>	DD Professional Planning and Assessment	Credits: 2
<b>SPED 613</b>	EBD Professional Planning and Assessment	Credits: 2
<b>SPED 614</b>	LD Professional Planning and Assessment	Credits: 2

**D. Licensure Areas (choose at least one): ( Credits)****Autism Spectrum Disorders License/Specialization**

<b>SPED 670</b>	ASD: Practicum in Autism Spectrum Disorders Birth-Age 21, Levels 1-3	Credits: 3
<b>SPED 680</b>	ASD: Practicum in Autism Spectrum Disorders Birth-Age 21, Levels 3-4	Credits: 3
<b>SPED 686</b>	Autism Spectrum Disorders:Assessment & Programming	Credits: 3
<b>SPED 687</b>	Autism Spectrum Disorders: Communication & Social Skills	Credits: 3
<b>SPED 688</b>	Autism Spectrum Disorders: Behavioral & Instructional Strategies	Credits: 3

**Developmental Disabilities License/Specialization**

<b>SPED 621</b>	Access and Support for Ind. with Moderate to Severe Dev. Disabilities	Credits: 3
<b>SPED 641</b>	Life Span Learning & Outcomes for Individuals w/ Mod to Severe Dev Disabil	Credits: 3
<b>SPED 681</b>	DD: Practicum in Developmental Disabilities: K-12, levels 3-4	Credits: 3

**Emotional Behavioral Disorders License/Specialization**

<b>SPED 620</b>	Characteristics of Students with Learning & Behavior Disorders	Credits: 3
<b>SPED 623</b>	Characteristics of Students with Moderate to Emotional Behavior Disorders	Credits: 3
<b>SPED 643</b>	Behavior Management & Teaching Strategies	Credits: 3
<b>SPED 673</b>	EBD: Practicum in Emotional/Behavioral Disorders in grades K-12, Levels 1-3	Credits: 3
<b>SPED 683</b>	EBD: Practicum in Emotional/Behavioral Disorders in grades K-12, Levels 3-4	Credits: 3

**Learning Disabilities License/Specialization**

<b>SPED 620</b>	Characteristics of Students with Learning & Behavior Disorders	Credits: 3
<b>SPED 624</b>	Characteristics of Students with Moderate to Severe	

Learning Disabilities _____	Credits: 3
<b>SPED 644</b> Teaching & Achievement Strategies for Learning Disabilities _____	Credits: 3
<b>SPED 674</b> LD: Practicum in Learning Disabilities in grades K-12, Levels 1-3 _____	Credits: 3
<b>SPED 684</b> LD Practicum in Learning Disabilities in grades K-12, Level 3-4 _____	Credits: 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](mailto: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/](http://www.mtle.nesinc.com/)

\* 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, "Physical Education" of the online catalog.

\* Licensure in special education 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 undergraduate core (17 credits)

Note: Other graduate elective courses may be taken to complete the Master's degree for students who have current special education licenses. Please contact [Graduate Office](#) for further information.

Total Credits: **34**

**Graduate Certificate: Autism Spectrum Disorders(12 Credits)****A. Required Courses (12 Credits)**

<b>SPED 585</b> Autism Spectrum Disorders:Issues & Needs _____	Credits: 3
<b>SPED 686</b> Autism Spectrum Disorders:Assessment & Programming _____	Credits: 3
<b>SPED 687</b> Autism Spectrum Disorders: Communication & Social Skills _____	Credits: 3
<b>SPED 688</b> Autism Spectrum Disorders: Behavioral & Instructional Strategies _____	Credits: 3

Total Credits: **12**

**Graduate Certificate: Emotional Behavioral Disorders (12 Credits)****A. Required Courses (12 Credits)**

<b>SPED 560</b> Positive Behavior Support in Special Education _____	Credits: 3
<b>SPED 620</b> Characteristics of Students with Learning & Behavior Disorders _____	Credits: 3
<b>SPED 623</b> Characteristics of Students with Moderate to Emotional Behavior Disorders _____	Credits: 3
<b>SPED 643</b> Behavior Management & Teaching Strategies _____	Credits: 3

Total Credits: **12****Graduate Certificate: Learning Disabilities(12 Credits)**

## A. Required Courses (12 Credits)

<b>SPED 530</b>	Foundations in Mild to Moderate Disabilities	Credits: 3
<b>SPED 620</b>	Characteristics of Students with Learning & Behavior Disorders	Credits: 3
<b>SPED 624</b>	Characteristics of Students with Moderate to Severe Learning Disabilities	Credits: 3
<b>SPED 644</b>	Teaching & Achievement Strategies for Learning Disabilities	Credits: 3

Total Credits: **12****Bachelor of Science: Early Childhood Special Education(74 Credits)**

## A. Standards of Effective Practice Core: (33 Credits)

<b>ECSE 459</b>	Professional Development & Action Research	Credits: 1
<b>ECSE 459L</b>	Pre-Student Teaching Experience	Credits: 0 - 1
<b>ECSE 462</b>	Student Teaching in ECSE	Credits: 12
<b>ED 101</b>	Introduction to Education and Lab	Credits: 3
<b>ED 102</b>	Tech:Classroom Applications & Portfolio	Credits: 2
<b>ED 251</b>	Introduction to Child Growth & Development	Credits: 3
<b>ED 403</b>	English Language Arts Methods & LAB	Credits: 3
<b>ED 423</b>	Classroom Management Theories & Practices & Lab	Credits: 3
<b>ED 458</b>	Action Research	Credits: 3
<b>SPED 290</b>	Introduction to Special Needs and Lab	Credits: 3
<b>TESL 431</b>	Foundations of Teaching ESL & Lab	Credits: 3

## Choose one:

<b>ED 312</b>	Human Relations for Teachers	Credits: 3
<b>SOCI 331</b>	Racial & Ethnic Relations in America	Credits: 3

## B. Special Education Core: (18 Credits)

<b>SPED 430</b>	Foundations in Mild to Moderate Disabilities	Credits: 3
<b>SPED 450</b>	Curriculum Design & Implementation in Special Education	Credits: 3
<b>SPED 460</b>	Positive Behavior Support in Special Education	Credits: 3
<b>SPED 470</b>	Collaboration in Educational Settings	Credits: 3
<b>SPED 480</b>	Procedural Safeguards in Special Education	Credits: 3

## C. Elementary Education Courses: (11 Credits)

<b>ED 401</b>	Children's Literature	Credits: 2
<b>ED 402</b>	Early Literacy and Linguistics and Lab	Credits: 3
<b>ED 404</b>	Literacy Methods & LAB	Credits: 3
<b>ED 418</b>	Kindergarten Methods & LAB	Credits: 3

## D. Early Childhood Special Education Content Courses: (16 Credits)

<b>ECSE 422</b>	ECSE Foundations	Credits: 3
<b>ECSE 432</b>	Infants, Toddlers, & Families in ECSE & Lab	Credits: 3
<b>ECSE 441</b>	Assessment and Curriculum in Early Childhood Special Education & Lab	Credits: 4
<b>ECSE 442</b>	Programming for ECSE	Credits: 3
<b>ECSE 452</b>	Transitions in ECSE	Credits: 2
<b>ECSE 459</b>	Professional Development & Action Research	Credits: 1

Total Credits: **74****Bachelor of Science: Special Education-Academic & Behavioral Strategist(79 Credits)**

The Bachelor of Science: Special Education major leads to the K-21 Minnesota Special Education Academic and Behavioral Specialist (ABS) licensure.

**A. Standards of Effective Practice Core: (24 Credits)**

<b>ED 101</b>	Introduction to Education and Lab	Credits: 3
<b>ED 102</b>	Tech:Classroom Applications & Portfolio	Credits: 2
<b>SPED 290</b>	Introduction to Special Needs and Lab	Credits: 3
<b>SPED 459</b>	Professional Development & Action Research	Credits: 1
<b>SPED 459L</b>	Pre-Student Teaching Experience	Credits: 0 - 1
<b>TESL 431</b>	Foundations of Teaching ESL & Lab	Credits: 3

Choose one:

<b>ED 251</b>	Introduction to Child Growth & Development	Credits: 3
<b>PSYC 341</b>	Child & Adolescent Psychology	Credits: 3

Choose one:

<b>ED 301</b>	The Teaching & Learning Process & Lab	Credits: 3
<b>ED 301L</b>	The Teaching & Learning Process Lab	Credits: 0
<b>ED 423</b>	Classroom Management Theories & Practices & Lab	Credits: 3

Choose one:

<b>ED 312</b>	Human Relations for Teachers	Credits: 3
<b>SOCI 331</b>	Racial & Ethnic Relations in America	Credits: 3

**B. Elementary Education Core: (17 Credits)**

<b>ED 401</b>	Children's Literature	Credits: 2
<b>ED 402</b>	Early Literacy and Linguistics and Lab	Credits: 3
<b>ED 403</b>	English Language Arts Methods & LAB	Credits: 3
<b>ED 404</b>	Literacy Methods & LAB	Credits: 3
<b>ED 424</b>	Mathematics Methods/Assessments & Lab	Credits: 3
<b>ED 458</b>	Action Research	Credits: 3

**C. Special Education Courses: (22 Credits)**

<b>SPED 430</b>	Foundations in Mild to Moderate Disabilities	Credits: 3
<b>SPED 440</b>	Assessment & Educational Planning & lab	Credits: 4
<b>SPED 450</b>	Curriculum Design & Implementation in Special Education	Credits: 3
<b>SPED 460</b>	Positive Behavior Support in Special Education	Credits: 3
<b>SPED 470</b>	Collaboration in Educational Settings	Credits: 3
<b>SPED 480</b>	Procedural Safeguards in Special Education	Credits: 3
<b>SPED 485</b>	Autism Spectrum Disorders:Issues & Needs	Credits: 3

**D. Required for Licensure:**

<b>ED 473</b>	Teacher Licensure	Credits: 0
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Total Credits: **79****Minor: Special Education(18 Credits)**

This is a non-licensure minor that includes courses that fulfill post-baccalaureate licensure in Special Education.

**A. Prerequisites: (3 Credits)**

<b>SPED 290</b>	Introduction to Special Needs and Lab	Credits: 3
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Notes:

\*SPED 400 Field Experience in Special Education may be needed for transfer students without a lab experience

**B. Special Education Core: (6-12 Credits)**



<b>SPED 430</b>	Foundations in Mild to Moderate Disabilities	Credits: 3
<b>SPED 450</b>	Curriculum Design & Implementation in Special Education	Credits: 3
<b>SPED 460</b>	Positive Behavior Support in Special Education	Credits: 3
<b>SPED 470</b>	Collaboration in Educational Settings	Credits: 3

## C. Elective Courses: (3-9 Credits)

<b>ECSE 422</b>	ECSE Foundations	Credits: 3
<b>ECSE 432</b>	Infants, Toddlers, & Families in ECSE & Lab	Credits: 3
<b>ECSE 442</b>	Programming for ECSE	Credits: 3
<b>ED 331</b>	Infants and Toddlers	Credits: 3
<b>HOSP 120</b>	Food Sanitation and Safety	Credits: 1
<b>PE 210</b>	Methods of Adapted Physical Education & Lab	Credits: 3
<b>PE 481</b>	Adapted Physical Education Application	Credits: 3
<b>PHIL 103</b>	Ethics	Credits: 3
<b>SPED 440</b>	Assessment & Educational Planning & lab	Credits: 4
<b>SPED 443</b>	Diseases and Disorders in Childhood	Credits: 3
<b>SPED 480</b>	Procedural Safeguards in Special Education	Credits: 3
<b>SPED 481</b>	Compliant Practices in IEP Writing	Credits: 3
<b>SPED 485</b>	Autism Spectrum Disorders: Issues & Needs	Credits: 3

Notes:

Notes:

1. PE 210 and PE 481 may be used for the DAPE Licensure.
2. SPED 460 OR SPED 470 may be used for the DAPE Licensure.
3. All courses with a SPED prefix can later be used toward the SPED-ABS degree/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****Course Descriptions****ECSE 304 Professional Development & Classroom Applications in ECSE Credits: 1**

This required 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. Concurrent enrollment in ECSE 304 and ECSE 441 is required. Admission to the Teacher Education Program is required.

**Pre-Requisites:** ( ( ECSE\_422 AND ECSE\_432 AND ECSE\_442 ) OR ( SPED\_422 AND SPED\_432 AND SPED\_442 ) ) **Course Frequency:** Fall: N/A Spring: All Years Summer: N/A

**ECSE 304L Pre-Student Teaching Experience in ECSE Practicum Credits: 0 - 1**

This lab will allow teacher candidates a 10-day classroom experience in preparation for student teaching with the implementation of the edTPA - Teacher Performance Assessment.

**Course Frequency:** Fall: N/A Spring: All Years Summer: N/A

**ECSE 422 ECSE Foundations Credits: 3**

Foundations in the field of early childhood special education. This includes history, philosophical perspectives, characteristics, policy, and collaboration.

**Pre-Requisites:** ( ( ED\_251 AND SPED\_290 ) ) **Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

### **ECSE 432 Infants, Toddlers, & Families in ECSE & Lab** **Credits: 3**

Current research and recommended practices for early intervention will guide the study of methods, materials, and transitions employed in natural environments with typically and atypically developing infants and toddlers, birth through 35 months. The key role of the family is integrated into the course and includes working with families in the IFSP/IEP development process. This course involves a 15-hour field experience.

**Pre-Requisites:** ( ( ED\_251 ) ) **Course Frequency:** *Fall: N/A Spring: N/A Summer: All Years*

### **ECSE 441 Assessment and Curriculum in Early Childhood Special Education & Lab** **Credits: 4**

This course is designed to provide individuals seeking the early childhood special educator license with an opportunity to integrate and reflect on theory and practice related to the evaluation, planning, and supporting preschoolers (ages birth through 6) with diverse abilities. Specifically, individuals will have opportunities to learn various assessment strategies and tools, practice implementing a comprehensive evaluation, develop an Individualized Education Plan (IEP), and design individual, small and large group activities to meet a child's IEP goals in an inclusive early childhood setting. This course includes 30-hours field experience in an integrated public school Early Childhood Special Education setting ages birth through age 6.

**Pre-Requisites:** ( ( ED\_251 AND SPED\_290 AND ECSE\_422 ) ) and ( Requires minimum credits: 60 )  
**Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

### **ECSE 442 Programming for ECSE** **Credits: 3**

A study of current research and evidence-based practices for instructional, medical, and social needs of infants, toddlers, preschoolers, and primary students, ages birth through 6, and their families.

**Pre-Requisites:** ( ( ED\_251 AND SPED\_290 AND ECSE\_422 ) ) **Course Frequency:** *Fall: N/A Spring: N/A Summer: All Years*

### **ECSE 452 Transitions in ECSE** **Credits: 2**

This course will prepare the candidate for assessment, the educational process, and transitions for young children with special needs. Topics include collaboration with families to determine appropriate individualized planning and placements of young children birth through age 6.

**Pre-Requisites:** ( ( ECSE\_422 AND ECSE\_432 AND ECSE\_442 ) ) **Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

### **ECSE 459 Professional Development & Action Research** **Credits: 1**

This required 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. Students taking the course will complete their Pre-Student Teaching Experience.

**Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

**ECSE 459L Pre-Student Teaching Experience****Credits: 0 - 1**

This required 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. Students taking the course will complete their pre-student teaching experience.

**Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

**ECSE 462 Student Teaching in ECSE****Credits: 12**

A supervised student teaching experience providing an opportunity to relate theory to practice in a home- and center-based educational setting for infants/toddlers/preschoolers birth through age 6.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: N/A*

**ECSE 467 Advanced Student Teaching in Early Childhood Special Education****Credits: 1 - 12**

This course is intended for students who are not yet licensed but who are completing the requirements for a second or third, etc., licensure field. Additional weeks of supervised practice teaching in the area of Early Childhood Special Education in an elementary and/or secondary school setting.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: N/A*

**ECSE 522 ECSE Foundations****Credits: 3**

Foundations in the field of early childhood special education. This includes history, philosophical perspectives, characteristics, policy, and collaboration.

**Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

**ECSE 532 Infants, Toddlers, & Families in ECSE & Lab****Credits: 3**

Current research and recommended practices for early intervention will guide the study of methods, materials, and transitions employed in natural environments with typically and atypically developing infants and toddlers, birth through 35 months. The key role of the family is integrated into the course and includes working with families in the IFSP/IEP development process. This course involves a 15-hour field experience.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: All Years*

**ECSE 541 Assessment and Curriculum in Early Childhood Special Education & Lab****Credits: 4**

This course is designed to provide individuals seeking the early childhood special educator license with an opportunity to integrate and reflect on theory and practice related to the evaluation, planning, and supporting

preschoolers (ages birth through 6) with diverse abilities. Specifically, individuals will have opportunities to learn various assessment strategies and tools, practice implementing a comprehensive evaluation, develop an Individualized Education Plan (IEP), and design individual, small and large group activities to meet a child's IEP goals in an inclusive early childhood setting. This course includes 30-hours field experience in an integrated public school Early Childhood Special Education setting ages birth through age 6.

**Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

### **ECSE 542 Programming for ECSE**

**Credits: 3**

A study of current research and evidence-based practices for instructional, medical, and social needs of infants, toddlers, preschoolers, and primary students, ages birth through 6, and their families.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: All Years*

### **ECSE 552 Transitions in ECSE**

**Credits: 2**

This course will prepare the candidate for assessment, the educational process, and transitions for young children with special needs. Topics include collaboration with families to determine appropriate individualized planning and placements of young children birth through age 6.

**Course Frequency:** *Fall: N/A Spring: Even Years Summer: N/A*

### **ECSE 559 Professional Development & Action Research**

**Credits: 1**

This required 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. Students taking the course will complete their Pre-Student Teaching Experience.

**Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

### **ECSE 559L Pre-Student Teaching Experience**

**Credits: 0 - 1**

This required 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. Students taking the course will complete their pre-student teaching experience.

**Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

### **ECSE 582 ECSE Practicum in Special Education: Birth - age 3**

**Credits: 3**

A supervised field experience and critical study combined to provide an opportunity to relate theory to practice in a home-based and center-based educational setting for infants/toddlers/preschool through age three.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: All Years*

### **ECSE 592 ECSE Practicum in Special Education: Ages 3-6 years**

**Credits: 3**

A supervised field experience and critical study combined to provide an opportunity to relate theory to practice in a center-based educational setting for preschoolers and kindergartners.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: All Years*

### **SPED 200 Introduction to Special Needs Lab**

**Credits: 1**

This course is intended to provide a field experience in integrated special education settings and aid the student in valuing diversity and inclusion. This is intended for transfer students who need an introductory field experience. This is equivalent to the SPED 290 lab, which is 15 hours.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: Dept Discretion*

### **SPED 286 Special Topics**

**Credits: 1 - 4**

### **SPED 290 Introduction to Special Needs and Lab**

**Credits: 3**

This course provides information on the various exceptionalities and facilitates 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.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: N/A*

### **SPED 304 Professional Development and Classroom Applications**      **Credits: 1**

This required course will help candidates in the Special Education teacher education program begin a plan for professional development. A portfolio will be an ongoing project for the course, as well as discussion and activities related to preparing for the teaching profession. Students taking the course will complete their Pre-Student Teaching Experience in a Special Education setting.

**Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

### **SPED 304L Pre-Student Teaching Experience in SPED Practicum**

**Credits: 0 - 1**

This required lab will provide guidance to teacher candidates as they complete 10 full days of Pre-Student Teaching Experience (PSTE) and Education Teacher Performance Assessment (EdTPA) requirements. Students will be required to actively participate in a school setting by teaching lessons and engaging in day-to-day functions of the classroom. Additionally students will complete Tasks 1, 2, and 3 of EdTPA.

**Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

### **SPED 400 Field Experience in Special Education**

**Credits: 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.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: All Years*

### **SPED 430 Foundations in Mild to Moderate Disabilities**

**Credits: 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.

**Pre-Requisites:** ( ( SPED\_290 ) ) and sophomore status. **Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

### **SPED 440 Assessment & Educational Planning & lab** **Credits: 4**

This course provides strategies for planning assessment, concepts of measurement, interpretation of assessment results, and their use in making programming decisions for individual students in special education.

**Pre-Requisites:** ( ( SPED\_290 ) ) and junior status. **Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

### **SPED 443 Diseases and Disorders in Childhood** **Credits: 3**

This course focuses on understanding the medical diseases and disorders of childhood ages birth through 18 and the implications and potential impacts of these diseases and disorders on student learning. This course is designed to provide relevant knowledge and skills needed to work with children with physical and health disorders, including knowledge of medical terminology, human anatomy and physiology, pharmacology, kinesiology, neurology, secondary health care issues with specific disabilities, specific condition needs, managing personal physical care, first aid techniques, and evacuation procedures.

**Pre-Requisites:** ( ( SPED\_290 ) ) **Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: N/A*

### **SPED 450 Curriculum Design & Implementation in Special Education** **Credits: 3**

A course in the best practices and procedures in curriculum instruction techniques and performance evaluation for all exceptionalities. Application in the process of individualized programming and modification/accommodation plans in integrated educational settings, use of assistive technologies, and adaptive techniques will be covered.

**Pre-Requisites:** ( ( SPED\_290 ) ) and sophomore status. **Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

### **SPED 459 Professional Development & Action Research** **Credits: 1**

This required 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. Students taking the course will complete their Pre-Student Teaching Experience.

**Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

### **SPED 459L Pre-Student Teaching Experience** **Credits: 0 - 1**

This required 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. Students taking the course will complete their pre-student teaching experience.

**Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

### **SPED 460 Positive Behavior Support in Special Education Credits: 3**

A course in theories of behavior, functional behavior assessment, and the laws, policies, and ethical principles regarding the planning and implementation of positive behavior supports for students with challenging behavior.

**Pre-Requisites:** ( ( SPED\_290 ) ) and sophomore status. **Course Frequency:** *Fall: All Years Spring: N/A Summer: N/A*

### **SPED 466 Student Teaching K-12 Special Education Credits: 12**

Supervised semester long field experience, required for K-12 Special Education 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. Admission to Teacher Education program required.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: All Years*

### **SPED 467 Advanced Student Teaching in Special Education Credits: 1 - 12**

This course is intended for students who are not yet licensed but who are completing the requirements for a second or third, etc., licensure field. Additional weeks of supervised practice teaching in the area of Special Education in an elementary and/or secondary school setting.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: All Years*

### **SPED 468 Special Education Student Teaching for the PASP Program I Credits: 6**

This is the first half of a year-long student co-teaching model for the non-conventional ABS program (ABS). The requirements for the ABS special education teacher candidate are in addition to the expectations found within the SMSU Student Teaching Manual. The year of student co-teaching is one aspect that makes this innovative approach a non-conventional ABS licensure program. Each University Supervisor will review the activities with the teacher candidate and classroom mentor(s) to decide what is appropriate in specific classrooms and settings. All special education teacher candidates are expected to self-assess their own progress throughout the experience, as well as conference with their classroom mentor(s) and university supervisor(s) to monitor professional development. Satisfactory clinical experiences and related assignments complete the requirement to teach students that are classified with diverse disabilities at the mild-moderate level in at least one grade band.

**Course Frequency:** *Fall: All Years Spring: N/A Summer: N/A*

### **SPED 469 Special Education Student Teaching for the PASP Program II Credits: 6**

This is the second half of a year-long student co-teaching model for the non-conventional ABS program (ABS). The requirements for the ABS special education teacher candidate are in addition to the expectations

found within the SMSU Student Teaching Manual. The year of student co-teaching is one aspect that makes this innovative approach a non-conventional ABS licensure program. Each University Supervisor will review the activities with the teacher candidate and classroom mentor(s) to decide what is appropriate in specific classrooms and settings. All special education teacher candidates are expected to self-assess their own progress throughout the experience, as well as conference with their classroom mentor(s) and university supervisor(s) to monitor professional development. Satisfactory clinical experiences and related assignments complete the requirement to teach students that are classified with diverse disabilities at the mild-moderate level in at least two grade bands.

**Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

### **SPED 470 Collaboration in Educational Settings**

**Credits: 3**

An understanding of the issues, resources, and techniques of communication, collaboration, consultation, and transitions for children, their families, the school, and all stakeholders in regular and special education settings. This includes professional reflection and development. The role of mental health professionals and agencies is included.

**Pre-Requisites:** ( ( SPED\_290 ) ) and sophomore status. **Course Frequency:** *Fall: All Years Spring: All Years Summer: All Years*

### **SPED 480 Procedural Safeguards in Special Education**

**Credits: 3**

Procedural safeguards for legal, judicial, medical, and educational systems that serve students with disabilities are studied, which includes due process and transition.

**Pre-Requisites:** ( ( SPED\_290 ) ) and junior status. **Course Frequency:** *Fall: All Years Spring: N/A Summer: N/A*

### **SPED 481 Compliant Practices in IEP Writing**

**Credits: 3**

This course will explore in depth the components of Individualized Education Programs (IEPs). Students will gain experience in writing all components of IEPs and as well as evaluate IEPs for compliance and best practice.

**Pre-Requisites:** ( ( SPED\_290 ) ) **Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

### **SPED 485 Autism Spectrum Disorders: Issues & Needs**

**Credits: 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.

**Pre-Requisites:** ( ( SPED\_290 ) ) and sophomore status. **Course Frequency:** *Fall: All Years Spring: All Years Summer: N/A*

### **SPED 486 Special Topics**

**Credits: 1 - 4**

### **SPED 490 Trends & Traditions in Special Education**

**Credits: 1**

This course is intended to provide elective forums on topics of current importance in the field of special education as well as traditional and longstanding topics and methods in SPED.



**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

**SPED 494 Independent Study****Credits: 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.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: N/A*

**SPED 499 Internship****Credits: 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.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

**SPED 500 Field Experience in Special Education****Credits: 1 - 8**

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.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: All Years*

**SPED 530 Foundations in Mild to Moderate Disabilities****Credits: 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.

**Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

**SPED 540 Assessment & Educational Planning & Lab****Credits: 4**

This course provides strategies for planning assessment, concepts of measurement, interpretation of assessment results, and their use in making programming decisions for individual students in special education.

**Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

**SPED 543 Diseases and Disorders in Childhood****Credits: 3**

This course focuses on understanding the medical diseases and disorders of childhood ages birth through 18 and the implications and potential impacts of these diseases and disorders on student learning. This course is

designed to provide relevant knowledge and skills needed to work with children with physical and health disorders, including knowledge of medical terminology, human anatomy and physiology, pharmacology, kinesiology, neurology, secondary health care issues with specific disabilities, specific condition needs, managing personal physical care, first aid techniques, and evacuation procedures.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: N/A*

### **SPED 543 Diseases and Disorders in Childhood**

**Credits: 3**

This course focuses on understanding the medical diseases and disorders of childhood ages birth through 18 and the implications and potential impacts of these diseases and disorders on student learning. This course is designed to provide relevant knowledge and skills needed to work with children with physical and health disorders, including knowledge of medical terminology, human anatomy and physiology, pharmacology, kinesiology, neurology, secondary health care issues with specific disabilities, specific condition needs, managing personal physical care, first aid techniques, and evacuation procedures.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: Dept Discretion*

### **SPED 550 Curriculum Design & Implementation in Special Education**

**Credits: 3**

A course in the best practices and procedures in curriculum instruction techniques and performance evaluation for all exceptionalities. Application in the process of individualized programming and modification/accommodation plans in integrated educational settings, use of assistive technologies, and adaptive techniques will be covered.

**Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

### **SPED 559 Professional Development & Action Research**

**Credits: 1**

This required 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. Students taking the course will complete their Pre-Student Teaching Experience.

**Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

### **SPED 559L Pre-Student Teaching Experience**

**Credits: 0 - 1**

This required 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. Students taking the course will complete their pre-student teaching experience.

**Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

### **SPED 560 Positive Behavior Support in Special Education**

**Credits: 3**

A course in theories of behavior, functional behavior assessment, and the laws, policies, and ethical principles regarding the planning and implementation of positive behavior supports for students with challenging behavior.

**Course Frequency:** *Fall: All Years Spring: N/A Summer: N/A*

### **SPED 566 Special Education ABS Student Teaching K-12**

**Credits: 6**

Supervised 15-week long field experience, required for initial K-12 Special Education: Academic Behavioral Strategist, 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. Instructor Permission Required.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: N/A*

### **SPED 567 Special Education Advanced Student Teaching** **Credits: 3**

Supervised 6-week long field experience, required for initial K-12 Special Education: Academic Behavioral Strategist, 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. Instructor Permission Required.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: N/A*

### **SPED 570 Collaboration in Educational Settings** **Credits: 3**

An understanding of the issues, resources, and techniques of communication, collaboration, consultation, and transitions for children, their families, the school, and all stakeholders in regular and special education settings. This includes professional reflection and development. The role of mental health professionals and agencies is included.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: Dept Discretion*

### **SPED 580 Procedural Safeguards in Special Education** **Credits: 3**

Procedural safeguards for legal, judicial, medical, and educational systems that serve students with disabilities are studied, which includes due process and transition.

**Course Frequency:** *Fall: All Years Spring: N/A Summer: N/A*

### **SPED 581 Compliant Practices in IEP Writing** **Credits: 3**

This course will explore in depth the components of Individualized Education Programs (IEPs). Students will gain experience in writing all components of IEPs and as well as evaluate IEPs for compliance and best practice.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

### **SPED 585 Autism Spectrum Disorders: Issues & Needs** **Credits: 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 an partnership with parents.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: N/A*

### **SPED 586 Special Topics** **Credits: 1 - 4**

This course is designed to provide an opportunity for students to experience a special or experimental curriculum enrichment course.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

**SPED 590 Trends & Traditions in Special Education****Credits: 1**

This course is intended to provide elective forums on topics of current importance in the field of special education as well as traditional and longstanding topics and methods in SPED.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

**SPED 610 ASD Professional Planning and Assessment****Credits: 2**

Students create a Live Text portfolio to reflect their professional growth and development in Special Education: Autism Spectrum Disorders. The portfolio is the accumulation of artifacts and written reflections they have collected throughout the course work taken and practicum experiences they have completed.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: N/A*

**SPED 611 DD Professional Planning and Assessment****Credits: 2**

Students create a Live Text portfolio to reflect their professional growth and development in Special Education: Developmental Delay. The portfolio is the accumulation of artifacts and written reflections they have collected throughout the course work taken and practicum experiences they have completed.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

**SPED 613 EBD Professional Planning and Assessment****Credits: 2**

Students create a Live Text portfolio to reflect their professional growth and development in Special Education: Emotional Behavioral Disorders. The portfolio is the accumulation of artifacts and written reflections they have collected throughout the course work taken and practicum experiences they have completed.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

**SPED 614 LD Professional Planning and Assessment****Credits: 2**

Students create a Live Text portfolio to reflect their professional growth and development in Special Education: Learning Disabilities. The portfolio is the accumulation of artifacts and written reflections they have collected throughout the course work taken and practicum experiences they have completed.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

**SPED 620 Characteristics of Students with Learning & Behavior Disorders****Credits: 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.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: All Years*

**SPED 621 Access and Support for Ind. with Moderate to Severe Dev. Disabilities****Credits: 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.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: Even Years*

### **SPED 623 Characteristics of Students with Moderate to Emotional Behavior Disorders** **Credits: 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.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

### **SPED 624 Characteristics of Students with Moderate to Severe Learning Disabilities** **Credits: 3**

This course covers the etiology and characteristics of children and youth with Moderate to Severe Learning Disabilities. Included is an investigation of the impact of socioeconomic and psycho-social factors; disabling, associated, or medical conditions, and culturally or linguistically diverse students and the collaboration needed for student success.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

### **SPED 625 Applied Research and Assessment in Education** **Credits: 3**

Students will learn and apply education research and assessment as a means of analyzing and improving teaching and the learning of content. Students will use their findings to enhance the scholarship of teaching and learning.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

### **SPED 626 Research: Project Design** **Credits: 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 a research project designed to improve, implement or understand the issue identified. Admission to Special Education Graduate Program is required.

**Pre-Requisites:** ( ( SPED\_625 ) ) **Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

### **SPED 627 Research Project Implementation** **Credits: 2**

Students implement and complete their research project

**Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

### **SPED 641 Life Span Learning & Outcomes for Individuals w/ Mod to Severe Dev Disabil** **Credits: 3**

A study of the cognitive, social, motor, communication, and affective behavior and needs of children, youth, and adults with moderate to severe developmental disabilities, including transition needs and independent

living, safety, leisure, and vocational programming.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: Even Years*

**SPED 642 Programming & Assessment in Early Childhood Programming for ECSE: Birth to 6 Credits: 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.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: All Years*

**SPED 643 Behavior Management & Teaching Strategies Credits: 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.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: All Years*

**SPED 644 Teaching & Achievement Strategies for Learning Disabilities Credits: 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.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: Even Years*

**SPED 670 ASD: Practicum in Autism Spectrum Disorders Birth-Age 21, Levels 1-3 Credits: 3**

A supervised field experience and critical study combined to provide an opportunity to relate theory to practice and apply the ASD standards through a variety of early and ongoing clinical experiences in teaching children with autism spectrum disorders in birth through age 21 settings across level 1 to 3 (mild to moderate disability levels).

**Pre-Requisites:** ( ( SPED\_686 OR SPED\_687 OR SPED\_688 ) ) **Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

**SPED 673 EBD: Practicum in Emotional/Behavioral Disorders in grades K-12, Levels 1-3 Credits: 3**

A supervised field experience and critical study combined to provide an opportunity to relate theory to practice and apply the EBD standards through a variety of early and ongoing clinical experiences in teaching children with emotional/behavioral disorders in grades K-12 settings across level 1 to 3 (mild to moderate disability levels).

**Pre-Requisites:** ( ( SPED\_620 ) ) **Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

**SPED 674 LD: Practicum in Learning Disabilities in grades K-12, Levels 1-3 Credits: 3**

A supervised field experience and critical study combined to provide an opportunity to relate theory to

practice and apply the LD standards through a variety of early and ongoing clinical experiences in teaching children with learning disabilities in grades K-12 settings across levels 1 to 3 (mild to moderate disability levels).

**Pre-Requisites:** ( ( SPED\_620 ) ) **Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

**SPED 680 ASD: Practicum in Autism Spectrum Disorders Birth-Age 21, Levels 3-4 Credits: 3**

A supervised field experience and critical study combined to provide an opportunity to relate theory to practice and apply the ASD standards through a variety of early and ongoing clinical experiences in teaching children with autism spectrum disorders in birth through age 21 settings across levels 3 to 4 3 (moderate to severe disability levels). Students must be enrolled in or have successfully completed one of the following courses: SPED 686, SPED 687, or SPED 688

**Pre-Requisites:** ( ( SPED\_686 OR SPED\_687 OR SPED\_688 ) ) **Course Frequency:** *Fall: All Years Spring: All Years Summer: N/A*

**SPED 681 DD: Practicum in Developmental Disabilities: K-12, levels 3-4 Credits: 3**

A supervised field experience and critical study combined to provide an opportunity to relate theory to practice and apply the DD standards through a variety of early and ongoing clinical experiences in teaching children with developmental disabilities in grades K-12 settings across levels 3 to 4 (moderate to severe disability levels).

**Course Frequency:** *Fall: All Years Spring: All Years Summer: All Years*

**SPED 683 EBD: Practicum in Emotional/Behavioral Disorders in grades K-12, Levels 3-4 Credits: 3**

A supervised field experience and critical study combined to provide an opportunity to relate theory to practice and apply the EBD standards through a variety of early and ongoing clinical experiences in teaching children with emotional/behavioral disorders in grades K-12 settings across levels 3 to 4 (moderate to severe disability levels).

**Pre-Requisites:** ( ( SPED\_620 ) ) and graduate status. **Course Frequency:** *Fall: All Years Spring: All Years Summer: All Years*

**SPED 684 LD Practicum in Learning Disabilities in grades K-12, Level 3-4 Credits: 3**

A supervised field experience and critical study combined to provide an opportunity to relate theory to practice and apply the LD standards through a variety of early and ongoing clinical experiences in teaching children with learning disabilities in grades K-12 settings across levels 3 to 4 (moderate to severe disability levels).

**Pre-Requisites:** ( ( SPED\_620 ) ) and graduate status. **Course Frequency:** *Fall: All Years Spring: All Years Summer: All Years*

**SPED 686 Autism Spectrum Disorders:Assessment & Credits: 3**

**Programming**

This course covers assessment, eligibility criterion, programming, and transition plans for individuals with ASD. Generalization of skills to natural environments is included.

**Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

**SPED 687 Autism Spectrum Disorders: Communication & Social Skills Credits: 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.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: All Years*

**SPED 688 Autism Spectrum Disorders: Behavioral & Instructional Strategies Credits: 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.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

**SPED 691 DD Practicum in SPED: Middle Level(5-8)/High School(9-12) Credits: 2**

A supervised field experience and critical study combined to provide an opportunity to relate theory to practice in a selected Middle Level(5-8)/High School (9-12) educational setting or adult individual, including transition programs

**Course Frequency:** *Fall: All Years Spring: All Years Summer: All Years*



## Accounting

**Department Office:** CH 129  
**Phone Number:** 507-537-6223  
**Staff & Faculty:** Glenn Bayerkohler, Lamine Conteh, Will Thomas

### 4-Year Mustang Academic Plan (MAP):

[Bachelor of Science: Accounting](#)

[Download MAP](#)

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. 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)

<b>ACCT 211</b>	Principles of Accounting I	Credits: 3
<b>ACCT 212</b>	Principles of Accounting II	Credits: 3
<b>BLAW 305</b>	Business Law I: Legal Environment and Contract Law	Credits: 3
<b>ECON 201</b>	Principles of Microeconomics	Credits: 3
<b>ECON 202</b>	Principles of Macroeconomics	Credits: 3
<b>FIN 230</b>	Business Statistics I	Credits: 3
<b>MGMT 300</b>	Management Principles	Credits: 3

#### A. One of the following:

<b>ECON 470</b>	International Business & Economics	Credits: 3
<b>POL 200</b>	International Politics	Credits: 3
<b>POL 340</b>	Public Policy & Administration	Credits: 3
<b>POL 356</b>	Politics of Global Economy	Credits: 3

#### B. One of the following:

<b>COMM 200</b>	Small Group Communication	Credits: 3
<b>COMM 403</b>	Professional Presentations	Credits: 3
<b>ENG 331</b>	Business Communications	Credits: 3
<b>ENG 360</b>	Scientific & Technical Writing	Credits: 3

Notes:

COMM 300+ Any upper-division Communications course

#### C. One of the following:

<b>BLAW 355</b>	Business Law II: Commercial and Financial Law	Credits: 3
<b>ECON 328</b>	Money and Banking	Credits: 3
<b>FIN 360</b>	Insurance and Risk Management	Credits: 3
<b>FIN 366</b>	Real Estate	Credits: 3

<b>FIN 375</b>	Investments	Credits: 3
<b>FIN 457</b>	Corporate Finance I	Credits: 3
<b>MGMT 330</b>	Organizational Behavior and Theory	Credits: 3
<b>MGMT 350</b>	Human Resources	Credits: 3
<b>MGMT 454</b>	Labor Relations	Credits: 3
<b>MGMT 492</b>	Business Policy	Credits: 3
<b>MKTG 301</b>	Principles of Marketing	Credits: 3

**II. Major Courses (27 Credits)**

<b>ACCT 311</b>	Intermediate Accounting I	Credits: 3
<b>ACCT 312</b>	Intermediate Accounting II	Credits: 3
<b>ACCT 340</b>	Cost Accounting I	Credits: 3
<b>ACCT 350</b>	Federal Tax I	Credits: 3
<b>ACCT 360</b>	Accounting Information System	Credits: 3
<b>ACCT 401</b>	Advanced Accounting	Credits: 3
<b>ACCT 421</b>	Auditing	Credits: 3
<b>ACCT 445</b>	Senior Capstone	Credits: 3
<b>ACCT 495</b>	Senior Examination	Credits: 0

One course from the following accounting electives:

<b>ACCT 330</b>	Accounting for Government & Not-For-Profit Entities	Credits: 3
<b>ACCT 341</b>	Cost Accounting II	Credits: 3
<b>ACCT 370</b>	Microcomputers in Accounting	Credits: 3
<b>ACCT 424</b>	Forensic Accounting and Fraud Examination	Credits: 3
<b>ACCT 427</b>	Essentials of Forensic Accounting	Credits: 3
<b>ACCT 430</b>	Forensic Analytics I: Methods and Techniques for Forensic Investigation	Credits: 3
<b>ACCT 433</b>	Forensic Analytics II: Methods and Techniques for Forensic Investigation	Credits: 3
<b>ACCT 451</b>	Federal Tax II	Credits: 3

Total Credits: **57**

**150 Semester Hours Accounting Emphasis(150 Credits)**

- Bachelor of Science degree with an Accounting Major (120 Credits)
  - 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.
- One additional course from Group A or B (Listed under B.S. Accounting requirements) (3 Credits)
  - An additional 6 credits selected from Group C (Listed under B.S. Accounting requirements) (6 Credits)
  - 12 credits of open electives (additional internship credits do not count) (12 Credits)

Total Credits: **150**

**Minor: Accounting (24 Credits)****I. Accounting Core**

<b>ACCT 211</b>	Principles of Accounting I	Credits: 3
<b>ACCT 212</b>	Principles of Accounting II	Credits: 3
<b>ACCT 311</b>	Intermediate Accounting I	Credits: 3
<b>ACCT 312</b>	Intermediate Accounting II	Credits: 3
<b>ACCT 340</b>	Cost Accounting I	Credits: 3
<b>ACCT 350</b>	Federal Tax I	Credits: 3

One of the following:

<b>ECON 201</b>	Principles of Microeconomics	Credits: 3
<b>ECON 202</b>	Principles of Macroeconomics	Credits: 3

One of the following accounting electives:

<b>ACCT 330</b>	Accounting for Government & Not-For-Profit Entities	Credits: 3
<b>ACCT 341</b>	Cost Accounting II	Credits: 3
<b>ACCT 360</b>	Accounting Information System	Credits: 3
<b>ACCT 424</b>	Forensic Accounting and Fraud Examination	Credits: 3
<b>ACCT 427</b>	Essentials of Forensic Accounting	Credits: 3
<b>ACCT 430</b>	Forensic Analytics I: Methods and Techniques for Forensic Investigation	Credits: 3
<b>ACCT 451</b>	Federal Tax II	Credits: 3

Total Credits: **24**

### Minor: Forensic Accounting & Fraud Investigation(24 Credits)

#### I. Required Accounting Courses

<b>ACCT 211</b>	Principles of Accounting I	Credits: 3
<b>ACCT 212</b>	Principles of Accounting II	Credits: 3
<b>ACCT 421</b>	Auditing	Credits: 3
<b>ACCT 424</b>	Forensic Accounting and Fraud Examination	Credits: 3
<b>ACCT 427</b>	Essentials of Forensic Accounting	Credits: 3
<b>ACCT 430</b>	Forensic Analytics I: Methods and Techniques for Forensic Investigation	Credits: 3
<b>ACCT 433</b>	Forensic Analytics II: Methods and Techniques for Forensic Investigation	Credits: 3
<b>PHIL 105</b>	Ethical Issues in Business	Credits: 3

Total Credits: **24**

### Associate of Science: Accounting(60 Credits)

#### I. Accounting Core: (30 Credits)

<b>ACCT 211</b>	Principles of Accounting I	Credits: 3
<b>ACCT 212</b>	Principles of Accounting II	Credits: 3
<b>ACCT 311</b>	Intermediate Accounting I	Credits: 3
<b>ACCT 312</b>	Intermediate Accounting II	Credits: 3
<b>ACCT 340</b>	Cost Accounting I	Credits: 3
<b>ACCT 350</b>	Federal Tax I	Credits: 3
<b>BLAW 305</b>	Business Law I: Legal Environment and Contract Law	Credits: 3
<b>FIN 230</b>	Business Statistics I	Credits: 3
<b>MGMT 300</b>	Management Principles	Credits: 3

Choose one Accounting elective:

<b>ACCT 330</b>	Accounting for Government & Not-For-Profit Entities	Credits: 3
<b>ACCT 341</b>	Cost Accounting II	Credits: 3
<b>ACCT 360</b>	Accounting Information System	Credits: 3
<b>ACCT 451</b>	Federal Tax II	Credits: 3

#### II. Minnesota Transfer Curriculum (MnTC) for A.S. Degree: (30 Credits)

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

<b>COMM 110</b>	Essentials of Speaking and Listening	Credits: 3
<b>ENG 151</b>	Academic Writing	Credits: 4
<b>ENG 251</b>	Writing in Professions	Credits: 3

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

##### MnTC Goal 3: Natural Sciences (1 course with lab, 4 credit)

Notes:

See the section of the catalog: [The SMSU Liberal Education Program & Minnesota Transfer Curriculum \(MnTC\)](#).

**MnTC Goal 4: Mathematical/Logical Reasoning (1 course, minimum 3 credits)**

<b>MATH 110</b>	College Algebra	Credits: 3
<b>MATH 115</b>	Finite Mathematics	Credits: 3
<b>MATH 140</b>	Calculus: A Short Course	Credits: 3
<b>MATH 150</b>	Calculus I	Credits: 5

**MnTC Goal 5: History and the Social and Behavioral Sciences (Choose one, 3 credits)**

<b>ECON 201</b>	Principles of Microeconomics	Credits: 3
<b>ECON 202</b>	Principles of Macroeconomics	Credits: 3

**MnTC Goal 6: The Humanities and Fine Arts (Choose one, 3 credits)**

Notes:

For Goal 6 courses, see the section of the catalog: [The SMSU Liberal Education Program & Minnesota Transfer Curriculum \(MnTC\)](#).**Elective Minnesota Transfer Curriculum Credits:**

Notes:

Choose one or more courses totaling four (4) credits for MnTC Goals 3, 5, 6, 7, 8, 9 or 10. Subject to LEP restriction of no course prefix repetition. See current Minnesota Transfer Curriculum (MnTC) in the section of this catalog: [The SMSU Liberal Education Program & Minnesota Transfer Curriculum \(MnTC\)](#).

Total Credits: **60****Certificate: Forensic Accounting & Fraud Investigation(24 Credits)****I. Required Courses:**

<b>ACCT 211</b>	Principles of Accounting I	Credits: 3
<b>ACCT 212</b>	Principles of Accounting II	Credits: 3
<b>ACCT 421</b>	Auditing	Credits: 3
<b>ACCT 424</b>	Forensic Accounting and Fraud Examination	Credits: 3
<b>ACCT 427</b>	Essentials of Forensic Accounting	Credits: 3
<b>ACCT 430</b>	Forensic Analytics I: Methods and Techniques for Forensic Investigation	Credits: 3
<b>ACCT 433</b>	Forensic Analytics II: Methods and Techniques for Forensic Investigation	Credits: 3
<b>PHIL 105</b>	Ethical Issues in Business	Credits: 3

Total Credits: **24****Course Descriptions****ACCT 211 Principles of Accounting I****Credits: 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.

**Pre-Requisites:** ( MATH\_110 ) OR ( MATH\_115 ) OR ( MATH\_125 ) OR ( MATH\_135 ) OR ( MATH\_140 ) OR ( MATH\_150 ) **Course Frequency:** Fall: All Years Spring: All Years Summer: All Years

**ACCT 212 Principles of Accounting II****Credits: 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.

Pre-Requisites: C- or better in ( ACCT\_211 ) **Course Frequency:** *Fall: All Years Spring: All Years Summer: All Years*

### **ACCT 300 Hospitality Accounting** **Credits: 3**

Financial management of hospitality accounting focusing on its special reports, planning, control, and budgeting.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

### **ACCT 310 Managerial Accounting** **Credits: 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.

Pre-Requisites: C- or better in ( ( ACCT\_212 AND ECON\_201 ) OR ( ACCT\_212 AND ECON\_202 ) )

**Course Frequency:** *Fall: Dept Discretion Spring: N/A Summer: N/A*

### **ACCT 311 Intermediate Accounting I** **Credits: 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.

Pre-Requisites: C- or better in ( ACCT\_212 AND ECON\_201 ) OR ( ACCT\_212 AND ECON\_202 ) **Course Frequency:** *Fall: All Years Spring: N/A Summer: Dept Discretion*

### **ACCT 312 Intermediate Accounting II** **Credits: 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.

Pre-Requisites: C- or better in ( ACCT\_311 AND ECON\_201 AND ECON\_202 ) **Course Frequency:** *Fall: N/A Spring: All Years Summer: Dept Discretion*

### **ACCT 330 Accounting for Government & Not-For-Profit Entities** **Credits: 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.

**Pre-Requisites:** ( ACCT\_212 ) **Course Frequency:** *Fall: N/A Spring: Dept Discretion Summer: N/A*

### **ACCT 340 Cost Accounting I** **Credits: 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.

**Pre-Requisites:** ( ACCT\_212 AND ECON\_201 ) OR ( ACCT\_212 AND ECON\_202 ) **Course Frequency:**

*Fall: All Years Spring: N/A Summer: N/A*

### **ACCT 341 Cost Accounting II**

**Credits: 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.

**Pre-Requisites:** ( ( ACCT\_340 AND MGMT\_300 ) ) **Course Frequency:** *Fall: N/A Spring: Dept Discretion*

*Summer: N/A*

### **ACCT 350 Federal Tax I**

**Credits: 3**

Theory and principles involved in computation of federal income taxes for individuals are covered in this course.

**Pre-Requisites:** ( ACCT\_212 ) **Course Frequency:** *Fall: All Years Spring: N/A Summer: N/A*

### **ACCT 360 Accounting Information System**

**Credits: 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.

**Pre-Requisites:** ( ACCT\_212 ) **Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

### **ACCT 370 Microcomputers in Accounting**

**Credits: 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.

**Pre-Requisites:** ( ( ACCT\_212 ) ) **Course Frequency:** *Fall: Dept Discretion Spring: N/A Summer: N/A*

### **ACCT 385 Pre-Employment Seminar**

**Credits: 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.

**Course Frequency:** *Fall: Dept Discretion Spring: N/A Summer: N/A*

### **ACCT 401 Advanced Accounting**

**Credits: 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.

**Pre-Requisites:** ( ACCT\_312 ) **Course Frequency:** *Fall: All Years Spring: N/A Summer: N/A*

### **ACCT 421 Auditing**

**Credits: 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.

**Pre-Requisites:** ( ACCT\_312 AND ACCT\_340 ) **Course Frequency:** *Fall: All Years Spring: N/A Summer: N/A*

### **ACCT 424 Forensic Accounting and Fraud Examination**

**Credits: 3**

This course will introduce students to the core foundations relating to fraud examination, financial forensics, and careers in fraud examination and forensic accounting. Discussions will be made on criminology, ethics, the complexity of fraud and financial crimes, legal pronouncements, fraud detection and red flags resulting from fraudulent activities. Students will learn techniques used in investigating financial fraud, theft and concealment, effective interviewing styles, interrogations, and the use of information technology for fraud examination and financial forensics. This course will also discuss corruption, financial statement fraud, litigation support and advisory services, expert witnesses, and remediation.

**Pre-Requisites:** ( ( ACCT\_212 ) ) **Course Frequency:** *Fall: N/A Spring: Odd Years Summer: N/A*

### **ACCT 427 Essentials of Forensic Accounting**

**Credits: 3**

This course includes a study of the following forensic accounting topics: the forensic accounting profession, the legal environment of forensic accounting, the use of screening and staging up engagements, evidence gathering, interviewing processes, white-collar crime, and procedures to use in conducting fraud investigations.

**Pre-Requisites:** ( ( ACCT\_424 ) ) **Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: N/A*

### **ACCT 430 Forensic Analytics I: Methods and Techniques for Forensic Investigation**

**Credits: 3**

This course includes a study of the following forensic analytics topics: digital and matrimonial forensics, economic damages, valuations, use of Access, Excel, and PowerPoint in forensic investigations, high-level data overview tests, assessing conformity, the second-order and summation and number duplication and last-digits, and internal diagnostics of current period and prior period data tests.

**Pre-Requisites:** ( ( ACCT\_427 ) ) **Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: N/A*

### **ACCT 433 Forensic Analytics II: Methods and Techniques for Forensic Investigation**

**Credits: 3**

The objective of this course is to acquaint the student on the impact of fraud. The forensic accountant and

fraud examiner are the bloodhounds of the accounting profession, and the reliability of financial statements. Both the forensic accountant and fraud examiner snuffle out complex fraud shenanigans to discover irregularities. According to the Association of Certified Fraud Examiners' 2016 Report to the Nation on Occupational Fraud and Abuse, it is estimated that organizations loss, on average about 5 percent of their revenues to dishonesty from within.

**Pre-Requisites:** ( ( ACCT\_430 ) ) **Course Frequency:** *Fall: All Years Spring: All Years Summer: N/A*

### **ACCT 445 Senior Capstone**

**Credits: 3**

An integrated learning experience in the senior year including applications, research, and presentations.

**Pre-Requisites:** ( ACCT\_312 AND ACCT\_340 AND ACCT\_350 AND ACCT\_421 ) and senior status.

**Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

### **ACCT 451 Federal Tax II**

**Credits: 3**

This course involves the study of the taxation of partnerships, corporations, trusts, estates, and property transactions.

**Pre-Requisites:** C- or better in ( ACCT\_350 ) **Course Frequency:** *Fall: N/A Spring: Dept Discretion Summer: N/A*

### **ACCT 486 Special Topics in Accounting**

**Credits: 1 - 3**

### **ACCT 494 Independent Study in Accounting**

**Credits: 1 - 3**

Arranged Independent Study in Accounting

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: Dept Discretion*

### **ACCT 495 Senior Examination**

**Credits: 0**

The Senior Examination will be administered to all graduating Accounting seniors in order to graduate. The Senior Examination assesses the students' knowledge of the business core. The exam can be retaken. The student must be a senior and in the final semester at SMSU.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: N/A*

### **ACCT 499 Internship in Accounting**

**Credits: 3 - 9**

This course involves on-the-job experience in the accounting field.

**Pre-Requisites:** ( ACCT\_385 ) **Course Frequency:** *Fall: All Years Spring: All Years Summer: All Years*



**Agriculture****Bachelor of Science: Agribusiness Management(59-60 Credits)****I. Agribusiness Management Core (26 Credits)**

<b>AGBU 101</b>	Seminar I: Career Development & Portfolio Design	Credits: 1
<b>AGBU 360</b>	Agricultural Finance	Credits: 3
<b>AGBU 365</b>	Farm and Ranch Management I	Credits: 3
<b>AGBU 440</b>	Agricultural Marketing	Credits: 3
<b>AGBU 475</b>	Agricultural and Food Policy	Credits: 3
<b>AGBU 495</b>	Seminar II: Career Readiness & Portfolio Assessment	Credits: 1
<b>ECON 201</b>	Principles of Microeconomics	Credits: 3
<b>ECON 210</b>	Introduction to Cooperatives	Credits: 3

**Choose one of the following courses:**

<b>AGBU 400</b>	International Agricultural Development	Credits: 3
<b>ECON 390</b>	Economic Development	Credits: 3

Choose one of the following law courses:

<b>AGBU 350</b>	Agricultural & Environment Law	Credits: 3
<b>BLAW 305</b>	Business Law I: Legal Environment and Contract	Credits: 3

Law

**II. Business Core (15 Credits)**

<b>ACCT 211</b>	Principles of Accounting I	Credits: 3
<b>ACCT 212</b>	Principles of Accounting II	Credits: 3
<b>ECON 202</b>	Principles of Macroeconomics	Credits: 3
<b>MGMT 221</b>	Computer Concepts and Applications	Credits: 3

Choose one of the following statistics courses:

<b>FIN 230</b>	Business Statistics I	Credits: 3
<b>MATH 200</b>	Intro to Statistics	Credits: 3
<b>PSYC 200</b>	Statistics for the Behavioral Sciences	Credits: 3

**III. Math and Science Core (9-10 Credits)**

<b>ENVS 301</b>	Basic Soil Science	Credits: 3
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*One of the following courses:*

<b>AGRO 132</b>	Principles & Practices of Crop Production	Credits: 4
<b>AGRO 212</b>	Grain & Forage Crop Management	Credits: 3
<b>ANSC 101</b>	Introduction to Animal Science	Credits: 3

Choose one of the following math courses:

<b>MATH 110</b>	College Algebra	Credits: 3
<b>MATH 115</b>	Finite Mathematics	Credits: 3
<b>MATH 135</b>	Precalculus	Credits: 5
<b>MATH 150</b>	Calculus I	Credits: 5

**IV. Agribusiness Management Concentrations (9 Credits)***Select one of the following two concentrations:***A. Farm Management and Marketing**

<b>AGBU 330</b>	Commodity Futures & Options Trading	Credits: 3
<b>MGMT 300</b>	Management Principles	Credits: 3

*One of the following courses:*

<b>AGBU 499</b>	Internship	Credits: 1 - 6
<b>AGRO 390</b>	Introduction to Precision Agriculture	Credits: 3
<b>AGSO 490</b>	Agricultural and Rural Leadership Seminar	Credits: 3
<b>ENG 331</b>	Business Communications	Credits: 3
<b>MKTG 301</b>	Principles of Marketing	Credits: 3
<b>MKTG 331</b>	Principles of Selling	Credits: 3

**B. Agricultural Finance**

<b>ECON 328</b>	Money and Banking	Credits: 3
<b>FIN 350</b>	Managerial Finance	Credits: 3

One of the following courses:

<b>AGBU 330</b>	Commodity Futures & Options Trading	Credits: 3
<b>AGBU 499</b>	Internship	Credits: 1 - 6
<b>AGSO 490</b>	Agricultural and Rural Leadership Seminar	Credits: 3
<b>ENG 331</b>	Business Communications	Credits: 3
<b>FIN 360</b>	Insurance and Risk Management	Credits: 3
<b>FIN 365</b>	Personal Financial Planning	Credits: 3
<b>FIN 375</b>	Investments	Credits: 3

Total Credits: **59-60**

**Bachelor of Science: Agricultural Communications and Leadership(48 Credits)****I. Communication Courses (15 Credits)**

<b>COMM 200</b>	Small Group Communication	Credits: 3
<b>COMM 210</b>	Introduction to Public Relations	Credits: 3
<b>COMM 230</b>	Interpersonal and Cross-Cultural Communication	Credits: 3
<b>ENG 331</b>	Business Communications	Credits: 3
<b>ENG 360</b>	Scientific & Technical Writing	Credits: 3

**II. Marketing, Management and Leadership Courses (12 Credits)**

<b>MGMT 300</b>	Management Principles	Credits: 3
<b>MKTG 301</b>	Principles of Marketing	Credits: 3
<b>MKTG 411</b>	Integrated Marketing Communications (IMC)	Credits: 3

Choose one of the following:

<b>AGSO 490</b>	Agricultural and Rural Leadership Seminar	Credits: 3
<b>MGMT 460</b>	Leadership and Team Management	Credits: 3

**III. Agricultural Business, Economics and Education Courses (21 Credits)**

<b>AGED 201</b>	Communication & Leadership Skills for Agricultural Educators	Credits: 1
<b>AGED 351</b>	Prof. Development in Agricultural Education: Internship & Job Shadowing	Credits: 1
<b>AGRO 115</b>	Professional Development in Agriculture: Orientation & Career Planning	Credits: 1
<b>AGRO 132</b>	Principles & Practices of Crop Production	Credits: 4
<b>AGRO 390</b>	Introduction to Precision Agriculture	Credits: 3
<b>AGRO 450</b>	Issues in Sustainable Agriculture	Credits: 2
<b>ANSC 101</b>	Introduction to Animal Science	Credits: 3
<b>ECON 201</b>	Principles of Microeconomics	Credits: 3
<b>ECON 210</b>	Introduction to Cooperatives	Credits: 3

Total Credits: **48**

**Bachelor of Science: Agricultural Education (43 Credits)****I. Agricultural Education courses (5 Credits)**

<b>AGED 201</b>	Communication & Leadership Skills for Agricultural Educators	Credits: 1
<b>AGED 301</b>	Advising Youth Organization & Supervising Work Experiences	Credits: 1
<b>AGED 351</b>	Prof. Development in Agricultural Education: Internship & Job Shadowing	Credits: 1
<b>AGED 401</b>	Agricultural Education: 5-12 Methods	Credits: 2

**II. Core Courses (38 Credits)**

<b>ACCT 211</b>	Principles of Accounting I	Credits: 3
<b>AGBU 365</b>	Farm and Ranch Management I	Credits: 3
<b>AGBU 400</b>	International Agricultural Development	Credits: 3
<b>AGBU 440</b>	Agricultural Marketing	Credits: 3
<b>AGRI 2220</b>	Ag Mechanics I	Credits: 3
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<b>AGRI 2222</b>	Ag Mechanics II	Credits: 3
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<b>AGRO 115</b>	Professional Development in Agriculture: Orientation & Career Planning	Credits: 1
<b>AGRO 132</b>	Principles & Practices of Crop Production	Credits: 4
<b>AGRO 390</b>	Introduction to Precision Agriculture	Credits: 3
<b>ANSC 101</b>	Introduction to Animal Science	Credits: 3
<b>ENVS 180</b>	Environmental Science: Introduction	Credits: 3
<b>ENVS 180L</b>	Environmental Science: Introduction Lab	Credits: 1
<b>ENVS 301</b>	Basic Soil Science	Credits: 3
<b>ENVS 301L</b>	Basic Soil Science Lab	Credits: 1
<b>HOSP 120</b>	Food Sanitation and Safety	Credits: 1

**Bachelor of Science: Agricultural Education Notes:**

\* NOTE: The student must fulfill the K-12 professional education requirements for licensure; see the [Education Department](#) regarding these requirements.

Total Credits: **43**

**Bachelor of Science: Agricultural Solutions(64 Credits)****I. Agricultural Production and Management (32 Credits)**

<b>ACCT 211</b>	Principles of Accounting I	Credits: 3
<b>AGRO 115</b>	Professional Development in Agriculture: Orientation & Career Planning	Credits: 1
<b>AGRO 132</b>	Principles & Practices of Crop Production	Credits: 4
<b>AGRO 341</b>	Principles of Pest Management	Credits: 4
<b>AGRO 390</b>	Introduction to Precision Agriculture	Credits: 3
<b>AGSO 499</b>	Internship Field Experience	Credits: 2
<b>ANSC 101</b>	Introduction to Animal Science	Credits: 3
<b>ENVS 107</b>	Introduction to ArcGIS	Credits: 2
<b>ENVS 301</b>	Basic Soil Science	Credits: 3
<b>ENVS 301L</b>	Basic Soil Science Lab	Credits: 1
<b>MGMT 300</b>	Management Principles	Credits: 3

Choose one of the following Math courses

<b>MATH 110</b>	College Algebra	Credits: 3
<b>MATH 115</b>	Finite Mathematics	Credits: 3
<b>MATH 135</b>	Precalculus	Credits: 5
<b>MATH 140</b>	Calculus: A Short Course	Credits: 3
<b>MATH 150</b>	Calculus I	Credits: 5
<b>MATH 151</b>	Calculus II	Credits: 4

**II. Environmental Science (14 Credits)**

<b>ENVS 101</b>	Physical Geology	Credits: 3
<b>ENVS 101L</b>	Physical Geology Lab	Credits: 1
<b>ENVS 180</b>	Environmental Science: Introduction	Credits: 3
<b>ENVS 180L</b>	Environmental Science: Introduction Lab	Credits: 1
<b>PHIL 107</b>	Environmental Ethics	Credits: 3

Choose one Soil course

<b>AGSO 315</b>	Plant and Soil Nutrition	Credits: 3
<b>ENVS 320</b>	Soils and Fertility	Credits: 3

**III. Agricultural Leadership and Communication (9 Credits)**

**COMM 210** Introduction to Public Relations \_\_\_\_\_ Credits: 3

Choose one of the following writing courses

**ENG 331** Business Communications \_\_\_\_\_ Credits: 3

**ENG 360** Scientific & Technical Writing \_\_\_\_\_ Credits: 3

Choose one of the following leadership courses

**AGSO 490** Agricultural and Rural Leadership Seminar \_\_\_\_\_ Credits: 3

**MGMT 460** Leadership and Team Management \_\_\_\_\_ Credits: 3

IV. Agricultural Economics (9 Credits)

**AGBU 475** Agricultural and Food Policy \_\_\_\_\_ Credits: 3

**ECON 201** Principles of Microeconomics \_\_\_\_\_ Credits: 3

**ECON 210** Introduction to Cooperatives \_\_\_\_\_ Credits: 3

Total Credits: **64**

## Bachelor of Applied Science: Agriculture

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 Agriculture will provide opportunities for individuals who have completed Associate of Applied Science (A.A.S.) or Associate of Science (A.S.) degree programs 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.

### I. Degree Requirements:

Notes:

#### Completion of the SMSU's Liberal Education Program

Minnesota Transfer Curriculum (MnTC) from any MnSCU campus, and SMSU Liberal Education Graduation Requirements.

A minimum of 30 semester credit hours through Southwest Minnesota State University.

A minimum of 40 semester credit hours at the 300 or 400 level.

The requirements for an approved B.A.S. major.

A cumulative GPA of at least 2.0 for courses taken while enrolled at SMSU.

### II. Major Requirements:

A. Agricultural Resource Management courses

**AGRO 132** Principles & Practices of Crop Production \_\_\_\_\_ Credits: 4

**AGRO 341** Principles of Pest Management \_\_\_\_\_ Credits: 4

**AGRO 390** Introduction to Precision Agriculture \_\_\_\_\_ Credits: 3

**AGRO 450** Issues in Sustainable Agriculture \_\_\_\_\_ Credits: 2

**AGSO 499** Internship Field Experience \_\_\_\_\_ Credits: 2

**ANSC 101** Introduction to Animal Science \_\_\_\_\_ Credits: 3

**ENVS 107** Introduction to ArcGIS \_\_\_\_\_ Credits: 2

**ENVS 301** Basic Soil Science \_\_\_\_\_ Credits: 3

**ENVS 301L** Basic Soil Science Lab \_\_\_\_\_ Credits: 1

Choose one of the following math courses

**MATH 110** College Algebra \_\_\_\_\_ Credits: 3

**MATH 115** Finite Mathematics \_\_\_\_\_ Credits: 3

**MATH 135** Precalculus \_\_\_\_\_ Credits: 5

**MATH 150** Calculus I \_\_\_\_\_ Credits: 5

B. Agricultural Business and Economics courses

**ECON 201** Principles of Microeconomics \_\_\_\_\_ Credits: 3

**ECON 210** Introduction to Cooperatives \_\_\_\_\_ Credits: 3

Choose one law course

**AGBU 350** Agricultural & Environment Law \_\_\_\_\_ Credits: 3

**BLAW 305** Business Law I: Legal Environment and Contract \_\_\_\_\_ Credits: 3

Law \_\_\_\_\_

Choose one of the following courses:

**AGBU 440** Agricultural Marketing \_\_\_\_\_ Credits: 3

**AGBU 475** Agricultural and Food Policy \_\_\_\_\_ Credits: 3

## C. Communications, Management, and Leadership courses

**AGSO 490** Agricultural and Rural Leadership Seminar Credits: 3**MGMT 300** Management Principles Credits: 3

Choose one:

**ENG 331** Business Communications Credits: 3**ENG 360** Scientific & Technical Writing Credits: 3**Minor: Agricultural Economics(21 Credits)**

## I. Required Courses (15 Credits)

**ACCT 211** Principles of Accounting I Credits: 3**ECON 201** Principles of Microeconomics Credits: 3**ECON 202** Principles of Macroeconomics Credits: 3

Choose one of the following:

**FIN 230** Business Statistics I Credits: 3**MATH 200** Intro to Statistics Credits: 3

Choose one of the following Ag Business Courses:

**AGBU 330** Commodity Futures & Options Trading Credits: 3**AGBU 440** Agricultural Marketing Credits: 3

## II. Electives (6 Credits)

**ECON 3XX** Any Economics Course Numbered 300 or higher Credits: 3-6Total Credits: **21****Minor: Agribusiness Management(18 Credits)**

## I. Required Courses

**AGBU 330** Commodity Futures & Options Trading Credits: 3**AGBU 440** Agricultural Marketing Credits: 3**ECON 201** Principles of Microeconomics Credits: 3**FIN 230** Business Statistics I Credits: 3

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

**AGBU ---** Additional Agribusiness Management Courses Credits: 6Total Credits: **18****Associate of Science: Agribusiness Management(60-62 Credits)****I. Business Core (15 Credits)****ACCT 211** Principles of Accounting I Credits: 3**ACCT 212** Principles of Accounting II Credits: 3**ECON 202** Principles of Macroeconomics Credits: 3**MGMT 221** Computer Concepts and Applications Credits: 3

Choose one of the following Statistics courses:

**FIN 230** Business Statistics I Credits: 3**MATH 200** Intro to Statistics Credits: 3**PSYC 200** Statistics for the Behavioral Sciences Credits: 3**II. Agribusiness Management (15 Credits)****AGBU 330** Commodity Futures & Options Trading Credits: 3**AGBU 365** Farm and Ranch Management I Credits: 3**ECON 210** Introduction to Cooperatives Credits: 3

Choose one of the following Agribusiness Electives

<b>AGBU 350</b>	Agricultural & Environment Law	Credits: 3
<b>AGBU 360</b>	Agricultural Finance	Credits: 3
<b>AGBU 366</b>	Farm and Ranch Management II	Credits: 3
<b>AGBU 400</b>	International Agricultural Development	Credits: 3
<b>AGBU 440</b>	Agricultural Marketing	Credits: 3
<b>AGRO 132</b>	Principles & Practices of Crop Production	Credits: 4
<b>ENG 331</b>	Business Communications	Credits: 3
<b>FIN 350</b>	Managerial Finance	Credits: 3
<b>MGMT 300</b>	Management Principles	Credits: 3
<b>MKTG 301</b>	Principles of Marketing	Credits: 3

Choose one of the following:

<b>AGRO 132</b>	Principles & Practices of Crop Production	Credits: 4
<b>ANSC 101</b>	Introduction to Animal Science	Credits: 3

### III. Minnesota Transfer Curriculum (MnTC) for A.S. Degree (30 Credits)

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

<b>COMM 110</b>	Essentials of Speaking and Listening	Credits: 3
<b>ENG 151</b>	Academic Writing	Credits: 4
<b>ENG 251</b>	Writing in Professions	Credits: 3

#### MnTC Goal 3: Natural Sciences (1 course with lab, 4 credits)

Notes:

See the section of the catalog: [The SMSU Liberal Education Program & Minnesota Transfer Curriculum \(MnTC\)](#).

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

<b>MATH 110</b>	College Algebra	Credits: 3
<b>MATH 115</b>	Finite Mathematics	Credits: 3
<b>MATH 140</b>	Calculus: A Short Course	Credits: 3
<b>MATH 150</b>	Calculus I	Credits: 5

#### MnTC Goal 5: History and the Social and Behavioral Sciences (Choose one, 3 credits)

<b>ECON 201</b>	Principles of Microeconomics	Credits: 3
<b>ECON 202</b>	Principles of Macroeconomics	Credits: 3

#### MnTC Goal 6: The Humanities and Fine Arts (Choose one, 3 credits)

Notes:

See the complete MnTC Goal 6 list [here](#).

#### Elective Minnesota Transfer Curriculum Credits: (5-7 credits)

Notes:

Choose two or more courses totaling 5-7 credits for MnTC Goals 3, 5, 6, 7, 8, 9 or 10. Subject to LEP restriction of no course prefix repetition. See current Minnesota Transfer Curriculum (MnTC) in the section of this catalog.

Total Credits: **60-62**

## Course Descriptions

### AGBU 101 Seminar I: Career Development & Portfolio Design Credits: 1

AGBU 101 is a required course for SMSU Agribusiness Majors. The course should be taken in the freshman year or in the first year of transfer. This course introduces the goals and student learning outcomes of the Agribusiness major and SMSU's Liberal Education Plan. Students use the course to identify career goals, relate those goals to their academic choices, and create electronic program portfolio to assess progress in achieving program goals and student learning outcomes.

**Course Frequency:** Fall: All Years Spring: N/A Summer: N/A

### AGBU 276 Soil Science and Management Credits: 2

To enable students to gain some basic knowledge of soils and how they can best be managed for long run optimum production.

**Course Frequency:** *Fall: Dept Discretion Spring: N/A Summer: Dept Discretion*

### **AGBU 310 Land Economics & Appraisal**

**Credits: 3**

Principles and practices of rural real estate appraisal will be examined. Principles of soil valuation and their application for farmland appraisal will also be covered. Methods of appraisal covered will include cost, market and income approaches to farmland and building appraisal. Half-day field trips to area farms are required.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

### **AGBU 330 Commodity Futures & Options Trading**

**Credits: 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.

**Pre-Requisites:** ( ECON\_201 ) **Course Frequency:** *Fall: All Years Spring: N/A Summer: N/A*

### **AGBU 331 Financial Futures and Options Trading**

**Credits: 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.

**Pre-Requisites:** ( ( FIN\_230 ) OR ( MATH\_200 ) ) **Course Frequency:** *Fall: Dept Discretion Spring: N/A Summer: Dept Discretion*

### **AGBU 350 Agricultural & Environment Law**

**Credits: 3**

This course is an introduction to the broad contemporary legal issues of practical relevance to agriculture business and the protection of the environment. The course's foundation is knowledge about basic common law. Topics then move to a broader understanding of government regulation and agency law. This sets the stage for coverage of Environmental Law. Special emphasis will be on practical applications to agribusiness enterprises ranging from family farms to agribusiness corporations.

**Course Frequency:** *Fall: N/A Spring: Odd Years Summer: N/A*

### **AGBU 360 Agricultural Finance**

**Credits: 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.

**Pre-Requisites:** ( ( ACCT\_212 ) ) **Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

### **AGBU 365 Farm and Ranch Management I**

**Credits: 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.

**Pre-Requisites:** ( ( ACCT\_211 AND ACCT\_212 AND MGMT\_221 ) ) **Course Frequency:** *Fall: All Years  
Spring: N/A Summer: N/A*

### **AGBU 366 Farm and Ranch Management II**

**Credits: 3**

Computer farm management aids, risk analysis, FIN PACK, farm business organization selection, income tax management, disinvestment, and estate planning.

**Pre-Requisites:** ( ( AGBU\_365 AND FIN\_230 ) ) **Course Frequency:** *Fall: Dept Discretion Spring: N/A  
Summer: Dept Discretion*

### **AGBU 400 International Agricultural Development**

**Credits: 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.

**Pre-Requisites:** ( ( ECON\_201 ) ) **Course Frequency:** *Fall: Even Years Spring: N/A Summer: N/A*

### **AGBU 410 Cooperative & Agribusiness Management**

**Credits: 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.

**Pre-Requisites:** ( ECON\_210 ) OR ( AGBU\_210 ) **Course Frequency:** *Fall: Dept Discretion Spring: N/A  
Summer: Dept Discretion*

### **AGBU 420 International Agribusiness Management**

**Credits: 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.

**Pre-Requisites:** ( ECON\_201 ) **Course Frequency:** *Fall: Dept Discretion Spring: N/A Summer: Dept Discretion*

### **AGBU 440 Agricultural Marketing**

**Credits: 3**

Analysis of farm prices and the effect of supply, demand and institutional forces on farm income and farm income policy.

**Pre-Requisites:** ( ECON\_201 ) **Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

### **AGBU 475 Agricultural and Food Policy**

**Credits: 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.

**Pre-Requisites:** ( ECON\_201 ) **Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

**AGBU 486 Special Topics** **Credits: 1 - 4**

**AGBU 494 Independent Study** **Credits: 1 - 4**

**AGBU 495 Seminar II: Career Readiness & Portfolio Assessment** **Credits: 1**

AGBU 495 is a required course for SMSU Agribusiness Majors. Students use electronic portfolios to evaluate their academic accomplishments and career readiness. Students evaluate and communicate the content of their portfolios using the goals and student learning outcomes of the Agribusiness program. Performance evaluation also includes SMSU's Liberal Education Plan Rubrics for written and speech communication, information literacy, and critical thinking. Agribusiness students systematically analyze and communicate what they have learned in their degree program, and synthesize those results to create valuable plans for their future careers after degree completion.

**Pre-Requisites:** ( AGBU\_101 ) and senior status. **Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

**AGBU 499 Internship** **Credits: 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.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: Dept Discretion*

**AGED 201 Communication & Leadership Skills for Agricultural Educators** **Credits: 1**

In this course, agricultural education majors develop their communication and leadership skills, and apply those principles in agriculture. Students learn and apply the goals and learning outcomes of the Agricultural Education major. AGED students use an electronic portfolio (Live-text) to collect and evaluate their academic artifacts and relate them to the AGED learning outcomes.

**Course Frequency:** *Fall: Even Years Spring: N/A Summer: N/A*

**AGED 301 Advising Youth Organization & Supervising Work Experiences** **Credits: 1**

AGED 301 is a required course offered for degree-seeking SMSU students majoring in Agricultural Education (including the Teaching Licensure Specialization and the Communications-Marketing-Leadership Specialization). This course introduces students to the role and structure of the student organization as an integral component in developing the student through individual, cooperative and collaborative activities that prepare the student for a role in the school, community, and workplace.

**Pre-Requisites:** Requires minimum credits: 60 **Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

**AGED 351 Prof. Development in Agricultural Education: Internship & Job Shadowing** **Credits: 1**

AGED 351 is a required course offered for degree-seeking SMSU students majoring in Agricultural Education (including the Teaching Licensure Specialization and the Communications-Marketing-Leadership Specialization). Under the direction of SMSU Agricultural Education faculty, agricultural education students in this course complete: (1) a supervised internship with an agriculture or an agricultural-related enterprise, and (2) a job-shadowing experience, apprenticeship or mentorship with a natural resource or related occupation. Students will learn and use "best practices" for integrating work-based learning with educational learning goals, outcomes and assessment.

**Pre-Requisites:** Requires minimum credits: 60 **Course Frequency:** *Fall: N/A Spring: N/A Summer: All Years*

### **AGED 401 Agricultural Education: 5-12 Methods** **Credits: 2**

AGED 401 is a required course offered for degree-seeking SMSU students majoring in Agricultural Education. This course introduces students to the study of rationale, curriculum, and special methods relevant to teaching agricultural science, technologies and career-leadership skills to diverse students for grades 5-12. AGED 401 is designed to assist SMSU's AG ED students understand the concepts of teaching and learning in the agricultural classroom. The course focuses on the selection and use of teaching strategies, methods/approaches, and various techniques evaluating learning and managing learning environments for teaching agricultural subjects in formal education settings.

**Pre-Requisites:** Requires minimum credits: 60 **Course Frequency:** *Fall: Odd Years Spring: N/A Summer: N/A*

### **AGRO 115 Professional Development in Agriculture: Orientation & Career Planning** **Credits: 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.

**Course Frequency:** *Fall: All Years Spring: N/A Summer: N/A*

### **AGRO 132 Principles & Practices of Crop Production** **Credits: 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.

**Course Frequency:** *Fall: All Years Spring: N/A Summer: N/A*

### **AGRO 212 Grain & Forage Crop Management** **Credits: 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.

**Course Frequency:** *Fall: Dept Discretion Spring: N/A Summer: N/A*

### **AGRO 312 Agroecology** **Credits: 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.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: N/A*

### **AGRO 315 Professional Development in Agriculture: Internship Credits: 4**

An internship with a professionally relevant component. Students are responsible for finding internship opportunities.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: All Years*

### **AGRO 325 Seed Science and Grain Grading Credits: 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.

**Pre-Requisites:** ( ( AGRO\_101 ) OR ( AGRO\_132 ) OR ( BIOL\_302 ) ) **Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: N/A*

### **AGRO 332 Crop Quality, Traits, & Utilization Credits: 2**

Pre and post harvest factors affecting the quality of crops. Characteristics, uses, and processing of major food crops. Crop marketing and food safety.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: N/A*

### **AGRO 341 Principles of Pest Management Credits: 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.

**Course Frequency:** *Fall: All Years Spring: N/A Summer: N/A*

### **AGRO 390 Introduction to Precision Agriculture Credits: 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.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: N/A*

### **AGRO 415 Professional Development in Agriculture: Senior Seminar-Capstone Credits: 3**

Leadership, Decision-making and Problem-solving. Forum where students interact with professionals in the field of agronomy. Course will include presentations from speakers working in agricultural fields and lectures.

Students will have to prepare position papers and solutions to current issues affecting Minnesota Agriculture.

**Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

### **AGRO 422 Principles of Weed Science**

**Credits: 3**

This is an applied science course. 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 and Laws and regulations governing herbicide use.

**Pre-Requisites:** ( ( AGRO\_132 ) ) **Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: N/A*

### **AGRO 440 Plant Breeding**

**Credits: 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.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: N/A*

### **AGRO 450 Issues in Sustainable Agriculture**

**Credits: 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.

**Course Frequency:** *Fall: N/A Spring: Dept Discretion Summer: N/A*

### **AGRO 454 Experimental Design in Agriculture**

**Credits: 4**

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.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: N/A*

### **AGRO 494 Independent Study**

**Credits: 1 - 4**

Ind Study

**Course Frequency:** *Fall: All Years Spring: All Years Summer: All Years*

### **AGSO 315 Plant and Soil Nutrition**

**Credits: 3**

This course builds on the foundation of crop science and soil science to further investigate the relationship between soil and crop plants. Students will review basic concepts of plant nutrition and soil characteristics in

order for students to identify connections and the symbiotic benefits of each component. Topics covered also include soil and plant uptake, deficiencies, toxicities, causes and remedies, as well as plant and soil analysis methods.

**Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

### **AGSO 401 Agriculture Simulations and System Solutions Credits: 3**

Students in this course will learn to apply the principles of multi-disciplinary research. They will use computer simulation models to examine farm systems, including the interactions among crop and livestock production, soil fertilization, storage, harvest, and manure handling. System analysis is also expanded to include the management of side effects such as runoff, nutrient leaching, ammonia volatilization, pesticide drift and engine exhaust. Students will learn to integrate these processes to predict the long-term performance, environmental impact, and economics of production systems. This course is required for all Agricultural Solutions majors.

**Pre-Requisites:** ( ENVS\_180 AND ECON\_201 AND MGMT\_221 AND AGRO\_132 ) **Course Frequency:**  
*Fall: N/A Spring: All Years Summer: N/A*

### **AGSO 490 Agricultural and Rural Leadership Seminar Credits: 3**

This course provides perspective on a variety of topics that impact agriculture and the community through a mix of lecture and field-based learning, panel discussions, guest speakers, readings and technology tools. Various topics including leadership theory and skills, personal development, agricultural and environmental issues, social issues, state and federal political processes and communication are discussed. This course is required for all Agricultural Solutions majors.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: N/A*

### **AGSO 499 Internship Field Experience Credits: 2**

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. This course is required for all Agricultural Solutions majors. Students are responsible for finding internship opportunities.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: Dept Discretion*

### **ANSC 101 Introduction to Animal Science Credits: 3**

The purpose of this course is to provide an overview of animal agriculture with a focus on management practices related to the health, husbandry, feeding, breeding, and marketing of beef and dairy cattle, small ruminants, swine, poultry, horses, and alternative agricultural species. This will be accomplished through lectures and hands-on experiences during laboratory sessions. Live animals will be used during laboratories in accordance with federal regulations, and all laboratories will be conducted with respect for the animals.

**Course Frequency:** *Fall: All Years Spring: N/A Summer: N/A*

**Agronomy**

**Department Office:** CH 129  
**Phone Number:** 507-537-6223  
**Staff & Faculty:** Adam Alford

**4-Year Mustang Academic Plan (MAP):**

[Bachelor of Science: Agronomy](#)

[Download MAP](#)

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 2.35 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 2.35 GPA is required for the minor courses.

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

**Bachelor of Science: Agronomy(68 Credits)****I. Core Requirements (53 Credits)**

<b>AGBU 350</b>	Agricultural & Environment Law	Credits: 3
<b>AGRO 115</b>	Professional Development in Agriculture: Orientation & Career Planning	Credits: 1
<b>AGRO 132</b>	Principles & Practices of Crop Production	Credits: 4
<b>AGRO 212</b>	Grain & Forage Crop Management	Credits: 3
<b>AGRO 315</b>	Professional Development in Agriculture: Internship	Credits: 4
<b>AGRO 341</b>	Principles of Pest Management	Credits: 4
<b>AGRO 390</b>	Introduction to Precision Agriculture	Credits: 3
<b>AGRO 415</b>	Professional Development in Agriculture: Senior Seminar-Capstone	Credits: 3
<b>BIOL 200</b>	Introduction to Cellular Biology	Credits: 3
<b>BIOL 200L</b>	Introduction to Cellular Biology Lab	Credits: 1
<b>BIOL 201</b>	Introduction to Biodiversity & Evolution	Credits: 3
<b>BIOL 201L</b>	Introduction to Biodiversity & Evolution Lab	Credits: 1
<b>BIOL 302</b>	Botany	Credits: 3
<b>BIOL 302L</b>	Botany Lab	Credits: 1
<b>CHEM 121</b>	Basic Chemistry	Credits: 3
<b>CHEM 121L</b>	Basic Chemistry Lab	Credits: 1
<b>ENVS 107</b>	Introduction to ArcGIS	Credits: 2
<b>ENVS 301</b>	Basic Soil Science	Credits: 3
<b>ENVS 301L</b>	Basic Soil Science Lab	Credits: 1
<b>MATH 200</b>	Intro to Statistics	Credits: 3

*Choose one math course*

<b>MATH 110</b>	College Algebra	Credits: 3
<b>MATH 115</b>	Finite Mathematics	Credits: 3
<b>MATH 135</b>	Precalculus	Credits: 5
<b>MATH 150</b>	Calculus I	Credits: 5

**II. Agronomy Electives (15 Credits)**

<b>AGRO 312</b>	Agroecology	Credits: 3
<b>AGRO 325</b>	Seed Science and Grain Grading	Credits: 4
<b>AGRO 332</b>	Crop Quality, Traits, & Utilization	Credits: 2
<b>AGRO 422</b>	Principles of Weed Science	Credits: 3

<b>AGRO 440</b>	Plant Breeding _____	Credits: 3
<b>AGRO 450</b>	Issues in Sustainable Agriculture _____	Credits: 2
<b>AGRO 454</b>	Experimental Design in Agriculture _____	Credits: 4
<b>AGRO 494</b>	Independent Study _____	Credits: 1 - 4
<b>AGSO 315</b>	Plant and Soil Nutrition _____	Credits: 3
<b>AGSO 490</b>	Agricultural and Rural Leadership Seminar _____	Credits: 3
<b>CHEM 320</b>	Soil Chemistry _____	Credits: 3
<b>ECON 110</b>	The Real World of Economics _____	Credits: 3
<b>ENVS 320</b>	Soils and Fertility _____	Credits: 3

Choose one river monitoring course

<b>ENVS 115</b>	Redwood River Monitoring _____	Credits: 2
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Notes:

LEP 100 Redwood River Monitoring

Total Credits: **68**

## Minor: Agronomy(18 Credits)

### I. Minor Core (15 Credits)

<b>AGRO 115</b>	Professional Development in Agriculture: Orientation & Career Planning _____	Credits: 1
<b>AGRO 132</b>	Principles & Practices of Crop Production _____	Credits: 4
<b>AGRO 212</b>	Grain & Forage Crop Management _____	Credits: 3
<b>ENVS 301</b>	Basic Soil Science _____	Credits: 3
<b>ENVS 301L</b>	Basic Soil Science Lab _____	Credits: 1
<b>ENVS 320</b>	Soils and Fertility _____	Credits: 3

### II. Electives: (3 Credits)

<b>AGRO 3XX</b>	Agronomy courses at the 300 level or above. _____	Credits: 3
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### Minor: Agronomy Notes:

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

Total Credits: **18**

## Course Descriptions

### AGRO 115 Professional Development in Agriculture: Orientation & Career Planning **Credits: 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.

**Course Frequency:** Fall: All Years Spring: N/A Summer: N/A

### AGRO 132 Principles & Practices of Crop Production **Credits: 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.

**Course Frequency:** Fall: All Years Spring: N/A Summer: N/A

### AGRO 212 Grain & Forage Crop Management **Credits: 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.

**Course Frequency:** *Fall: Dept Discretion Spring: N/A Summer: N/A*

### **AGRO 312 Agroecology**

**Credits: 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.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: N/A*

### **AGRO 315 Professional Development in Agriculture: Internship**

**Credits: 4**

An internship with a professionally relevant component. Students are responsible for finding internship opportunities.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: All Years*

### **AGRO 325 Seed Science and Grain Grading**

**Credits: 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.

**Pre-Requisites:** ( ( AGRO\_101 ) OR ( AGRO\_132 ) OR ( BIOL\_302 ) ) **Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: N/A*

### **AGRO 332 Crop Quality, Traits, & Utilization**

**Credits: 2**

Pre and post harvest factors affecting the quality of crops. Characteristics, uses, and processing of major food crops. Crop marketing and food safety.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: N/A*

### **AGRO 341 Principles of Pest Management**

**Credits: 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.

**Course Frequency:** *Fall: All Years Spring: N/A Summer: N/A*

### **AGRO 390 Introduction to Precision Agriculture**

**Credits: 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.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: N/A*

### **AGRO 415 Professional Development in Agriculture: Senior Seminar-Capstone**

**Credits: 3**

Leadership, Decision-making and Problem-solving. Forum where students interact with professionals in the field of agronomy. Course will include presentations from speakers working in agricultural fields and lectures. Students will have to prepare position papers and solutions to current issues affecting Minnesota Agriculture.

**Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

### **AGRO 422 Principles of Weed Science**

**Credits: 3**

This is an applied science course. 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 and Laws and regulations governing herbicide use.

**Pre-Requisites:** ( ( AGRO\_132 ) ) **Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: N/A*

### **AGRO 440 Plant Breeding**

**Credits: 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.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: N/A*

### **AGRO 450 Issues in Sustainable Agriculture**

**Credits: 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.

**Course Frequency:** *Fall: N/A Spring: Dept Discretion Summer: N/A*

### **AGRO 454 Experimental Design in Agriculture**

**Credits: 4**

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.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: N/A*

### **AGRO 494 Independent Study**

**Credits: 1 - 4**

Ind Study

**Course Frequency:** *Fall: All Years Spring: All Years Summer: All Years*

## Art and Design

### Bachelor of Arts: Art(58 Credits)

#### I. Foundation Requirements:

##### Studio Core:

<b>ART 102</b>	Foundations of Art & Design 2D	Credits: 3
<b>ART 103</b>	Foundations of Art and Design 3D	Credits: 3
<b>ART 220</b>	Drawing	Credits: 4
<b>ART 221</b>	Painting	Credits: 4
<b>ART 230</b>	Sculpture	Credits: 4
<b>ART 242</b>	Digital Art	Credits: 3

##### Art History:

<b>ART 150</b>	Art History I	Credits: 3
<b>ART 151</b>	Art History II	Credits: 3

##### Interdisciplinary:

<b>PHIL 201</b>	Aesthetics	Credits: 3
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##### Review Courses:

<b>ART 260</b>	Sophomore Review	Credits: 0
<b>ART 360</b>	Junior Review	Credits: 1

#### II. Emphasis Courses (Choose Option 1 or Option 2):

##### Option 1: Studio Art

##### Art History Electives:

<b>ART 350</b>	Contemporary Art History	Credits: 3
<b>ART 351</b>	History of Graphic Design	Credits: 3
<b>ART 352</b>	Women in Art	Credits: 3
<b>ART 355</b>	American Art History	Credits: 3

##### Studio Electives:

<b>ART 320</b>	Drawing	Credits: 4
<b>ART 321</b>	Painting	Credits: 4
<b>ART 322</b>	Printmaking	Credits: 4
<b>ART 326</b>	Figure Drawing	Credits: 4
<b>ART 330</b>	Sculpture	Credits: 4
<b>ART 331</b>	Ceramics	Credits: 4
<b>ART 344</b>	Illustration	Credits: 3 - 6

##### Capstone Experience:

###### Notes:

The studio course in the major emphasis area is taken concurrently with ART 460 for the Capstone Experience.

<b>ART 3XX</b>	Studio Course in Major Emphasis Area	Credits: 4
<b>ART 460</b>	Graduation Exhibition: Senior Review	Credits: 0

##### Option 2: Graphic Design

<b>ART 240</b>	Concepts of Graphic Communication	Credits: 3
<b>ART 241</b>	Typography Survey	Credits: 3
<b>ART 343</b>	Digital Photography	Credits: 4
<b>ART 351</b>	History of Graphic Design	Credits: 3
<b>ART 499</b>	Graphic Design Internship	Credits: 2

##### Capstone Experience:

<b>ART 348</b>	Graphic Design Studio	Credits: 4
<b>ART 461</b>	Graphic Design Graduation Project: Senior Review	Credits: 0

##### Graphic Design Studio (Two enrollments)

<b>ART 348</b>	Graphic Design Studio	Credits: 4
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Total Credits:

**58**

**Bachelor of Science: Art Education(47 Credits)****I. Foundation Requirements (29 Credits)***Studio Core:*

<b>ART 102</b>	Foundations of Art & Design 2D	Credits: 3
<b>ART 103</b>	Foundations of Art and Design 3D	Credits: 3
<b>ART 220</b>	Drawing	Credits: 4
<b>ART 221</b>	Painting	Credits: 4
<b>ART 230</b>	Sculpture	Credits: 4

*Art History:*

<b>ART 150</b>	Art History I	Credits: 3
<b>ART 151</b>	Art History II	Credits: 3

*Review Courses:*

<b>ART 260</b>	Sophomore Review	Credits: 0
<b>ART 360</b>	Junior Review	Credits: 1

*Capstone Experience:*

<b>ART 3XX</b>	Art Studio Course at 300 level or above	Credits: 4
<b>ART 460</b>	Graduation Exhibition: Senior Review	Credits: 0

**II. Art Education Required Courses: (6 Credits)**

<b>ART 270</b>	Art Education/Elementary	Credits: 3
<b>ART 370</b>	Art Education/Secondary	Credits: 3

**III. Studio Courses Required for Major: (12 Credits)**

<b>ART 322</b>	Printmaking	Credits: 4
<b>ART 331</b>	Ceramics	Credits: 4
<b>ART 343</b>	Digital Photography	Credits: 4

**Bachelor of Science: Art Education Notes:**

\* NOTE: The student must fulfill the K-12 professional education requirements for licensure; see the [Education Department](#) regarding these requirements.

Total Credits: **47**

**Minor: Advertising Design Communication(18-20 Credits)****I. Required Courses: (9 Credits)**

<b>ART 240</b>	Concepts of Graphic Communication	Credits: 3
<b>ENG 331</b>	Business Communications	Credits: 3
<b>MKTG 301</b>	Principles of Marketing	Credits: 3

*i. Professional Writing Courses**Notes:*

Marketing and Graphic Design students take both courses. All other majors choose one.

<b>COMM 260</b>	Media Writing	Credits: 3
<b>ENG 460</b>	Writing and New Media	Credits: 4

*ii. Marketing Courses**Notes:*

Professional Writing and Graphic Design students take both courses. All other majors choose one.

<b>MKTG 331</b>	Principles of Selling	Credits: 3
<b>MKTG 381</b>	Advertising Management	Credits: 3

*iii. Graphic Design Courses**Notes:*

Marketing and Professional Writing students take both courses. All other majors choose one.

<b>ART 241</b>	Typography Survey	Credits: 3
<b>ART 348</b>	Graphic Design Studio	Credits: 4

Total Credits: **18-20****Minor: Digital Media Design(22-23 Credits)****I. Required Courses**

<b>ART 240</b>	Concepts of Graphic Communication	Credits: 3
<b>ART 242</b>	Digital Art	Credits: 3
<b>ART 343</b>	Digital Photography	Credits: 4
<b>COMM 114</b>	Essentials of Single Camera Field Production	Credits: 3
<b>COMM 320</b>	Graphics for Television, Film and New Media	Credits: 3
<b>COMM 480</b>	Creative Project Workshop in Media Production	Credits: 3

**II. Electives (Choose one):**

<b>ART 241</b>	Typography Survey	Credits: 3
<b>ART 348</b>	Graphic Design Studio	Credits: 4
<b>COMM 210</b>	Introduction to Public Relations	Credits: 3
<b>COMM 220</b>	Storytelling in Modern Communication	Credits: 3
<b>COMM 260</b>	Media Writing	Credits: 3
<b>COMM 460</b>	Transmedia Storytelling	Credits: 3

Total Credits: **22-23****Minor: Graphic Design(21 Credits)****I. Foundations of Art: (Choose one) (3 Credits)**

<b>ART 102</b>	Foundations of Art & Design 2D	Credits: 3
<b>ART 103</b>	Foundations of Art and Design 3D	Credits: 3

**Choose one:**

<b>ART 220</b>	Drawing	Credits: 4
<b>ART 343</b>	Digital Photography	Credits: 4

**II. Graphic Design Courses: (14 Credits)**

<b>ART 240</b>	Concepts of Graphic Communication	Credits: 3
<b>ART 348</b>	Graphic Design Studio	Credits: 4

Notes:

\*ART 348: Graphic Design Studio requires a minimum of 2 registrations for a total of 8 credits

**Choose one:**

<b>ART 241</b>	Typography Survey	Credits: 3
<b>ART 351</b>	History of Graphic Design	Credits: 3

Total Credits: **21****Minor: Studio Arts(21 Credits)****I. Foundations of Art: (Choose one) (3 Credits)**

<b>ART 102</b>	Foundations of Art & Design 2D	Credits: 3
<b>ART 103</b>	Foundations of Art and Design 3D	Credits: 3

**II. Studio Core: (12 Credits)**

<b>ART 220</b>	Drawing	Credits: 4
<b>ART 221</b>	Painting	Credits: 4
<b>ART 230</b>	Sculpture	Credits: 4

**III. Art History: (6 Credits)**

<b>ART 150</b>	Art History I	Credits: 3
<b>ART 151</b>	Art History II	Credits: 3

**IV. Elective Studio Courses for Graphic Design and Art Education Majors: (12 Credits)**

Notes:

Students majoring in Art: Graphic Design or Art Education must take 3 upper-division studio courses for their electives.

Additional studio electives are not required for non-art majors.

<b>ART 320</b>	Drawing	Credits: 4
<b>ART 321</b>	Painting	Credits: 4
<b>ART 322</b>	Printmaking	Credits: 4
<b>ART 330</b>	Sculpture	Credits: 4
<b>ART 331</b>	Ceramics	Credits: 4

Total Credits: **21****Course Descriptions****ART 100 Introduction to Visual Arts****Credits: 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.

**Goal:** 06- Humanities/Fine Arts **Course Frequency:** *Fall: All Years Spring: All Years Summer: N/A***ART 102 Foundations of Art & Design 2D****Credits: 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 works in a group setting.

**Goal:** 06- Humanities/Fine Arts **Course Frequency:** *Fall: All Years Spring: N/A Summer: N/A***ART 103 Foundations of Art and Design 3D****Credits: 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.

**Goal:** 06- Humanities/Fine Arts **Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A***ART 150 Art History I****Credits: 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.

**Goal:** 06- Humanities/Fine Arts **Course Frequency:** *Fall: All Years Spring: N/A Summer: N/A***ART 151 Art History II****Credits: 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.

**Goal:** 06- Humanities/Fine Arts **Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

### **ART 208 Artists Course**

**Credits: 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.

**Course Frequency:** *Fall: N/A Spring: Dept Discretion Summer: N/A*

### **ART 209 Artists:**

**Credits: 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.

**Course Frequency:** *Fall: N/A Spring: Dept Discretion Summer: N/A*

### **ART 220 Drawing**

**Credits: 4**

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.

**Course Frequency:** *Fall: All Years Spring: N/A Summer: N/A*

### **ART 221 Painting**

**Credits: 4**

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.

**Pre-Requisites:** ( ( ART\_100 ) OR ( ART\_102 ) OR ( ART\_103 ) ) **Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

### **ART 230 Sculpture**

**Credits: 4**

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.

**Pre-Requisites:** ( ( ART\_100 ) OR ( ART\_102 ) OR ( ART\_103 ) ) **Course Frequency:** *Fall: Odd Years Spring: Odd Years Summer: N/A*

### **ART 240 Concepts of Graphic Communication**

**Credits: 3**

Intended as a foundational graphic design course. Students will study design principles and current industry methods and tools. In addition, design principles are discussed not only as they relate specifically to graphic

communication, but also as they apply to other forms of communication. The course is project-based with assignments designed to reinforce design principles and develop skill using software and methods common to the graphic design profession.

**Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

### **ART 241 Typography Survey**

**Credits: 3**

Intended as an introduction to typography, this course studies the fundamentals and development of typographic forms and principles of practical type selection and control. The course touches on history of type as well as current technology as it relates to type. Type design, classification, selection, and control techniques are studied in a hands-on environment that puts considerable emphasis on aesthetic considerations. It is recommended, but not required, that student take ART 240 prior to this course.

**Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

### **ART 242 Digital Art**

**Credits: 3**

This course addresses creating art in a digital environment by using the industry-leading raster image editing software, Adobe Photoshop. The course not only covers how to use the software in-depth, but it covers methods and strategies for developing artistic concepts.

**Course Frequency:** *Fall: All Years Spring: N/A Summer: N/A*

### **ART 260 Sophomore Review**

**Credits: 0**

A formal faculty review of student progress.

**Pre-Requisites:** ( ( ART\_100 ) OR ( ART\_102 ) OR ( ART\_103 ) ) and sophomore status. **Course**

**Frequency:** *Fall: All Years Spring: All Years Summer: N/A*

### **ART 270 Art Education/Elementary**

**Credits: 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.

**Pre-Requisites:** ( ( ED\_101 OR EDFN\_201 ) ) and sophomore status. **Course Frequency:** *Fall: All Years Spring: All Years Summer: Dept Discretion*

### **ART 286 Topics in Art**

**Credits: 3 - 6**

To provide instruction in topics of special interest that will not be covered thoroughly in other art courses.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: N/A*

### **ART 292 Honors Credit in Art**

**Credits: 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.

**Pre-Requisites:** ( ( HONR\_140 ) ) **Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

### **ART 320 Drawing**

**Credits: 4**

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.

**Pre-Requisites:** ( ( ART\_220 ) ) **Course Frequency:** *Fall: All Years Spring: N/A Summer: N/A*

### **ART 321 Painting**

**Credits: 4**

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.

**Pre-Requisites:** ( ( ART\_221 ) ) **Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

### **ART 322 Printmaking**

**Credits: 4**

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.

**Course Frequency:** *Fall: N/A Spring: Odd Years Summer: N/A*

### **ART 326 Figure Drawing**

**Credits: 4**

This course introduces the human form as subject matter. Emphasis will be on structure of the human form, as well as artistic anatomy and drawing from observation in the student's initial enrollment. Subsequent enrollment builds on this foundation and emphasizes individual expression of artistic form and use of the figure in content exploration. Note: Life study drawing includes use of nude models.

**Pre-Requisites:** ( ( ART\_100 ) OR ( ART\_102 ) OR ( ART\_103 ) OR ( ART\_220 ) ) **Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

### **ART 330 Sculpture**

**Credits: 4**

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.

**Pre-Requisites:** ( ART\_230 ) **Course Frequency:** *Fall: Odd Years Spring: Odd Years Summer: N/A*

### **ART 331 Ceramics**

**Credits: 4**

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.

**Course Frequency:** *Fall: Even Years Spring: N/A Summer: N/A*

### ART 343 Digital Photography

**Credits: 4**

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.

**Course Frequency:** *Fall: All Years Spring: N/A Summer: Dept Discretion*

### ART 344 Illustration

**Credits: 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.

**Pre-Requisites:** ( ( ART\_100 ) OR ( ART\_101 ) OR ( ART\_102 ) OR ( ART\_103 ) ) **Course Frequency:**

*Fall: N/A Spring: N/A Summer: N/A*

### ART 348 Graphic Design Studio

**Credits: 4**

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.

**Pre-Requisites:** ( ART\_240 ) **Course Frequency:** *Fall: All Years Spring: All Years Summer: N/A*

### ART 350 Contemporary Art History

**Credits: 3**

A study of the major movements, key artists and art theories appearing in the visual arts from the 1940's to the present.

**Goal:** 06- Humanities/Fine Arts 08- Global Perspective **Course Frequency:** *Fall: All Years Spring: N/A*

*Summer: N/A*

### ART 351 History of Graphic Design

**Credits: 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.

**Course Frequency:** *Fall: Odd Years Spring: N/A Summer: N/A*

### **ART 352 Women in Art**

**Credits: 3**

Students will gain an understanding of the social and historical environment, aesthetics, and legacy of women as artist and subject through an examination of selected examples found in the visual arts from the Ancient, Medieval, Renaissance and Modern eras.

**Course Frequency:** *Fall: N/A Spring: Even Years Summer: N/A*

### **ART 355 American Art History**

**Credits: 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.

**Course Frequency:** *Fall: N/A Spring: Odd Years Summer: N/A*

### **ART 360 Junior Review**

**Credits: 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.

**Pre-Requisites:** ( ( ART\_260 ) ) **Course Frequency:** *Fall: All Years Spring: All Years Summer: N/A*

### **ART 370 Art Education/Secondary**

**Credits: 3**

Designed to provide the art education major with the applied psychological, philosophical, and educational information to effectively teach art in the secondary school.

**Pre-Requisites:** ( ( ART\_270 ) ) and junior status. **Course Frequency:** *Fall: All Years Spring: All Years Summer: N/A*

### **ART 386 Topics in Art**

**Credits: 2 - 8**

To provide instruction in topics of special interest that will not be covered thoroughly in other art courses.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

### **ART 394 Directed Studies**

**Credits: 1 - 8**

Course of study developed with supervising instructor.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: N/A*

### **ART 443 Advanced Digital Photography**

**Credits: 4**

The emphasis of this course will be photographic content development. Students will propose the content they

wish to explore under the professor's direction. Students will receive direction based on their individual proposal and needs.

**Pre-Requisites:** ( ( ART\_343 ) ) **Course Frequency:** *Fall: Dept Discretion Spring: N/A Summer: Dept Discretion*

### **ART 460 Graduation Exhibition: Senior Review**

**Credits: 0**

Final performance and capstone course for Art: studio emphasis majors.

**Pre-Requisites:** ( ( ART\_260 AND ART\_360 ) ) and senior status. **Course Frequency:** *Fall: All Years Spring: All Years Summer: N/A*

### **ART 461 Graphic Design Graduation Project: Senior Review**

**Credits: 0**

Final performance and capstone course for Graphic Design Emphasis majors.

**Pre-Requisites:** ( ( ART\_260 AND ART\_360 ) ) and senior status. **Course Frequency:** *Fall: All Years Spring: All Years Summer: N/A*

### **ART 499 Graphic Design Internship**

**Credits: 2**

Individually arranged internships within the broad area of design. Must be proposed and approved by instructor prior to enrollment.

**Pre-Requisites:** Requires minimum credits: 60 **Course Frequency:** *Fall: All Years Spring: All Years Summer: Dept Discretion*

### **ART 521 Advanced Problems in Painting**

**Credits: 4**

This low residency graduate studio class is a hybrid experience of online and on campus study. This course is designed to give students a focused experience working within a topic while allowing them to develop a body of work that reflects research, an advanced skill level and personal content. This class is a hybrid combining online and on campus segments to allow students to develop a body of work related to a topic/process over the summer session. The class is structured in three parts. Prerequisite: 300 level studio classes or permission of instructor.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: Dept Discretion*

### **ART 543 Advanced Photography**

**Credits: 4**

This low residency graduate studio class is a hybrid experience of online and on campus study. This course is designed to give students a focused experience working within a topic while allowing them to develop a body of work that reflects research, an advanced skill level and personal content. Prerequisite: An advanced digital art photography course or its equivalent, or permission of instructor.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: Dept Discretion*

### **ART 551 Research Methods in Art History**

**Credits: 3**

This is an advanced art history class focusing on research methods while furthering knowledge in special topics in art history. Prerequisite: ENG 151 or an academic writing course, or permission of the instructor.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: Dept Discretion*

**Biology**

**Department Office:** SM 178  
**Phone Number:** 507-537-6178  
**Staff & Faculty:** Alyssa Anderson, Sandy Craner, Shelby Flint, Vaughn Gehle, Tony Greenfield

**4-Year Mustang Academic Plan (MAP):**[Bachelor of Arts: Biology](#)[Download MAP](#)[Bachelor of Science: Biology](#)[Download MAP](#)[Bachelor of Science: Biology Education](#)[Download MAP](#)[Bachelor of Arts: Medical Laboratory Science](#)[Download MAP](#)

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 Medical Laboratory Science.

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 Medical Laboratory Science is designed for entry into the Medical Technology 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.  
 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(42-43 Credits)****I. Required Courses: (27 Credits)**

<b>BIOL 200</b>	Introduction to Cellular Biology _____	Credits: 3
<b>BIOL 200L</b>	Introduction to Cellular Biology Lab _____	Credits: 1
<b>BIOL 201</b>	Introduction to Biodiversity & Evolution _____	Credits: 3
<b>BIOL 201L</b>	Introduction to Biodiversity & Evolution Lab _____	Credits: 1
<b>BIOL 287</b>	Sophomore Biology Seminar _____	Credits: 1
<b>BIOL 321</b>	Genetics _____	Credits: 3
<b>BIOL 321L</b>	Genetics Lab _____	Credits: 1
<b>BIOL 487</b>	Senior Biology Seminar _____	Credits: 1
<b>CHEM 231</b>	General Chemistry I _____	Credits: 3
<b>CHEM 231L</b>	General Chemistry I Lab _____	Credits: 1
<b>CHEM 232</b>	General Chemistry II _____	Credits: 3
<b>CHEM 232L</b>	General Chemistry II Lab _____	Credits: 2

Notes:

Note: Students must earn a grade of C- or better in BIOL 487.

Choose one statistics sequence:

Notes:

Choose the course sequence of a lecture and lab for statistics in either MATH or PSYC.

<b>MATH 200</b>	Intro to Statistics _____	Credits: 3
<b>MATH 201</b>	Statistical Software _____	Credits: 1
<b>PSYC 200</b>	Statistics for the Behavioral Sciences _____	Credits: 3
<b>PSYC 200L</b>	Statistics for the Behavioral Sciences Lab _____	Credits: 1

**II. Restricted Electives (15-16 Credits)**

Plant block: Choose one course with lab

<b>BIOL 302</b>	Botany	Credits: 3
<b>BIOL 302L</b>	Botany Lab	Credits: 1
<b>BIOL 338</b>	Plant Diversity	Credits: 3
<b>BIOL 338L</b>	Plant Diversity Lab	Credits: 1

Organismal block: Choose one course with lab

<b>BIOL 303</b>	Microbiology	Credits: 3
<b>BIOL 303L</b>	Microbiology Lab	Credits: 2
<b>BIOL 309</b>	Invertebrate Zoology	Credits: 3
<b>BIOL 309L</b>	Invertebrate Zoology Laboratory	Credits: 1
<b>BIOL 310</b>	Natural History of Vertebrates	Credits: 3
<b>BIOL 310L</b>	Natural History of Vertebrates Lab	Credits: 1

Ecology/Field block: : Choose one course with lab

<b>BIOL 311</b>	Ecology	Credits: 3
<b>BIOL 311L</b>	Ecology Lab	Credits: 1
<b>BIOL 326</b>	Animal Behavior	Credits: 3
<b>BIOL 326L</b>	Animal Behavior Lab	Credits: 1
<b>BIOL 405</b>	Insect Ecology & Diversity	Credits: 3
<b>BIOL 405L</b>	Insect Ecology & Diversity Lab	Credits: 1
<b>ENVS 401</b>	Wetland Ecology	Credits: 3
<b>ENVS 401L</b>	Wetland Ecology Lab	Credits: 1
<b>ENVS 406</b>	Limnology	Credits: 3
<b>ENVS 406L</b>	Limnology Lab	Credits: 1

Cellular/Molecular block: Choose one course

Notes:

If taking CHEM 373, the 1 credit lab is recommended.

<b>BIOL 333</b>	Histology	Credits: 3
<b>BIOL 377</b>	Principles of Nutrition	Credits: 3
<b>BIOL 461</b>	Immunology	Credits: 3
<b>BIOL 471</b>	Virology	Credits: 3
<b>CHEM 373</b>	Biochemistry	Credits: 3
<b>CHEM 373L</b>	Biochemistry Lab	Credits: 1

Total Credits: **42-43****Bachelor of Arts: Medical Laboratory Science(80 Credits)****I. Required Courses in Biology: (25 Credits)**

<b>BIOL 200</b>	Introduction to Cellular Biology	Credits: 3
<b>BIOL 200L</b>	Introduction to Cellular Biology Lab	Credits: 1
<b>BIOL 287</b>	Sophomore Biology Seminar	Credits: 1
<b>BIOL 303</b>	Microbiology	Credits: 3
<b>BIOL 303L</b>	Microbiology Lab	Credits: 2
<b>BIOL 305</b>	Human Anatomy & Physiology I	Credits: 3
<b>BIOL 305L</b>	Human Anatomy & Physiology I Lab	Credits: 1
<b>BIOL 306</b>	Human Anatomy & Physiology II	Credits: 3
<b>BIOL 306L</b>	Human Anatomy & Physiology II Lab	Credits: 1
<b>BIOL 321</b>	Genetics	Credits: 3
<b>BIOL 321L</b>	Genetics Lab	Credits: 1
<b>BIOL 461</b>	Immunology	Credits: 3

**II. Requirements in Related Fields: (21 Credits)**

<b>CHEM 231</b>	General Chemistry I	Credits: 3
<b>CHEM 231L</b>	General Chemistry I Lab	Credits: 1
<b>CHEM 232</b>	General Chemistry II	Credits: 3
<b>CHEM 232L</b>	General Chemistry II Lab	Credits: 2
<b>CHEM 351</b>	Organic Chemistry I	Credits: 3
<b>CHEM 351L</b>	Organic Chemistry I Lab	Credits: 2

<b>MATH 200</b> Intro to Statistics	Credits: 3
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<b>CHEM 2XX</b> Chemistry Courses 200 level or above	Credits: 4
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**III. Clinical Internship: (34 Credits)**

Notes:

The student must complete an internship at the Sanford USD Medical Center in Sioux Falls, South Dakota. This 12-month internship program requires 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/Immunoassay/Body Fluids (11 Credits)

Clinical Immunohematology (6 Credits)

Management and Supervision (1 Credit)

Total Credits:	<b>80</b>
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**Bachelor of Science: Biology(63-68 Credits)**

I. Core requirements:

<b>BIOL 200</b> Introduction to Cellular Biology	Credits: 3
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<b>BIOL 200L</b> Introduction to Cellular Biology Lab	Credits: 1
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<b>BIOL 201</b> Introduction to Biodiversity & Evolution	Credits: 3
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<b>BIOL 201L</b> Introduction to Biodiversity & Evolution Lab	Credits: 1
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<b>BIOL 287</b> Sophomore Biology Seminar	Credits: 1
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<b>BIOL 321</b> Genetics	Credits: 3
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<b>BIOL 321L</b> Genetics Lab	Credits: 1
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<b>BIOL 487</b> Senior Biology Seminar	Credits: 1
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<b>CHEM 231</b> General Chemistry I	Credits: 3
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<b>CHEM 231L</b> General Chemistry I Lab	Credits: 1
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<b>CHEM 232</b> General Chemistry II	Credits: 3
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<b>CHEM 232L</b> General Chemistry II Lab	Credits: 2
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Choose one statistics course plus lab

<b>MATH 200</b> Intro to Statistics	Credits: 3
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<b>MATH 201</b> Statistical Software	Credits: 1
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<b>PSYC 200</b> Statistics for the Behavioral Sciences	Credits: 3
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<b>PSYC 200L</b> Statistics for the Behavioral Sciences Lab	Credits: 1
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Choose either the Physics or Geology courses:

<b>ENVS 101</b> Physical Geology	Credits: 3
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<b>ENVS 101L</b> Physical Geology Lab	Credits: 1
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<b>ENVS 102</b> Historical Geology	Credits: 3
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<b>ENVS 102L</b> Historical Geology Lab	Credits: 1
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<b>PHYS 141</b> College Physics I	Credits: 3
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<b>PHYS 141L</b> College Physics I Lab	Credits: 1
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<b>PHYS 142</b> College Physics II	Credits: 3
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<b>PHYS 142L</b> College Physics II Lab	Credits: 1
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II. Restricted Electives

Plant block: Choose one course with lab

<b>BIOL 302</b> Botany	Credits: 3
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<b>BIOL 302L</b> Botany Lab	Credits: 1
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<b>BIOL 338</b> Plant Diversity	Credits: 3
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<b>BIOL 338L</b> Plant Diversity Lab	Credits: 1
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Organismal block: Choose one course with lab

<b>BIOL 303</b> Microbiology	Credits: 3
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<b>BIOL 303L</b> Microbiology Lab	Credits: 2
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<b>BIOL 309</b> Invertebrate Zoology	Credits: 3
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**ACADEMIC PROGRAMS**

<b>BIOL 309L</b>	Invertebrate Zoology Laboratory _____	Credits: 1
<b>BIOL 310</b>	Natural History of Vertebrates _____	Credits: 3
<b>BIOL 310L</b>	Natural History of Vertebrates Lab _____	Credits: 1

Ecology/Field block: Choose one course with lab

<b>BIOL 311</b>	Ecology _____	Credits: 3
<b>BIOL 311L</b>	Ecology Lab _____	Credits: 1
<b>BIOL 326</b>	Animal Behavior _____	Credits: 3
<b>BIOL 326L</b>	Animal Behavior Lab _____	Credits: 1
<b>BIOL 405</b>	Insect Ecology & Diversity _____	Credits: 3
<b>BIOL 405L</b>	Insect Ecology & Diversity Lab _____	Credits: 1
<b>ENVS 401</b>	Wetland Ecology _____	Credits: 3
<b>ENVS 401L</b>	Wetland Ecology Lab _____	Credits: 1
<b>ENVS 406</b>	Limnology _____	Credits: 3
<b>ENVS 406L</b>	Limnology Lab _____	Credits: 1

Cellular/Molecular block: Choose one course

Notes:

If taking CHEM 373, 1 credit lab is recommended.

<b>BIOL 333</b>	Histology _____	Credits: 3
<b>BIOL 377</b>	Principles of Nutrition _____	Credits: 3
<b>BIOL 461</b>	Immunology _____	Credits: 3
<b>BIOL 471</b>	Virology _____	Credits: 3
<b>CHEM 373</b>	Biochemistry _____	Credits: 3
<b>CHEM 373L</b>	Biochemistry Lab _____	Credits: 1

**III. Emphasis Areas****A. Medical and Health Sciences**

<b>BIOL 104</b>	Medical Terminology _____	Credits: 1
<b>BIOL 305</b>	Human Anatomy & Physiology I _____	Credits: 3
<b>BIOL 305L</b>	Human Anatomy & Physiology I Lab _____	Credits: 1
<b>BIOL 306</b>	Human Anatomy & Physiology II _____	Credits: 3
<b>BIOL 306L</b>	Human Anatomy & Physiology II Lab _____	Credits: 1

Choose two courses not already used as restricted electives:

<b>BIOL 303</b>	Microbiology _____	Credits: 3
<b>BIOL 303L</b>	Microbiology Lab _____	Credits: 2
<b>BIOL 333</b>	Histology _____	Credits: 3
<b>BIOL 337</b>	Natural Medicines & Clinical Trials _____	Credits: 3
<b>BIOL 377</b>	Principles of Nutrition _____	Credits: 3
<b>BIOL 401</b>	Evolution _____	Credits: 3
<b>BIOL 401L</b>	Evolution Lab _____	Credits: 1
<b>BIOL 461</b>	Immunology _____	Credits: 3
<b>BIOL 471</b>	Virology _____	Credits: 3
<b>CHEM 373</b>	Biochemistry _____	Credits: 3
<b>CHEM 373L</b>	Biochemistry Lab _____	Credits: 1

**B. Ecology/Wildlife Biology**

<b>ENVS 107</b>	Introduction to ArcGIS _____	Credits: 2
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Choose three courses not already used as restricted electives:

<b>BIOL 302</b>	Botany _____	Credits: 3
<b>BIOL 302L</b>	Botany Lab _____	Credits: 1
<b>BIOL 309</b>	Invertebrate Zoology _____	Credits: 3
<b>BIOL 309L</b>	Invertebrate Zoology Laboratory _____	Credits: 1
<b>BIOL 310</b>	Natural History of Vertebrates _____	Credits: 3
<b>BIOL 310L</b>	Natural History of Vertebrates Lab _____	Credits: 1
<b>BIOL 311</b>	Ecology _____	Credits: 3
<b>BIOL 311L</b>	Ecology Lab _____	Credits: 1
<b>BIOL 326</b>	Animal Behavior _____	Credits: 3
<b>BIOL 326L</b>	Animal Behavior Lab _____	Credits: 1
<b>BIOL 338</b>	Plant Diversity _____	Credits: 3

<b>BIOL 338L</b>	Plant Diversity Lab	Credits: 1
<b>BIOL 401</b>	Evolution	Credits: 3
<b>BIOL 401L</b>	Evolution Lab	Credits: 1
<b>ENVS 301</b>	Basic Soil Science	Credits: 3
<b>ENVS 301L</b>	Basic Soil Science Lab	Credits: 1
<b>ENVS 401</b>	Wetland Ecology	Credits: 3
<b>ENVS 401L</b>	Wetland Ecology Lab	Credits: 1
<b>ENVS 406</b>	Limnology	Credits: 3
<b>ENVS 406L</b>	Limnology Lab	Credits: 1

## C. General Biology

## General Biology Courses

## Notes:

Choose any four Biology Courses numbered 300 or greater, or other courses (CHEM, ENVS) listed in any of the restricted elective blocks, but not already used to satisfy the restricted elective requirements. At least two courses must include lab.

<b>BIOL 3XX</b>	Courses from Restricted Electives Lists	Credits: 14
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Total Credits: **63-68**

**Bachelor of Science: Biology Education\*(54-55 Credits)****I. Required Courses in Biology: (31 Credits)**

<b>BIOL 200</b>	Introduction to Cellular Biology	Credits: 3
<b>BIOL 200L</b>	Introduction to Cellular Biology Lab	Credits: 1
<b>BIOL 201</b>	Introduction to Biodiversity & Evolution	Credits: 3
<b>BIOL 201L</b>	Introduction to Biodiversity & Evolution Lab	Credits: 1
<b>BIOL 287</b>	Sophomore Biology Seminar	Credits: 1
<b>BIOL 302</b>	Botany	Credits: 3
<b>BIOL 302L</b>	Botany Lab	Credits: 1
<b>BIOL 303</b>	Microbiology	Credits: 3
<b>BIOL 303L</b>	Microbiology Lab	Credits: 2
<b>BIOL 305</b>	Human Anatomy & Physiology I	Credits: 3
<b>BIOL 305L</b>	Human Anatomy & Physiology I Lab	Credits: 1
<b>BIOL 311</b>	Ecology	Credits: 3
<b>BIOL 311L</b>	Ecology Lab	Credits: 1
<b>BIOL 321</b>	Genetics	Credits: 3
<b>BIOL 321L</b>	Genetics Lab	Credits: 1
<b>BIOL 487</b>	Senior Biology Seminar	Credits: 1

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

<b>ENVS 101</b>	Physical Geology	Credits: 3
<b>ENVS 101L</b>	Physical Geology Lab	Credits: 1
<b>ENVS 102</b>	Historical Geology	Credits: 3
<b>ENVS 102L</b>	Historical Geology Lab	Credits: 1
<b>MATH 200</b>	Intro to Statistics	Credits: 3

**Choose to complete either Group A or Group B***Group A.*

<b>CHEM 121</b>	Basic Chemistry	Credits: 3
<b>CHEM 121L</b>	Basic Chemistry Lab	Credits: 1
<b>CHEM 122</b>	Introductory Organic/Biochemistry	Credits: 3
<b>CHEM 122L</b>	Introduction to Organic/Biochemistry Lab	Credits: 1

*Group B.*

<b>CHEM 231</b>	General Chemistry I	Credits: 3
<b>CHEM 231L</b>	General Chemistry I Lab	Credits: 1
<b>CHEM 232</b>	General Chemistry II	Credits: 3
<b>CHEM 232L</b>	General Chemistry II Lab	Credits: 2

Choose one Physics course with its corresponding lab:

<b>PHYS 100</b>	Our Physical Universe _____	Credits: 3
<b>PHYS 100L</b>	Our Physical Universe Lab _____	Credits: 1
<b>PHYS 121</b>	Introduction to Astronomy _____	Credits: 3
<b>PHYS 121L</b>	Introduction to Astronomy Lab _____	Credits: 1
<b>PHYS 141</b>	College Physics I _____	Credits: 3
<b>PHYS 141L</b>	College Physics I Lab _____	Credits: 1

**Bachelor of Science: Biology Education\* Notes:**

\* NOTE: The student must fulfill the 9-12 professional education requirements for licensure; see the [Education Department](#) regarding these requirements.

Total Credits: **54-55**

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

<b>BIOL 200</b>	Introduction to Cellular Biology _____	Credits: 3
<b>BIOL 200L</b>	Introduction to Cellular Biology Lab _____	Credits: 1
<b>BIOL 201</b>	Introduction to Biodiversity & Evolution _____	Credits: 3
<b>BIOL 201L</b>	Introduction to Biodiversity & Evolution Lab _____	Credits: 1
<b>BIOL 302</b>	Botany _____	Credits: 3
<b>BIOL 302L</b>	Botany Lab _____	Credits: 1

**Elective Courses: (10 Credits)**

<b>BIOL 3XX</b>	Biology Electives _____	Credits: 10
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Total Credits: **22**

**Course Descriptions****BIOL 100 Biology in Modern World Credits: 3**

A study of the major themes in biology including the nature of life, genetics, evolution, ecology and biological diversity.

**Goal:** 03- Natural Science **Course Frequency:** Fall: All Years Spring: All Years Summer: Dept Discretion

**BIOL 100L Biology in Modern World Lab Credits: 1**

A study of the major themes in biology including the nature of life, genetics, evolution, ecology and biological diversity.

**Goal:** 03- Natural Science **Course Frequency:** Fall: All Years Spring: All Years Summer: Dept Discretion

**BIOL 101 Contemporary Gardening Credits: 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.

**Course Frequency:** Fall: N/A Spring: N/A Summer: N/A

**BIOL 104 Medical Terminology Credits: 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.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: Dept Discretion*

### **BIOL 150 Physiological Anatomy for Non-science Majors** **Credits: 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.

**Pre-Requisites:** ( BIOL\_100 ) **Course Frequency:** *Fall: N/A Spring: Dept Discretion Summer: N/A*

### **BIOL 150L Physiological Anatomy for Non-science Majors Lab** **Credits: 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.

**Pre-Requisites:** ( BIOL\_100 ) **Course Frequency:** *Fall: N/A Spring: Dept Discretion Summer: N/A*

### **BIOL 186 Special Topics in Biology** **Credits: 1 - 4**

### **BIOL 200 Introduction to Cellular Biology** **Credits: 3**

This is an introductory level course emphasizing the basic cellular/molecular aspects of biology including scientific inquiry, biological molecules, cell structure and function, metabolism, cell division, and genetics.

**Goal:** 03- Natural Science **Course Frequency:** *Fall: All Years Spring: All Years Summer: N/A*

### **BIOL 200L Introduction to Cellular Biology Lab** **Credits: 1**

This is an introductory level course emphasizing the basic cellular/molecular aspects of biology including scientific inquiry, biological molecules, cell structure and function, metabolism, cell division, and genetics.

**Goal:** 03- Natural Science **Course Frequency:** *Fall: All Years Spring: All Years Summer: N/A*

### **BIOL 201 Introduction to Biodiversity & Evolution** **Credits: 3**

This course is an introduction to plant and animal diversity with an emphasis on evolutionary relationships of organisms and the ways in which these organisms interact and function in ecological communities. Core concepts include evolution, plant and animal phylogeny and classification, and energy flow through ecosystems. This course is one part of a two course introductory biology sequence intended for biology majors.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: N/A*

### **BIOL 201L Introduction to Biodiversity & Evolution Lab** **Credits: 1**

This course is an introduction to plant and animal diversity with an emphasis on evolutionary relationships of organisms and the ways in which these organisms interact and function in ecological communities. Core

concepts include evolution, plant and animal phylogeny and classification, and energy flow through ecosystems. This course is one part of a two course introductory biology sequence intended for biology majors.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: N/A*

### **BIOL 286 Topics in Biology**

**Credits: 1 - 4**

### **BIOL 287 Sophomore Biology Seminar**

**Credits: 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 seminar presentation in BIOL 487.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: N/A*

### **BIOL 292 Honors Credit in Biology**

**Credits: 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.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

### **BIOL 302 Botany**

**Credits: 3**

Introduction to plant anatomy, physiology, growth, and development. Topics also include plant ecology, biotechnology, and human uses of plants.

**Pre-Requisites:** ( ( BIOL\_200 AND BIOL\_201 ) ) **Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

### **BIOL 302L Botany Lab**

**Credits: 1**

Introduction to plant anatomy, physiology, growth, and development. Topics also include plant ecology, biotechnology, and human uses of plants.

**Pre-Requisites:** ( ( BIOL\_200 AND BIOL\_201 ) ) **Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

### **BIOL 303 Microbiology**

**Credits: 3**

Functional and structural diversity of bacteria, protozoans, fungi and viruses; environmental, economic, and pathogenic significance of representative forms.

**Pre-Requisites:** ( ( BIOL\_200 ) ) **Course Frequency:** *Fall: All Years Spring: N/A Summer: Dept Discretion*

### **BIOL 303L Microbiology Lab**

**Credits: 2**

Functional and structural diversity of bacteria, protozoans, fungi and viruses; environmental, economic, and pathogenic significance of representative forms.

**Pre-Requisites:** ( ( BIOL\_200 ) ) **Course Frequency:** *Fall: All Years Spring: N/A Summer: Dept Discretion*

**BIOL 305 Human Anatomy & Physiology I** **Credits: 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.

**Pre-Requisites:** ( ( BIOL\_200 AND CHEM\_121 ) OR ( BIOL\_200 AND CHEM\_231 ) ) **Course**

**Frequency:** *Fall: All Years Spring: N/A Summer: N/A*

**BIOL 305L Human Anatomy & Physiology I Lab** **Credits: 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.

**Pre-Requisites:** ( ( BIOL\_200 AND CHEM\_121 ) OR ( BIOL\_200 AND CHEM\_231 ) ) **Course**

**Frequency:** *Fall: All Years Spring: N/A Summer: N/A*

**BIOL 306 Human Anatomy & Physiology II** **Credits: 3**

Lecture and lab exercises covering the cardiovascular, lymphatic, respiratory, immune, digestive, urinary, and reproductive systems; metabolism; fluid/electrolyte and acid/base balance.

**Pre-Requisites:** ( BIOL\_305 ) **Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

**BIOL 306L Human Anatomy & Physiology II Lab** **Credits: 1**

Lecture and lab exercises covering the cardiovascular, lymphatic, respiratory, immune, digestive, urinary, and reproductive systems; metabolism; fluid/electrolyte and acid/base balance.

**Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

**BIOL 309 Invertebrate Zoology** **Credits: 3**

A survey of major invertebrate phyla, including structure, function, evolutionary relationships, life histories, adaptations, and health and/or economic importance.

**Pre-Requisites:** ( ( BIOL\_201 ) ) **Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion*

*Summer: N/A*

**BIOL 309L Invertebrate Zoology Laboratory** **Credits: 1**

A survey of major invertebrate phyla, including structure, function, evolutionary relationships, life histories, adaptations, and health and/or economic importance.

**Pre-Requisites:** ( ( BIOL\_201L ) ) **Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion*  
*Summer: N/A*

### **BIOL 310 Natural History of Vertebrates**

**Credits: 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.

**Pre-Requisites:** ( ( BIOL\_200 AND BIOL\_201 ) ) **Course Frequency:** *Fall: N/A Spring: Dept Discretion*  
*Summer: N/A*

### **BIOL 310L Natural History of Vertebrates Lab**

**Credits: 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.

**Pre-Requisites:** ( ( BIOL\_200 AND BIOL\_201 ) ) **Course Frequency:** *Fall: N/A Spring: Dept Discretion*  
*Summer: N/A*

### **BIOL 311 Ecology**

**Credits: 3**

Discussion of ecosystem structure and function, population ecology, evolution, and applied ecology. Lab emphasizes field experiments.

**Pre-Requisites:** ( ( BIOL\_200 AND BIOL\_201 AND BIOL\_287 AND BIOL\_302 ) ) **Course Frequency:**  
*Fall: All Years Spring: N/A Summer: N/A*

### **BIOL 311L Ecology Lab**

**Credits: 1**

Discussion of ecosystem structure and function, population ecology, evolution, and applied ecology. Lab emphasizes field experiments.

**Pre-Requisites:** ( ( BIOL\_200 AND BIOL\_201 AND BIOL\_287 AND BIOL\_302 ) ) **Course Frequency:**  
*Fall: All Years Spring: N/A Summer: N/A*

### **BIOL 321 Genetics**

**Credits: 3**

An analysis of hereditary principles covering classical Mendelian inheritance and recent advances in molecular genetics. Expression and inheritance of characteristics in eukaryotes.

**Pre-Requisites:** ( ( BIOL\_200 AND BIOL\_201 ) ) **Course Frequency:** *Fall: N/A Spring: All Years Summer:*  
*N/A*

### **BIOL 321L Genetics Lab**

**Credits: 1**

An analysis of hereditary principles covering classical Mendelian inheritance and recent advances in molecular genetics. Expression and inheritance of characteristics in eukaryotes.

**Pre-Requisites:** ( ( BIOL\_200 AND BIOL\_201 ) ) **Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

### **BIOL 326 Animal Behavior**

**Credits: 3**

This course examines mechanisms and evolutionary processes that drive animal behavior. Topics include communication, social organization, imprinting, courtship and mating, & agonistic behavior, among others.

**Pre-Requisites:** ( ( BIOL\_200 ) OR ( BIOL\_201 ) OR ( PSYC\_101 ) ) **Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: N/A*

### **BIOL 326L Animal Behavior Lab**

**Credits: 1**

This course examines mechanisms and evolutionary processes that drive animal behavior, including but not limited to communication, social organization, imprinting, courtship and mating, & agonistic behavior. Laboratory sessions allow students to gain hands-on experiences in many of these areas.

**Pre-Requisites:** ( ( BIOL\_200 ) OR ( BIOL\_201 ) OR ( PSYC\_101 ) ) **Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: N/A*

### **BIOL 333 Histology**

**Credits: 3**

Histology techniques and microscopic anatomy of selected animal tissues.

**Pre-Requisites:** ( BIOL\_305 ) **Course Frequency:** *Fall: N/A Spring: Dept Discretion Summer: N/A*

### **BIOL 337 Natural Medicines & Clinical Trials**

**Credits: 3**

An investigation into the medicinal use of drugs and supplements derived from plants and other natural sources, and how to evaluate evidence about the safety and efficacy of these medicines. Topics include characteristics of good clinical trials, how plant-derived drugs are developed, how drug mechanisms are studied, psychoactive drugs from plants, and history of some natural medicines.

**Pre-Requisites:** ( ( BIOL\_200 AND CHEM\_121 ) OR ( BIOL\_200 AND CHEM\_231 ) ) **Course Frequency:** *Fall: Even Years Spring: N/A Summer: N/A*

### **BIOL 338 Plant Diversity**

**Credits: 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.

**Pre-Requisites:** ( BIOL\_302 ) **Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: N/A*

### **BIOL 338L Plant Diversity Lab**

**Credits: 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.



**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: N/A*

**BIOL 371 Food Microbiology****Credits: 2**

This course is a study of the nature, physiology, and interactions of microorganisms in food. Emphasis is placed on food-borne illness, food spoilage, food preservation, food fermentations, microbial standards, identification and detection of microbes in food, and sanitation and quality control of foods.

**Pre-Requisites:** ( BIOL\_200 AND CHEM\_121 ) OR ( BIOL\_200 AND CHEM\_122 ) OR ( BIOL\_200 AND CHEM\_231 ) **Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

**BIOL 371L Food Microbiology Lab****Credits: 2**

This course is a study of the nature, physiology, and interactions of microorganisms in food. Emphasis is placed on food-borne illness, food spoilage, food preservation, food fermentations, microbial standards, identification and detection of microbes in food, and sanitation and quality control of foods.

**Pre-Requisites:** ( ( BIOL\_200 AND CHEM\_121 ) OR ( BIOL\_200 AND CHEM\_122 ) OR ( BIOL\_200 AND CHEM\_231 ) ) **Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: N/A*

**BIOL 377 Principles of Nutrition****Credits: 3**

A course focused on the biology of the digestive system, cellular functions of the macro- and micro-nutrients, diseases of malnutrition, and critical evaluation of nutrition research.

**Pre-Requisites:** ( ( BIOL\_200 AND CHEM\_121 ) OR ( BIOL\_200 AND CHEM\_231 ) ) **Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

**BIOL 401 Evolution****Credits: 3**

Introduction to the concept of evolution, origin and types of genetic variation, modes of selection, and evidence for the evolutionary process.

**Pre-Requisites:** ( ( BIOL\_200 ) AND ( BIOL\_201 ) ) **Course Frequency:** *Fall: N/A Spring: Dept Discretion Summer: N/A*

**BIOL 401L Evolution Lab****Credits: 1**

Introduction to the concept of evolution, origin and types of genetic variation, modes of selection, and evidence for the evolutionary process. Laboratory experiences complement the lectures and discussions.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: N/A*

**BIOL 403 Ornithology****Credits: 3**

An introduction to ornithology, including the anatomy, physiology, ecology, behavior, life history, classification, and identification of birds.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: N/A*

### **BIOL 403L Ornithology Laboratory**

**Credits: 1**

An introduction to ornithology, including the anatomy, physiology, ecology, behavior, life history, classification, and identification of birds. Lab emphasizes identification of birds by sight and sound; The lab class to accompany BIOL 403 lecture.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: N/A*

### **BIOL 405 Insect Ecology & Diversity**

**Credits: 3**

An introduction to entomology, including the biology, ecology, diversity, and classification of insects. Emphasis is placed on the ecological, agricultural, health, and economic importance of insects.

**Pre-Requisites:** ( ( BIOL\_201 ) ) **Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: N/A*

### **BIOL 405L Insect Ecology & Diversity Lab**

**Credits: 1**

An introduction to entomology, including the biology, ecology, diversity, and classification of insects. Emphasis is placed on the ecological, agricultural, health, and economic importance of insects; The lab class to accompany BIOL 405 lecture.

**Pre-Requisites:** ( ( BIOL\_201L ) ) **Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: N/A*

### **BIOL 425 Advanced Cell Biology**

**Credits: 3**

A critical evaluation of recent research on cellular structures and phenomena, with a special emphasis on the technological and methodological advances that have facilitated this research.

**Course Frequency:** *Fall: N/A Spring: Even Years Summer: N/A*

### **BIOL 461 Immunology**

**Credits: 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.

**Pre-Requisites:** ( ( BIOL\_200 ) ) and junior status. **Course Frequency:** *Fall: N/A Spring: Odd Years Summer: N/A*

### **BIOL 471 Virology**

**Credits: 3**

Course is designed to address the structure, classification, and diagnosis of major viral pathogens and the viral diseases affecting humans and animals.

**Course Frequency:** *Fall: N/A Spring: Dept Discretion Summer: N/A*

### **BIOL 486 Advanced Topics in Biology**

**Credits: 1 - 4**

**BIOL 487 Senior Biology Seminar****Credits: 1**

An applied learning experience which involves critical evaluation of biological research articles, scientific writing, and oral seminar presentation.

**Pre-Requisites:** ( ( BIOL\_200 AND BIOL\_201 AND BIOL\_287 ) ) and ( Requires minimum credits: 75 )

**Course Frequency:** *Fall: All Years Spring: All Years Summer: N/A*

**BIOL 494 Directed Studies in Biology****Credits: 1 - 3**

Independent research, directed by a faculty member, which may be laboratory research, library research, or other experiences approved by the Biology Program.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: N/A*

**BIOL 499 Internship in Biology****Credits: 1 - 15**

Supervised experiences in learning situations that cannot be obtained on campus.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: All Years*

**BIOL 589 Special Topics in Biology****Credits: 1 - 4**

Advanced interdisciplinary study of the biological sciences. Intensive lectures, literature reviews, and discussions on fundamental and contemporary topics that have shaped and continue to shape our understanding of natural systems. Topics vary based on the interests of the students and the instructor.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: Dept Discretion*

**Business Administration****Associate in Science: Business Administration(60 Credits)****I. Business Core: (15 Credits)**

<b>ACCT 211</b>	Principles of Accounting I	Credits: 3
<b>ACCT 212</b>	Principles of Accounting II	Credits: 3
<b>FIN 350</b>	Managerial Finance	Credits: 3
<b>MGMT 300</b>	Management Principles	Credits: 3
<b>MKTG 301</b>	Principles of Marketing	Credits: 3

**II. Business Administration (9 Credits)**

<b>BLAW 305</b>	Business Law I: Legal Environment and Contract Law	Credits: 3
<b>FIN 230</b>	Business Statistics I	Credits: 3
<b>MGMT 350</b>	Human Resources	Credits: 3

Choose two of the following Business Administration Electives:

<b>BLAW 355</b>	Business Law II: Commercial and Financial Law	Credits: 3
<b>ECON 328</b>	Money and Banking	Credits: 3
<b>ENG 331</b>	Business Communications	Credits: 3
<b>FIN 352</b>	Analyzing Financial Statements	Credits: 3
<b>FIN 354</b>	Working Capital Management	Credits: 3
<b>FIN 375</b>	Investments	Credits: 3
<b>MGMT 330</b>	Organizational Behavior and Theory	Credits: 3
<b>MGMT 332</b>	Interpersonal Skills in Organizations	Credits: 3
<b>MGMT 450</b>	Diversity Management	Credits: 3
<b>MKTG 331</b>	Principles of Selling	Credits: 3
<b>MKTG 381</b>	Advertising Management	Credits: 3
<b>MKTG 421</b>	Business-to-Business Marketing	Credits: 3
<b>POL 325</b>	Administrative Law and Regulation	Credits: 3

**III. Minnesota Transfer Curriculum (MnTC) for A.S. Degree (30 Credits)****MnTC Goal 1: Communication (3 courses, 10 credits)**

<b>COMM 110</b>	Essentials of Speaking and Listening	Credits: 3
<b>ENG 151</b>	Academic Writing	Credits: 4
<b>ENG 251</b>	Writing in Professions	Credits: 3

**MnTC Goal 2: Critical Thinking (1 course, 3 credits)****MnTC Goal 3: Natural Sciences (1 course with lab, 4 credits)**

Notes:

See the complete MnTC Goal 3 list [here](#).

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

<b>MATH 110</b>	College Algebra	Credits: 3
<b>MATH 115</b>	Finite Mathematics	Credits: 3
<b>MATH 140</b>	Calculus: A Short Course	Credits: 3
<b>MATH 150</b>	Calculus I	Credits: 5

**MnTC Goal 5: History and the Social and Behavioral Sciences (Choose one, 3 credits)**

<b>ECON 201</b>	Principles of Microeconomics	Credits: 3
<b>ECON 202</b>	Principles of Macroeconomics	Credits: 3

**MnTC Goal 6: The Humanities and Fine Arts (Choose one, 3 credits)**

Notes:

See the complete MnTC Goal 6 list [here](#).

**Elective Minnesota Transfer Curriculum Credits:**

Notes:

Choose one or more courses totaling four (4) credits for MnTC Goals 3, 5, 6, 7, 8, 9 or 10. Subject to LEP restriction of no course prefix repetition. See current Minnesota Transfer Curriculum (MnTC) in the section of this catalog [here](#).

Total Credits: **60****Minor: Business Administration for Non-Business Majors(24 Credits)**

For majors in non-business related programs.

## I. Required Courses:

<b>ACCT 211</b>	Principles of Accounting I	Credits: 3
<b>ACCT 212</b>	Principles of Accounting II	Credits: 3
<b>BLAW 305</b>	Business Law I: Legal Environment and Contract Law	Credits: 3
<b>ECON 201</b>	Principles of Microeconomics	Credits: 3
<b>FIN 350</b>	Managerial Finance	Credits: 3
<b>MGMT 221</b>	Computer Concepts and Applications	Credits: 3
<b>MGMT 300</b>	Management Principles	Credits: 3
<b>MKTG 301</b>	Principles of Marketing	Credits: 3

**Minor: Business Administration for Non-Business Majors Notes:**

Note: Students must have a GPA of 2.0 or higher in the courses required for the minor.

Total Credits: **24****Course Descriptions****BLAW 305 Business Law I: Legal Environment and Contract Law Credits: 3**

An introduction to the basic elements of law and the legal system. Topics include: common law liability (torts); product liability; criminal law; and commercial transactions (Common Law Contracts & UCC Sales). The student should be able to analyze situations and then apply the law to it.

**Pre-Requisites:** Requires minimum credits: 30 **Course Frequency:** *Fall: All Years Spring: All Years Summer: All Years*

**BLAW 355 Business Law II: Commercial and Financial Law Credits: 3**

This course is a study of the basics of commercial/finance law. Major coverage areas include: the Uniform Commercial Code; Business Organizations; Agency Law; and Personal Property.

**Pre-Requisites:** Requires minimum credits: 45 **Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

## Chemistry

**Department Office:** SM 178  
**Phone Number:** 507-537-6178  
**Staff & Faculty:** Noelle Beyer, Jay Brown, John Hansen, Frank Schindler

### 4-Year Mustang Academic Plan (MAP):

[Bachelor of Arts: Chemistry](#)

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[Bachelor of Science: Chemistry Education](#)

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The SMSU Chemistry 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.

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, and management.

A grade point average of 2.00 in all major course work taken at SMSU including courses transferred from other institutions.

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

## Bachelor of Arts: Chemistry(56-59 Credits)

### I. Chemistry Core: (42 Credits)

<b>CHEM 231</b> General Chemistry I	Credits: 3
<b>CHEM 231L</b> General Chemistry I Lab	Credits: 1
<b>CHEM 232</b> General Chemistry II	Credits: 3
<b>CHEM 232L</b> General Chemistry II Lab	Credits: 2
<b>CHEM 243</b> Analytical Chemistry I	Credits: 5
<b>CHEM 333</b> Intermediate Inorganic Chemistry	Credits: 4
<b>CHEM 351</b> Organic Chemistry I	Credits: 3
<b>CHEM 351L</b> Organic Chemistry I Lab	Credits: 2
<b>CHEM 352</b> Organic Chemistry II	Credits: 3
<b>CHEM 352L</b> Organic Chemistry II Lab	Credits: 2
<b>CHEM 353L</b> Organic Spectroscopic Analysis	Credits: 2
<b>CHEM 364</b> Chemical Thermodynamics and Kinetics	Credits: 3
<b>CHEM 364L</b> Chemical Thermodynamics and Kinetics Laboratory	Credits: 1
<b>CHEM 373</b> Biochemistry	Credits: 3
<b>CHEM 373L</b> Biochemistry Lab	Credits: 1
<b>CHEM 3XX</b> Chemistry Course	Credits: 4

Notes:

Note:

CHEM 243 is a 5-credit course that includes a 3-credit lecture component and a 2-credit lab component.

CHEM 333 is a 4-credit course that includes 3-credit lecture component and a 1-credit lab component.

### II. Chemistry Capstone (1 Credits)

<b>CHEM 420</b> Chemistry Seminar	Credits: 1 - 2
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### III. Math Course: (5 Credits)

<b>MATH 150</b> Calculus I	Credits: 5
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**IV. Physics Sequence (Choose one group) (8-10 Credits)**

Physics Group 1:

<b>PHYS 141</b>	College Physics I	Credits: 3
<b>PHYS 141L</b>	College Physics I Lab	Credits: 1
<b>PHYS 142</b>	College Physics II	Credits: 3
<b>PHYS 142L</b>	College Physics II Lab	Credits: 1

Physics Group 2:

<b>PHYS 181</b>	University Physics I	Credits: 4
<b>PHYS 181L</b>	University Physics I Lab	Credits: 1
<b>PHYS 182</b>	University Physics II	Credits: 4
<b>PHYS 182L</b>	University Physics II Lab	Credits: 1

Total Credits: **56-59****Bachelor of Science: Chemistry Education(39-43 Credits)****I. Chemistry Requirements: (28 Credits)**

<b>CHEM 231</b>	General Chemistry I	Credits: 3
<b>CHEM 231L</b>	General Chemistry I Lab	Credits: 1
<b>CHEM 232</b>	General Chemistry II	Credits: 3
<b>CHEM 232L</b>	General Chemistry II Lab	Credits: 2
<b>CHEM 243</b>	Analytical Chemistry I	Credits: 5
<b>CHEM 351</b>	Organic Chemistry I	Credits: 3
<b>CHEM 351L</b>	Organic Chemistry I Lab	Credits: 2
<b>CHEM 352</b>	Organic Chemistry II	Credits: 3
<b>CHEM 352L</b>	Organic Chemistry II Lab	Credits: 2
<b>CHEM 364</b>	Chemical Thermodynamics and Kinetics	Credits: 3
<b>CHEM 420</b>	Chemistry Seminar	Credits: 1 - 2

**II. Related Fields: (11-15 Credits)**

Choose one Math Course:

<b>MATH 140</b>	Calculus: A Short Course	Credits: 3
<b>MATH 150</b>	Calculus I	Credits: 5

**One of the following Physics groups:***College Physics Group*

<b>PHYS 141</b>	College Physics I	Credits: 3
<b>PHYS 141L</b>	College Physics I Lab	Credits: 1
<b>PHYS 142</b>	College Physics II	Credits: 3
<b>PHYS 142L</b>	College Physics II Lab	Credits: 1

*University Physics Group*

<b>PHYS 181</b>	University Physics I	Credits: 4
<b>PHYS 181L</b>	University Physics I Lab	Credits: 1
<b>PHYS 182</b>	University Physics II	Credits: 4
<b>PHYS 182L</b>	University Physics II Lab	Credits: 1

**III. Education Requirements:**

Notes:

The student must fulfill the Professional Education Requirements for licensure; see [Education Department](#) for current requirements.**Bachelor of Science: Chemistry Education Notes:**\* NOTE: The student must fulfill the 9-12 professional education requirements for licensure; see the [Education Department](#) regarding these requirements.Total Credits: **39-43****Minor: Chemistry(21-24 Credits)**

**I. Required Chemistry Courses**

<b>CHEM 231</b> General Chemistry I _____	Credits: 3
<b>CHEM 231L</b> General Chemistry I Lab _____	Credits: 1
<b>CHEM 232</b> General Chemistry II _____	Credits: 3
<b>CHEM 232L</b> General Chemistry II Lab _____	Credits: 2

**II. Restricted Chemistry Courses (12-15 Credits)**

Choose three courses with lab from two different subdisciplines:

## Analytical Chemistry

<b>CHEM 243</b> Analytical Chemistry I _____	Credits: 5
<b>CHEM 344</b> Instrumental Analysis _____	Credits: 4
<b>CHEM 447</b> Advanced Analytical Chemistry _____	Credits: 3

## Biochemistry

<b>CHEM 373</b> Biochemistry _____	Credits: 3
<b>CHEM 373L</b> Biochemistry Lab _____	Credits: 1

## Inorganic Chemistry

<b>CHEM 320</b> Soil Chemistry _____	Credits: 3
<b>CHEM 333</b> Intermediate Inorganic Chemistry _____	Credits: 4
<b>CHEM 437</b> Adv Inorganic Chemistry _____	Credits: 3

## Organic Chemistry

<b>CHEM 351</b> Organic Chemistry I _____	Credits: 3
<b>CHEM 351L</b> Organic Chemistry I Lab _____	Credits: 2
<b>CHEM 352</b> Organic Chemistry II _____	Credits: 3
<b>CHEM 352L</b> Organic Chemistry II Lab _____	Credits: 2
<b>CHEM 353L</b> Organic Spectroscopic Analysis _____	Credits: 2
<b>CHEM 457</b> Advanced Organic Chemistry _____	Credits: 3

## Physical Chemistry

<b>CHEM 364</b> Chemical Thermodynamics and Kinetics _____	Credits: 3
<b>CHEM 364L</b> Chemical Thermodynamics and Kinetics _____	Credits: 1

## Laboratory

<b>CHEM 365</b> Quantum Chemistry and Spectroscopy _____	Credits: 3
<b>CHEM 365L</b> Quantum Chemistry and Spectroscopy _____	Credits: 1

## Laboratory

<b>CHEM 467</b> Computational Chemistry _____	Credits: 3
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## Footnotes:

Three additional Chemistry courses greater than CHEM 232/232L. Students must include at least two courses with labs from two different subdisciplines of Chemistry listed below. Consult with advisor.

Total Credits: **21-24**

**Course Descriptions****CHEM 100 Nursing Chemistry****Credits: 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.

**Course Frequency:** Fall: N/A Spring: Dept Discretion Summer: N/A

**CHEM 100L Nursing Chemistry Lab****Credits: 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.

**Course Frequency:** *Fall: N/A Spring: Dept Discretion Summer: N/A*

### **CHEM 110 Our Chemical World**

**Credits: 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.

**Goal:** 03- Natural Science 10- People/Environment **Course Frequency:** *Fall: All Years Spring: N/A Summer: Dept Discretion*

### **CHEM 110L Our Chemical World Lab**

**Credits: 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.

**Goal:** 03- Natural Science **Course Frequency:** *Fall: All Years Spring: N/A Summer: Dept Discretion*

### **CHEM 111 Chemistry in Our Daily Lives**

**Credits: 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.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

### **CHEM 111L Chemistry in Our Daily Lives Lab**

**Credits: 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.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

### **CHEM 121 Basic Chemistry**

**Credits: 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.

**Goal:** 03- Natural Science **Course Frequency:** *Fall: All Years Spring: N/A Summer: Dept Discretion*

### **CHEM 121L Basic Chemistry Lab**

**Credits: 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.

**Goal:** 03- Natural Science **Course Frequency:** *Fall: All Years Spring: N/A Summer: Dept Discretion*

### **CHEM 122 Introductory Organic/Biochemistry**

**Credits: 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.

**Pre-Requisites:** ( ( CHEM\_121 OR CHEM\_231 ) ) **Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

### **CHEM 122L Introduction to Organic/Biochemistry Lab** **Credits: 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.

**Pre-Requisites:** ( ( CHEM\_121L OR CHEM\_231L ) ) **Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

### **CHEM 186 Special Topics in Chemistry** **Credits: 1 - 4**

### **CHEM 231 General Chemistry I** **Credits: 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.

**Goal:** 03- Natural Science **Course Frequency:** *Fall: All Years Spring: N/A Summer: N/A*

### **CHEM 231L General Chemistry I Lab** **Credits: 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.

**Goal:** 03- Natural Science **Course Frequency:** *Fall: All Years Spring: N/A Summer: N/A*

### **CHEM 232 General Chemistry II** **Credits: 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.

**Pre-Requisites:** ( CHEM\_231 ) **Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

### **CHEM 232L General Chemistry II Lab** **Credits: 2**

Continuation of CHEM 231. Topics include thermodynamics, equilibrium, kinetics, acid/base chemistry, oxidation and reduction, descriptive inorganic chemistry, and nuclear chemistry. Laboratory work includes experiments related to the lecture material including quantitative analysis and qualitative inorganic analysis.

**Pre-Requisites:** ( CHEM\_231 ) **Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

### **CHEM 243 Analytical Chemistry I** **Credits: 5**

Introduction, theory, and hands-on application of instrumentation used in Chemical, Medical, Pharmaceutical,

Environmental, Agrochemical, and Food industries. Topics may include titrimetric and gravimetric analyses, spectroscopy, chromatography, and electrochemistry.

**Pre-Requisites:** ( CHEM\_232 ) **Course Frequency:** *Fall: N/A Spring: Even Years Summer: N/A*

### **CHEM 286 Special Topics**

**Credits: 1 - 4**

#### **CHEM 292 Honors Credit in Chemist**

**Credits: 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.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: N/A*

### **CHEM 320 Soil Chemistry**

**Credits: 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.

**Pre-Requisites:** ( CHEM\_122 ) **Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: N/A*

### **CHEM 333 Intermediate Inorganic Chemistry**

**Credits: 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.

**Pre-Requisites:** ( CHEM\_232 ) **Course Frequency:** *Fall: Even Years Spring: N/A Summer: N/A*

### **CHEM 344 Instrumental Analysis**

**Credits: 4**

Theory and techniques of modern instrumental methods of qualitative and quantitative analysis. Techniques covered include spectroscopic methods, chromatography, mass spectrometry, and electroanalytical methods.

**Pre-Requisites:** ( CHEM\_231 AND CHEM\_231L ) **Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

### **CHEM 351 Organic Chemistry I**

**Credits: 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.

**Pre-Requisites:** ( CHEM\_232 ) **Course Frequency:** *Fall: All Years Spring: N/A Summer: N/A*

### **CHEM 351L Organic Chemistry I Lab**

**Credits: 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.

**Pre-Requisites:** ( CHEM\_232 ) **Course Frequency:** *Fall: All Years Spring: N/A Summer: N/A*

### **CHEM 352 Organic Chemistry II**

**Credits: 3**

Continuation of CHEM 351.

**Pre-Requisites:** ( CHEM\_351 ) **Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

### **CHEM 352L Organic Chemistry II Lab**

**Credits: 2**

Continuation of CHEM 351.

**Pre-Requisites:** ( CHEM\_351 ) **Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

### **CHEM 353L Organic Spectroscopic Analysis**

**Credits: 2**

Students in this laboratory course receive training on the acquisition and analysis of spectroscopic data from organic compounds. The focus of the course is Nuclear Magnetic Resonance (NMR) Spectroscopy but additional techniques may include Infrared (IR) Spectroscopy, Mass Spectroscopy (MS), and Ultraviolet/Visible (UV/Vis) Spectroscopy.

**Pre-Requisites:** ( CHEM\_351L ) **Course Frequency:** *Fall: Even Years Spring: N/A Summer: N/A*

### **CHEM 364 Chemical Thermodynamics and Kinetics**

**Credits: 3**

An introduction to chemical thermodynamics and its applications; chemical kinetics; and the kinetic theory of gases.

**Course Frequency:** *Fall: N/A Spring: Even Years Summer: N/A*

### **CHEM 364L Chemical Thermodynamics and Kinetics Laboratory**

**Credits: 1**

Laboratory to accompany CHEM 364

**Course Frequency:** *Fall: N/A Spring: Even Years Summer: N/A*

### **CHEM 365 Quantum Chemistry and Spectroscopy**

**Credits: 3**

Quantum mechanics and its applications to molecular structure and spectroscopy; statistical mechanics of molecules; and chemical reaction dynamics.

**Pre-Requisites:** ( ( MATH\_151 AND PHYS\_141 AND PHYS\_142 AND CHEM\_232 ) OR ( MATH\_151 AND PHYS\_181 AND PHYS\_182 AND CHEM\_232 ) ) **Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: N/A*

### **CHEM 365L Quantum Chemistry and Spectroscopy Laboratory**

**Credits: 1**

Laboratory to accompany CHEM 365

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: N/A*

**CHEM 373 Biochemistry****Credits: 3**

This course examines the fundamental structures, reactions, and metabolism of biologically important compounds, including amino acids, proteins, carbohydrates, lipids, and nucleic acids.

**Pre-Requisites:** ( CHEM\_352 ) **Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

**CHEM 373L Biochemistry Lab****Credits: 1**

Structure, reactions and metabolism of biologically important compounds.

**Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

**CHEM 420 Chemistry Seminar****Credits: 1 - 2**

Use of the chemical literature, current developments in research, technical speaking and writing.

**Pre-Requisites:** ( CHEM\_363 ) OR ( CHEM\_364 ) OR ( CHEM\_365 ) **Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

**CHEM 437 Adv Inorganic Chemistry****Credits: 3**

A study of advanced topics in inorganic chemistry, focusing on the development of and current trends in main group and transition-metal coordination, organometallic, and inorganic soil chemistry.

**Pre-Requisites:** ( CHEM\_232 ) OR ( CHEM\_333 ) **Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: N/A*

**CHEM 447 Advanced Analytical Chemistry****Credits: 3**

Advanced theory and application of topics introduced in Analytical Chemistry I (CHEM 243). Subjects may include electrochemistry, chromatography, and Nuclear Magnetic Resonance (NMR) spectroscopy.

**Pre-Requisites:** ( ( CHEM\_243 AND CHEM\_364 ) OR ( CHEM\_243 AND CHEM\_365 ) ) **Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: N/A*

**CHEM 457 Advanced Organic Chemistry****Credits: 3**

Transition states, reactive intermediates, free energy relationships, and kinetic isotope effects in the elucidation of reaction mechanisms.

**Pre-Requisites:** ( ( CHEM\_352 AND CHEM\_364 ) OR ( CHEM\_352 AND CHEM\_365 ) ) **Course Frequency:** *Fall: Dept Discretion Spring: N/A Summer: N/A*

**CHEM 467 Computational Chemistry****Credits: 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

densityfunctional methods. Both theory and practical experiencewith computer calculations are included.

**Pre-Requisites:** ( CHEM\_364 ) **Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: Dept Discretion*

### **CHEM 470 Advanced Laboratory**

**Credits: 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.

**Pre-Requisites:** ( CHEM\_363 AND CHEM\_352 ) OR ( CHEM\_364 AND CHEM\_352 ) OR ( CHEM\_365 AND CHEM\_352 ) **Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

### **CHEM 486 Advanced Topics**

**Credits: 1 - 4**

Organometallics, nonaqueous solution reactions, solid-state chemistry, polymers, computers in chemistry, environmental chemistry, or similar topics.

**Course Frequency:** *Fall: N/A Spring: Dept Discretion Summer: N/A*

### **CHEM 494 Independent Study**

**Credits: 1 - 4**

### **CHEM 499 Internship in Chemistry**

**Credits: 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.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: N/A*

### **CHEM 543 Quantitative Chemical Analysis**

**Credits: 4**

Advanced theory and application of classic wet-bench analytical chemistry techniques. Topics may include: chemical measurements, experimental error, statistics, activity coefficients, coupled chemical equilibria, polyprotic acid/base chemistry, gravimetric and volumetric analyses, and electrochemistry. A completed undergraduate degree in either Chemistry or Chemical Education is required to register for this course.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

### **CHEM 564 Thermodynamics, Equilibrium, and Kinetics for Teachers**

**Credits: 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.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

### **CHEM 567 Educational Applications of Computational Chemistry** **Credits: 3**

An introduction to current quantum mechanical methods of computing molecular structure and spectra. Common semi-empirical methods are discussed as are Hartree-Fock and density functional methods. Both

theory and practical experience with computer calculations are included. Applications of these methods to instruction in introductory chemistry courses are emphasized, including visualization of molecular orbitals, understanding molecular shapes, and predicting chemical properties and spectra.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

### **CHEM 589 Special Topics in Chemistry**

**Credits: 1 - 4**

Advanced interdisciplinary study of the chemical sciences. Intensive lectures, literature reviews, and discussions on fundamental and contemporary topics that have shaped and continue to shape our understanding of chemical systems. Topics vary based on the interests of the students and the instructor.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: Dept Discretion*

## Communication Studies

**Department Office:** FA 207  
**Phone Number:** 507-537-7103  
**Staff & Faculty:** Mark Fokken, Richard Herder, Joseph Ullian, Benjamin Walker, Julie Walker

### 4-Year Mustang Academic Plan (MAP):

[Bachelor of Arts: Communication Studies](#)

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[Bachelor of Arts: Communication Studies: Public Relations](#)

[Download MAP](#)

[Bachelor of Science: Communication Studies: Broadcasting and Digital Media](#)

[Download MAP](#)

[Bachelor of Science: Communication Arts and Literature Education, Communication Studies](#)

[Download MAP](#)

The primary objective of the Communication Studies 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 communication studies, communication studies: theatre arts, communication studies: broadcasting and digital media, and communication studies: 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 Communication Studies 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 Communication Studies graduates can be found in teaching, broadcasting, digital media, 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 Communication Studies Program.

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

## Bachelor of Arts: Communication Studies(42 Credits)

### Communication Studies Core Courses: (15 Credits)

<b>COMM 200</b> Small Group Communication	Credits: 3
<b>COMM 220</b> Storytelling in Modern Communication	Credits: 3
<b>COMM 288</b> Communication Studies Seminar	Credits: 3
<b>COMM 310</b> Persuasion	Credits: 3
<b>COMM 330</b> Mass Media and Society	Credits: 3

### Additional Communication Studies Requirements: (21 Credits)

<b>COMM 114</b> Essentials of Single Camera Field Production	Credits: 3
<b>COMM 161</b> Communication Studies Activities: Forensics	Credits: 0 - 2
<b>COMM 162</b> Broadcasting & Digital Media Activities	Credits: 1
<b>COMM 230</b> Interpersonal and Cross-Cultural Communication	Credits: 3
<b>COMM 356</b> Argumentation and Debate	Credits: 3
<b>COMM 360</b> Organizational Communication	Credits: 3
<b>COMM 403</b> Professional Presentations	Credits: 3
<b>COMM 410</b> Communication Analysis	Credits: 3

### Communication Studies Electives (6 Credits)

<b>COMM 210</b> Introduction to Public Relations	Credits: 3
<b>COMM 260</b> Media Writing	Credits: 3



<b>COMM 305</b> Principles of Health Communication	Credits: 3
<b>COMM 340</b> Documentary Production	Credits: 3
<b>COMM 350</b> Narrative Filmmaking	Credits: 3
<b>COMM 460</b> Transmedia Storytelling	Credits: 3

Total Credits: **42**

## Bachelor of Arts: Communication Studies: Public Relations(55 Credits)

### Communication Studies Core Courses: (15 Credits)

<b>COMM 200</b> Small Group Communication	Credits: 3
<b>COMM 220</b> Storytelling in Modern Communication	Credits: 3
<b>COMM 288</b> Communication Studies Seminar	Credits: 3
<b>COMM 310</b> Persuasion	Credits: 3
<b>COMM 330</b> Mass Media and Society	Credits: 3

### Required Public Relations Courses: (31 Credits)

<b>COMM 114</b> Essentials of Single Camera Field Production	Credits: 3
<b>COMM 210</b> Introduction to Public Relations	Credits: 3
<b>COMM 260</b> Media Writing	Credits: 3
<b>COMM 301</b> Risk and Crisis Communication	Credits: 3
<b>COMM 360</b> Organizational Communication	Credits: 3
<b>COMM 403</b> Professional Presentations	Credits: 3
<b>COMM 455</b> PR Cases & Campaigns	Credits: 3
<b>COMM 460</b> Transmedia Storytelling	Credits: 3
<b>COMM 499</b> Internship in Communication Studies	Credits: 1 - 12
<b>PSYC 200</b> Statistics for the Behavioral Sciences	Credits: 3
<b>PSYC 200L</b> Statistics for the Behavioral Sciences Lab	Credits: 1

### Public Relations Electives: (Choose three courses from two different disciplines) (9 Credits)

<b>ART 240</b> Concepts of Graphic Communication	Credits: 3
<b>COMM 305</b> Principles of Health Communication	Credits: 3
<b>COMM 320</b> Graphics for Television, Film and New Media	Credits: 3
<b>COMM 340</b> Documentary Production	Credits: 3
<b>ENG 204</b> Introduction to Journalism	Credits: 3
<b>ENG 331</b> Business Communications	Credits: 3
<b>ENG 360</b> Scientific & Technical Writing	Credits: 3
<b>ENG 410</b> Advanced Journalism	Credits: 3
<b>ENG 420</b> Copy Editing	Credits: 3
<b>ENG 460</b> Writing and New Media	Credits: 4
<b>MKTG 301</b> Principles of Marketing	Credits: 3
<b>MKTG 331</b> Principles of Selling	Credits: 3
<b>MKTG 391</b> Consumer Behavior	Credits: 3
<b>MKTG 451</b> Introduction to Digital Marketing	Credits: 3

Total Credits: **55**

## Bachelor of Science: Communication Studies: Broadcasting and Digital Media(56 Credits)

### Communication Studies Core Courses: (15 Credits)

<b>COMM 200</b> Small Group Communication	Credits: 3
<b>COMM 220</b> Storytelling in Modern Communication	Credits: 3
<b>COMM 288</b> Communication Studies Seminar	Credits: 3
<b>COMM 310</b> Persuasion	Credits: 3
<b>COMM 330</b> Mass Media and Society	Credits: 3

**Broadcasting and Digital Media Required Courses: (30 Credits)**

<b>COMM 112</b>	Multicamera Television Production	Credits: 3
<b>COMM 114</b>	Essentials of Single Camera Field Production	Credits: 3
<b>COMM 260</b>	Media Writing	Credits: 3
<b>COMM 320</b>	Graphics for Television, Film and New Media	Credits: 3
<b>COMM 340</b>	Documentary Production	Credits: 3
<b>COMM 350</b>	Narrative Filmmaking	Credits: 3
<b>COMM 403</b>	Professional Presentations	Credits: 3
<b>COMM 460</b>	Transmedia Storytelling	Credits: 3
<b>COMM 480</b>	Creative Project Workshop in Media Production	Credits: 3
<b>THTR 341</b>	Acting for the Camera I	Credits: 3

Choose two of the following Electives (6 Credits)

<b>ART 343</b>	Digital Photography	Credits: 4
<b>COMM 232</b>	The Art of Making Films	Credits: 3
<b>COMM 345</b>	Sports Broadcasting & Media Production	Credits: 3
<b>COMM 435</b>	Media Production for Training and Learning	Credits: 3
<b>THTR 280</b>	Sound Design I	Credits: 3

Broadcasting and Digital Media Required Activities: (2 Credits)

<b>COMM 162</b>	Broadcasting & Digital Media Activities	Credits: 1
<b>COMM 362</b>	Broadcasting & Digital Media Activities 2	Credits: 1

Internship (3 Credits)

<b>COMM 499</b>	Internship in Communication Studies	Credits: 1 - 12
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Total Credits: **56****Bachelor of Science: Communication Arts and Literature Education, Communication Studies\*(43 Credits)****Communication Studies Courses: (28 Credits)**

<b>COMM 161</b>	Communication Studies Activities: Forensics	Credits: 0 - 2
<b>COMM 200</b>	Small Group Communication	Credits: 3
<b>COMM 220</b>	Storytelling in Modern Communication	Credits: 3
<b>COMM 230</b>	Interpersonal and Cross-Cultural Communication	Credits: 3
<b>COMM 330</b>	Mass Media and Society	Credits: 3
<b>COMM 356</b>	Argumentation and Debate	Credits: 3
<b>COMM 403</b>	Professional Presentations	Credits: 3
<b>COMM 410</b>	Communication Analysis	Credits: 3
<b>COMM 435</b>	Media Production for Training and Learning	Credits: 3
<b>COMM 450</b>	Secondary Teaching Methods: Speech Communication	Credits: 3

**English/Literature Courses: (15 Credits)**

<b>ENG 361</b>	Advanced Composition	Credits: 3
<b>ENG 365</b>	Modern Grammar	Credits: 3
<b>LIT 410</b>	Literacy & Literature for Adolescents	Credits: 3

*One British Survey Course:*

<b>LIT 321</b>	British Literature: Beginning through Restoration and 18th Century	Credits: 3
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<b>LIT 322</b>	British Literature: Nineteenth and Twentieth Century	Credits: 3
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*One American Survey Course:*

<b>LIT 331</b>	American Literature: Beginning through Realism and Naturalism	Credits: 3
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**LIT 332** American Literature: Modern & Contemporary Credits: 3

**Bachelor of Science: Communication Arts and Literature Education, Communication Studies\* Notes:**

**NOTE:** This degree when coupled with professional education requirements can be used to obtain 5-12 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 Communication Studies. Licensure may also be obtained with an emphasis in English; see the [English section](#).

Total Credits: **43**

**Minor: Communication Studies(22 Credits)**

**Communication Studies Minor Required Courses: (10 Credits)**

<b>COMM 161</b> Communication Studies Activities: Forensics	Credits: 0 - 2
<b>COMM 200</b> Small Group Communication	Credits: 3
<b>COMM 220</b> Storytelling in Modern Communication	Credits: 3
<b>COMM 230</b> Interpersonal and Cross-Cultural Communication	Credits: 3
<b>COMM 310</b> Persuasion	Credits: 3
<b>COMM 330</b> Mass Media and Society	Credits: 3
<b>COMM 403</b> Professional Presentations	Credits: 3

Choose one of the following:

<b>COMM 112</b> Multicamera Television Production	Credits: 3
<b>COMM 114</b> Essentials of Single Camera Field Production	Credits: 3

Total Credits: **22**

**Minor: Filmmaking(22 Credits)**

Required Courses: (19 Credits)

<b>COMM 114</b> Essentials of Single Camera Field Production	Credits: 3
<b>COMM 232</b> The Art of Making Films	Credits: 3
<b>COMM 350</b> Narrative Filmmaking	Credits: 3
<b>COMM 480</b> Creative Project Workshop in Media Production	Credits: 3
<b>ENG 303</b> Screenwriting Workshop	Credits: 3
<b>THTR 341</b> Acting for the Camera I	Credits: 3

Filmmaking Electives: (3 Credits)

<b>ART 343</b> Digital Photography	Credits: 4
<b>COMM 112</b> Multicamera Television Production	Credits: 3
<b>LIT 265</b> Literature and Film	Credits: 3
<b>THTR 220</b> Film & Television Appreciation	Credits: 3
<b>THTR 242</b> Stage Make-Up I	Credits: 3
<b>THTR 250</b> Lighting and Sound Design I	Credits: 3
<b>THTR 280</b> Sound Design I	Credits: 3
<b>THTR 350</b> Directing I	Credits: 3
<b>THTR 351</b> Acting for the Camera II	Credits: 3
<b>THTR 480</b> Sound Design II	Credits: 3

Total Credits: **22**

**Minor: Health Communication(19 Credits)**

Communication Studies Core Courses: (9 Credits)

<b>COMM 210</b> Introduction to Public Relations	Credits: 3
<b>COMM 305</b> Principles of Health Communication	Credits: 3
<b>COMM 455</b> PR Cases & Campaigns	Credits: 3

Statistics (Choose MATH or PSYC pair of courses): (4 Credits)

<b>MATH 200</b>	Intro to Statistics _____	Credits: 3
<b>MATH 201</b>	Statistical Software _____	Credits: 1
<b>PSYC 200</b>	Statistics for the Behavioral Sciences _____	Credits: 3
<b>PSYC 200L</b>	Statistics for the Behavioral Sciences Lab _____	Credits: 1

## Health Communications Electives: (6 Credits)

<b>BIOL 104</b>	Medical Terminology _____	Credits: 1
<b>COMM 460</b>	Transmedia Storytelling _____	Credits: 3
<b>ENG 351</b>	Writing in Medical & Health Professions _____	Credits: 3
<b>ENG 360</b>	Scientific & Technical Writing _____	Credits: 3
<b>EXSC 100</b>	Anatomical Kinesiology _____	Credits: 3
<b>EXSC 110</b>	Introduction to Health Professions _____	Credits: 2
<b>EXSC 380</b>	Community and Corporate Wellness and Health _____	Credits: 3

## Promotion

<b>MKTG 301</b>	Principles of Marketing _____	Credits: 3
<b>PHIL 303</b>	Ethical Issues in Professional Life _____	Credits: 3
<b>PSYC 360</b>	Cross-Cultural Psychology _____	Credits: 3
<b>PSYC 440</b>	Advanced Health Psychology _____	Credits: 3
<b>SOCI 315</b>	Applied Social Research _____	Credits: 3
<b>SOCI 331</b>	Racial & Ethnic Relations in America _____	Credits: 3

Total Credits: **19****Minor: Public Relations(21 Credits)****Public Relations Core: (12 Credits)**

<b>COMM 210</b>	Introduction to Public Relations _____	Credits: 3
<b>COMM 260</b>	Media Writing _____	Credits: 3
<b>COMM 310</b>	Persuasion _____	Credits: 3

Choose one of the following:

<b>COMM 301</b>	Risk and Crisis Communication _____	Credits: 3
<b>COMM 455</b>	PR Cases & Campaigns _____	Credits: 3

**Public Relations Electives: (9 Credits)**

<b>ART 240</b>	Concepts of Graphic Communication _____	Credits: 3
<b>COMM 305</b>	Principles of Health Communication _____	Credits: 3
<b>COMM 320</b>	Graphics for Television, Film and New Media _____	Credits: 3
<b>COMM 340</b>	Documentary Production _____	Credits: 3
<b>ENG 204</b>	Introduction to Journalism _____	Credits: 3
<b>ENG 331</b>	Business Communications _____	Credits: 3
<b>ENG 360</b>	Scientific & Technical Writing _____	Credits: 3
<b>ENG 410</b>	Advanced Journalism _____	Credits: 3
<b>ENG 420</b>	Copy Editing _____	Credits: 3
<b>ENG 460</b>	Writing and New Media _____	Credits: 4
<b>MKTG 301</b>	Principles of Marketing _____	Credits: 3
<b>MKTG 331</b>	Principles of Selling _____	Credits: 3
<b>MKTG 391</b>	Consumer Behavior _____	Credits: 3
<b>MKTG 451</b>	Introduction to Digital Marketing _____	Credits: 3
<b>MKTG 451L</b>	Le-Marketing Lab _____	Credits: 1

Total Credits: **21****Certificate: Health Communication(12 Credits)**

Note: Minimum of six (6) credits must be unique to the certificate coursework.

Requirements: (6 Credits)

<b>COMM 305</b>	Principles of Health Communication _____	Credits: 3
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Choose one of the following leadership courses

<b>PSYC 240</b>	Health Psychology _____	Credits: 3
<b>PSYC 440</b>	Advanced Health Psychology _____	Credits: 3
Electives (6 Credits)		
<b>COMM 210</b>	Introduction to Public Relations _____	Credits: 3
<b>COMM 230</b>	Interpersonal and Cross-Cultural Communication _____	Credits: 3
<b>COMM 455</b>	PR Cases & Campaigns _____	Credits: 3
<b>SOCI 331</b>	Racial & Ethnic Relations in America _____	Credits: 3

Total Credits: **12**

### Minor: Digital Media Design

The curriculum for the minor in [Digital Media Design can be found listed on the Art Program section.](#)

## Course Descriptions

### COMM 110 Essentials of Speaking and Listening **Credits: 3**

This course teaches the use of verbal and nonverbal communication along with an emphasis on research skills in order to organize and deliver four effective oral presentations: impromptu, informative, persuasive, and a group presentation. Additional emphasis is placed on identifying and overcoming listening barriers.

**Goal:** 01- Communication **Course Frequency:** *Fall: All Years Spring: All Years Summer: All Years*

### COMM 111 Professional Proficiency in Public Speaking **Credits: 1**

This course is designed to provide teacher licensure candidates a means of certifying professional proficiency in public speaking as required for admission into the teacher education program. It is not intended as a substitute for the required oral communication course in Goal 1 of the LEP/MNTC but rather a means of meeting teacher licensure standards. May NOT be repeated for credit. Prerequisites: Consent of instructor. Only students with an existing bachelor's degree who are pursuing teaching licensure that requires evidence of professional proficiency in public speaking will be allowed to take this course.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: N/A*

### COMM 112 Multicamera Television Production **Credits: 3**

An introduction to basic television studio techniques. Students will develop skills in operating control room and studio equipment, producing, and directing.

**Course Frequency:** *Fall: All Years Spring: N/A Summer: N/A*

### COMM 114 Essentials of Single Camera Field Production **Credits: 3**

The application of portable camera usage and editing techniques used in single camera field production. Students will develop skills in preproduction planning, scripting, remote shooting, directing, and editing.

**Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

### COMM 161 Communication Studies Activities: Forensics **Credits: 0 - 2**

Participation in intramural and intercollegiate speech and debate activities. May be repeated.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: N/A*

**COMM 162 Broadcasting & Digital Media Activities****Credits: 1**

Practical experience in media program production and performance through functional involvement in the operation of the campus radio, television, and media production facility. May be repeated.

**Pre-Requisites:** ( ( COMM\_114 ) ) **Course Frequency:** *Fall: All Years Spring: All Years Summer: N/A*

**COMM 200 Small Group Communication****Credits: 3**

The theory and application of problem-solving questions of fact, value and policy utilizing group dynamics and effective leadership styles. Active and critical listening are integral components of the course.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: N/A*

**COMM 210 Introduction to Public Relations****Credits: 3**

A course designed to acquaint students with the principles and practices of public relations.

**Course Frequency:** *Fall: All Years Spring: N/A Summer: N/A*

**COMM 220 Storytelling in Modern Communication****Credits: 3**

This course will examine and explore classic and emerging forms of storytelling in the modern world. Students will learn the basic theory of storytelling in the areas of public address, interpersonal relationships, digital media, and public relations.

**Course Frequency:** *Fall: All Years Spring: N/A Summer: N/A*

**COMM 228 Exploring Diversity Through Family Storytelling****Credits: 3**

Explores the role of family stories as an art form, as a means of handing down values, knowledge, and self-understanding. Stories will be captured using a variety of media and analyzed as to their significance.

**Goal:** 07- Human Diversity **Course Frequency:** *Fall: N/A Spring: N/A Summer: Dept Discretion*

**COMM 230 Interpersonal and Cross-Cultural Communication****Credits: 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.

**Goal:** 07- Human Diversity **Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

**COMM 232 The Art of Making Films****Credits: 3**

Examines how the elements of film and video production are used to communicate a message from the creator's viewpoint. Uses illustrative scenes from significant films and episodic television shows to demonstrate how production elements can be used to achieve a desired effect.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: N/A*

**COMM 251 Broadcast Newswriting & Reporting****Credits: 3**

The study of techniques, procedures, and practices used in news gathering, writing, reporting, and editing broadcast news.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: N/A*

### **COMM 260 Media Writing**

**Credits: 3**

A course designed to emphasize how public relations and other media professionals gather, produce, and distribute material in a modern society. This course acquaints students with both why and how to write for a variety of contexts such as new media, social media and public relations.

**Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

### **COMM 286 Special Topics in Communications**

**Credits: 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.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: N/A*

### **COMM 288 Communication Studies Seminar**

**Credits: 3**

A seminar course required for all communication studies majors, in which communication theory, career exploration and effective group work are considered through reading, research, and discussion.

**Course Frequency:** *Fall: Odd Years Spring: N/A Summer: N/A*

### **COMM 301 Risk and Crisis Communication**

**Credits: 3**

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.

**Course Frequency:** *Fall: N/A Spring: Odd Years Summer: N/A*

### **COMM 305 Principles of Health Communication**

**Credits: 3**

This course is designed to familiarize students with prominent theories, issues, and topics in the field of health communication. This course will expose students to diverse health communication perspectives as they relate to a range of health communication topics, including illness and health, historical and contemporary issues, patient and provider experiences, cultural differences in health, public awareness/prevention/intervention campaigns, and the role of media and relationships in health communication.

**Course Frequency:** *Fall: Even Years Spring: N/A Summer: N/A*

### **COMM 310 Persuasion**

**Credits: 3**

The logical and psychological theories of persuasion present in everyday communication. The course emphasizes the analysis and application of persuasive strategies. Active and critical listening are integral components of the course.

**Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

### **COMM 320 Graphics for Television, Film and New Media**

**Credits: 3**

Introduces students to software and conventions applicable to television, film, and new media. Students will

explore designs for titles, lower-third supers, backgrounds, info graphics, motion graphics and animation.

**Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

### **COMM 330 Mass Media and Society** **Credits: 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 the media literacy of society.

**Course Frequency:** *Fall: All Years Spring: N/A Summer: N/A*

### **COMM 340 Documentary Production** **Credits: 3**

This course introduces students to nonfiction video production. Students will be exposed to a combination of theory, history, and production techniques to prepare them to produce a short documentary.

**Pre-Requisites:** ( ( COMM\_114 ) ) **Course Frequency:** *Fall: All Years Spring: N/A Summer: N/A*

### **COMM 345 Sports Broadcasting & Media Production** **Credits: 3**

Students will examine how sports are produced and reported in broadcast and in multimedia environments. Course will engage students in live sports coverage.

**Pre-Requisites:** ( ( COMM\_112 AND COMM\_114 ) ) **Course Frequency:** *Fall: All Years Spring: N/A Summer: N/A*

### **COMM 350 Narrative Filmmaking** **Credits: 3**

Explores the technical skills and the aesthetic techniques necessary for producing narrative, fiction-based films. Projects will be filmed with high definition cameras and edited on nonlinear computer systems.

**Pre-Requisites:** ( ( COMM\_114 ) ) **Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

### **COMM 356 Argumentation and Debate** **Credits: 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.

**Course Frequency:** *Fall: Even Years Spring: N/A Summer: N/A*

### **COMM 360 Organizational Communication** **Credits: 3**

A study of the process of communication and behavior within the organizational culture. Students will learn the theoretical and practical means of maintaining productive organizational environments. Active and critical listening are integral components of the course.

**Course Frequency:** *Fall: Odd Years Spring: N/A Summer: N/A*

### **COMM 362 Broadcasting & Digital Media Activities 2** **Credits: 1**

Practical advanced experience in media program production and performance through functional involvement



in the operation of the campus radio, television and media production facility.

**Pre-Requisites:** ( ( COMM\_162 ) ) **Course Frequency:** *Fall: All Years Spring: All Years Summer: N/A*

### **COMM 403 Professional Presentations**

**Credits: 3**

This course prepares students to develop, deliver, and analyze presentations in a variety of community and professional contexts.

**Pre-Requisites:** ( ( COMM\_110 ) ) **Course Frequency:** *Fall: All Years Spring: N/A Summer: N/A*

### **COMM 410 Communication Analysis**

**Credits: 3**

The rhetorical and critical analysis of a communication event through the use of classical and modern rhetorical principles.

**Course Frequency:** *Fall: N/A Spring: Even Years Summer: N/A*

### **COMM 435 Media Production for Training and Learning**

**Credits: 3**

Provides the basics of media production for learning and training. Students will learn how to utilize technologies such as video, still images, animation, and graphics in business and educational contexts. This course is designed for professionals in the fields of education, corporate training, and management.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: Dept Discretion*

### **COMM 450 Secondary Teaching Methods: Speech Communication Credits: 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.

**Course Frequency:** *Fall: N/A Spring: Odd Years Summer: N/A*

### **COMM 455 PR Cases & Campaigns**

**Credits: 3**

Analytic study of guiding public relations principles illustrated by current and historical public relations cases and campaigns. Emphasis on strategic management, ethics, and two-way organizational communication. Oral and written analysis of illustrative cases and campaigns. Application of principles in planning, implementation, and evaluation of actual PR campaign.

**Pre-Requisites:** ( COMM\_210 ) OR ( SPCH\_210 ) **Course Frequency:** *Fall: N/A Spring: Even Years Summer: N/A*

### **COMM 460 Transmedia Storytelling**

**Credits: 3**

Examines the Transmedia Storytelling strategies for telling stories across many media platforms in a way that engages audiences. Students will explore this approach used in marketing, public relations, and social media

campaigns. Students will critique iconic transmedia storytelling campaigns and will create a collaborative transmedia project.

**Pre-Requisites:** ( ( COMM\_114 ) ) **Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: N/A*

### **COMM 480 Creative Project Workshop in Media Production** **Credits: 3**

Provides students with a semester long, supervised experience in producing a major media production project.

**Pre-Requisites:** ( ( COMM\_340 ) OR ( COMM\_350 ) ) **Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

### **COMM 484 Collaborative Technology in the Learning & Industry Environments** **Credits: 3**

This course will aim to teach participants how to build a collaborative environment to facilitate synchronous and asynchronous text, voice, and video communication; support co-creation of projects; facilitate consensus building through group discussions and polling; develop strategies for resource management; and use online presentation tools. Participants will also learn how to assess tools including LMS' and project management software to determine how well the tool serves the intended purpose and meets the user's needs.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: Dept Discretion*

### **COMM 486 Advanced Special Topics Communication** **Credits: 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.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: N/A*

### **COMM 488 Senior Seminar** **Credits: 2**

A capstone course required for all speech majors, in which selected topics, projects, and presentations are considered through reading, research, and discussion.

**Pre-Requisites:** ( COMM\_288 ) OR ( SPCH\_288 ) and senior status. **Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: N/A*

### **COMM 494 Independent Study in Communication Theory** **Credits: 1 - 3**

In depth, independent exploration of a communication event for better understanding of the communication process.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: N/A*

### **COMM 499 Internship in Communication Studies** **Credits: 1 - 12**

An off-campus training program when accepted by a business or organization to work with an employer in some area of communication studies.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: All Years*

### **COMM 503 Professional Presentations**

**Credits: 3**

This course prepares students to develop, deliver, and analyze presentation in a variety of community and professional contexts.

**Course Frequency:** *Fall: All Years Spring: N/A Summer: N/A*

### **COMM 511 Professional Proficiency in Public Speaking**

**Credits: 1**

This course is designed to provide teacher licensure candidates a means of certifying professional proficiency in public speaking as required for admission into the teacher education program. It is not intended as a substitute for the required oral communication course in Goal 1 of the LEP/MNTC but rather a means of meeting teacher licensure standards. May NOT be repeated for credit. Prerequisites: Consent of instructor. Only students with an existing bachelor's degree who are pursuing teaching licensure that requires evidence of professional proficiency in public speaking will be allowed to take this course.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: N/A*

### **COMM 535 Media Production for Training and Learning**

**Credits: 3**

Provides the basics of media production for learning and training. Students will learn how to utilize technologies such as video, still images, animation, and graphics in business and educational contexts. This course is designed for professionals in the fields of education, corporate training, and management.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: Dept Discretion*

### **COMM 580 Creative Project Workshop in Media Production**

**Credits: 3**

Provides students with a semester long, supervised experience in producing a major media production or mediated collaborative project.

**Pre-Requisites:** ( ( COMM\_114 ) OR ( COMM\_340 ) OR ( COMM\_435 ) OR ( COMM\_484 ) OR ( COMM\_535 ) OR ( COMM\_584 ) ) **Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

### **COMM 584 Collaborative Technology in the Learning & Industry Environments**

**Credits: 3**

This course will aim to teach participants how to build a collaborative environment to facilitate synchronous and asynchronous text, voice, and video communication; support co-creation of projects; facilitate consensus building through group discussions and polling; develop strategies for resource management; and use online presentation tools. Participants will also learn how to assess tools including LMS' and project management software to determine how well the tool serves the intended purpose and meets the user's needs.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: Dept Discretion*

### **COMM 589 Special Topics in Communication Studies**

**Credits: 1 - 6**

This course provides graduate students the opportunity to complete work with a specific theme that is timely and relevant to the field. Students will identify specific learning outcomes for the course in consultation with

graduate faculty. Can be used for credit for prior learning or other projects. May be repeated for credit.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: Dept Discretion*

**COMM 594 Independent Study in Communication Theory                      Credits: 1 - 3**

An in depth, independent exploration of some aspect of communication in order to more effectively understand the communication process. May be repeated. Course requires special permission from professor to register.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: N/A*

## Computer Science

**Department Office:** SM 178  
**Phone Number:** 507-537-6178  
**Staff & Faculty:** Dan Kaiser, Shushuang Man, Kourosh Morteza pour

### 4-Year Mustang Academic Plan (MAP):

[Bachelor of Science: Computer Science](#)

[Download MAP](#)

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. A graduate-level certificate program in Cybersecurity is also available. 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.**

### Graduate Certificate: Cybersecurity(12 Credits)

<b>CYBR 500</b>	Introduction to Information Security	Credits: 3
<b>CYBR 510</b>	Cyber Security Law and Policies	Credits: 3
<b>CYBR 520</b>	Computer System Security	Credits: 3
<b>CYBR 530</b>	Internet Security	Credits: 3

Total Credits: **12**

### Bachelor of Science: Computer Science(58 Credits)

<b>CYBR 500</b>	Introduction to Information Security	Credits: 3
<b>CYBR 510</b>	Cyber Security Law and Policies	Credits: 3
<b>CYBR 520</b>	Computer System Security	Credits: 3
<b>CYBR 530</b>	Internet Security	Credits: 3

### I. Required Computer Science Courses: (35 Credits)

<b>COMP 164</b>	Essentials of Computer Science	Credits: 3
<b>COMP 164L</b>	Essentials of Computer Science Lab	Credits: 1
<b>COMP 165</b>	Fundamentals of Programming	Credits: 3
<b>COMP 165L</b>	Fundamentals of Programming Lab	Credits: 1
<b>COMP 166</b>	Data Structures	Credits: 3
<b>COMP 166L</b>	Data Structures Lab	Credits: 1
<b>COMP 233</b>	Computer Organization and Architecture	Credits: 3
<b>COMP 306</b>	Object-Oriented Design & Programming	Credits: 3
<b>COMP 324</b>	Design and Analysis of Algorithms	Credits: 3
<b>COMP 368</b>	Database Management Systems	Credits: 3
<b>COMP 376</b>	Advanced UNIX Programming	Credits: 3
<b>COMP 377</b>	Operating Systems	Credits: 3
<b>COMP 425</b>	Software Engineering	Credits: 3
<b>COMP 492</b>	Capstone Project	Credits: 1
<b>COMP 493</b>	Capstone Project	Credits: 1

### II. Computer Science Electives: (6 Credits)

<b>COMP 3XX</b>	COMP Courses at the 300 level or above	Credits: 6
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**III. Required Mathematics Courses: (14 Credits)**

<b>MATH 150</b>	Calculus I	Credits: 5
<b>MATH 200</b>	Intro to Statistics	Credits: 3
<b>MATH 320</b>	Foundations of Mathematics	Credits: 3
<b>MATH 325</b>	Combinatorics & Graph Theory	Credits: 3

**IV. Additional Courses: (3 Credits)**

<b>ENG 360</b>	Scientific & Technical Writing	Credits: 3
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Total Credits: **58****Minor: Computer Science(21 Credits)**

<b>CYBR 500</b>	Introduction to Information Security	Credits: 3
<b>CYBR 510</b>	Cyber Security Law and Policies	Credits: 3
<b>CYBR 520</b>	Computer System Security	Credits: 3
<b>CYBR 530</b>	Internet Security	Credits: 3

**I. Required Courses: (12 Credits)**

<b>COMP 164</b>	Essentials of Computer Science	Credits: 3
<b>COMP 164L</b>	Essentials of Computer Science Lab	Credits: 1
<b>COMP 165</b>	Fundamentals of Programming	Credits: 3
<b>COMP 165L</b>	Fundamentals of Programming Lab	Credits: 1
<b>COMP 166</b>	Data Structures	Credits: 3
<b>COMP 166L</b>	Data Structures Lab	Credits: 1

**II. Computer Science Electives: (9 Credits)**

<b>COMP 2XX</b>	Computer Science Electives	Credits: 9
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Total Credits: **21****Course Descriptions****COMP 105 Introduction to Computers****Credits: 3**

An overview of mainframe and personal computers. Topics include: application software, the Internet, hardware components and peripheral devices, and data processing.

**Course Frequency:** Fall: Dept Discretion Spring: Dept Discretion Summer: N/A

**COMP 111 Digital World****Credits: 3**

A survey of current digital technology intended for students not majoring or minoring in Computer Science. Students will gain a better understanding of the digital systems they use every day and learn how to work more efficiently and effectively with computers and computer-based devices.

**Course Frequency:** Fall: N/A Spring: All Years Summer: N/A

**COMP 120 Computer Seminar****Credits: 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.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

### **COMP 164 Essentials of Computer Science**

**Credits: 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.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: N/A*

### **COMP 164L Essentials of Computer Science Lab**

**Credits: 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 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.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: N/A*

### **COMP 165 Fundamentals of Programming**

**Credits: 3**

An introduction to the techniques of programming. Topics include problem solving methods, program design strategies, selection structures, iteration structures, subprograms, recursion, arrays and lists, 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. The required preparation is MATH 110 or three years of high school mathematics.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: N/A*

### **COMP 165L Fundamentals of Programming Lab**

**Credits: 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.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: N/A*

### **COMP 166 Data Structures**

**Credits: 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.

**Pre-Requisites:** (( COMP\_165 )) **Course Frequency:** *Fall: All Years Spring: Dept Discretion Summer: N/A*

### **COMP 166L Data Structures Lab**

**Credits: 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.

**Course Frequency:** *Fall: All Years Spring: Dept Discretion Summer: N/A*

### **COMP 199 Field Experience in Computer Applications**

**Credits: 1 - 3**

On-the-job, supervised experience and study dealing with the applications of computers.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: N/A*

### **COMP 201 Windows Programming**

**Credits: 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.

**Pre-Requisites:** ( COMP\_165 ) **Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: Dept Discretion*

### **COMP 202 Android Programming for Beginners**

**Credits: 3**

Hands on training on Android programming intended for students NOT majoring in Computer Science. Topics include Android IDE installation and configuration, application structures and resources, XML basics, UI design, Java basics, Intent and event handling, Android design patterns, animation, and video streaming.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: N/A*

### **COMP 233 Computer Organization and Architecture**

**Credits: 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.

**Pre-Requisites:** ( COMP\_165 ) **Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

### **COMP 286 Topics in Computer Science**

**Credits: 1 - 4**

A study of computer science topics not ordinarily covered in established courses.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: N/A*

### **COMP 292 Honors Credit in Computer Science**

**Credits: 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.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: N/A*

### **COMP 306 Object-Oriented Design & Programming**

**Credits: 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.

**Pre-Requisites:** ( ( COMP\_166 ) ) **Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

### COMP 307 C# Programming

**Credits: 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.

**Pre-Requisites:** ( COMP\_166 ) **Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: N/A*

### COMP 324 Design and Analysis of Algorithms

**Credits: 3**

A study of algorithms. Topics include: analysis and verification techniques, divide and conquer, dynamic programming, greedy, backtracking, and problem complexity.

**Pre-Requisites:** ( ( COMP\_166 AND MATH\_315 ) OR ( COMP\_166 AND MATH\_325 ) ) **Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

### COMP 328 Theory of Computation

**Credits: 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.

**Pre-Requisites:** ( ( MATH\_210 ) OR ( MATH\_320 ) ) **Course Frequency:** *Fall: N/A Spring: Dept Discretion Summer: N/A*

### COMP 343 Computer Networking

**Credits: 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.

**Pre-Requisites:** ( ( COMP\_166 AND COMP\_233 ) ) **Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: N/A*

### COMP 351 Programming Languages

**Credits: 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.

**Pre-Requisites:** ( ( COMP\_166 AND COMP\_233 ) ) **Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: N/A*

### COMP 368 Database Management Systems

**Credits: 3**

An introduction to the storage and organization of information. Topics include: database management, data mining, intelligent systems, networked databases, and human-computer interaction.

**Course Frequency:** *Fall: All Years Spring: N/A Summer: N/A*

### COMP 376 Advanced UNIX Programming

**Credits: 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.

**Pre-Requisites:** ( ( COMP\_165 AND COMP\_233 ) ) **Course Frequency:** *Fall: All Years Spring: N/A Summer: N/A*

### COMP 377 Operating Systems

**Credits: 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.

**Pre-Requisites:** ( COMP\_376 ) **Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

### COMP 385 Computer Graphics

**Credits: 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.

**Pre-Requisites:** ( ( MATH\_151 AND COMP\_166 ) ) **Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: N/A*

### COMP 390 Professional Issues Seminar

**Credits: 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.

**Pre-Requisites:** ( ( COMP\_233 ) ) **Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

### COMP 402 Android App Development

**Credits: 3**

A study of Android mobile application development. Topics include Android platform and development tools, application fundamentals, activity, intent, fragment, permission, services, thread & messages, graphics, multi-touch & gesture, networking

**Pre-Requisites:** ( ( COMP\_306 ) ) **Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: Dept Discretion*

### COMP 403 iOS Programming

**Credits: 3**

This course is designed to introduce the methods, techniques, and utilities for developing apps for iOS (Apple mobile devices).

**Pre-Requisites:** ( ( COMP\_166 ) ) **Course Frequency:** *Fall: Dept Discretion Spring: N/A Summer: N/A*

### COMP 405 Simulation

**Credits: 3**

Generation of random numbers, queuing theory, discrete and continuous system simulation, design of simulation experiments.

**Pre-Requisites:** ( MATH\_200 AND MATH\_210 AND COMP\_161 ) **Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: N/A*

### COMP 408 Web Programming

**Credits: 3**

A study of web programming, an in depth look at technologies that are fundamental to develop web-centric applications. Topics include HTML, Cascading Style Sheets (CSS), JavaScript, web servers, Document Object Model (DOM), JSON, XML, AJAX, PHP, and MySQL.

**Pre-Requisites:** ( ( COMP\_368 ) ) **Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: Dept Discretion*

### COMP 425 Software Engineering

**Credits: 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.

**Pre-Requisites:** ( COMP\_306 ) **Course Frequency:** *Fall: All Years Spring: N/A Summer: N/A*

### COMP 428 Machine Learning

**Credits: 3**

This course covers a collection of machine learning models, algorithms, tools and techniques that can be applied to solve data driven decision making problems. Topics include supervised learning, regularization and model selection, neural networks, unsupervised learning and hands on machine learning applications.

**Pre-Requisites:** ( ( MATH\_200 ) AND ( MATH\_360 ) AND ( DATA\_250 OR COMP\_166 ) ) **Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: N/A*

### COMP 435 Artificial Intelligence

**Credits: 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.

**Pre-Requisites:** ( ( MATH\_320 AND COMP\_166 ) ) **Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: N/A*

### COMP 455 Compiler Construction

**Credits: 3**

An introduction to compiler construction. Topics include: compiler organization including compile-time and run-time symbol tables, lexical analysis, syntax analysis, object code generation, error diagnostics, object code optimization techniques, and overall design.

**Pre-Requisites:** ( ( COMP\_324 AND COMP\_328 ) ) **Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: N/A*

### **COMP 468 System Analysis and Design**

**Credits: 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.

**Pre-Requisites:** ( COMP\_306 ) **Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: N/A*

### **COMP 486 Advanced Topics Computer Science**

**Credits: 1 - 4**

A study of computer science topics not ordinarily covered in the established courses. Prerequisite: consent of Computer Science Program faculty.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: N/A*

### **COMP 490 Senior Seminar**

**Credits: 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.

**Pre-Requisites:** Requires minimum credits: 90 **Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

### **COMP 492 Capstone Project**

**Credits: 1**

Students will work in teams to design, develop, and implement a significant software or hardware project. Two semester sequence.

**Course Frequency:** *Fall: All Years Spring: N/A Summer: N/A*

### **COMP 493 Capstone Project**

**Credits: 1**

Students will work in teams to design, develop, and implement a significant software or hardware project. Two semester sequence.

**Pre-Requisites:** ( COMP\_425 ) **Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

### **COMP 494 Independent Study**

**Credits: 1 - 3**

An independent study of a computer science topic not covered elsewhere.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: N/A*

### **COMP 499 Internship in Computer Science**

**Credits: 1 - 16**

On-the-job supervised experience and study dealing with applications of computer science.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: Dept Discretion*

### **CYBR 500 Introduction to Information Security**

**Credits: 3**

Overview of principles and approaches to information security. Topics include software vulnerabilities, secure software design principles, trusted computing base, authentication and access control, malware, network threats and defenses, and cryptography applications. Prerequisites: B.S. in Computer Science (or closely related major), or its equivalent.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: N/A*

### **CYBR 510 Cyber Security Law and Policies**

**Credits: 3**

Information security vulnerabilities and risks; legal, cost, privacy, and technology constraints; derivation of strategies; technical and procedural means of achieving desired ends. Prerequisite: B.S. in Computer Science (or closely related field), or its equivalent.

**Course Frequency:** *Fall: All Years Spring: N/A Summer: N/A*

### **CYBR 520 Computer System Security**

**Credits: 3**

Design principles of secure systems, authentication, access control and authorization, discretionary and mandatory security policies, secure kernel design, and secure databases.

**Pre-Requisites:** ( ( CYBR\_500 ) ) **Course Frequency:** *Fall: All Years Spring: N/A Summer: N/A*

### **CYBR 530 Internet Security**

**Credits: 3**

Study of fundamental principles of Internet security, approaches and techniques used in network attacks and defending mechanisms. Topics include threats and vulnerabilities of TCP/IP, DNS, and BGP protocols, denial of service (DOS) attacks, firewalls, IPsec, TLS, and web security.

**Pre-Requisites:** ( ( CYBR\_520 ) ) **Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: N/A*

## Culinology

**Department Office:** CH 129  
**Phone Number:** 507-537-6462  
**Staff & Faculty:** Joyce Hwang, Yumi Lim, Peiyi Shen

### 4-Year Mustang Academic Plan (MAP):

[Bachelor of Science: Culinology](#)

[Download MAP](#)

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.

A grade point average of 2.50 in all major course work taken at SMSU including courses transferred from other institutions.

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

## Bachelor of Science: Culinology®(66-70 Credits)

### I. Math and Science Courses: (13 Credits)

<b>BIOL 303</b>	Microbiology	Credits: 3
<b>BIOL 377</b>	Principles of Nutrition	Credits: 3
<b>CHEM 122</b>	Introductory Organic/Biochemistry	Credits: 3
<b>CHEM 122L</b>	Introduction to Organic/Biochemistry Lab	Credits: 1
<b>MATH 200</b>	Intro to Statistics	Credits: 3

### II. Culinology® Core Courses (41-45 Credits)

<b>ACCT 211</b>	Principles of Accounting I	Credits: 3
<b>CULG 100</b>	Introduction to Culinology	Credits: 1
<b>CULG 200</b>	Culinary Arts Fundamentals	Credits: 4
<b>CULG 210</b>	Advanced Culinary Arts	Credits: 4
<b>CULG 310</b>	Introduction to Food Science	Credits: 3
<b>CULG 360</b>	Food Sensory Analysis	Credits: 3
<b>CULG 390</b>	Food Products Development I	Credits: 3
<b>CULG 410</b>	Food Chemistry and Analysis	Credits: 3
<b>CULG 430</b>	Unit Operations in Food Processing	Credits: 3
<b>CULG 440</b>	Food Legislation and Regulation	Credits: 3
<b>CULG 450</b>	Technical & Functional Ingredients in Food	Credits: 3
<b>CULG 480</b>	Food Quality and Safety	Credits: 3
<b>CULG 490</b>	Food Product Development II	Credits: 3
<b>CULG 498</b>	Internship	Credits: 1 - 9
<b>CULG 499</b>	Internship	Credits: 1 - 9

### III. Hospitality Courses: (9 Credits)

<b>HOSP 120</b>	Food Sanitation and Safety	Credits: 1
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<b>HOSP 205</b>	Hospitality Purchasing	Credits: 3
<b>HOSP 301</b>	Restaurant Food Operations	Credits: 2
<b>HOSP 301L</b>	Restaurant Food Operations Lab	Credits: 3

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IV. Choose one course from the following: (3 Credits)

<b>CULG 250</b>	Introduction to Baking & Pastry	Credits: 3
<b>CULG 300</b>	International Cuisine	Credits: 3
<b>HOSP 410</b>	Beverage Management	Credits: 3

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Total Credits: **66-70**

## Course Descriptions

### CULG 100 Introduction to Culinology

**Credits: 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.

**Course Frequency:** *Fall: All Years Spring: N/A Summer: N/A*

### CULG 200 Culinary Arts Fundamentals

**Credits: 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.

**Pre-Requisites:** ( ( HOSP\_120 ) ) **Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

### CULG 210 Advanced Culinary Arts

**Credits: 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, fin fish, poultry identification and fabrication, poultry cookery, meat identification and fabrication, beef, veal, pork, lamb and offals.

**Pre-Requisites:** ( ( CULG\_200 ) ) **Course Frequency:** *Fall: All Years Spring: N/A Summer: N/A*

### CULG 250 Introduction to Baking & Pastry

**Credits: 3**

A fundamental course in baking methods and principles, to include yeast breads, quick breads, pastries, pies, cakes, custards, creams, and sauces.

**Course Frequency:** *Fall: All Years Spring: N/A Summer: N/A*

### CULG 251 Baking and Pastry II

**Credits: 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.

**Pre-Requisites:** ( CULG\_250 ) **Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

### **CULG 286 Special Topics**

**Credits: 1 - 4**

This course is designed to provide an opportunity for students to experience a special or experimental enrichment course.

**Course Frequency:** *Fall: Dept Discretion Spring: N/A Summer: N/A*

### **CULG 294 Independent Study**

**Credits: 1 - 3**

Independent study and research within the Culinology area. Course restricted to Culinology majors with consent of Culinology advisor and selected instructor only.

**Course Frequency:** *Fall: Dept Discretion Spring: N/A Summer: N/A*

### **CULG 300 International Cuisine**

**Credits: 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.

**Pre-Requisites:** ( ( CULG\_210 ) ) **Course Frequency:** *Fall: Dept Discretion Spring: N/A Summer: N/A*

### **CULG 310 Introduction to Food Science**

**Credits: 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.

**Pre-Requisites:** ( CHEM\_122 ) **Course Frequency:** *Fall: All Years Spring: N/A Summer: N/A*

### **CULG 320 Principles of Meat Identification, Fabrication, & Evaluation**

**Credits: 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.

**Pre-Requisites:** ( ( CULG\_210 ) ) **Course Frequency:** *Fall: Dept Discretion Spring: N/A Summer: N/A*



**CULG 350 Aromatics and Flavors****Credits: 3**

This course covers the five basic taste sensations: sweet, salt, bitter, sour and umami. Students will study the basic principles of taste and olfaction, flavor formulation, and usage of flavors while formulating commercial food products. Students will learn basic flavor chemistry in relation to extracts, reaction products, distillations, aroma chemical manufacturing and carrier systems. This course includes a hands-on lab application of techniques learned.

**Pre-Requisites:** ( ( CULG\_210 AND CULG\_310 ) ) **Course Frequency:** *Fall: N/A Spring: Even Years Summer: N/A*

**CULG 360 Food Sensory Analysis****Credits: 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.

**Pre-Requisites:** ( ( MATH\_200 ) OR ( FIN\_230 ) OR ( PSYC\_200 ) ) **Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

**CULG 390 Food Products Development I****Credits: 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.

**Pre-Requisites:** ( ( CULG\_310 ) ) **Course Frequency:** *Fall: All Years Spring: N/A Summer: N/A*

**CULG 410 Food Chemistry and Analysis****Credits: 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.

**Pre-Requisites:** ( CULG\_310 ) **Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

**CULG 420 The Gold Standard:Maintaining Culinary Integrity & Authenticity****Credits: 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 one's 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.

**Course Frequency:** *Fall: Dept Discretion Spring: N/A Summer: N/A*

### **CULG 430 Unit Operations in Food Processing** **Credits: 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.

**Pre-Requisites:** ( CULG\_310 ) **Course Frequency:** *Fall: Odd Years Spring: N/A Summer: N/A*

### **CULG 440 Food Legislation and Regulation** **Credits: 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.

**Course Frequency:** *Fall: Dept Discretion Spring: N/A Summer: N/A*

### **CULG 450 Technical & Functional Ingredients in Food** **Credits: 3**

This course covers the primary constituents that affect the sensory, nutritional, and structural properties of food, including colorants, flavor compounds, vitamins, probiotics, and additives. Students will also study the effects of food processing and preparation using these functional and technical ingredients.

**Pre-Requisites:** ( ( CULG\_310 ) ) **Course Frequency:** *Fall: Even Years Spring: N/A Summer: N/A*

### **CULG 480 Food Quality and Safety** **Credits: 3**

This course is designed to provide students with comprehensive knowledge of food quality control and safety assurance. It covers all the aspects of quality assurance and safety practice in the food industry, such as and specifications of quality assurance (QA), sensorial and instrumental evaluation techniques, current federal regulatory requirements and food safety practice. Students also learn how to develop, implement, and maintain a sanitation plan, which is Hazard Analysis and Critical Control Points (HACCP). This course includes a hands-on lab component.

**Pre-Requisites:** ( ( CULG\_310 ) ) **Course Frequency:** *Fall: N/A Spring: Even Years Summer: N/A*

### **CULG 486 Special Topics** **Credits: 1 - 4**

This course is designed to provide an opportunity for students to experience a special or experimental curriculum enrichment course.

**Course Frequency:** *Fall: Dept Discretion Spring: N/A Summer: N/A*

### **CULG 490 Food Product Development II**

**Credits: 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.

**Pre-Requisites:** ( ( CULG\_390 ) ) and senior status. **Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

### **CULG 494 Independent Study**

**Credits: 1 - 3**

Independent study and research within the Culinology area. Course restricted to Culinology majors with consent of Culinology advisor and selected instructor only.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: N/A*

### **CULG 498 Internship**

**Credits: 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.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: N/A*

### **CULG 499 Internship**

**Credits: 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.

**Pre-Requisites:** ( ( CULG\_498 ) ) and junior status. **Course Frequency:** *Fall: All Years Spring: All Years Summer: All Years*

## Education

<b>Department Office:</b>	IL 229
<b>Phone Number:</b>	507-537-7115
<b>Staff &amp; Faculty:</b>	Frankie Albitz, Michelle Beach, Brad Bigler, Paul Blanchard, Rhonda Bonnstetter, Bailey Bouman, Terry Culhane, John Engstrom, Bryan Hiller, Sarah Huseby, Erin Kasmarik-Mallett, Dennis Lamb, Bruce Locklear, Tanya McCoss-Yerigan, Jesse Nelson, Kandy Noles Stevens, Lori Reese, Lon Richardson, Mary Risacher, Cory Sauter, Wendy Schoolmeester, Nick Smith, Marilyn Strate, LeAnne Syring, Debbie VanOverbeke, Sonya Vierstraete, Marty Wahle, Tom Webb, Brittani Wiese

### 4-Year Mustang Academic Plan (MAP):

[Bachelor of Science: Early Childhood Education](#)

[Download MAP](#)

[Bachelor of Science: Elementary Education](#)

[Download MAP](#)

[Educational Studies \(Non-Licensure\) with Early Childhood Emphasis](#)

[Download MAP](#)

[Educational Studies \(Non-Licensure\) with School-Age Recreation Emphasis](#)

[Download MAP](#)

[Educational Studies \(Non-Licensure\) with Youth-at-Risk Emphasis](#)

[Download MAP](#)

[Bachelor of Science: Teaching English as a Second Language \(TESL\) K-12](#)

[Download MAP](#)

### SMSU Education Department Mission and Vision

**Mission:** *The mission of the Professional Education program at Southwest Minnesota State University is to create inclusive 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 in pursuit of excellence in a culturally responsive education.*

**Vision:** *Inclusive communities of practice investigating learning and teaching.*

### Communities of Practice Investigating Learning and Teaching

Each student admitted to Teacher Education receives a Teacher Education Program Orientation Guide, which identifies outcomes of the program and describes the research base for the conceptual framework, “Communities of Practice Investigating Learning and Teaching.” The orientation guide 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](#).”

#### Physical Education in Education

Please see subsection entitled, “[Physical 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 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

Early Childhood Special Education, Music (Vocal or Instrumental), Physical Education, Special Education-Academic Behavioral Specialist, Teaching English as a Second Language, and Visual Arts. Grades 5-12 secondary licensure is available in Agricultural Education, Communication Arts/Literature + Speech, Communication Arts/Literature + English, 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.

### Applying to the Teacher Education Programs

For information on applying to the SMSU Teacher Education Program, see the [Education Department webpage](#).

## Bachelor of Science: Early Childhood Education(79 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.

<b>ED 101</b>	Introduction to Education and Lab	Credits: 3
<b>ED 102</b>	Tech:Classroom Applications & Portfolio	Credits: 2

*The following courses are taken as a block by sophomore students:*

Notes:

Transfer students may take them separately if necessary.

<b>ED 251</b>	Introduction to Child Growth & Development	Credits: 3
<b>ED 315</b>	Play & Creative Activities & Lab	Credits: 3
<b>ED 330</b>	Curriculum, Methods, & Assessments in Early Childhood & Lab	Credits: 3
<b>ED 331</b>	Infants and Toddlers	Credits: 3
<b>ED 418</b>	Kindergarten Methods & LAB	Credits: 3
<b>SPED 290</b>	Introduction to Special Needs and Lab	Credits: 3

Choose one:

<b>ED 312</b>	Human Relations for Teachers	Credits: 3
<b>SOCI 331</b>	Racial & Ethnic Relations in America	Credits: 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.)

<b>ED 275</b>	Foundations: Parent-Child Relationships	Credits: 2
<b>ED 401</b>	Children's Literature	Credits: 2
<b>ED 456</b>	Practicum in ECE Leadership	Credits: 2
<b>HLTH 290</b>	Wellness, Safety, & Nutrition from Birth to Grade 3	Credits: 3
<b>SPED 470</b>	Collaboration in Educational Settings	Credits: 3
<b>TESL 431</b>	Foundations of Teaching ESL & Lab	Credits: 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.

<b>ED 402</b>	Early Literacy and Linguistics and Lab	Credits: 3
<b>ED 403</b>	English Language Arts Methods & LAB	Credits: 3
<b>ED 404</b>	Literacy Methods & LAB	Credits: 3
<b>ED 423</b>	Classroom Management Theories & Practices & Lab	Credits: 3
<b>ED 424</b>	Mathematics Methods/Assessments & Lab	Credits: 3

<b>ED 425</b>	Elementary Science Methods & LAB	Credits: 3
<b>ED 426</b>	Elementary Social Studies Methods & LAB	Credits: 3
<b>ED 455</b>	Leadership Issues in Early Childhood	Credits: 3
<b>ED 458</b>	Action Research	Credits: 3
<b>ED 459</b>	Professional Development & Action Research	Credits: 1
<b>ED 459L</b>	Pre-Student Teaching Experience	Credits: 0

*Twelve (12) credits of student teaching are required for a semester-length experience:*

<b>ED 462</b>	Student Teaching: Birth - Grade 3	Credits: 12
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Total Credits: **79**

## **Bachelor of Science: Elementary Education(75 Credits)**

### **I. Elementary Education major core course requirements:**

*The following courses are taken as a block by incoming freshmen students:*

<b>ED 101</b>	Introduction to Education and Lab	Credits: 3
<b>ED 102</b>	Tech:Classroom Applications & Portfolio	Credits: 2

*The following courses are recommended during the sophomore year:*

<b>ED 251</b>	Introduction to Child Growth & Development	Credits: 3
<b>ED 418</b>	Kindergarten Methods & LAB	Credits: 3
<b>MATH 110</b>	College Algebra	Credits: 3
<b>MATH 129</b>	Mathematics for Elementary Education	Credits: 3
<b>SPED 290</b>	Introduction to Special Needs and Lab	Credits: 3

Notes:

NOTE: Prerequisite: MATH 110 must be taken prior to enrolling in MATH 129.

Choose one:

<b>ED 312</b>	Human Relations for Teachers	Credits: 3
<b>SOCI 331</b>	Racial & Ethnic Relations in America	Credits: 3

*The following courses may be taken either before or after the student has been admitted to the Teacher Education Program:*

<b>ART 270</b>	Art Education/Elementary	Credits: 3
<b>ED 401</b>	Children's Literature	Credits: 2
<b>MUS 391</b>	Teaching Music in Elementary Schools	Credits: 3
<b>PE 381</b>	Elementary School Physical Education	Credits: 2
<b>TESL 431</b>	Foundations of Teaching ESL & Lab	Credits: 3

*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.

(Spring) ED 302, ED 304/304L, ED 363, ED 444.

*Courses taken during junior year have a common lab placement for the year.*

Courses that may be taken EITHER junior or senior year: HLTH 491, ED 423, ED 453.

<b>ED 402</b>	Early Literacy and Linguistics and Lab	Credits: 3
<b>ED 403</b>	English Language Arts Methods & LAB	Credits: 3
<b>ED 403</b>	English Language Arts Methods & LAB	Credits: 3
<b>ED 404</b>	Literacy Methods & LAB	Credits: 3
<b>ED 404</b>	Literacy Methods & LAB	Credits: 3
<b>ED 423</b>	Classroom Management Theories & Practices & Lab	Credits: 3
<b>ED 423</b>	Classroom Management Theories & Practices & Lab	Credits: 3
<b>ED 424</b>	Mathematics Methods/Assessments & Lab	Credits: 3
<b>ED 424</b>	Mathematics Methods/Assessments & Lab	Credits: 3
<b>ED 425</b>	Elementary Science Methods & LAB	Credits: 3
<b>ED 425</b>	Elementary Science Methods & LAB	Credits: 3
<b>ED 426</b>	Elementary Social Studies Methods & LAB	Credits: 3
<b>ED 426</b>	Elementary Social Studies Methods & LAB	Credits: 3
<b>ED 453</b>	Assessment in Education	Credits: 2

<b>ED 453</b>	Assessment in Education _____	Credits: 2
<b>ED 458</b>	Action Research _____	Credits: 3
<b>ED 458</b>	Action Research _____	Credits: 3
<b>ED 459</b>	Professional Development & Action Research _____	Credits: 1
<b>ED 459</b>	Professional Development & Action Research _____	Credits: 1
<b>ED 459L</b>	Pre-Student Teaching Experience _____	Credits: 0
<b>ED 459L</b>	Pre-Student Teaching Experience _____	Credits: 0
<b>HLTH 491</b>	Elementary School Health Education _____	Credits: 2

*Twelve (12) credits of student teaching are required for a semester-length experience:*

Notes:

(Student teaching may include two placements, depending on licensure.)

<b>ED 463</b>	Student Teaching: PreK - Grade 6 _____	Credits: 12
<b>ED 464</b>	Student Teaching: K - Grade 8 _____	Credits: 12

Notes:

\* Refer to Education Program for course number needed for your area.

#### **Bachelor of Science: Elementary 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: 75

### **Bachelor of Science: Teaching English as a Second Language (TESL) K-12(76 Credits)**

I. Education Core Requirements: (55 Credits)

*The following courses are taken as a block by incoming freshmen students:*

<b>ED 101</b>	Introduction to Education and Lab _____	Credits: 3
<b>ED 102</b>	Tech: Classroom Applications & Portfolio _____	Credits: 2

*The following courses are recommended during the sophomore year:*

<b>SPED 290</b>	Introduction to Special Needs and Lab _____	Credits: 3
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*Choose one:*

<b>ED 251</b>	Introduction to Child Growth & Development _____	Credits: 3
<b>PSYC 341</b>	Child & Adolescent Psychology _____	Credits: 3

*The following courses may be taken either before or after the student has been admitted to the Teacher Education Program:*

<b>ED 346</b>	Children's Literature _____	Credits: 2
<b>ED 402</b>	Early Literacy and Linguistics and Lab _____	Credits: 3

*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 361, ED 402, ED 443.

(Spring) ED 302, TESL 304/304L.

*Courses taken during junior year have a common lab placement for the year.*

Courses that may be taken EITHER junior or senior year: HLTH 491, ED 423, ED 453.

<b>ED 402</b>	Early Literacy and Linguistics and Lab _____	Credits: 3
<b>ED 403</b>	English Language Arts Methods & LAB _____	Credits: 3
<b>ED 404</b>	Literacy Methods & LAB _____	Credits: 3
<b>ED 424</b>	Mathematics Methods/Assessments & Lab _____	Credits: 3
<b>ED 458</b>	Action Research _____	Credits: 3
<b>TESL 304</b>	Professional Development & Classroom Applications _____	Credits: 1
<b>TESL 304L</b>	Pre-Student Teaching Experience in TESL Practicum _____	Credits: 0 - 1

*Choose one:*

<b>ED 312</b>	Human Relations for Teachers _____	Credits: 3
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<b>SOCI 331</b>	Racial & Ethnic Relations in America _____	Credits: 3
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Choose one course with lab:

<b>ED 301</b>	The Teaching & Learning Process & Lab _____	Credits: 3
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<b>ED 423</b>	Classroom Management Theories & Practices & _____	Credits: 3
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Lab \_\_\_\_\_

Twelve (12) credits of student teaching are required for a semester-length experience:

Notes:

(Student teaching may include two placements, depending on licensure.)

<b>TESL 466</b>	Student Teaching in TESL; K-12 & Seminar _____	Credits: 12
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Notes:

\* Refer to Education Program for course number needed for your area.

## II. Teaching English as a Second Language (TESL) Requirements: (21 Credits)

<b>ED 447</b>	Teaching of Literacy _____	Credits: 3
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<b>TESL 431</b>	Foundations of Teaching ESL & Lab _____	Credits: 3
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<b>TESL 432</b>	Understanding Second Language Acquisition _____	Credits: 3
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<b>TESL 433</b>	Assessment in TESL _____	Credits: 3
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<b>TESL 434</b>	Second Language Literacy & Linguistics _____	Credits: 3
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<b>TESL 435</b>	TESL Methods & Lab _____	Credits: 3
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<b>TESL 436</b>	TESL Partnerships _____	Credits: 3
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Total Credits: 76

## Bachelor of Science: Educational Studies (Non-Licensure)(55 Credits)

Note: Educational Studies (non-licensure) major cannot be awarded if you are also completing a major that leads to licensure.

### I. Core Required Courses: (33 Credits)

<b>ED 101</b>	Introduction to Education and Lab _____	Credits: 3
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<b>ED 102</b>	Tech:Classroom Applications & Portfolio _____	Credits: 2
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<b>SPED 290</b>	Introduction to Special Needs and Lab _____	Credits: 3
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<b>SPED 460</b>	Positive Behavior Support in Special Education _____	Credits: 3
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<b>SPED 470</b>	Collaboration in Educational Settings _____	Credits: 3
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<b>TESL 431</b>	Foundations of Teaching ESL & Lab _____	Credits: 3
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<b>TESL 436</b>	TESL Partnerships _____	Credits: 3
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Choose one child development course:

<b>ED 251</b>	Introduction to Child Growth & Development _____	Credits: 3
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<b>PSYC 341</b>	Child & Adolescent Psychology _____	Credits: 3
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Choose one human relations course:

<b>ED 312</b>	Human Relations for Teachers _____	Credits: 3
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<b>SOCI 331</b>	Racial & Ethnic Relations in America _____	Credits: 3
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Enroll for three credits (3):

<b>ED 461</b>	Educational Studies Practicum _____	Credits: 1 - 12
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### II. Choose one emphasis: (19 Credits)

#### I. Early Childhood Emphasis

<b>ED 275</b>	Foundations: Parent-Child Relationships _____	Credits: 2
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<b>ED 315</b>	Play & Creative Activities & Lab _____	Credits: 3
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<b>ED 330</b>	Curriculum, Methods, & Assessments in Early Childhood _____	Credits: 3
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& Lab \_\_\_\_\_

<b>ED 331</b>	Infants and Toddlers _____	Credits: 3
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<b>ED 404</b>	Literacy Methods & LAB _____	Credits: 3
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<b>HLTH 110</b>	First Aid and Safety/CPR _____	Credits: 2
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<b>HLTH 290</b>	Wellness, Safety, & Nutrition from Birth to Grade 3 _____	Credits: 3
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<b>HOSP 120</b>	Food Sanitation and Safety _____	Credits: 1
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#### II. School-Age Recreation Emphasis:



<b>ART 270</b>	Art Education/Elementary	Credits: 3
<b>HLTH 110</b>	First Aid and Safety/CPR	Credits: 2
<b>HLTH 290</b>	Wellness, Safety, & Nutrition from Birth to Grade 3	Credits: 3
<b>MUS 391</b>	Teaching Music in Elementary Schools	Credits: 3
<b>PE 200</b>	Recreational Sports & Games	Credits: 3
<b>PE 381</b>	Elementary School Physical Education	Credits: 2

Choose one:

<b>PE 360</b>	Introduction to Recreation, Parks, and Community Education	Credits: 3
<b>PE 400</b>	Recreation Program Planning	Credits: 3

## III. Youth-at-Risk Emphasis

<b>SOCI 211</b>	Marriage and the Family	Credits: 3
<b>SOCI 220</b>	Social Problems	Credits: 3
<b>SOCI 270</b>	Gender Issues	Credits: 3
<b>SOCI 420</b>	Family & Intimate Partner Violence	Credits: 3

Choose six credits from the following:

<b>JUAD 238</b>	Restorative Justice Circle Process	Credits: 1
<b>JUAD 304</b>	Victimology	Credits: 3
<b>JUAD 338</b>	Youth & Crime	Credits: 3
<b>JUAD 385</b>	Crime: Race, Poverty & Social Policy	Credits: 3
<b>JUAD 460</b>	Rehabilitation & Prevention	Credits: 3

Choose three credits from the following:

<b>PSYC 287</b>	Mental Health Topics	Credits: 1
<b>PSYC 339</b>	Positive Psychology	Credits: 3
<b>PSYC 487</b>	Mental Health Topics Applied	Credits: 1

Total Credits: **55****Minor: Communication Arts/Literature, Gr. 5-8(28 Credits)****A. Required Courses: (25 Credits)**

Notes:

Note: Students must maintain a minimum of "C" grades in these courses.

<b>COMM 200</b>	Small Group Communication	Credits: 3
<b>COMM 220</b>	Storytelling in Modern Communication	Credits: 3
<b>COMM 330</b>	Mass Media and Society	Credits: 3
<b>ED 411</b>	Middle Level Methods: Communication Arts/Literature & LAB	Credits: 2
<b>ED 430</b>	Reading in the Content Areas	Credits: 2
<b>ENG 107</b>	Introduction to Creative Writing	Credits: 3
<b>ENG 361</b>	Advanced Composition	Credits: 3
<b>ENG 365</b>	Modern Grammar	Credits: 3
<b>LIT 410</b>	Literacy & Literature for Adolescents	Credits: 3

One of the following Literature courses:

<b>LIT 261</b>	Novel	Credits: 3
<b>LIT 262</b>	Short Story	Credits: 3
<b>LIT 263</b>	Poetry	Credits: 3
<b>LIT 264</b>	World Drama	Credits: 3

Total Credits: **28****Minor: K-8 Spanish Education(24 Credits)**

A. Required Courses:

**1. Spanish Requirements**

<b>SPAN 205</b>	Intermediate Spanish	Credits: 5
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<b>SPAN 311</b>	Spanish Composition & Conversation _____	Credits: 3
<b>SPAN 312</b>	Spanish Composition & Conversation _____	Credits: 3
2. Spanish Electives (choose 6 credits)		
<b>SPAN 321</b>	Study of 20th Century Literature _____	Credits: 3
<b>SPAN 341</b>	Spanish Culture & Civilization _____	Credits: 3
<b>SPAN 342</b>	Latin Amer Culture & Civilization _____	Credits: 3
<b>SPAN 465</b>	Independent Studies in Spanish _____	Credits: 1 - 3

Total Credits: **24**

### Minor: Mathematics, Gr. 5-8(25 Credits)

#### A. Required Courses: (26 Credits)

<b>ED 412</b>	Middle Level Methods: Mathematics & LAB _____	Credits: 2
<b>ED 430</b>	Reading in the Content Areas _____	Credits: 2
<b>MATH 150</b>	Calculus I _____	Credits: 5
<b>MATH 151</b>	Calculus II _____	Credits: 4
<b>MATH 200</b>	Intro to Statistics _____	Credits: 3
<b>MATH 300</b>	Modern Geometry _____	Credits: 3
<b>MATH 320</b>	Foundations of Mathematics _____	Credits: 3
<b>MATH 325</b>	Combinatorics & Graph Theory _____	Credits: 3

Total Credits: **25**

### Minor: Middle School Science, Gr. 5-8(32 Credits)

#### A. Required Courses (32 Credits)

<b>ED 413</b>	Middle Level Methods: Science & LAB _____	Credits: 2
<b>ED 430</b>	Reading in the Content Areas _____	Credits: 2

#### 1. Earth Science

<b>ENVS 101</b>	Physical Geology _____	Credits: 3
<b>ENVS 101L</b>	Physical Geology Lab _____	Credits: 1
<b>ENVS 102</b>	Historical Geology _____	Credits: 3
<b>ENVS 102L</b>	Historical Geology Lab _____	Credits: 1

#### 2. Physical Science

<b>CHEM 121</b>	Basic Chemistry _____	Credits: 3
<b>CHEM 121L</b>	Basic Chemistry Lab _____	Credits: 1

Choose one Physics course with its corresponding lab:

<b>PHYS 100</b>	Our Physical Universe _____	Credits: 3
<b>PHYS 100L</b>	Our Physical Universe Lab _____	Credits: 1
<b>PHYS 121</b>	Introduction to Astronomy _____	Credits: 3
<b>PHYS 121L</b>	Introduction to Astronomy Lab _____	Credits: 1
<b>PHYS 141</b>	College Physics I _____	Credits: 3
<b>PHYS 141L</b>	College Physics I Lab _____	Credits: 1

#### 3. Life Science

<b>BIOL 200</b>	Introduction to Cellular Biology _____	Credits: 3
<b>BIOL 200L</b>	Introduction to Cellular Biology Lab _____	Credits: 1
<b>BIOL 201</b>	Introduction to Biodiversity & Evolution _____	Credits: 3
<b>BIOL 201L</b>	Introduction to Biodiversity & Evolution Lab _____	Credits: 1

#### 4. Environmental Science

<b>ENVS 180</b>	Environmental Science: Introduction _____	Credits: 3
<b>ENVS 180L</b>	Environmental Science: Introduction Lab _____	Credits: 1

Total Credits: **32****Minor: Preprimary Education, Ages 3-5(17 Credits)****A. Required Courses: (17 Credits)**

<b>ED 275</b>	Foundations: Parent-Child Relationships _____	Credits: 2
<b>ED 315</b>	Play & Creative Activities & Lab _____	Credits: 3
<b>ED 330</b>	Curriculum, Methods, & Assessments in Early Childhood _____	Credits: 3
	& Lab _____	
<b>ED 455</b>	Leadership Issues in Early Childhood _____	Credits: 3
<b>HLTH 290</b>	Wellness, Safety, & Nutrition from Birth to Grade 3 _____	Credits: 3
<b>SPED 470</b>	Collaboration in Educational Settings _____	Credits: 3

Total Credits: **17****Minor: Reading (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)

<b>ED 402</b>	Early Literacy and Linguistics and Lab _____	Credits: 3
<b>ED 502</b>	Early Literacy and Linguistics & LAB _____	Credits: 3

Choose one: (3 Credits)

<b>ED 446</b>	Advanced Developmental Reading Methods & Research _____	Credits: 3
<b>ED 546</b>	Advanced Developmental Reading Methods & Research _____	Credits: 3

Choose one: (3 Credits)

<b>ED 447</b>	Teaching of Literacy _____	Credits: 3
<b>ED 547</b>	Teaching of Literacy _____	Credits: 3

Choose one: (3 Credits)

<b>ED 450</b>	Reading Assessment & Evaluation _____	Credits: 3
<b>ED 550</b>	Reading Assessment & Evaluation _____	Credits: 3

Choose one: (3 Credits)

<b>ED 451</b>	Differentiated Reading Instruction _____	Credits: 3
<b>ED 551</b>	Differentiation in Reading Instruction _____	Credits: 3

Total Credits: **15****Minor: Social Studies, Gr. 5-12(43 Credits)****A. Required Courses (40 Credits)**

<b>ED 414</b>	Middle Level Methods: Social Science & LAB _____	Credits: 2
<b>ED 430</b>	Reading in the Content Areas _____	Credits: 2

**1. Anthropology and Indigenous Nations & Dakota Studies**

<b>ANTH 116</b>	Cultural Anthropology _____	Credits: 3
<b>INDS 1XX</b>	Any INDS Course _____	Credits: 3

**2. Economics**

<b>ECON 201</b>	Principles of Microeconomics _____	Credits: 3
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**3. History**

<b>HIST 210</b>	Contemporary World History _____	Credits: 3
<b>HIST 222</b>	Modern America: History of the U.S. from 1865 to the Present _____	Credits: 3
<b>HIST 395</b>	Minnesota History _____	Credits: 3

4. Political Science  
**POL 117** Introduction to Government & Politics \_\_\_\_\_ Credits: 3

5. Psychology  
**PSYC 101** General Psychology \_\_\_\_\_ Credits: 3  
**PSYC 341** Child & Adolescent Psychology \_\_\_\_\_ Credits: 3

6. Geography  
**GEOG 101** Introduction to Geography \_\_\_\_\_ Credits: 3  
**HIST 310** Environmental History \_\_\_\_\_ Credits: 3

7. Sociology  
**SOCI 101** Introduction to Sociology \_\_\_\_\_ Credits: 3

*Choose one of the following:*

**SOCI 313** Self and Society \_\_\_\_\_ Credits: 3  
**SOCI 318** Forces for Social Change \_\_\_\_\_ Credits: 3  
**SOCI 331** Racial & Ethnic Relations in America \_\_\_\_\_ Credits: 3

Total Credits: **43**

### **Minor: Teaching English as a Second Language (TESL) K-12(15 Credits)**

Select 12 Credits from the following:

**ED 402** Early Literacy and Linguistics and Lab \_\_\_\_\_ Credits: 3  
**ED 447** Teaching of Literacy \_\_\_\_\_ Credits: 3  
**TESL 432** Understanding Second Language Acquisition \_\_\_\_\_ Credits: 3  
**TESL 433** Assessment in TESL \_\_\_\_\_ Credits: 3  
**TESL 434** Second Language Literacy & Linguistics \_\_\_\_\_ Credits: 3  
**TESL 435** TESL Methods & Lab \_\_\_\_\_ Credits: 3  
**TESL 436** TESL Partnerships \_\_\_\_\_ Credits: 3

Total Credits: **15**

### **K-12 or 5-12 Licensure Curriculum( Credits)**

#### **K-12 Majors:**

K-12 Music: Instrumental or Vocal (Music Education)

K-12 Physical Education

K-12 Visual Arts (Art Education)

#### **Secondary Education Majors:**

5-12 Agricultural Education

9-12 Biology Education

9-12 Chemistry Education

5-12 Communication Arts: Literature or Communication Studies/Secondary Education

5-12 Health Education

5-12 Mathematics Education

5-12 Majors: Social Science Licensure with Content Major: history, psychology, political science, or sociology (Minor: Social Studies, Gr. 5-8)

5-8 General Science Licensure (Minor: Middle School Science, Gr. 5-8)

### **I. Professional Secondary Education Sequence: (32 Credits)**

**ED 101** Introduction to Education and Lab \_\_\_\_\_ Credits: 3  
**ED 102** Tech:Classroom Applications & Portfolio \_\_\_\_\_ Credits: 2  
**ED 301** The Teaching & Learning Process & Lab \_\_\_\_\_ Credits: 3  
**ED 304** Professional Development & Classroom Applications \_\_\_\_\_ Credits: 1  
**ED 304L** Pre-Student Teaching Experience Practicum \_\_\_\_\_ Credits: 0 - 1  
**ED 430** Reading in the Content Areas \_\_\_\_\_ Credits: 2  
**PSYC 341** Child & Adolescent Psychology \_\_\_\_\_ Credits: 3  
**SPED 290** Introduction to Special Needs and Lab \_\_\_\_\_ Credits: 3

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.

Choose one of the following:

**ED 312** Human Relations for Teachers \_\_\_\_\_ Credits: 3

**SOCI 331** Racial & Ethnic Relations in America \_\_\_\_\_ Credits: 3

Choose one of the following Student Teaching Sections:

**ED 466** Student Teaching: K - Grade 12 \_\_\_\_\_ Credits: 12

**ED 469** Student Teaching: Grade 5 - 12 \_\_\_\_\_ Credits: 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)

**AGED 401** Agricultural Education: 5-12 Methods \_\_\_\_\_ Credits: 2

**ART 270** Art Education/Elementary \_\_\_\_\_ Credits: 3

**ART 370** Art Education/Secondary \_\_\_\_\_ Credits: 3

**ED 405** Secondary Methods: Language Arts \_\_\_\_\_ Credits: 3

**ED 406** Secondary Methods: Mathematics \_\_\_\_\_ Credits: 3

**ED 407** Secondary Methods: Science \_\_\_\_\_ Credits: 3

**ED 408** Secondary Methods: Social Science \_\_\_\_\_ Credits: 3

**HLTH 492** Organization and Application of Health Education: 5-12 \_\_\_\_\_ Credits: 3

**MUS 392** Elementary School Music Methods and Materials \_\_\_\_\_ Credits: 2

**MUS 393** Secondary Ensemble & Classroom Methods \_\_\_\_\_ Credits: 3

**PE 401** K-12 Physical Education Methods & Lab \_\_\_\_\_ Credits: 3

## III. Requirements of major and/or minor fields of study:

Notes:

See descriptions listed under program areas of the online catalog.

Total Credits:

## Course Descriptions

### CRED 410 Instructional Strategies for Community & Technical Colleges Credits: 2

This course is designed to prepare teachers to improve student learning in community and technical colleges. The course will provide students with an overview of the historical, social, and current direction of adult learning theory. It will also explore a variety of traditional and innovative modes of instruction that could be effectively used in the instruction of adults.

**Course Frequency:** Fall: All Years Spring: All Years Summer: All Years

### CRED 420 Assessment & Evaluation of Student Learning for Community & Tech Colleges Credits: 2

This is a two-credit undergraduate/graduate course with a focus on both improving and promoting learning in community and technical colleges. A variety of traditional and innovative assessment and evaluation

strategies/methods will be addressed that will enhance teaching and learning as a dynamic process to foster student learning. This course will focus on the construction, interpretation, use, and evaluation of student assessment/evaluation methods and tools based on the course/discipline/program outcomes in concert with theoretical assumptions that give meaning to such methods.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: All Years*

### **CRED 430 Curriculum Planning & Design for Community & Technical Colleges** **Credits: 2**

This is a two-credit undergraduate/graduate course focused on the development of curriculum and the instructional design of courses within a curriculum in community and technical colleges. Emphasis will be on curriculum and course development focused on educational outcomes and adult learning theory.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: All Years*

### **CRED 440 Advanced Practicum** **Credits: 3**

This course is designed to allow students the opportunity to fully incorporate the skills acquired from the three CRED classes listed below into a professional classroom setting at the Community College or Technical College. The setting may be traditional, online, or a hybrid format. The practicum will allow the student to demonstrate their abilities to implement 1)Active Learning Strategies, 2)Assessment, and 3)Course Design skills in their own discipline under the guidance of a master teacher. There will be a minimum of 60 hours required for the completion of the class. The successful completion of this course will also enable the students to receive a "Certificate for Teaching at the Community and Technical College."

**Pre-Requisites:** ( ( CRED\_410 AND CRED\_420 AND CRED\_430 ) ) **Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

### **CRED 510 Instructional Strategies for College & Technical Colleges** **Credits: 2**

This course is designed to prepare teachers to improve student learning in community and technical colleges. The course will provide students with an overview of the historical, social, and current direction of adult learning theory. It will also explore a variety of traditional and innovative modes of instruction that could be effectively used in the instruction of adults.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: All Years*

### **CRED 520 Assessment & Evaluation of Student Learning for Community & Tech Colleges** **Credits: 2**

This is a two-credit undergraduate/graduate course with a focus on both improving and promoting learning in community and technical colleges. A variety of traditional and innovative assessment and evaluation strategies/methods will be addressed that will enhance teaching and learning as a dynamic process to foster student learning. This course will focus on the construction, interpretation, use, and evaluation of student assessment/evaluation methods and tools based on the course/discipline/program outcomes in concert with theoretical assumptions that give meaning to such methods.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: All Years*

### **CRED 530 Curriculum Planning & Design for Community & Technical Colleges** **Credits: 2**

This is a two-credit undergraduate/graduate course focused on the development of curriculum and the

instructional design of courses within a curriculum in community and technical colleges. Emphasis will be on curriculum and course development focused on educational outcomes and adult learning theory.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: N/A*

### **ECSE 304 Professional Development & Classroom Applications in ECSE Credits: 1**

This required 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. Concurrent enrollment in ECSE 304 and ECSE 441 is required. Admission to the Teacher Education Program is required.

**Pre-Requisites:** ( ( ECSE\_422 AND ECSE\_432 AND ECSE\_442 ) OR ( SPED\_422 AND SPED\_432 AND SPED\_442 ) ) **Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

### **ECSE 304L Pre-Student Teaching Experience in ECSE Practicum Credits: 0 - 1**

This lab will allow teacher candidates a 10-day classroom experience in preparation for student teaching with the implementation of the edTPA - Teacher Performance Assessment.

**Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

### **ECSE 422 ECSE Foundations Credits: 3**

Foundations in the field of early childhood special education. This includes history, philosophical perspectives, characteristics, policy, and collaboration.

**Pre-Requisites:** ( ( ED\_251 AND SPED\_290 ) ) **Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

### **ECSE 432 Infants, Toddlers, & Families in ECSE & Lab Credits: 3**

Current research and recommended practices for early intervention will guide the study of methods, materials, and transitions employed in natural environments with typically and atypically developing infants and toddlers, birth through 35 months. The key role of the family is integrated into the course and includes working with families in the IFSP/IEP development process. This course involves a 15-hour field experience.

**Pre-Requisites:** ( ( ED\_251 ) ) **Course Frequency:** *Fall: N/A Spring: N/A Summer: All Years*

### **ECSE 441 Assessment and Curriculum in Early Childhood Special Education & Lab Credits: 4**

This course is designed to provide individuals seeking the early childhood special educator license with an opportunity to integrate and reflect on theory and practice related to the evaluation, planning, and supporting

preschoolers (ages birth through 6) with diverse abilities. Specifically, individuals will have opportunities to learn various assessment strategies and tools, practice implementing a comprehensive evaluation, develop an Individualized Education Plan (IEP), and design individual, small and large group activities to meet a child's IEP goals in an inclusive early childhood setting. This course includes 30-hours field experience in an integrated public school Early Childhood Special Education setting ages birth through age 6.

**Pre-Requisites:** ( ( ED\_251 AND SPED\_290 AND ECSE\_422 ) ) and ( Requires minimum credits: 60 )

**Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

### **ECSE 442 Programming for ECSE**

**Credits: 3**

A study of current research and evidence-based practices for instructional, medical, and social needs of infants, toddlers, preschoolers, and primary students, ages birth through 6, and their families.

**Pre-Requisites:** ( ( ED\_251 AND SPED\_290 AND ECSE\_422 ) ) **Course Frequency:** *Fall: N/A Spring: N/A*

*Summer: All Years*

### **ECSE 452 Transitions in ECSE**

**Credits: 2**

This course will prepare the candidate for assessment, the educational process, and transitions for young children with special needs. Topics include collaboration with families to determine appropriate individualized planning and placements of young children birth through age 6.

**Pre-Requisites:** ( ( ECSE\_422 AND ECSE\_432 AND ECSE\_442 ) ) **Course Frequency:** *Fall: N/A Spring:*

*All Years Summer: N/A*

### **ECSE 459 Professional Development & Action Research**

**Credits: 1**

This required 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. Students taking the course will complete their Pre-Student Teaching Experience.

**Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

### **ECSE 459L Pre-Student Teaching Experience**

**Credits: 0 - 1**

This required 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. Students taking the course will complete their pre-student teaching experience.

**Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

### **ECSE 462 Student Teaching in ECSE**

**Credits: 12**

A supervised student teaching experience providing an opportunity to relate theory to practice in a home- and center-based educational setting for infants/toddlers/preschoolers birth through age 6.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: N/A*

### **ECSE 467 Advanced Student Teaching in Early Childhood Special Education**

**Credits: 1 - 12**

This course is intended for students who are not yet licensed but who are completing the requirements for a



second or third, etc., licensure field. Additional weeks of supervised practice teaching in the area of Early Childhood Special Education in an elementary and/or secondary school setting.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: N/A*

### **ECSE 522 ECSE Foundations**

**Credits: 3**

Foundations in the field of early childhood special education. This includes history, philosophical perspectives, characteristics, policy, and collaboration.

**Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

### **ECSE 532 Infants, Toddlers, & Families in ECSE & Lab**

**Credits: 3**

Current research and recommended practices for early intervention will guide the study of methods, materials, and transitions employed in natural environments with typically and atypically developing infants and toddlers, birth through 35 months. The key role of the family is integrated into the course and includes working with families in the IFSP/IEP development process. This course involves a 15-hour field experience.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: All Years*

### **ECSE 541 Assessment and Curriculum in Early Childhood Special Education & Lab**

**Credits: 4**

This course is designed to provide individuals seeking the early childhood special educator license with an opportunity to integrate and reflect on theory and practice related to the evaluation, planning, and supporting preschoolers (ages birth through 6) with diverse abilities. Specifically, individuals will have opportunities to learn various assessment strategies and tools, practice implementing a comprehensive evaluation, develop an Individualized Education Plan (IEP), and design individual, small and large group activities to meet a child's IEP goals in an inclusive early childhood setting. This course includes 30-hours field experience in an integrated public school Early Childhood Special Education setting ages birth through age 6.

**Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

### **ECSE 542 Programming for ECSE**

**Credits: 3**

A study of current research and evidence-based practices for instructional, medical, and social needs of infants, toddlers, preschoolers, and primary students, ages birth through 6, and their families.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: All Years*

### **ECSE 552 Transitions in ECSE**

**Credits: 2**

This course will prepare the candidate for assessment, the educational process, and transitions for young children with special needs. Topics include collaboration with families to determine appropriate individualized planning and placements of young children birth through age 6.

**Course Frequency:** *Fall: N/A Spring: Even Years Summer: N/A*

### **ECSE 559 Professional Development & Action Research**

**Credits: 1**

This required 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. Students taking the course will complete their Pre-Student Teaching Experience.

**Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

**ECSE 559L Pre-Student Teaching Experience****Credits: 0 - 1**

This required 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. Students taking the course will complete their pre-student teaching experience.

**Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

**ECSE 582 ECSE Practicum in Special Education: Birth - age 3****Credits: 3**

A supervised field experience and critical study combined to provide an opportunity to relate theory to practice in a home-based and center-based educational setting for infants/toddlers/preschool through age three.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: All Years*

**ECSE 592 ECSE Practicum in Special Education: Ages 3-6 years****Credits: 3**

A supervised field experience and critical study combined to provide an opportunity to relate theory to practice in a center-based educational setting for preschoolers and kindergartners.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: All Years*

**ED 101 Introduction to Education and Lab****Credits: 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. Fifteen hours of field experience is included.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: N/A*

**ED 102 Tech:Classroom Applications & Portfolio****Credits: 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.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: N/A*

**ED 115 Understanding & Preventing Violence & Abuse****Credits: 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

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

**ED 200 Introduction to Education Lab****Credits: 1**

ED 200 provides a field experience for early childhood, elementary, and secondary education students interested in the teaching profession. It is intended for students who need an introductory field experience. The lab involves a minimum of 15 hours assisting in a classroom.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: N/A*

### **ED 251 Introduction to Child Growth & Development**

**Credits: 3**

This is an introductory study of child growth and development from conception through adolescence with a concentration on the physical, cognitive, and social-emotional domains of development. Emphasis areas of the course include: historical foundations and theories associated with the study of child development, the research process, the implications of teaching and learning, student diversity and pertinent topics associated with the possible effect of environment and behavior on prenatal development through adolescence.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: N/A*

### **ED 275 Foundations: Parent-Child Relationships**

**Credits: 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.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: N/A*

### **ED 286 Special Topics in Education**

**Credits: 1 - 4**

This course is designed to provide an opportunity for students to experience a special or experimental curriculum enrichment course.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

### **ED 292 Honors Credit in Education**

**Credits: 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.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

### **ED 296 Workshop in Education**

**Credits: 0 - 4**

Special workshops created and designed according to the needs of the participants. Offered in different formats and time spans.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: Dept Discretion*

### **ED 300L Pre-Student Teaching Experience Practicum for Secondary Majors**

**Credits: 0 - 1**

This course is intended to provide a field experience for teacher candidates who are double majoring and need to complete two Pre--Student Teaching Experiences in different placements. Students taking this course will complete an additional Pre-Student Teaching Experience for 5 full days.

**Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

**ED 301 The Teaching & Learning Process & Lab****Credits: 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.

**Course Frequency:** *Fall: All Years Spring: N/A Summer: N/A*

**ED 301L The Teaching & Learning Process Lab****Credits: 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.

**Course Frequency:** *Fall: All Years Spring: N/A Summer: N/A*

**ED 302 Developmental Reading Methods/ Assessment & Lab****Credits: 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.

**Pre-Requisites:** ( ( ED\_220 ) ) **Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

**ED 304 Professional Development & Classroom Applications****Credits: 1**

This required 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. Students taking the course will complete their Pre-Student Teaching Experience (all majors).

**Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

**ED 304L Pre-Student Teaching Experience Practicum****Credits: 0 - 1**

This required lab will provide guidance to teacher candidates as they complete 10 full days of Pre-Student Teaching Experience (PSTE) and Education Teacher Performance Assessment (EdTPA) requirements. Students will be required to actively participate in a school setting by teaching lessons and engaging in day-to-day functions of the classroom. Additionally students will complete Tasks 1, 2, and 3 of EdTPA.

**Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

**ED 312 Human Relations for Teachers****Credits: 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.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: N/A*

**ED 315 Play & Creative Activities & Lab****Credits: 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.

**Course Frequency:** *Fall: All Years Spring: N/A Summer: N/A*

### **ED 318 Kindergarten Methods & Materials**

**Credits: 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.

**Pre-Requisites:** ( ( ED\_101 OR EDFN\_201 ) ) **Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: N/A*

### **ED 320 ELA (English Language Arts) Methods & Assessment**

**Credits: 3**

The course enables teacher candidates to improve communication proficiency as language develops in the child from early childhood through adolescence. With consideration of the academic ELA standards and inclusion of the ELA literacies: reading, writing, listening, speaking, viewing, and visually representing (including media/digital literacy), the focus of the content of English language arts includes: literature, writing, vocabulary, spelling, grammar/language conventions & effective usage, poetry, phonics, and handwriting. This course 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 technology, diversity and the needs of English learners (ELs ). Teacher candidates will complete an informal (self-placed) eight-hour field experience.

**Pre-Requisites:** ( ( ED\_101 OR EDFN\_201 AND ED\_102 ) ) **Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: N/A*

### **ED 330 Curriculum, Methods, & Assessments in Early Childhood & Lab**

**Credits: 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.

**Pre-Requisites:** ( ( ED\_315 ) ) **Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

### **ED 331 Infants and Toddlers**

**Credits: 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.

**Course Frequency:** *Fall: All Years Spring: N/A Summer: N/A*

### **ED 344 Elementary Social Sciences Methods and Lab**

**Credits: 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.

**Course Frequency:** *Fall: Dept Discretion Spring: N/A Summer: N/A*

### **ED 345 Social Studies/Classroom Management & Lab** **Credits: 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.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

### **ED 346 Children's Literature** **Credits: 2**

Includes study of children's literature at pre-primary, kindergarten, and elementary levels, with emphasis on diversity.

**Pre-Requisites:** ( ( ED\_101 OR EDFN\_201 AND ED\_102 AND ED\_251 ) OR ( ED\_101 OR EDFN\_201 AND PSYC\_341 ) ) **Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: N/A*

### **ED 361 Mathematics Methods/Assessments & Lab** **Credits: 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.

**Course Frequency:** *Fall: Dept Discretion Spring: N/A Summer: N/A*

### **ED 363 Science Methods and Assessment & Lab** **Credits: 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.

**Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

### **ED 373 Environmental Education Strategies** **Credits: 3**

This non-licensure course is designed for individuals planning to teach environmental education in a variety of settings. Interdisciplinary issues explored include history and trends in environmental education; goals of environmental literacy, sustainability, advocacy, and education; and research-based best practices of environmental education. The course includes practicum and lab sessions implementing course understandings into experiential learning. Prerequisites: Junior status or permission of instructor.

**Course Frequency:** *Fall: All Years Spring: N/A Summer: N/A*

### **ED 401 Children's Literature** **Credits: 2**

This course is a study of children's literature at pre-primary, kindergarten, and elementary levels, with

emphasis on diversity.

**Pre-Requisites:** ( ( ED\_101 OR EDFN\_201 AND ED\_102 AND ED\_251 ) OR ( ED\_101 OR EDFN\_201 AND PSYC\_341 ) ) **Course Frequency:** *Fall: All Years Spring: All Years Summer: All Years*

### **ED 402 Early Literacy and Linguistics and Lab**

**Credits: 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.

**Course Frequency:** *Fall: All Years Spring: N/A Summer: N/A*

### **ED 403 English Language Arts Methods & LAB**

**Credits: 3**

The course enables teacher candidates to improve communication proficiency as language develops in the child from early childhood through adolescence. With consideration of the academic ELA standards and inclusion of the ELA literacies: reading, writing, listening, speaking, viewing, and visually representing - including media/digital literacy, the focus of the content of English language arts includes: literature, writing, vocabulary, spelling, grammar/language conventions & effective usage, poetry, phonics, and handwriting. This course 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 technology, diversity, and the needs of English learners. Teacher candidates will complete an informal (self-placed) eight-hour field experience.

**Pre-Requisites:** ( ( ED\_101 OR EDFN\_201 AND ED\_102 ) ) **Course Frequency:** *Fall: All Years Spring: All Years Summer: All Years*

### **ED 404 Literacy Methods & LAB**

**Credits: 3**

This course addresses the total spectrum of an inclusive P-6 developmental literacy program, including a study of phonemic, graphemic, and semantic systems, as well as strategies for teaching fluency, vocabulary, writing, and comprehension skills to learners. This course includes a field experience with structured assignments for teaching reading skills to diverse learners in grades P-6.

**Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

### **ED 405 Secondary Methods: Language Arts**

**Credits: 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.

**Course Frequency:** *Fall: Even Years Spring: N/A Summer: N/A*

### **ED 406 Secondary Methods: Mathematics**

**Credits: 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.

**Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

**ED 407 Secondary Methods: Science**

**Credits: 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.

**Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

**ED 408 Secondary Methods: Social Science**

**Credits: 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.

**Course Frequency:** *Fall: Odd Years Spring: N/A Summer: N/A*

**ED 409 K-12 Methods: World Languages & Cultures in Spanish**

**Credits: 4**

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.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

**ED 411 Middle Level Methods: Communication Arts/Literature & LAB**

**Credits: 2**

Study of rationale, curriculum, and special methods relevant to teaching communication arts/literature to diverse students, grades 5-8. A field experience is required with this course. Admission to the Teacher Education Program required.

**Course Frequency:** *Fall: Even Years Spring: N/A Summer: N/A*

**ED 412 Middle Level Methods: Mathematics & LAB**

**Credits: 2**

Study of rationale, curriculum, and special methods relevant to teaching mathematics to diverse students, grades 5-8. A field experience is required with this course. Admission to the Teacher Education Program required.

**Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

**ED 413 Middle Level Methods: Science & LAB**

**Credits: 2**

Study of rationale, curriculum, and special methods relevant to teaching science to diverse students, grades 5-8. A field experience is required with this course. Admission to Teacher Education Program required.

**Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*



**ED 414 Middle Level Methods: Social Science & LAB****Credits: 2**

Study of rationale, curriculum, and special methods relevant to teaching social studies to diverse students, grades 5-8. A field experience is required with this course. Admission to the Teacher Education Program required.

**Course Frequency:** *Fall: Odd Years Spring: N/A Summer: N/A*

**ED 415 K-8 Methods: World Languages and Cultures-Spanish****Credits: 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.

**Course Frequency:** *Fall: N/A Spring: Dept Discretion Summer: N/A*

**ED 418 Kindergarten Methods & LAB****Credits: 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. This course requires a 15-hour field experience.

**Pre-Requisites:** ( ( ED\_101 OR EDFN\_201 ) ) **Course Frequency:** *Fall: All Years Spring: All Years Summer: N/A*

**ED 422 Pre-Student Teaching Experience****Credits: 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.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

**ED 423 Classroom Management Theories & Practices & Lab****Credits: 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.

**Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

**ED 424 Mathematics Methods/Assessments & Lab****Credits: 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.

**Course Frequency:** *Fall: All Years Spring: N/A Summer: N/A*

### **ED 425 Elementary Science Methods & LAB**

**Credits: 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.

**Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

### **ED 426 Elementary Social Studies Methods & LAB**

**Credits: 3**

This course includes the study of pedagogy, 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 teacher candidates teach social studies content and skill objectives during a 15 hour lab experience in an elementary school for PK -6 diverse learners.

**Course Frequency:** *Fall: All Years Spring: N/A Summer: N/A*

### **ED 430 Reading in the Content Areas**

**Credits: 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.

**Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

### **ED 435 Media Production for Training and Learning**

**Credits: 3**

Provides the basics of media production for learning and training. Students will learn how to utilize technologies such as video, still images, animation, and graphics in business and educational contexts. This course is designed for professionals in the fields of education, corporate training, and management.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

### **ED 439 Action Research/Philosophy of Education**

**Credits: 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.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

### **ED 443 Action Research I**

**Credits: 2**

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).

**Course Frequency:** *Fall: Dept Discretion Spring: N/A Summer: N/A*

### **ED 444 Action Research II**

**Credits: 1**

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.

**Pre-Requisites:** ( ( ED\_443 ) ) **Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

### **ED 446 Advanced Developmental Reading Methods & Research**

**Credits: 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.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: All Years*

### **ED 447 Teaching of Literacy**

**Credits: 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.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: All Years*

### **ED 450 Reading Assessment & Evaluation**

**Credits: 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.

**Pre-Requisites:** ( ED\_402 ) **Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

### **ED 451 Differentiated Reading Instruction**

**Credits: 3**

This practicum provides students the opportunity to apply effective reading practices with elementary, middle level, and high school students.

**Pre-Requisites:** ( ED\_402 ) **Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

### **ED 453 Assessment in Education**

**Credits: 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.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: N/A*

### **ED 455 Leadership Issues in Early Childhood**

**Credits: 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.

**Course Frequency:** *Fall: N/A Spring: All Years Summer: All Years*

### **ED 456 Practicum in ECE Leadership**

**Credits: 2**

Candidates will complete a supervised field experience in an agency that serves young children and their families. Candidates will have opportunities to understand the infrastructure of the Early Childhood field and to demonstrate professional and ethical behaviors.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: All Years*

### **ED 458 Action Research**

**Credits: 3**

The purpose of this course will be to learn research techniques and applications by participating in action research, specifically the performance assessment required by the State of Minnesota for teacher candidates who want to obtain a Minnesota teaching license. This course will focus on action research and researching learning strategies in preparation for teaching.

**Course Frequency:** *Fall: All Years Spring: N/A Summer: N/A*

### **ED 459 Professional Development & Action Research**

**Credits: 1**

This required 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. Students taking the course will complete their Pre-Student Teaching Experience.

**Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

### **ED 459L Pre-Student Teaching Experience**

**Credits: 0**

This required 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. Students taking the course will complete their pre-student teaching experience.

**Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

### **ED 461 Educational Studies Practicum**

**Credits: 1 - 12**

Students will complete an extended supervised field experience in an organized setting serving children ages Birth - 18. Course is repeatable up to 12 credits.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: N/A*

### **ED 462 Student Teaching: Birth - Grade 3**

**Credits: 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.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: N/A*

**ED 463 Student Teaching: PreK - Grade 6****Credits: 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.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: N/A*

**ED 464 Student Teaching: K - Grade 8****Credits: 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.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: N/A*

**ED 465 Student Teaching: Varied Placement****Credits: 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.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: N/A*

**ED 466 Student Teaching: K - Grade 12****Credits: 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.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: N/A*

**ED 467 Advanced Student Teaching****Credits: 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.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: N/A*

**ED 468 Advanced Practicum****Credits: 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.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: N/A*

**ED 469 Student Teaching: Grade 5 - 12****Credits: 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.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: N/A*

**ED 471 Global Student Teaching at SMSU & Seminar****Credits: 1 - 12**

Supervised global student teaching field experience, required for education 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. Admission to Teacher Education Program is required.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: N/A*

### **ED 472 Extended Student Teaching**

**Credits: 6 - 12**

This extended student teaching experience will allow teacher candidates further experience in student teaching to demonstrate proficiency in preparation for licensure with the implementation of the edTPA - Teacher Performance Assessment. Special Permission Required.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: All Years*

### **ED 473 Teacher Licensure**

**Credits: 0**

This course consists of the final SMSU School of Education Teacher Education Program requirements for teacher licensure in Minnesota. Teacher candidates successfully completing all the requirements for MN licensure will be moved forward for licensure recommendation.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: N/A*

### **ED 477 Working with At-Risk Youth**

**Credits: 3**

This course explores the predictive factors linked to academic problems and risk behaviors in youth. It is also an evaluation of theories, models, research, and practices as they relate to working with youth in alternative schools, residential settings, and non-familial homes. Other topics of study include common risk behaviors among youth, intervention and prevention programs for at-risk youth, behavior and crisis management, and differential outcomes for youth at risk.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

### **ED 478 Coordination of Services for At-Risk Youth**

**Credits: 3**

This course focuses on the collaborative efforts among agencies serving at-risk youth. Major topics will include collaboration models, initiatives, and structures; benefits of and barriers to effective inter-agency collaboration; community resource mapping and capacity building; information sharing and confidentiality; as well as cultural competency within the context of a service system. Students will also gain a broad understanding of the services and programs designed to assist youth at risk.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

### **ED 481 Best Practices in Course Development**

**Credits: 3**

This course investigates the best practices in course development. Participants will investigate multiple intelligences theory, research in brain development and learning theory, the use of graphic organizers, and other tools to improve student achievement.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

### **ED 482 Best Practices in Online Teaching**

**Credits: 3**

This course focuses on the development of best practices in online teaching. Participants will investigate the roles of the online instructor, the online student, and the integration of technology in creating a successful

online learning experience.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

### **ED 483 Teaching with Technology**

**Credits: 3**

This course looks at best practices in the integration of technology into classroom teaching. A variety of tools and applications will be explored in the context of specific content areas and age levels from pre-K through college level teaching.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

### **ED 484 Collaborative Technology in the Learning & Industry Environments**

**Credits: 3**

This course will aim to teach participants how to build a collaborative environment to facilitate synchronous and asynchronous text, voice, and video communication; support co-creation of projects; facilitate consensus building through group discussions and polling; develop strategies for resource management; and use online presentation tools. Participants will also learn how to assess tools including LMS' and project management software to determine how well the tool serves the intended purpose and meets the user's needs.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: Dept Discretion*

### **ED 486 Special Topics**

**Credits: 1 - 2**

This course is designed to provide an opportunity for students to experience a special or experimental curriculum enrichment course.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

### **ED 488 Assistantship**

**Credits: 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.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: All Years*

### **ED 489 Field Experience with Special Needs Students**

**Credits: 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.

**Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

### **ED 494 Independent Study**

**Credits: 1 - 3**

This course allows students to do an in-depth, independent study exploration for a better understanding of a particular area of education.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: All Years*

### **ED 495 Education in a Global Society**

**Credits: 3**

Education in a Global Society will focus on education systems around the world, making comparisons to education in the United States. This course promotes opportunities beyond the classroom, providing university

students with an opportunity to visit another country and culture while enhancing their critical and creative thinking. University students will research the destination community before venturing there to teach in a K-12 school as well as prepare and implement a community service project in effort to be a concerned and active global citizen.

**Pre-Requisites:** ( ( ED\_101 OR EDFN\_201 ) ) **Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

### **ED 496 Student Teaching in SWTTP Elementary Education Program I** **Credits: 6**

Supervised semester-long field experience, required for licensure in Elementary Education in Kindergarten-Grade 6 classrooms, evaluated by a classroom supervisor and a University supervisor. Students demonstrate Teacher Education program outcomes and present a portfolio at a final conference. Instructor Permission required.

**Course Frequency:** *Fall: All Years Spring: N/A Summer: N/A*

### **ED 497 Student Teaching in SWTTP Elementary Education Program II** **Credits: 6**

Supervised semester-long field experience, required for licensure in Elementary Education in Kindergarten-Grade 6 classrooms, evaluated by a classroom supervisor and a University supervisor. Students demonstrate Teacher Education program outcomes and present a portfolio at a final conference. Instructor Permission required.

**Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

### **ED 499 Internship - Field Experience - Field Study** **Credits: 1 - 12**

Field experience designed by the requesting student and the faculty member who has agreed to help structure and supervise the experience.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: All Years*

### **ED 501 Children's Literature** **Credits: 2**

This course is a study of children's literature at pre-primary, kindergarten, and elementary levels, with emphasis on diversity.

**Pre-Requisites:** ( ( ED\_101 OR EDFN\_201 AND ED\_102 AND ED\_251 ) OR ( ED\_101 OR EDFN\_201 AND PSYC\_341 ) ) **Course Frequency:** *Fall: All Years Spring: All Years Summer: All Years*

### **ED 502 Early Literacy and Linguistics & LAB** **Credits: 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. There is a 15-hour field experience attached to this course.

**Course Frequency:** *Fall: All Years Spring: N/A Summer: N/A*

### **ED 503 English Language Arts Methods & LAB**

**Credits: 3**

The course enables teacher candidates to improve communication proficiency as language develops in the child from early childhood through adolescence. With consideration of the academic ELA standards and inclusion of the ELA literacies: reading, writing, listening, speaking, viewing, and visually representing - including media/digital literacy, the focus of the content of English language arts includes: literature, writing, vocabulary, spelling, grammar/language conventions & effective usage, poetry, phonics, and handwriting. This course 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 technology, diversity, and the needs of English learners. Teacher candidates will complete an informal (self-placed) eight-hour field experience.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: All Years*

### **ED 504 Literacy Methods & LAB**

**Credits: 3**

This course addresses the total spectrum of an inclusive P-6 developmental literacy program, including a study of phonemic, graphemic, and semantic systems, as well as strategies for teaching fluency, vocabulary, writing, and comprehension skills to learners. This course includes a field experience with structured assignments for teaching reading skills to diverse learners in grades P-6.

**Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

### **ED 518 Kindergarten Methods & LAB**

**Credits: 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. This course requires a 15-hour field experience.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: N/A*

### **ED 523 Classroom Management Theories and Practices & LAB**

**Credits: 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.

**Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

**ED 524 Mathematics Methods/Assessment & Lab****Credits: 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.

**Course Frequency:** *Fall: All Years Spring: N/A Summer: N/A*

**ED 525 Elementary Science Methods & LAB****Credits: 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.

**Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

**ED 526 Elementary Social Studies Methods & LAB****Credits: 3**

This course includes the study of pedagogy, 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 teacher candidates teach social studies content and skill objectives during a 15 hour lab experience in an elementary school for PK -6 diverse learners.

**Course Frequency:** *Fall: All Years Spring: N/A Summer: N/A*

**ED 535 Media Production for Training and Learning****Credits: 3**

Provides the basics of media production for learning and training. Students will learn how to utilize technologies such as video, still images, animation, and graphics in business and educational contexts. This course is designed for professionals in the fields of education, corporate training, and management.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

**ED 546 Advanced Developmental Reading Methods & Research****Credits: 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.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: Dept Discretion*

**ED 547 Teaching of Literacy****Credits: 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.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: Dept Discretion*

**ED 550 Reading Assessment & Evaluation****Credits: 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.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: Dept Discretion*

### **ED 551 Differentiation in Reading Instruction**

**Credits: 3**

This course provides students with the opportunity to apply effective reading practices with elementary, middle level and high school students.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: Dept Discretion*

### **ED 553 Assessment in Education**

**Credits: 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.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: N/A*

### **ED 558 Action Research**

**Credits: 3**

The purpose of this course will be to learn research techniques and applications by participating in action research, specifically the performance assessment required by the State of Minnesota for teacher candidates who want to obtain a Minnesota teaching license. This course will focus on action research and researching learning strategies in preparation for teaching.

**Course Frequency:** *Fall: All Years Spring: N/A Summer: N/A*

### **ED 559 Professional Development & Action Research**

**Credits: 1**

This required 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. Students taking the course will complete their Pre-Student Teaching Experience.

**Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

### **ED 559L Pre-Student Teaching Experience**

**Credits: 0 - 1**

This required 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. Students taking the course will complete their pre-student teaching experience.

**Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

### **ED 573 Teacher Licensure**

**Credits: 0**

This course consists of the final SMSU School of Education Teacher Education Program requirements for teacher licensure in Minnesota. Teacher candidates successfully completing all the requirements for MN licensure will be moved forward for licensure recommendation.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: N/A*

### **ED 577 Working with At-Risk Youth**

**Credits: 3**

This course explores the predictive factors linked to academic problems and risk behaviors in youth. It is also

an evaluation of theories, models, research, and practices as they relate to working with youth in alternative schools, residential settings, and non-familial homes. Other topics of study include common risk behaviors among youth, intervention and prevention programs for at-risk youth, behavior and crisis management, and differential outcomes for youth at risk.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: Dept Discretion*

### **ED 578 Coordination of Services for At-Risk Youth**

**Credits: 3**

This course focuses on the collaborative efforts among agencies serving at-risk youth. Major topics will include collaboration models, initiatives, and structures; benefits of and barriers to effective inter-agency collaboration; community resource mapping and capacity building; information sharing and confidentiality; as well as cultural competency within the context of a service system. Students will also gain a broad understanding of the services and programs designed to assist youth at risk.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: Dept Discretion*

### **ED 581 Best Practices in Course Development**

**Credits: 3**

This course investigates the best practices in course development. Participants will investigate multiple intelligences theory, research in brain development and learning theory, the use of graphic organizers, and other tools to improve student achievement.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: Dept Discretion*

### **ED 582 Best Practices in Online Teaching**

**Credits: 3**

This course focuses on the development of best practices in online teaching. Participants will investigate the roles of the online instructor, the online student, and the integration of technology in creating a successful online learning experience.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: Dept Discretion*

### **ED 583 Teaching with Technology**

**Credits: 3**

This course looks at best practices in the integration of technology into classroom teaching. A variety of tools and applications will be explored in the context of specific content areas and age levels from pre-K through college level teaching.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: Dept Discretion*

### **ED 584 Collaborative Technology in the Learning & Industry Environments**

**Credits: 3**

This course will aim to teach participants how to build a collaborative environment to facilitate synchronous and asynchronous text, voice, and video communication; support co-creation of projects; facilitate consensus building through group discussions and polling; develop strategies for resource management; and use online presentation tools. Participants will also learn how to assess tools including LMS' and project management software to determine how well the tool serves the intended purpose and meets the user's needs.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: Dept Discretion*

### **ED 586 Graduate Topics in Education**

**Credits: 1 - 3**

This course is designed to provide an opportunity for students to experience a special or experimental curriculum enrichment course.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: Dept Discretion*

### **ED 594 Graduate Independent Study**

**Credits: 1 - 3**

Additional work in a particular area, in-depth study or related projects.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: Dept Discretion*

### **ED 596 Graduate Workshop in Educ**

**Credits: 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.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: Dept Discretion*

### **ED 599 Internship/Field Experience/Study**

**Credits: 1 - 8**

Field experience designed by requesting student and the faculty member who has agreed to help structure and supervise the experience.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: Dept Discretion*

### **ED 600 Research Seminar**

**Credits: 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.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: Dept Discretion*

### **ED 610 Professional Development for Meaningful Learning**

**Credits: 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.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: Dept Discretion*

### **ED 614 Critical Analysis of Teaching and Learning**

**Credits: 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.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: Dept Discretion*

### **ED 621 Critical Theory of Educational Systems**

**Credits: 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.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: Dept Discretion*

### **ED 622 Research in Education**

**Credits: 3**

Students will learn and apply education research and assessment as a means of analyzing and improving teaching and the learning of content. Students will use their findings to enhance the scholarship of teaching and learning.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: Dept Discretion*

### **ED 623 Professional Planning & Assessment**

**Credits: 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.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: Dept Discretion*

### **ED 624 Research Project Design**

**Credits: 3**

Students identify an issue of interest to their professional development. The issue may include, but it is not limited to, instructional, organizational, or community processes related to their practice or content area. Students develop a research project designed to improve, implement, or understand the issue identified. Admission to Education Graduate program is required.

**Pre-Requisites:** ( ( ED\_622 ) ) and graduate status. **Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: Dept Discretion*

### **ED 625 21st Century Based Teaching and Learning**

**Credits: 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.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: Dept Discretion*

### **ED 626 Democracy, Diversity, and Leadership**

**Credits: 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.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: Dept Discretion*

### **ED 627 Action Research: Project Implementation**

**Credits: 2**

Students implement and complete their action research projects. Admission to Education Graduate program is required.

**Pre-Requisites:** ( ( ED\_624 ) ) **Course Frequency:** *Fall: Dept Discretion Spring: N/A Summer: Dept Discretion*

### **ED 628 Continuing Research Education**

**Credits: 1**

This course is for graduate students who have not completed their research at the end of their final research course. Students are required to enroll each semester the student is requesting assistance from graduate faculty and using the library resources or any other University resources. Admission to the Graduate Program is required.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: Dept Discretion*

### **ED 631 Professional Learning Communities**

**Credits: 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.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: Dept Discretion*

### **ED 632 Linking Pedagogy and Content**

**Credits: 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.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: Dept Discretion*

### **ED 633 Trends and Issues in Education**

**Credits: 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.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: Dept Discretion*

### **ED 634 Educators as Change Agents**

**Credits: 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.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: Dept Discretion*

### **ED 635 Content and Curriculum Development**

**Credits: 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.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: Dept Discretion*

### **ED 636 Current Issues in Education**

**Credits: 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.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: Dept Discretion*

### **ED 637 Professional Presenters**

**Credits: 1 - 2**

This course offers educators the opportunity to take a research presentation and develop a professional presentation to be utilized beyond the requirements of a graduate program and/or presentation. Through reflective practice, students will learn how to revise their research presentations to be utilized within the broader P-12 system. They will learn how to adapt and strengthen their presentations, so they are marketable and meaningful. They will take knowledge attained by attending the graduate research conference to reevaluate and reinvent their presentation content, design, and implementation. Further, they will learn how to adapt their presentation based on audience needs (data gathering and analysis), and how to market the presentation.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

### **ED 650 Technology Integration as Instructional Leader**

**Credits: 1**

Charter School Leaders have the responsibility of overseeing the many operations of the school environment. Utilizing technology to support the day-to-day operations and support best practices is an important aspect of the school's ability to function at a highly productive level. Leaders will explore technologies that focus on two distinct elements: operational and instructional. Software and technology that will assist in the functions of the building, staffing needs, and scheduling will be examined, along with software and technology that supports effective instruction and curriculum development.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

### **ED 651 Practicum in Reading Instruction**

**Credits: 3**

This practicum provides students the opportunity to apply effective reading practices with elementary, middle level, and high school students.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: Dept Discretion*

### **ED 652 Charter Law, Governance, and Policy**

**Credits: 3**

This course is designed to provide an understanding and overview of organization of charter school history, systems, management, and leadership theory. Examination of the unique operations of charter schools, along



with governance and affiliations with outside entities will be included. This course will analyze and review federal and state laws related to charter school education. Legal issues which affect operation of schools will also be explored. Students will learn about case law, contract law, labor relations, district, and school policies. An overview of special education and related laws, policies, and procedures will be included. Reflection, experiential activities, case studies, debates, simulations, and field studies will assist the student in developing and building decision-making, communication, and collaboration skills essential for the 21st Century charter school administrator.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

### **ED 653 Human Resources and Charter Finance**

**Credits: 3**

This course focuses on fiscal and human resource management for charter schools. It includes budget allocation, planning, reporting and policies, and laws governing funding at the state, district, and local school levels for charter schools. It will also explore administrative technology applications and funding necessary to provide those resources. Participants will become familiar with a variety of technology applications. In addition, students will explore staffing, recruitment, selection, and termination processes.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

### **ED 654 Professional Development through Collaboration**

**Credits: 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.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: Dept Discretion*

### **ED 655 Mentor Internship I**

**Credits: 1**

Candidates seeking the Charter School Leadership certificate will be assigned and will work collaboratively with a veteran Charter School Administrator for three terms; summer, fall, and spring, which will consist of a total of 80 hours. Experiences are planned cooperatively by the individual, the site mentor, and university supervisor to provide inclusion of appropriate opportunities to apply skills, knowledge, and research throughout the year-round mentoring experience. The first experience will consist of 20 hours in the summer; with 30 hours during the fall and spring terms, respectively.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

### **ED 656 Mentor Internship II**

**Credits: 1**

Candidates seeking the Charter School Leadership certificate will be assigned and will work collaboratively with a veteran Charter School Administrator for three terms; summer, fall, and spring, which will consist of a total of 80 hours. Experiences are planned cooperatively by the individual, the site mentor, and university supervisor to provide inclusion of appropriate opportunities to apply skills, knowledge, and research throughout the year-round mentoring experience. The first experience will consist of 20 hours in the summer; with 30 hours during the fall and spring terms, respectively.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

### **ED 657 Mentor Internship III & Capstone**

**Credits: 1**

Candidates seeking the Charter School Leadership certificate will be assigned and will work collaboratively with a veteran Charter School Administrator for three terms; summer, fall, and spring, which will consist of a

total of 80 hours. Experiences are planned cooperatively by the individual, the site mentor, and university supervisor to provide inclusion of appropriate opportunities to apply skills, knowledge, and research throughout the year-round mentoring experience. The first experience will consist of 20 hours in the summer; with 30 hours during the fall and spring terms, respectively.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

### **ED 659 Charter School Community, Climate, and Culture Credits: 3**

Students in this course will examine models of supervision, professional development, pedagogical theory, and leadership. Students will develop an effective supervision model for a charter school. In addition, relationships and communication with internal and external publics connected to charter schools will be explored.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

### **ED 662 Organization & Administration of Reading Programs Credits: 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.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: Dept Discretion*

### **ED 663 Instructional Leadership I: Mentoring, Observations, & Assessment Credits: 3**

Students in this course will examine models of supervision, professional development, pedagogical theory, and leadership. Students will develop an effective supervision model for a school. In addition, relationships and communication with internal and external publics will be explored.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

### **ED 664 Instructional Leadership II: Data Driven Decision Making Credits: 3**

This course explores how data based decision making is essential to sound school improvement. Students will explore data systems, technology and resources, and methods of implementation. Students will analyze and evaluate existing plans related to schools' needs. Students will examine special needs populations, and diverse student populations and the impact each has on the school climate, culture, and curriculum.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

### **ED 665 Research Seminar & Field Experience I: Principal Credits: 1**

To satisfy Minnesota Administrative Licensure requirements, student interns will work directly with a licensed and practicing principal for a minimum of 320 hours over the course of two/three semesters, or twelve consecutive months. Therefore, for this course, it is expected that the student intern would satisfy approximately 120 hours toward the completion of the required hours. This is the first of three consecutive courses to be taken to complete the Principal Licensure.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: Dept Discretion*

### **ED 667 Research Seminar & Field Experience II: Principal Credits: 1**

To satisfy Minnesota Administrative Licensure requirements, student interns will work directly with a licensed and practicing principal for a minimum of 320 hours over the course of two/three semesters, or twelve consecutive months. Therefore, for this course, it is expected that the student intern would satisfy approximately 80 hours toward the completion of the required hours. Because the Minnesota Administrative License is a K-12 license, student interns are required to have practical experience in each of the three levels: elementary, middle school, and high school. This is the second of three consecutive courses to be completed for the K-12 Principal Licensure. A minimum of 160 hours should be in the area of expertise and/or current teaching background. Eighty (80) hours will be required in each of the other two grade levels.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: Dept Discretion*

### **ED 668 Research Seminar & Field Experience III: Principal** **Credits: 1**

To satisfy Minnesota Administrative Licensure requirements, student interns will work directly with a licensed and practicing principal for a minimum of 320 hours over the course of two/three semesters, or twelve consecutive months. Therefore, for this course, it is expected that the student intern would satisfy approximately 80 hours toward the completion of the required hours. Because the Minnesota Administrative License is a K-12 license, student interns are required to have practical experience in each of the three levels: elementary, middle school, and high school. A minimum of 160 hours should be in the area of expertise and/or current teaching background. Eighty (80) hours will be required in each of the other two grade levels. Students who fail to demonstrate a level of competence will be put on a growth plan, which will provide specific feedback for remediation and/or changes needed for improvement (see Field Experience Handbook). At the conclusion of the 320 hours, students will conduct an exit portfolio review with the University Supervisor.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: Dept Discretion*

### **ED 670 Introduction to Leadership and Educational Issues** **Credits: 3**

Students will explore aspects of leadership through use of questionnaires, leadership assessments, case studies, simulations, and reading. Each student will develop a personal leadership profile and professional development plan. In addition, research teams will explore and present on current issues in education.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: Dept Discretion*

### **ED 671 Portfolio Development** **Credits: 1**

In this course students will explore the Minnesota Core Leadership Competencies and the competencies specific to each area of licensure for the Principal, Superintendent, and Special Education Director. Students will also review the national Interstate School Leadership Licensure Consortium (ISLLC) standards, which are aligned with the Minnesota Administrator competencies and which have been adopted by the SMSU Department of Education. Students will learn how an e-portfolio will be developed to demonstrate mastery of those competencies using the LiveText program. Students will participate in leadership skills assessments and evaluations to determine their current levels of competency. Students will develop an individual professional development plan (PDP) based on assessments results.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: Dept Discretion*

### **ED 672 Portfolio Implementation** **Credits: 1**

In this course students will develop and design e-portfolio artifacts which demonstrate growth or mastery of the Minnesota Core Leadership Competencies and the competencies specific to each area of licensure for the

Principal, Superintendent, and Special Education Director and the national Interstate School Leadership Licensure Consortium (ISLLC) standards, which are aligned with the Minnesota Administrator competencies. Students will also develop and design portfolio artifacts specific to their own professional development plans.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: Dept Discretion*

### **ED 673 Portfolio Capstone**

**Credits: 1**

In this course students will develop and design e-portfolio artifacts which demonstrate growth or mastery of the Minnesota Core Leadership Competencies and the competencies specific to each area of licensure including Principal, Superintendent, and Special Education Director and the national Interstate School Leadership Licensure Consortium (ISLLC) standards, which are aligned with the Minnesota Administrator competencies. Students will also develop and design portfolio artifacts specific to their own professional development plans.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: Dept Discretion*

### **ED 674 Education Systems and Organizations**

**Credits: 3**

This course is designed to provide an understanding and overview of organization of educational systems, management, and leadership theory. Reflection, experiential activities, case studies, debates, simulations, and field studies will assist the student in developing and building decision-making, communication, and collaboration skills essential for the 21st Century administrator.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: Dept Discretion*

### **ED 675 Legal Issues and Special Education Law**

**Credits: 3**

This course analyzes and reviews federal and state laws related to education. Legal issues which affect operation of school districts and schools will also be explored. Students will learn about case law, contract law, labor relations, district, and school policies. An overview of special education and related laws, policies, and procedures will be included. Students will be engaged in reflections, case studies, inbox activities, research projects, school policy reviews, and debates.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: Dept Discretion*

### **ED 676 Data Driven Decision Making**

**Credits: 3**

The instructional leader is responsible for developing a vision of learning and establishing and implementing clear learning goals and assessments through collaboration with teachers and other stakeholders. Students will explore their own leadership skills and develop action plans for growth of self and others. The students will examine the learning climate within the school and use data to develop research-based instructional experiences to meet the needs of all learners.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: Dept Discretion*

### **ED 678 Leadership for Cultural Responsiveness**

**Credits: 3**

The instructional leader is responsible for developing a vision of learning and establishing and implementing clear learning goals and assessments through collaboration with teachers and other stakeholders. Students will

explore their own leadership skills and develop action plans for growth of self and others. The students will examine the learning climate within the school and use data to develop research-based instructional experiences to meet the needs of all learners.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: Dept Discretion*

### **ED 679 Financial and Resource Management**

**Credits: 3**

This course focuses on fiscal and human resource management. It includes budget allocation, planning, reporting and policies, and laws governing funding at the state, district, and school levels. It will also explore administrative technology applications and funding necessary to provide those resources. Participants will become familiar with a variety of technology applications and the Minnesota UFARS system. In addition, students will explore staffing, recruitment, selection, and termination processes.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: Dept Discretion*

### **ED 680 Organizational Management & Leadership in Academic Settings**

**Credits: 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.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: Dept Discretion*

### **ED 681 Transforming Principals & Perspectives**

**Credits: 3**

This course will explore principal leadership with an emphasis on developing transformational leaders for 21st Century schools. Participants will learn about the world of the principal and practice and build skills essential for effective leadership. Exploration of topics relating to p-12 leadership will include: school climate, developing a vision and mission, instructional leadership and curriculum, staff motivation and professional development, scheduling and human resource management, communication with students, staff, parents and community, collaborative leadership, extracurricular programs, school safety and the many other hats the principal wears.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: Dept Discretion*

### **ED 682 Transforming Superintendents & Perspectives**

**Credits: 3**

In this course students will explore and understand leadership theory and practice at the executive level. Looking beyond management, students will be immersed in the realities of practice and the specific leadership skills that create effective school systems. Practical topics which will be addressed include strategic planning, goal setting, decision making, budgeting, negotiations and collective bargaining, and effective

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: Dept Discretion*

### **ED 683 Transforming Special Education Director Perspectives and SPED Law**

**Credits: 3**

This course will be a Director of Special Education (SPED) leadership course with an emphasis on developing transformational skills for the 21st century. Students will learn about the world of the Director of SPED and

practice building skills to become an effective leader. Topics related to the director will include: special education finance, budgeting and accounting, available resources, monitoring of programs, governance and administration of policy, program development, and organizations that serve students and families with disabilities. This course will also provide a review of the state and federal laws governing Special Education in schools in the United States. It includes the legal cases which shaped today's laws in special education, a historical background of special education, a review of IDEA 2004 and due process, the requirements of NCLB and ESSA and the implications for Special Education students and SPED directors. Federal and state data privacy legislation and legislation relating to paraprofessionals will also be explored.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: Dept Discretion*

### **ED 684 Research Seminar & Field Experience I: Director of Special Education Credits: 1**

To satisfy Minnesota Administrative Licensure requirements, student interns will work directly with a licensed and practicing director of special education for a minimum of 320 hours over the course of two/three semesters, or twelve consecutive months. This is the first of three consecutive courses to be completed for the Director of Special Education Licensure. Therefore, for this course, it is expected that the student intern would satisfy 100 hours toward the completion of the required hours.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: Dept Discretion*

### **ED 685 Research Seminar & Field Experience II: Director of Special Education Credits: 1**

To satisfy Minnesota Administrative Licensure requirements, student interns will work directly with a licensed and practicing director of special education for a minimum of 320 hours over the course of two/three semesters, or twelve consecutive months. This is the second of three consecutive courses to be completed for the Director of Special Education Licensure. Therefore, for this course, it is expected that the student intern would satisfy approximately 100 hours toward the completion of the required hours.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: Dept Discretion*

### **ED 686 Research Seminar & Field Experience III: Director of Special Education Credits: 1**

To satisfy Minnesota Administrative Licensure requirements, student interns will work directly with a licensed and practicing director of special education for a minimum of 320 hours over the course of two/three semesters, or twelve consecutive months. This is the third of three consecutive courses to be completed for the Director of Special Education Licensure. Therefore, for this course, it is expected that the student intern would satisfy approximately 100 hours toward the completion of the required hours.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: Dept Discretion*

### **ED 687 Ed Specialist Research Credits: 3**

Qualified candidates for the Ed Specialist degree conduct action research (field study) in their licensure field and write a formal paper that is presented to a faculty review panel for final approval. The paper is organized according to the Action Research Structural Guidelines using the APA format.

**Course Frequency:** *Fall: Dept Discretion Spring: N/A Summer: Dept Discretion*

### **ED 690 Research Design Credits: 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.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: Dept Discretion*

### **ED 691 Change Agents in the 21st Century**

**Credits: 3**

The purpose of this course is to develop the skills and understanding to lead change in the 21st century schools. In this course students will explore change theory and its application to the school and/or district. Students will review, implement, and evaluate different change processes. Students will also design a comprehensive plan for a new change initiative.

**Course Frequency:** *Fall: N/A Spring: Dept Discretion Summer: Dept Discretion*

### **ED 692 Graduate Project**

**Credits: 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.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: Dept Discretion*

### **ED 693 Special Education Law for SPED Directors**

**Credits: 3**

This course will provide a study of the state and federal laws governing Special Education in United States Schools. The course will include the Legal cases which shaped today's laws in special education, a historical background of special education, a review of IDEA 2004 and due process, the requirements of NCLB and the implications it has for Special Education students.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: Dept Discretion*

### **ED 694 Research Seminar & Field Experience I: Superintendent**

**Credits: 1**

To satisfy Minnesota Administrative Licensure requirements, student interns will work directly with a licensed and practicing superintendent for a minimum of 320 hours over the course of two/three semesters, or twelve consecutive months. Therefore, for this course, it is expected that the student intern would satisfy approximately 120 hours toward the completion of the required hours.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: Dept Discretion*

### **ED 695 Supervision and School Relationships**

**Credits: 3**

Students in this course will examine models of supervision, professional development, pedagogical theory, and leadership. Students will develop an effective supervision model for a school. In addition, relationships and communication with internal and external publics will be explored.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: Dept Discretion*

### **ED 696 Research Seminar & Field Experience II: Superintendent**

**Credits: 1**

To satisfy Minnesota Administrative Licensure requirements, student interns will work directly with a licensed and practicing superintendent for a minimum of 320 hours over the course of two/three semesters, or

twelve consecutive months. This is the second of three consecutive courses to be taken. Therefore, for this course, it is expected that the student intern would satisfy approximately 100 hours toward the completion of the required hours.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: Dept Discretion*

### **ED 697 Research Seminar & Field Experience III: Superintendent Credits: 1**

To satisfy Minnesota Administrative Licensure requirements, student interns will work directly with a licensed and practicing superintendent for a minimum of 320 hours over the course of two/three semesters, or twelve consecutive months. This is the third of three consecutive courses to be taken. Therefore, for this course, it is expected that the student intern would satisfy approximately 100 hours toward the completion of the required hours. An exit portfolio review will be conducted at the conclusion of the field experience.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: Dept Discretion*

### **ED 698 Ed Specialist Action Research and Paper Credits: 0**

This non-credit course will be offered to candidates who elect to earn the Ed Specialist Degree by completing an Action Research Project and a formal paper. Students will study research methods and action research design and will develop and conduct their field study research project in their selected area of administration, Principal, Special Education Director or Superintendent. Students will write a formal research paper following APA action research guidelines. Students will present their research to their graduate committee. A grade of B or higher is required. When completed, the Ed Specialist Degree will be posted on the final transcript and the student will receive the Ed Specialist Degree.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: Dept Discretion*

### **ED 699 Action Research Project Credits: 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.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: Dept Discretion*

### **SPED 200 Introduction to Special Needs Lab Credits: 1**

This course is intended to provide a field experience in integrated special education settings and aid the student in valuing diversity and inclusion. This is intended for transfer students who need an introductory field experience. This is equivalent to the SPED 290 lab, which is 15 hours.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: Dept Discretion*

### **SPED 286 Special Topics Credits: 1 - 4**

### **SPED 290 Introduction to Special Needs and Lab Credits: 3**

This course provides information on the various exceptionalities and facilitates 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.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: N/A*

### **SPED 304 Professional Development and Classroom Applications Credits: 1**

This required course will help candidates in the Special Education teacher education program begin a plan for professional development. A portfolio will be an ongoing project for the course, as well as discussion and activities related to preparing for the teaching profession. Students taking the course will complete their Pre-Student Teaching Experience in a Special Education setting.

**Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

### **SPED 304L Pre-Student Teaching Experience in SPED Practicum Credits: 0 - 1**

This required lab will provide guidance to teacher candidates as they complete 10 full days of Pre-Student Teaching Experience (PSTE) and Education Teacher Performance Assessment (EdTPA) requirements. Students will be required to actively participate in a school setting by teaching lessons and engaging in day-to-day functions of the classroom. Additionally students will complete Tasks 1, 2, and 3 of EdTPA.

**Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

### **SPED 400 Field Experience in Special Education Credits: 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.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: All Years*

### **SPED 430 Foundations in Mild to Moderate Disabilities Credits: 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.

**Pre-Requisites:** ( ( SPED\_290 ) ) and sophomore status. **Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

### **SPED 440 Assessment & Educational Planning & lab Credits: 4**

This course provides strategies for planning assessment, concepts of measurement, interpretation of assessment results, and their use in making programming decisions for individual students in special education.

**Pre-Requisites:** ( ( SPED\_290 ) ) and junior status. **Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

**SPED 443 Diseases and Disorders in Childhood****Credits: 3**

This course focuses on understanding the medical diseases and disorders of childhood ages birth through 18 and the implications and potential impacts of these diseases and disorders on student learning. This course is designed to provide relevant knowledge and skills needed to work with children with physical and health disorders, including knowledge of medical terminology, human anatomy and physiology, pharmacology, kinesiology, neurology, secondary health care issues with specific disabilities, specific condition needs, managing personal physical care, first aid techniques, and evacuation procedures.

**Pre-Requisites:** ( ( SPED\_290 ) ) **Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: N/A*

**SPED 450 Curriculum Design & Implementation in Special Education****Credits: 3**

A course in the best practices and procedures in curriculum instruction techniques and performance evaluation for all exceptionalities. Application in the process of individualized programming and modification/accommodation plans in integrated educational settings, use of assistive technologies, and adaptive techniques will be covered.

**Pre-Requisites:** ( ( SPED\_290 ) ) and sophomore status. **Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

**SPED 459 Professional Development & Action Research****Credits: 1**

This required 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. Students taking the course will complete their Pre-Student Teaching Experience.

**Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

**SPED 459L Pre-Student Teaching Experience****Credits: 0 - 1**

This required 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. Students taking the course will complete their pre-student teaching experience.

**Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

**SPED 460 Positive Behavior Support in Special Education****Credits: 3**

A course in theories of behavior, functional behavior assessment, and the laws, policies, and ethical principles regarding the planning and implementation of positive behavior supports for students with challenging behavior.

**Pre-Requisites:** ( ( SPED\_290 ) ) and sophomore status. **Course Frequency:** *Fall: All Years Spring: N/A Summer: N/A*

**SPED 466 Student Teaching K-12 Special Education****Credits: 12**

Supervised semester long field experience, required for K-12 Special Education 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.  
Admission to Teacher Education program required.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: All Years*

### **SPED 467 Advanced Student Teaching in Special Education Credits: 1 - 12**

This course is intended for students who are not yet licensed but who are completing the requirements for a second or third, etc., licensure field. Additional weeks of supervised practice teaching in the area of Special Education in an elementary and/or secondary school setting.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: All Years*

### **SPED 468 Special Education Student Teaching for the PASP Program I Credits: 6**

This is the first half of a year-long student co-teaching model for the non-conventional ABS program (ABS). The requirements for the ABS special education teacher candidate are in addition to the expectations found within the SMSU Student Teaching Manual. The year of student co-teaching is one aspect that makes this innovative approach a non-conventional ABS licensure program. Each University Supervisor will review the activities with the teacher candidate and classroom mentor(s) to decide what is appropriate in specific classrooms and settings. All special education teacher candidates are expected to self-assess their own progress throughout the experience, as well as conference with their classroom mentor(s) and university supervisor(s) to monitor professional development. Satisfactory clinical experiences and related assignments complete the requirement to teach students that are classified with diverse disabilities at the mild-moderate level in at least one grade band.

**Course Frequency:** *Fall: All Years Spring: N/A Summer: N/A*

### **SPED 469 Special Education Student Teaching for the PASP Program II Credits: 6**

This is the second half of a year-long student co-teaching model for the non-conventional ABS program (ABS). The requirements for the ABS special education teacher candidate are in addition to the expectations found within the SMSU Student Teaching Manual. The year of student co-teaching is one aspect that makes this innovative approach a non-conventional ABS licensure program. Each University Supervisor will review the activities with the teacher candidate and classroom mentor(s) to decide what is appropriate in specific classrooms and settings. All special education teacher candidates are expected to self-assess their own progress throughout the experience, as well as conference with their classroom mentor(s) and university supervisor(s) to monitor professional development. Satisfactory clinical experiences and related assignments complete the requirement to teach students that are classified with diverse disabilities at the mild-moderate level in at least two grade bands.

**Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

### **SPED 470 Collaboration in Educational Settings Credits: 3**

An understanding of the issues, resources, and techniques of communication, collaboration, consultation, and transitions for children, their families, the school, and all stakeholders in regular and special education settings. This includes professional reflection and development. The role of mental health professionals and agencies is included.

**Pre-Requisites:** ( ( SPED\_290 ) ) and sophomore status. **Course Frequency:** *Fall: All Years Spring: All Years Summer: All Years*

**SPED 480 Procedural Safeguards in Special Education****Credits: 3**

Procedural safeguards for legal, judicial, medical, and educational systems that serve students with disabilities are studied, which includes due process and transition.

**Pre-Requisites:** ( ( SPED\_290 ) ) and junior status. **Course Frequency:** *Fall: All Years Spring: N/A Summer: N/A*

**SPED 481 Compliant Practices in IEP Writing****Credits: 3**

This course will explore in depth the components of Individualized Education Programs (IEPs). Students will gain experience in writing all components of IEPs and as well as evaluate IEPs for compliance and best practice.

**Pre-Requisites:** ( ( SPED\_290 ) ) **Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

**SPED 485 Autism Spectrum Disorders: Issues & Needs****Credits: 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 an partnership with parents.

**Pre-Requisites:** ( ( SPED\_290 ) ) and sophomore status. **Course Frequency:** *Fall: All Years Spring: All Years Summer: N/A*

**SPED 486 Special Topics****Credits: 1 - 4****SPED 490 Trends & Traditions in Special Education****Credits: 1**

This course is intended to provide elective forums on topics of current importance in the field of special education as well as traditional and longstanding topics and methods in SPED.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

**SPED 494 Independent Study****Credits: 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.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: N/A*

**SPED 499 Internship****Credits: 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.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

**SPED 500 Field Experience in Special Education****Credits: 1 - 8**

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.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: All Years*

### **SPED 530 Foundations in Mild to Moderate Disabilities** **Credits: 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.

**Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

### **SPED 540 Assessment & Educational Planning & Lab** **Credits: 4**

This course provides strategies for planning assessment, concepts of measurement, interpretation of assessment results, and their use in making programming decisions for individual students in special education.

**Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

### **SPED 543 Diseases and Disorders in Childhood** **Credits: 3**

This course focuses on understanding the medical diseases and disorders of childhood ages birth through 18 and the implications and potential impacts of these diseases and disorders on student learning. This course is designed to provide relevant knowledge and skills needed to work with children with physical and health disorders, including knowledge of medical terminology, human anatomy and physiology, pharmacology, kinesiology, neurology, secondary health care issues with specific disabilities, specific condition needs, managing personal physical care, first aid techniques, and evacuation procedures.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: N/A*

### **SPED 543 Diseases and Disorders in Childhood** **Credits: 3**

This course focuses on understanding the medical diseases and disorders of childhood ages birth through 18 and the implications and potential impacts of these diseases and disorders on student learning. This course is designed to provide relevant knowledge and skills needed to work with children with physical and health disorders, including knowledge of medical terminology, human anatomy and physiology, pharmacology, kinesiology, neurology, secondary health care issues with specific disabilities, specific condition needs, managing personal physical care, first aid techniques, and evacuation procedures.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: Dept Discretion*

### **SPED 550 Curriculum Design & Implementation in Special Education** **Credits: 3**

A course in the best practices and procedures in curriculum instruction techniques and performance evaluation for all exceptionalities. Application in the process of individualized programming and modification/accommodation plans in integrated educational settings, use of assistive technologies, and adaptive techniques will be covered.

**Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

### **SPED 559 Professional Development & Action Research** **Credits: 1**

This required 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. Students taking the course will complete their Pre-Student Teaching Experience.

**Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

### **SPED 559L Pre-Student Teaching Experience**

**Credits: 0 - 1**

This required 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. Students taking the course will complete their pre-student teaching experience.

**Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

### **SPED 560 Positive Behavior Support in Special Education**

**Credits: 3**

A course in theories of behavior, functional behavior assessment, and the laws, policies, and ethical principles regarding the planning and implementation of positive behavior supports for students with challenging behavior.

**Course Frequency:** *Fall: All Years Spring: N/A Summer: N/A*

### **SPED 566 Special Education ABS Student Teaching K-12**

**Credits: 6**

Supervised 15-week long field experience, required for initial K-12 Special Education: Academic Behavioral Strategist, 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. Instructor Permission Required.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: N/A*

### **SPED 567 Special Education Advanced Student Teaching**

**Credits: 3**

Supervised 6-week long field experience, required for initial K-12 Special Education: Academic Behavioral Strategist, 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. Instructor Permission Required.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: N/A*

### **SPED 570 Collaboration in Educational Settings**

**Credits: 3**

An understanding of the issues, resources, and techniques of communication, collaboration, consultation, and transitions for children, their families, the school, and all stakeholders in regular and special education settings. This includes professional reflection and development. The role of mental health professionals and agencies is included.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: Dept Discretion*

### **SPED 580 Procedural Safeguards in Special Education**

**Credits: 3**

Procedural safeguards for legal, judicial, medical, and educational systems that serve students with disabilities are studied, which includes due process and transition.

**Course Frequency:** *Fall: All Years Spring: N/A Summer: N/A*

### **SPED 581 Compliant Practices in IEP Writing**

**Credits: 3**

This course will explore in depth the components of Individualized Education Programs (IEPs). Students will gain experience in writing all components of IEPs and as well as evaluate IEPs for compliance and best practice.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

### **SPED 585 Autism Spectrum Disorders: Issues & Needs**

**Credits: 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 an partnership with parents.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: N/A*

### **SPED 586 Special Topics**

**Credits: 1 - 4**

This course is designed to provide an opportunity for students to experience a special or experimental curriculum enrichment course.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

### **SPED 590 Trends & Traditions in Special Education**

**Credits: 1**

This course is intended to provide elective forums on topics of current importance in the field of special education as well as traditional and longstanding topics and methods in SPED.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

### **SPED 610 ASD Professional Planning and Assessment**

**Credits: 2**

Students create a Live Text portfolio to reflect their professional growth and development in Special Education: Autism Spectrum Disorders. The portfolio is the accumulation of artifacts and written reflections they have collected throughout the course work taken and practicum experiences they have completed.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: N/A*

### **SPED 611 DD Professional Planning and Assessment**

**Credits: 2**

Students create a Live Text portfolio to reflect their professional growth and development in Special Education: Developmental Delay. The portfolio is the accumulation of artifacts and written reflections they have collected throughout the course work taken and practicum experiences they have completed.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

### **SPED 613 EBD Professional Planning and Assessment**

**Credits: 2**

Students create a Live Text portfolio to reflect their professional growth and development in Special Education: Emotional Behavioral Disorders. The portfolio is the accumulation of artifacts and written

reflections they have collected throughout the course work taken and practicum experiences they have completed.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

### **SPED 614 LD Professional Planning and Assessment** **Credits: 2**

Students create a Live Text portfolio to reflect their professional growth and development in Special Education: Learning Disabilities. The portfolio is the accumulation of artifacts and written reflections they have collected throughout the course work taken and practicum experiences they have completed.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

### **SPED 620 Characteristics of Students with Learning & Behavior Disorders** **Credits: 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.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: All Years*

### **SPED 621 Access and Support for Ind. with Moderate to Severe Dev. Disabilities** **Credits: 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.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: Even Years*

### **SPED 623 Characteristics of Students with Moderate to Emotional Behavior Disorders** **Credits: 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.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

### **SPED 624 Characteristics of Students with Moderate to Severe Learning Disabilities** **Credits: 3**

This course covers the etiology and characteristics of children and youth with Moderate to Severe Learning Disabilities. Included is an investigation of the impact of socioeconomic and psycho-social factors; disabling, associated, or medical conditions, and culturally or linguistically diverse students and the collaboration needed for student success.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

### **SPED 625 Applied Research and Assessment in Education** **Credits: 3**

Students will learn and apply education research and assessment as a means of analyzing and improving teaching and the learning of content. Students will use their findings to enhance the scholarship of teaching



and learning.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

### **SPED 626 Research: Project Design**

**Credits: 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 a research project designed to improve, implement or understand the issue identified. Admission to Special Education Graduate Program is required.

**Pre-Requisites:** ( ( SPED\_625 ) ) **Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

### **SPED 627 Research Project Implementation**

**Credits: 2**

Students implement and complete their research project

**Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

### **SPED 641 Life Span Learning & Outcomes for Individuals w/ Mod to Severe Dev Disabil**

**Credits: 3**

A study of the cognitive, social, motor, communication, and affective behavior and needs of children, youth, and adults with moderate to severe developmental disabilities, including transition needs and independent living, safety, leisure, and vocational programming.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: Even Years*

### **SPED 642 Programming & Assessment in Early Childhood Programming for ECSE: Birth to 6**

**Credits: 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.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: All Years*

### **SPED 643 Behavior Management & Teaching Strategies**

**Credits: 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.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: All Years*

### **SPED 644 Teaching & Achievement Strategies for Learning Disabilities**

**Credits: 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.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: Even Years*

### **SPED 670 ASD: Practicum in Autism Spectrum Disorders Birth-Age 21,**

**Levels 1-3****Credits: 3**

A supervised field experience and critical study combined to provide an opportunity to relate theory to practice and apply the ASD standards through a variety of early and ongoing clinical experiences in teaching children with autism spectrum disorders in birth through age 21 settings across level 1 to 3 (mild to moderate disability levels).

**Pre-Requisites:** ( ( SPED\_686 OR SPED\_687 OR SPED\_688 ) ) **Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

**SPED 673 EBD: Practicum in Emotional/Behavioral Disorders in grades K-12, Levels 1-3** **Credits: 3**

A supervised field experience and critical study combined to provide an opportunity to relate theory to practice and apply the EBD standards through a variety of early and ongoing clinical experiences in teaching children with emotional/behavioral disorders in grades K-12 settings across level 1 to 3 (mild to moderate disability levels).

**Pre-Requisites:** ( ( SPED\_620 ) ) **Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

**SPED 674 LD: Practicum in Learning Disabilities in grades K-12, Levels 1-3** **Credits: 3**

A supervised field experience and critical study combined to provide an opportunity to relate theory to practice and apply the LD standards through a variety of early and ongoing clinical experiences in teaching children with learning disabilities in grades K-12 settings across levels 1 to 3 (mild to moderate disability levels).

**Pre-Requisites:** ( ( SPED\_620 ) ) **Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

**SPED 680 ASD: Practicum in Autism Spectrum Disorders Birth-Age 21, Levels 3-4** **Credits: 3**

A supervised field experience and critical study combined to provide an opportunity to relate theory to practice and apply the ASD standards through a variety of early and ongoing clinical experiences in teaching children with autism spectrum disorders in birth through age 21 settings across levels 3 to 4 (moderate to severe disability levels). Students must be enrolled in or have successfully completed one of the following courses: SPED 686, SPED 687, or SPED 688

**Pre-Requisites:** ( ( SPED\_686 OR SPED\_687 OR SPED\_688 ) ) **Course Frequency:** *Fall: All Years Spring: All Years Summer: N/A*

**SPED 681 DD: Practicum in Developmental Disabilities: K-12, levels 3-4** **Credits: 3**

A supervised field experience and critical study combined to provide an opportunity to relate theory to practice and apply the DD standards through a variety of early and ongoing clinical experiences in teaching children with developmental disabilities in grades K-12 settings across levels 3 to 4 (moderate to severe disability levels).

**Course Frequency:** *Fall: All Years Spring: All Years Summer: All Years*

**SPED 683 EBD: Practicum in Emotional/Behavioral Disorders in grades K-12, Levels 3-4 Credits: 3**

A supervised field experience and critical study combined to provide an opportunity to relate theory to practice and apply the EBD standards through a variety of early and ongoing clinical experiences in teaching children with emotional/behavioral disorders in grades K-12 settings across levels 3 to 4 (moderate to severe disability levels).

**Pre-Requisites:** ( ( SPED\_620 ) ) and graduate status. **Course Frequency:** *Fall: All Years Spring: All Years Summer: All Years*

**SPED 684 LD Practicum in Learning Disabilities in grades K-12, Level 3-4 Credits: 3**

A supervised field experience and critical study combined to provide an opportunity to relate theory to practice and apply the LD standards through a variety of early and ongoing clinical experiences in teaching children with learning disabilities in grades K-12 settings across levels 3 to 4 (moderate to severe disability levels).

**Pre-Requisites:** ( ( SPED\_620 ) ) and graduate status. **Course Frequency:** *Fall: All Years Spring: All Years Summer: All Years*

**SPED 686 Autism Spectrum Disorders: Assessment & Programming Credits: 3**

This course covers assessment, eligibility criterion, programming, and transition plans for individuals with ASD. Generalization of skills to natural environments is included.

**Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

**SPED 687 Autism Spectrum Disorders: Communication & Social Skills Credits: 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.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: All Years*

**SPED 688 Autism Spectrum Disorders: Behavioral & Instructional Strategies Credits: 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.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

**SPED 691 DD Practicum in SPED: Middle Level(5-8)/High School(9-12) Credits: 2**

A supervised field experience and critical study combined to provide an opportunity to relate theory to practice in a selected Middle Level(5-8)/High School (9-12) educational setting or adult individual, including

transition programs

**Course Frequency:** *Fall: All Years Spring: All Years Summer: All Years*

### **TESL 304 Professional Development & Classroom Applications Credits: 1**

This required 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. Students taking the course will complete their Pre-Student Teaching Experience (all majors).

**Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

### **TESL 304L Pre-Student Teaching Experience in TESL Practicum Credits: 0 - 1**

This lab will allow teacher candidates a 10-day classroom experience in preparation for student teaching with the implementation of the edTPA - Teacher Performance Assessment.

**Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

### **TESL 431 Foundations of Teaching ESL & Lab Credits: 3**

This course is designed to introduce TESL teacher candidates to fundamental theories in the field of teaching ESL. The course builds a foundation of understanding of English learners and topics impacting the academic experiences of language minority students in the United States. TESL teacher candidates will participate in a 15 hour lab field experience with focus on culturally and linguistically diverse learners. The required preparation includes two years of HS foreign language or one year of foreign language in a post-secondary setting.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: All Years*

### **TESL 432 Understanding Second Language Acquisition Credits: 3**

This course is designed to provide an overview of second language acquisition, focusing on communication, pattern, and variability. Through research and practical applications, TESL teacher candidates will develop an understanding of native language acquisition and second language acquisition as well as the impact on the academic setting for ELs, including linguistic, cognitive, social, and affective factors. The required preparation includes two years of HS foreign language or one year of foreign language in a post-secondary setting.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: All Years*

### **TESL 433 Assessment in TESL Credits: 3**

This course is designed to focus on assessment of English learners across all content areas. TESL teacher candidates will research, develop, and implement effective assessments for ELs to determine language proficiency as well as academic competency. The required preparation includes two years of HS foreign language or one year of foreign language in a post-secondary setting.

**Pre-Requisites:** ( TESL\_431 ) OR ( ED\_431 ) **Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

### **TESL 434 Second Language Literacy & Linguistics Credits: 3**

This course is designed to focus on literacy skills: listening, speaking, reading, writing, viewing, and visually representing with an emphasis on linguistics. TESL teacher candidates will consider first and second language

acquisition as well as linguistics in efforts to improve the literacy process for ELs. The required preparation includes two years of HS foreign language or one year of foreign language in a post-secondary setting.

**Pre-Requisites:** ( TESL\_431 ) OR ( ED\_431 ) **Course Frequency:** *Fall: All Years Spring: N/A Summer: N/A*

### **TESL 435 TESL Methods & Lab**

**Credits: 3**

This course is designed to provide TESL teacher candidates opportunities to create, implement, and reflect on the teaching and learning process regarding the integration of content and language instruction. Teacher candidates will consider best practices in the field of ESL including strategies and methods based on evidence. The required preparation includes two years of HS foreign language or one year of foreign language in a post-secondary setting.

**Pre-Requisites:** ( TESL\_431 ) OR ( ED\_431 ) **Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

### **TESL 436 TESL Partnerships**

**Credits: 3**

This course is designed to provide TESL teacher candidates with opportunities to focus on standards and principles of ESL while considering community partnerships and involvement of ESL stakeholders. This course has a community component, which requires experiences outside the class teacher candidates develop and implement a plan of action to demonstrate planning, commitment, and involvement with ESL stakeholders. The required preparation includes two years of HS foreign language or one year of foreign language in a post-secondary setting.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: All Years*

### **TESL 437 TESL Practicum**

**Credits: 3**

This practicum is the capstone of the MN K-12 Teacher of ESL Licensure program. Placements will focus on the elementary, middle, and secondary levels. TESL teacher candidates must complete licensure coursework before enrolling in the TESL Practicum. This should be the final term of the TESL teacher candidates program. Approval by instructor required. Course may be concurrently taken with ED 433/533 Assessment in TESL

**Course Frequency:** *Fall: All Years Spring: All Years Summer: All Years*

### **TESL 459 Professional Development & Action Research**

**Credits: 1**

This required 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. Students taking the course will complete their Pre-Student Teaching Experience.

**Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

### **TESL 459L Pre-Student Teaching Experience**

**Credits: 0 - 1**

This required 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. Students taking the course will complete their pre-student teaching experience.

**Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

### **TESL 466 Student Teaching in TESL; K-12 & Seminar**

**Credits: 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.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: N/A*

### **TESL 467 Advanced Student Teaching in TESL-Teaching English as a Second Language** **Credits: 1 - 12**

This course is intended for students who are not yet licensed but who are completing the requirements for a second or third, etc., licensure field providing additional weeks of supervised practice teaching in the area of TESL in an elementary, middle, and/or secondary school setting.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: N/A*

### **TESL 468 Student Teaching in Para-to-TESL Program I** **Credits: 6**

Supervised semester-long field experience, required for licensure in Teaching English as a Second Language, 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. Instructor Permission required.

**Course Frequency:** *Fall: All Years Spring: N/A Summer: N/A*

### **TESL 469 Student Teaching in Para-to-TESL Program II** **Credits: 6**

Supervised semester-long field experience, required for licensure in Teaching English as a Second Language, 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. Instructor permission required.

**Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

### **TESL 531 Foundations of Teaching ESL & Lab** **Credits: 3**

This course is designed to introduce TESL teacher candidates to fundamental theories in the field of teaching ESL. The course builds a foundation of understanding of English learners and topics impacting the academic experiences of language minority students in the United States. TESL teacher candidates will participate in a 15 hour lab field experience with focus on culturally and linguistically diverse learners. The required preparation includes two years of HS foreign language or one year of foreign language in a post-secondary setting.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: All Years*

### **TESL 532 Understanding Second Language Acquisition** **Credits: 3**

This course is designed to provide an overview of second language acquisition, focusing on communication, pattern, and variability. Through research and practical applications, TESL teacher candidates will develop an understanding of native language acquisition and second language acquisition as well as the impact on the academic setting for ELs, including linguistic, cognitive, social, and affective factors. The required preparation includes two years of HS foreign language or one year of foreign language in a post-secondary setting.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: All Years*

### **TESL 533 Assessment in TESL** **Credits: 3**

This course is designed to focus on assessment of English learners across all content areas. TESL teacher candidates will research, develop, and implement effective assessments for ELs to determine language proficiency as well as academic competency. The required preparation includes two years of HS foreign language or one year of foreign language in a post-secondary setting.

**Pre-Requisites:** ( TESL\_531 ) OR ( ED\_531 ) and graduate status. **Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

### **TESL 534 Second Language Literacy & Linguistics** **Credits: 3**

This course is designed to focus on literacy skills: listening, speaking, reading, writing, viewing, and visually representing with an emphasis on linguistics. TESL teacher candidates will consider first and second language acquisition as well as linguistics in efforts to improve the literacy process for ELs. The required preparation includes two years of HS foreign language or one year of foreign language in a post-secondary setting.

**Pre-Requisites:** ( TESL\_531 ) OR ( ED\_531 ) and graduate status. **Course Frequency:** *Fall: All Years Spring: N/A Summer: N/A*

### **TESL 535 TESL Methods & Lab** **Credits: 3**

This course is designed to provide TESL teacher candidates opportunities to create, implement, and reflect on the teaching and learning process regarding the integration of content and language instruction. Teacher candidates will consider best practices in the field of ESL including strategies and methods based on evidence. The required preparation includes two years of HS foreign language or one year of foreign language in a post-secondary setting.

**Pre-Requisites:** ( TESL\_531 ) OR ( ED\_531 ) and graduate status. **Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

### **TESL 536 TESL Partnerships** **Credits: 3**

This course is designed to provide TESL teacher candidates with opportunities to focus on standards and principles of ESL while considering community partnerships and involvement of ESL stakeholders. This course has a community component, which requires experiences outside the class teacher candidates develop and implement a plan of action to demonstrate planning, commitment, and involvement with ESL stakeholders. The required preparation includes two years of HS foreign language or one year of foreign language in a post-secondary setting.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: All Years*

### **TESL 537 TESL Practicum (Teaching ESL Practicum)** **Credits: 3**

This practicum is the capstone of the MN K-12 Teacher of ESL Licensure program. Placements will focus on the elementary, middle, and secondary levels. TESL teacher candidates must complete licensure coursework before enrolling in the TESL Practicum. This should be the final term of the TESL teacher candidates program. Approval by instructor required. Course may be concurrently taken with ED 433/533 Assessment in TESL.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: All Years*

### **TESL 559 Professional Development & Action Research** **Credits: 0**

This required 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. Students taking the course will complete their Pre-Student Teaching Experience.

**Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

### **TESL 559L Pre-Student Teaching Experience**

**Credits: 0 - 1**

This required 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. Students taking the course will complete their pre-student teaching experience.

**Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*



## English

**Department Office:** BA 221  
**Phone Number:** 507-537-7155  
**Staff & Faculty:** Michael Albright, Lori Baker, Amanda Bemer, Mary Ellen Daniloff-Merrill, Eric Doise, Teresa Henning, Lisa Lucas, Steve Pacheco, David Pichaske, Neil Smith, Ruthe Thompson, Judy Wilson

### 4-Year Mustang Academic Plan (MAP):

[Bachelor of Science: Communication Arts & Literature Education, English](#)

[Download MAP](#)

[Bachelor of Arts: English, Creative Writing Emphasis](#)

[Download MAP](#)

[Bachelor of Arts: English, Literature Emphasis](#)

[Download MAP](#)

[Bachelor of Arts: Professional Writing and Communication](#)

[Download MAP](#)

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. Students should choose the letter grade option for all major courses, except for Senior Seminar, which is credit/no credit.

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

### Graduate Certificate: Literature Studies(11 Credits)

<b>LIT 523</b>	Shakespeare _____	Credits: 3
<b>LIT 622</b>	19th & 20th Century British Literature Survey _____	Credits: 4
<b>LIT 632</b>	A Survey of American Literature in All Its Diversity _____	Credits: 4

Total Credits: **11**

### Graduate Certificate: Writing Studies(10 Credits)

<b>LIT 523</b>	Shakespeare _____	Credits: 3
<b>LIT 622</b>	19th & 20th Century British Literature Survey _____	Credits: 4
<b>LIT 632</b>	A Survey of American Literature in All Its Diversity _____	Credits: 4

Total Credits: **10**

### Bachelor of Arts: English(41 Credits)

<b>LIT 523</b>	Shakespeare _____	Credits: 3
<b>LIT 622</b>	19th & 20th Century British Literature Survey _____	Credits: 4
<b>LIT 632</b>	A Survey of American Literature in All Its Diversity _____	Credits: 4

Notes:

**Restrictions:** Total number of credits for sections III and IV combined must be 17 credits. An overall total of 24 credits of ENG or LIT must be at the 300- or 400-level. Note: The University Graduation Requirement is 40 credits at the 300- and 400-level.

### I. Literature Core: (24 Credits)

<b>LIT 250</b>	Critical Approaches to Literature _____	Credits: 3
<b>LIT 306</b>	Craft and Theory: Prose and Poetry _____	Credits: 3

Three credits from the following:

<b>LIT 303</b>	British Authors: Short Course _____	Credits: 1 - 2
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<b>LIT 304</b>	American Authors: Short Course	Credits: 1
<b>LIT 305</b>	World Authors: Short Course	Credits: 1 - 2
<b>LIT 309</b>	Authors	Credits: 3

*One British Literature course:*

<b>LIT 321</b>	British Literature: Beginning through Restoration and 18th Century	Credits: 3
<b>LIT 322</b>	British Literature: Nineteenth and Twentieth Century	Credits: 3

*One American Literature course:*

<b>LIT 331</b>	American Literature: Beginning through Realism and Naturalism	Credits: 3
<b>LIT 332</b>	American Literature: Modern & Contemporary	Credits: 3

## Choose one of the following courses:

<b>LIT 310</b>	Greek Mythology & Literature	Credits: 3
<b>LIT 423</b>	Shakespeare	Credits: 3

## Choose one Literature Diversity course:

<b>LIT 335</b>	African American Literature	Credits: 3
<b>LIT 340</b>	Sexuality and Gender in Literature	Credits: 3
<b>LIT 355</b>	Native American Literature	Credits: 3
<b>LIT 375</b>	Women's Literature	Credits: 3

*Literature Electives:*

<b>LIT 3XX</b>	LIT courses 300 level or above.	Credits: 3
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**II. Capstone Course (2 Credits)**

<b>ENG 495</b>	Senior Capstone	Credits: 2
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**III. Emphasis Areas: (Choose one) (15 Credits)***A. Creative Writing Emphasis:**Writing Workshops:*

<b>ENG 207</b>	Writers' Workshop	Credits: 3
<b>ENG 301</b>	Poetry Workshop	Credits: 3
<b>ENG 302</b>	Fiction Workshop	Credits: 3

## Advanced Workshop (choose one):

<b>ENG 401</b>	Advanced Poetry Workshop	Credits: 3
<b>ENG 404</b>	Advanced Fiction Workshop	Credits: 3

*One Workshop Elective:*

<b>ENG 200</b>	Student Publications	Credits: 1 - 3
<b>ENG 204</b>	Introduction to Journalism	Credits: 3
<b>ENG 303</b>	Screenwriting Workshop	Credits: 3
<b>ENG 305</b>	Creative Non-Fiction Workshop	Credits: 3
<b>ENG 410</b>	Advanced Journalism	Credits: 3
<b>ENG 488</b>	Techniques in Craft	Credits: 1 - 4

*B. Literature Emphasis**Writing Requirement:*

<b>ENG 361</b>	Advanced Composition	Credits: 3
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*English Language Requirements*

<b>ENG 365</b>	Modern Grammar	Credits: 3
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*Choose one course:*

<b>ENG 3XX</b>	English Course 300 or higher	Credits: 3
<b>LIT 3XX</b>	Any Literature course 300 or higher	Credits: 3

## Notes:

Note: Students may take any 300-400 level course from another discipline as approved by the student's advisor. Recommended are courses in PHIL, HIST, or a foreign language. Please consult with advisor.

## Literature Requirements:

*Genre Course (choose one):*

<b>LIT 261</b>	Novel	Credits: 3
<b>LIT 262</b>	Short Story	Credits: 3
<b>LIT 263</b>	Poetry	Credits: 3
<b>LIT 264</b>	World Drama	Credits: 3
<b>LIT 266</b>	Fiction	Credits: 3

*Diversity Literature Course (choose one):*

Notes:

Note: Students must choose a different course than your English Core Literature Diversity course.

<b>LIT 335</b>	African American Literature	Credits: 3
<b>LIT 340</b>	Sexuality and Gender in Literature	Credits: 3
<b>LIT 355</b>	Native American Literature	Credits: 3
<b>LIT 375</b>	Women's Literature	Credits: 3

#### **Bachelor of Arts: English Notes:**

**Restrictions:** Total number of credits for sections III and IV combined must be 17 credits. An overall total of 24 credits of ENG or LIT must be at the 300- or 400-level. Note: The University Graduation Requirement is 40 credits at the 300- and 400-level.

Total Credits: **41**

### **Bachelor of Science: Communication Arts & Literature Education, English\*(45 Credits)**

<b>LIT 523</b>	Shakespeare	Credits: 3
<b>LIT 622</b>	19th & 20th Century British Literature Survey	Credits: 4
<b>LIT 632</b>	A Survey of American Literature in All Its Diversity	Credits: 4

Notes:

NOTE: This degree when coupled with professional education requirements can be used to obtain 5-12 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 English. Licensure may also be obtained with an emphasis in Speech; see the [Communications Studies](#) section.

#### **I. Literature/English Requirements: (27 Credits)**

<b>ENG 361</b>	Advanced Composition	Credits: 3
<b>ENG 365</b>	Modern Grammar	Credits: 3
<b>ENG 480</b>	Tutoring Writing	Credits: 1
<b>ENG 490</b>	Contemporary Composition Theory and Pedagogy	Credits: 2
<b>LIT 250</b>	Critical Approaches to Literature	Credits: 3
<b>LIT 410</b>	Literacy & Literature for Adolescents	Credits: 3

*One of the following courses:*

<b>LIT 261</b>	Novel	Credits: 3
<b>LIT 262</b>	Short Story	Credits: 3
<b>LIT 263</b>	Poetry	Credits: 3
<b>LIT 264</b>	World Drama	Credits: 3
<b>LIT 266</b>	Fiction	Credits: 3

*One British Survey Course:*

<b>LIT 321</b>	British Literature: Beginning through Restoration and 18th Century	Credits: 3
<b>LIT 322</b>	British Literature: Nineteenth and Twentieth Century	Credits: 3

*One American Survey Course:*

<b>LIT 331</b>	American Literature: Beginning through Realism and Naturalism	Credits: 3
<b>LIT 332</b>	American Literature: Modern & Contemporary	Credits: 3

*One of the following courses with a diversity designation:*

<b>LIT 335</b>	African American Literature	Credits: 3
<b>LIT 340</b>	Sexuality and Gender in Literature	Credits: 3
<b>LIT 355</b>	Native American Literature	Credits: 3
<b>LIT 375</b>	Women's Literature	Credits: 3

#### **II. Communications Requirements: (18 Credits)**

<b>COMM 200</b>	Small Group Communication	Credits: 3
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<b>COMM 230</b>	Interpersonal and Cross-Cultural Communication	Credits: 3
<b>COMM 330</b>	Mass Media and Society	Credits: 3
<b>COMM 356</b>	Argumentation and Debate	Credits: 3
<b>COMM 410</b>	Communication Analysis	Credits: 3
<b>COMM 450</b>	Secondary Teaching Methods: Speech Communication	Credits: 3

**Bachelor of Science: Communication Arts & Literature Education, English\* Notes:**

NOTE: This degree when coupled with professional education requirements can be used to obtain 5-12 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 English. Licensure may also be obtained with an emphasis in Speech; see the [Communications Studies](#) section.

Total Credits: **45**

**Bachelor of Arts: Professional Writing and Communication(41 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.

<b>LIT 523</b>	Shakespeare	Credits: 3
<b>LIT 622</b>	19th & 20th Century British Literature Survey	Credits: 4
<b>LIT 632</b>	A Survey of American Literature in All Its Diversity	Credits: 4

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.

**I. Written Communication Core: (23 Credits)**

<b>ENG 204</b>	Introduction to Journalism	Credits: 3
<b>ENG 289</b>	Introduction to Professional Writing	Credits: 1
<b>ENG 331</b>	Business Communications	Credits: 3
<b>ENG 360</b>	Scientific & Technical Writing	Credits: 3
<b>ENG 420</b>	Copy Editing	Credits: 3
<b>ENG 460</b>	Writing and New Media	Credits: 4

Choose 6 credits, two or more different courses from the following:

<b>COMM 260</b>	Media Writing	Credits: 3
<b>ENG 200</b>	Student Publications	Credits: 1 - 3
<b>ENG 305</b>	Creative Non-Fiction Workshop	Credits: 3
<b>ENG 361</b>	Advanced Composition	Credits: 3
<b>ENG 410</b>	Advanced Journalism	Credits: 3
<b>ENG 480</b>	Tutoring Writing	Credits: 1
<b>ENG 490</b>	Contemporary Composition Theory and Pedagogy	Credits: 2
<b>ENG 499</b>	Internship	Credits: 1 - 12

**II. Oral Communication Core: (6 Credits)**

<b>COMM 403</b>	Professional Presentations	Credits: 3
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One of the following:

<b>COMM 310</b>	Persuasion	Credits: 3
<b>COMM 330</b>	Mass Media and Society	Credits: 3
<b>COMM 360</b>	Organizational Communication	Credits: 3
<b>COMM 410</b>	Communication Analysis	Credits: 3

**III. Visual Communication Core: (6 Credits)**

Choose one:

<b>ART 100</b>	Introduction to Visual Arts _____	Credits: 3
<b>ART 102</b>	Foundations of Art & Design 2D _____	Credits: 3
<b>ART 103</b>	Foundations of Art and Design 3D _____	Credits: 3

Choose one:

<b>ART 240</b>	Concepts of Graphic Communication _____	Credits: 3
<b>ART 241</b>	Typography Survey _____	Credits: 3
<b>ART 242</b>	Digital Art _____	Credits: 3
<b>ART 343</b>	Digital Photography _____	Credits: 4

**IV. Professional Expertise Area**

Notes:

It is highly recommended that students, in consultation with their advisor, select a major or minor to pair with the PWC degree. Possible areas may include, but are not limited to: public relations, broadcasting & digital media, accounting, management, marketing, computer science, natural sciences, or graphic design.

**V. History and Theory (6 Credits)**

<b>ENG 492</b>	Theory & Practice of Professional Writing _____	Credits: 3
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Choose one:

<b>ENG 362</b>	History & Structure of the English Language _____	Credits: 3
<b>ENG 365</b>	Modern Grammar _____	Credits: 3

**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: **41****Minor: Creative Writing(18 Credits)**

<b>LIT 523</b>	Shakespeare _____	Credits: 3
<b>LIT 622</b>	19th & 20th Century British Literature Survey _____	Credits: 4
<b>LIT 632</b>	A Survey of American Literature in All Its Diversity _____	Credits: 4

Notes:

The same workshop may not be repeated for credit in the minor.

At least 12 credits must be at the 300 or 400 level.

**I. Required Course:**

<b>ENG 207</b>	Writers' Workshop _____	Credits: 3
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**II. Mid-Level Electives (Choose 3 courses): (9 Credits)**

<b>ENG 288</b>	Techniques in Craft: _____	Credits: 1 - 4
<b>ENG 301</b>	Poetry Workshop _____	Credits: 3
<b>ENG 302</b>	Fiction Workshop _____	Credits: 3
<b>ENG 303</b>	Screenwriting Workshop _____	Credits: 3
<b>ENG 305</b>	Creative Non-Fiction Workshop _____	Credits: 3
<b>LIT 306</b>	Craft and Theory: Prose and Poetry _____	Credits: 3

**III. Upper-Level Workshop (Choose one): (3 Credits)**

<b>ENG 401</b>	Advanced Poetry Workshop _____	Credits: 3
<b>ENG 404</b>	Advanced Fiction Workshop _____	Credits: 3
<b>ENG 486</b>	Advanced Topics in Writing _____	Credits: 1 - 4
<b>ENG 488</b>	Techniques in Craft _____	Credits: 1 - 4

**IV. Literature Elective (3 Credits)**

<b>LIT 3XX</b>	Literature Class 300-Level or above _____	Credits: 3
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Notes:

Note: LIT 306 cannot double-count.

**Minor: Creative Writing Notes:**

The same workshop may not be repeated for credit in the minor.

At least 12 credits must be at the 300 or 400 level.

Total Credits: **18****Minor: Literature(18-19 Credits)**

<b>LIT 523</b>	Shakespeare _____	Credits: 3
<b>LIT 622</b>	19th & 20th Century British Literature Survey _____	Credits: 4
<b>LIT 632</b>	A Survey of American Literature in All Its Diversity _____	Credits: 4

Notes:

Nine credits of the total must be additional credits at the 300- or 400-level not already used in another major. Nine credits of the total minor must be SMSU credits.

**I. Literature Requirements**

<b>LIT 250</b>	Critical Approaches to Literature _____	Credits: 3
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*One of the following Genre courses:*

<b>LIT 261</b>	Novel _____	Credits: 3
<b>LIT 262</b>	Short Story _____	Credits: 3
<b>LIT 263</b>	Poetry _____	Credits: 3
<b>LIT 264</b>	World Drama _____	Credits: 3
<b>LIT 266</b>	Fiction _____	Credits: 3

*One of the following Survey courses:*

<b>LIT 321</b>	British Literature: Beginning through Restoration and 18th Century _____	Credits: 3
<b>LIT 322</b>	British Literature: Nineteenth and Twentieth Century _____	Credits: 3
<b>LIT 331</b>	American Literature: Beginning through Realism and Naturalism _____	Credits: 3
<b>LIT 332</b>	American Literature: Modern & Contemporary _____	Credits: 3
<b>LIT 370</b>	Contemporary World Literature _____	Credits: 3

*One of the following Diversity Literature courses:*

<b>LIT 335</b>	African American Literature _____	Credits: 3
<b>LIT 340</b>	Sexuality and Gender in Literature _____	Credits: 3
<b>LIT 355</b>	Native American Literature _____	Credits: 3
<b>LIT 375</b>	Women's Literature _____	Credits: 3

**II. Literature Required Electives: (3 Credits)**

<b>LIT 3XX</b>	LIT courses 300 level or above. _____	Credits: 3
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**III. Writing Requirement: (3-4 Credits)**

Notes:

One of the following:

<b>ENG 207</b>	Writers' Workshop _____	Credits: 3
<b>ENG 301</b>	Poetry Workshop _____	Credits: 3
<b>ENG 302</b>	Fiction Workshop _____	Credits: 3
<b>ENG 303</b>	Screenwriting Workshop _____	Credits: 3
<b>ENG 304</b>	Special Projects _____	Credits: 1 - 4
<b>ENG 305</b>	Creative Non-Fiction Workshop _____	Credits: 3
<b>ENG 361</b>	Advanced Composition _____	Credits: 3
<b>ENG 401</b>	Advanced Poetry Workshop _____	Credits: 3
<b>ENG 404</b>	Advanced Fiction Workshop _____	Credits: 3
<b>ENG 410</b>	Advanced Journalism _____	Credits: 3
<b>ENG 420</b>	Copy Editing _____	Credits: 3

**Minor: Literature Notes:**

Nine credits of the total must be additional credits at the 300- or 400-level not already used in another major. Nine credits of the total minor must be SMSU credits.

Total Credits: **18-19**

**Minor: Professional Writing(18 Credits)**

<b>LIT 523</b>	Shakespeare	Credits: 3
<b>LIT 622</b>	19th & 20th Century British Literature Survey	Credits: 4
<b>LIT 632</b>	A Survey of American Literature in All Its Diversity	Credits: 4

**I. Required Course: (3 Credits)**

<b>ENG 204</b>	Introduction to Journalism	Credits: 3
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**II. Business/Technical, Choose one course: (3 Credits)**

<b>ENG 331</b>	Business Communications	Credits: 3
<b>ENG 360</b>	Scientific & Technical Writing	Credits: 3

**III. Grammar/Editing, Choose one course: (3 Credits)**

<b>ENG 365</b>	Modern Grammar	Credits: 3
<b>ENG 420</b>	Copy Editing	Credits: 3

**IV. Electives, Choose 3 courses: (9 Credits)**

<b>ENG 289</b>	Introduction to Professional Writing	Credits: 1
<b>ENG 331</b>	Business Communications	Credits: 3
<b>ENG 351</b>	Writing in Medical & Health Professions	Credits: 3
<b>ENG 360</b>	Scientific & Technical Writing	Credits: 3
<b>ENG 361</b>	Advanced Composition	Credits: 3
<b>ENG 365</b>	Modern Grammar	Credits: 3
<b>ENG 410</b>	Advanced Journalism	Credits: 3
<b>ENG 420</b>	Copy Editing	Credits: 3
<b>ENG 460</b>	Writing and New Media	Credits: 4
<b>ENG 480</b>	Tutoring Writing	Credits: 1
<b>ENG 490</b>	Contemporary Composition Theory and Pedagogy	Credits: 2
<b>ENG 499</b>	Internship	Credits: 1 - 12

Notes:

Note: Courses cannot double-count.

Total Credits: **18**

**Online Certificate: Professional Writing(12 Credits)**

All of the required courses for this certificate are offered online.

<b>LIT 523</b>	Shakespeare	Credits: 3
<b>LIT 622</b>	19th & 20th Century British Literature Survey	Credits: 4
<b>LIT 632</b>	A Survey of American Literature in All Its Diversity	Credits: 4

Choose one of the following:

<b>ENG 251</b>	Writing in Professions	Credits: 3
<b>ENG 351</b>	Writing in Medical & Health Professions	Credits: 3
<b>PHIL 303</b>	Ethical Issues in Professional Life	Credits: 3

Total Credits: **12**

**Course Descriptions**

**EMLS 098 Basic Listening and Speaking****Credits: 3**

This class will focus on strategies that develop basic, effective listening and speaking skills in academic situations such as class notetaking, answering questions in class, speaking to advisors, speaking to professors, and speaking to other students, as well as basic skills to avoid plagiarism in an American classroom. This class may include one or more simple presentations. There will be considerable one-on-one instruction in this class. Students will need to receive a "C" or better to proceed to EMLS Intermediate Listening and Speaking. This course is required of students identified through placement procedures of the University or the English Department. The English program reserves the right to remove students from the course who do not meet prerequisites.

**Pre-Requisites:** ( ( t\_0232\_1 ) ) **Course Frequency:** *Fall: All Years Spring: Dept Discretion Summer: N/A*

**EMLS 099 Basic Writing and Reading****Credits: 3**

This course is designed to prepare students for the EMLS126 Intermediate Writing and Reading class, and students must earn a grade of "C" or better in the Basic class in order to enroll in the Intermediate class. Students will become skilled in writing various types of paragraphs along with becoming skilled in the standard conventions of academic writing particularly in the areas of spelling, grammar, and punctuation. Students will also engage in various reading assignments that are designed to improve their Critical Thinking skills and to improve their vocabulary at the same time. Additionally, students are required to attend one Writing Center session. This course is required of students identified through placement procedures of the University or the English Department. The English program reserves the right to remove students from the course who do not meet prerequisites.

**Pre-Requisites:** ( ( t\_0229\_1 ) ) **Course Frequency:** *Fall: All Years Spring: Dept Discretion Summer: N/A*

**EMLS 101 EMLS Lab****Credits: 1 - 3**

This course serves as an accompaniment to both EMLS 098 Basic and EMLS 126 Intermediate Listening and Speaking. Because the lab is not required, students should speak with their advisor prior to enrolling in this class to determine whether they need to enroll. Students will have weekly assignments that take about an hour to complete. These will vary from attending the on-campus ELL Lab, implementing skills learned in one of the above classes, completing assignments on Flipgrid, visiting the instructor in order to talk about specific topics or practice relevant skills, or any other activity that will help students to improve their academic English listening and speaking skills. These assignments will largely be based on the specific needs of the student.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: N/A*

**EMLS 125 Intermediate Listening and Speaking****Credits: 3**

This class will focus on intermediate speaking and listening skills that include more advanced note taking, inferring ideas and meaning, and communicating non-verbally. Students will continue to develop their presentation skills, crafting arguments that they deliver to their classmates through the use of persuasive language and presentation aids. These presentations will include citing and referencing sources. There will be considerable one-on-one instruction in this class. Students will need to receive a "C" or better to proceed to EMLS Advanced Listening and Speaking. This course is required of students identified through placement procedures of the University or the English Department. The English program reserves the right to remove students from the course who do not meet prerequisites.

**Pre-Requisites:** ( ( EMLS\_098 ) OR ( t\_0232\_70 ) ) **Course Frequency:** *Fall: All Years Spring: All Years Summer: N/A*

**EMLS 126 Intermediate Writing and Reading****Credits: 3**



This course is designed to prepare students for the EMLS 151 Advanced Writing and Reading class, and students must earn a grade of "C" or better in the Intermediate class in order to enroll in the Advanced class. Students will compose longer pieces of writing culminating in a complete essay as well as give one presentation during the semester. In addition, more complex readings will engage students in enhancing the Critical Thinking and vocabulary skills they already possess. This course is required of students identified through placement procedures of the University or the English Department. The English program reserves the right to remove students from the course who do not meet prerequisites.

**Pre-Requisites:** ( ( EMLS\_099 ) OR ( t\_0229\_57 ) ) **Course Frequency:** *Fall: All Years Spring: All Years Summer: N/A*

### **EMLS 150 Advanced Listening and Speaking** **Credits: 4**

This class will focus on more advanced speaking and listening skills such as delivering various types of class presentations like speeches and Power Point presentations, engaging in class discussions, and doing group work with native speakers. Speeches and presentations will include the integration, analysis, and synthesis of academic sources. There will be considerable one-on-one instruction in this class. This course is required of students identified through placement procedures of the University or the English Department. The English program reserves the right to remove students from the course who do not meet prerequisites.

**Goal:** 01- Communication

**Pre-Requisites:** ( ( EMLS\_125 ) OR ( t\_0232\_80 ) ) **Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

### **EMLS 151 Advanced Writing and Reading** **Credits: 4**

This course is designed to prepare students for English 251, and students must earn a grade of "C" or better in this Advanced class in order to enroll in English 251. Students will compose complete papers with various purposes and audiences. Additionally, they will learn to synthesize ideas and complete a research assignment. Students will also build upon the vocabulary skills they already have through more advanced readings and exercises.

**Goal:** 01- Communication

**Pre-Requisites:** ( ( EMLS\_126 ) OR ( t\_0229\_82 ) ) **Course Frequency:** *Fall: All Years Spring: All Years Summer: N/A*

### **ENG 099 Introduction to Academic Writing** **Credits: 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.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: N/A*

### **ENG 107 Introduction to Creative Writing** **Credits: 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.

**Goal:** 06- Humanities/Fine Arts **Course Frequency:** *Fall: All Years Spring: N/A Summer: Dept Discretion*

### **ENG 151 Academic Writing** **Credits: 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. 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. The English program reserves the right to remove students from the course who do not meet the prerequisites.

**Goal:** 01- Communication

**Pre-Requisites:** (ENG\_099 with C or better) or a score of (18 on ACT English) or (78 on Accuplacer Reading) or (480 on SAT Evidence-Based Read/Write Comp) or ( 102 on test Accuplacer ESL Reading Skills) **Course Frequency:** *Fall: All Years Spring: All Years Summer: Dept Discretion*

## ENG 200 Student Publications

**Credits: 1 - 3**

This course is open to students who work on the student newspaper and/or the student literary magazine.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: N/A*

## ENG 204 Introduction to Journalism

**Credits: 3**

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 once for credit.

**Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

## ENG 207 Writers' Workshop

**Credits: 3**

This course is designed for students interested in writing poetry and fiction. Assumes the student has had an introductory course in creative writing.

**Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

## ENG 251 Writing in Professions

**Credits: 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 are advised to take this course during their sophomore year.

**Goal:** 01- Communication

**Pre-Requisites:** ( ( ENG\_151 OR EMLS\_151 ) ) **Course Frequency:** *Fall: All Years Spring: All Years Summer: All Years*

## ENG 286 Spec Topics in Writing

**Credits: 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.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: N/A*

## ENG 288 Techniques in Craft:

**Credits: 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.

**Pre-Requisites:** ( ENG\_207 ) **Course Frequency:** *Fall: Dept Discretion Spring: N/A Summer: N/A*

### **ENG 289 Introduction to Professional Writing**

**Credits: 1**

This course is designed to introduce students interested in majoring in Professional Writing and Communication to this field of study. Topics covered in the course include: defining professional writing and its career paths, exploring trends and scholarship in professional writing, creating and keeping a professional writing portfolio, and planning a career path in professional writing. This course is open to any students who have an interest in professional writing and is a required course for all Professional Writing and Communication majors.

**Course Frequency:** *Fall: Odd Years Spring: N/A Summer: N/A*

### **ENG 301 Poetry Workshop**

**Credits: 3**

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.

**Course Frequency:** *Fall: Odd Years Spring: N/A Summer: N/A*

### **ENG 302 Fiction Workshop**

**Credits: 3**

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.

**Course Frequency:** *Fall: Even Years Spring: N/A Summer: N/A*

### **ENG 303 Screenwriting Workshop**

**Credits: 3**

This course is for students interested in writing screenplays. Students' written work is the subject of the course. The course may be repeated up to a maximum of 6 credits.

**Course Frequency:** *Fall: Odd Years Spring: N/A Summer: N/A*

### **ENG 304 Special Projects**

**Credits: 1 - 4**

This course involves advanced work, primarily tutorial, and an individual writing project of some complexity.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: N/A*

### **ENG 305 Creative Non-Fiction Workshop**

**Credits: 3**

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.

**Course Frequency:** *Fall: N/A Spring: Odd Years Summer: N/A*

### **ENG 331 Business Communications**

**Credits: 3**

The analysis, interpretation, presentation, and effective writing of letters, memos, reports, and other types of business documents.

**Pre-Requisites:** ( ENG\_251 ) OR ( PHIL\_303 ) **Course Frequency:** *Fall: All Years Spring: N/A Summer: N/A*

### **ENG 351 Writing in Medical & Health Professions** **Credits: 3**

This online 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 applicable to writing in medical and health professions such as nursing, physical therapy, and related fields. Students are advised to take this course during their sophomore or junior year. Some experience with medical terminology is recommended but not required for this course. Students with majors related to health or medicine are invited to take this course as an alternative to English 251.

**Goal:** 01- Communication

**Pre-Requisites:** ( ( ENG\_151 ) ) **Course Frequency:** *Fall: All Years Spring: All Years Summer: N/A*

### **ENG 360 Scientific & Technical Writing** **Credits: 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.

**Pre-Requisites:** ( ( ENG\_251 OR ENG\_351 OR PHIL\_303 ) ) **Course Frequency:** *Fall: All Years Spring: All Years Summer: All Years*

### **ENG 361 Advanced Composition** **Credits: 3**

This course builds upon skills developed in the first-year and sophomore LEP writing sequence courses. The focus in this course is on advanced argumentation and persuasion for an argument's intended audience and purpose. Students will engage in critical reading and evaluation activities in addition to research and writing. In addition to being required of certain majors, this course is useful for students planning to go to graduate school or law school and is open to students of any major.

**Pre-Requisites:** ( ( ENG\_251 ) OR ( PHIL\_303 ) ) **Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

### **ENG 362 History & Structure of the English Language** **Credits: 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.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: N/A*

### **ENG 365 Modern Grammar** **Credits: 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.

**Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

### **ENG 401 Advanced Poetry Workshop**

**Credits: 3**

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.

**Course Frequency:** *Fall: N/A Spring: Odd Years Summer: N/A*

### **ENG 404 Advanced Fiction Workshop**

**Credits: 3**

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.

**Course Frequency:** *Fall: N/A Spring: Even Years Summer: N/A*

### **ENG 410 Advanced Journalism**

**Credits: 3**

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.

**Pre-Requisites:** ( ( ENG\_204 ) ) **Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: N/A*

### **ENG 420 Copy Editing**

**Credits: 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.

**Course Frequency:** *Fall: Even Years Spring: N/A Summer: N/A*

### **ENG 460 Writing and New Media**

**Credits: 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.

**Pre-Requisites:** ( ENG\_360 ) **Course Frequency:** *Fall: N/A Spring: Odd Years Summer: N/A*

### **ENG 480 Tutoring Writing**

**Credits: 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.

**Pre-Requisites:** ( ENG\_151 ) and junior status. **Course Frequency:** *Fall: All Years Spring: N/A Summer: N/A*

### **ENG 486 Advanced Topics in Writing**

**Credits: 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.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: N/A*

### **ENG 488 Techniques in Craft**

**Credits: 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. May be repeated for a maximum of 6 credits, but only a total of 4 credits can count in the English or Professional Writing majors.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: N/A*

### **ENG 490 Contemporary Composition Theory and Pedagogy**

**Credits: 2**

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.

**Pre-Requisites:** ( ( ENG\_480 ) ) and junior status. **Course Frequency:** *Fall: Odd Years Spring: N/A Summer: N/A*

### **ENG 492 Theory & Practice of Professional Writing**

**Credits: 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.

**Course Frequency:** *Fall: Even Years Spring: N/A Summer: N/A*

### **ENG 494 Direct Studies in Writing**

**Credits: 1 - 4**

Independent work is available only to students with special needs or exceptional ability.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: N/A*

### **ENG 495 Senior Capstone**

**Credits: 2**

This course is the required capstone all English majors in the concentrations of Literature and Creative Writing. On the Lit side, it requires an independent study based on the student's chosen area of Lit (a major

figure or particular period, for instance). On the CW side, it requires assembling and revising a substantial and representative portfolio of the student's best work in fiction, non-fiction, poetry, screenwriting, and/or essays, along with an introductory critical essay about the student's study of writing. As part of the creative writing capstone, this class culminates in a required public reading from the student's portfolio.

**Course Frequency:** *Fall: All Years Spring: N/A Summer: N/A*

### **ENG 499 Internship**

**Credits: 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.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: N/A*

### **ENG 586 Special Topics in Composition and Rhetoric**

**Credits: 1 - 4**

This is an advanced study in topics of interest. Consult the semester schedule of classes for the selected topic for a given term. Up to 4 credits of any Special Topics may be applied to a graduate degree with permission of the English Department and the Graduate Dean.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

### **ENG 589 Special Topics in English**

**Credits: 1 - 6**

Special topics courses in English allow students to pursue interests in various fields, including composition and rhetoric, literature, and literacy when dedicated graduate courses are not offered by the Department.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: Dept Discretion*

### **ENG 656 Minnesota Writing and English Practicum**

**Credits: 1**

This five-week course offers one graduate credit in English, and requires at least one full day of attendance at the annual Minnesota Writing and English conference. Students will choose a concept presented at the conference as a research focus for the course, and then produce an annotated bibliography of fifteen peer-reviewed journal articles and a formal research paper at least fifteen pages in length. This course may be repeated two times, so long as the concept(s) explored differ significantly enough to require completely new research each time the course is repeated.

**Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

### **ENG 670 Digital Writing Seminar**

**Credits: 4**

A graduate course in which students will learn some of the key issues related to digital writing; understanding effective digital writing environments and assignments for students; evaluate digital writing tools for particular pedagogical and writing goals; and develop pedagogically-sound assessment procedures for digital writing assignments.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: Dept Discretion*

### **ENG 675 Rhetoric, Literacy, and the Teaching of Writing**

**Credits: 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.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: Dept Discretion*

### **ENG 680 Autoethnography and the Teaching of Writing** **Credits: 2**

This is a graduate writing course that introduces students to the research method of autoethnography. Students will have the opportunity to learn how the self-reflexive practice of autoethnography can be used as valid means for studying the efficacy of the self in a professional context such as a classroom. Students will be required to apply this learning by authoring an autoethnographic study related to some aspect of their work as English teachers, tutors, students or scholars.

**Course Frequency:** *Fall: N/A Spring: Dept Discretion Summer: N/A*

### **ENG 686 Special Topics in Composition and Rhetoric** **Credits: 1 - 4**

This is an advanced study in topics of interest. Consult the semester schedule of classes for the selected topic for a given term. Up to 4 credits of any Special Topics may be applied to a graduate degree with permission of the English Department and the Graduate Dean.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

### **LIT 100 Literature: Human Diversity** **Credits: 3**

This course introduces students to multicultural literature primarily 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.

**Goal:** 06- Humanities/Fine Arts 07- Human Diversity **Course Frequency:** *Fall: All Years Spring: N/A Summer: Dept Discretion*

### **LIT 120 Introduction to Literature** **Credits: 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. This course does not count toward a Literature or Creative Writing major.

**Goal:** 06- Humanities/Fine Arts **Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: N/A*

### **LIT 150 Literature: Global Perspective** **Credits: 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.

**Goal:** 06- Humanities/Fine Arts 08- Global Perspective **Course Frequency:** *Fall: Even Years Spring: N/A Summer: Dept Discretion*

### **LIT 170 Literature: People & Environment** **Credits: 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.

**Goal:** 06- Humanities/Fine Arts 10- People/Environment **Course Frequency:** *Fall: N/A Spring: All Years Summer: Dept Discretion*

### **LIT 200 Literature: Rural/Regional Experience** **Credits: 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.

**Goal:** 06- Humanities/Fine Arts **Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: N/A*

### **LIT 250 Critical Approaches to Literature** **Credits: 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

**Pre-Requisites:** ( ENG\_151 ) **Course Frequency:** *Fall: N/A Spring: Odd Years Summer: N/A*

### **LIT 261 Novel** **Credits: 3**

This course introduces students to the novel as a literary form.

**Goal:** 06- Humanities/Fine Arts **Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: N/A*

### **LIT 262 Short Story** **Credits: 3**

This course introduces students to the short story as a literary form.

**Goal:** 06- Humanities/Fine Arts **Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: N/A*

### **LIT 263 Poetry** **Credits: 3**

This course introduces students to poetry as a literary form.

**Goal:** 06- Humanities/Fine Arts **Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

### **LIT 264 World Drama** **Credits: 3**

This course introduces students to drama as a literary form, including plays from a wide variety of periods and countries.

**Goal:** 06- Humanities/Fine Arts 08- Global Perspective **Course Frequency:** *Fall: Odd Years Spring: N/A Summer: N/A*

### **LIT 265 Literature and Film** **Credits: 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 many include the following filmic and literary genres: western, musical, science fiction fantasy, horror, comic, detective story, thriller, war, or family melodrama.

**Goal:** 06- Humanities/Fine Arts **Course Frequency:** *Fall: Odd Years Spring: N/A Summer: N/A*

### **LIT 266 Fiction**

**Credits: 3**

This course introduces students to fiction - in the form of the novels and short stories - as a literary form and helps them to appreciate its gifts. We will read a selection of short fiction and novels (or novel excerpts) and come to understand how this literary genre has developed and acted as both a reflection of and influence on culture. Students will practice critical analysis of these forms of fiction within their historical and cultural context through in-class discussion, D2L forums, quizzes and essay assignments.

**Goal:** 06- Humanities/Fine Arts **Course Frequency:** *Fall: All Years Spring: N/A Summer: N/A*

### **LIT 286 Special Topics in Literature**

**Credits: 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.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: N/A*

### **LIT 292 Honors Credit Literature**

**Credits: 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.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: N/A*

### **LIT 303 British Authors: Short Course**

**Credits: 1 - 2**

A study of one British authors 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.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: N/A*

### **LIT 304 American Authors: Short Course**

**Credits: 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.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: N/A*

### **LIT 305 World Authors: Short Course**

**Credits: 1 - 2**

A study of one World authors 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.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: N/A*

### **LIT 306 Craft and Theory: Prose and Poetry**

**Credits: 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.

**Course Frequency:** *Fall: All Years Spring: N/A Summer: N/A*

### **LIT 309 Authors**

**Credits: 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.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: N/A*

### **LIT 310 Greek Mythology & Literature**

**Credits: 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.

**Course Frequency:** *Fall: Even Years Spring: N/A Summer: N/A*

### **LIT 321 British Literature: Beginning through Restoration and 18th Century**

**Credits: 3**

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.

**Course Frequency:** *Fall: Even Years Spring: N/A Summer: N/A*

### **LIT 322 British Literature: Nineteenth and Twentieth Century**

**Credits: 3**

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.

**Pre-Requisites:** ( ENG\_151 ) **Course Frequency:** *Fall: N/A Spring: Odd Years Summer: N/A*

### **LIT 323 Shakespeare**

**Credits: 3**

This course focuses on examples of Shakespeare's best-known tragedies, comedies, histories, and romances.

**Course Frequency:** *Fall: N/A Spring: Even Years Summer: N/A*

### **LIT 324 Shakespeare: Tragedies**

**Credits: 3**

This course focuses on selected examples of Shakespeare's tragic drama, including the historical tragedies.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: N/A*

### **LIT 325 Shakespeare: Comedies**

**Credits: 3**

This course focuses on selected examples of Shakespeare's comic drama, including representative "romances."

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: N/A*

### **LIT 331 American Literature: Beginning through Realism and Naturalism**

**Credits: 3**

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.

**Course Frequency:** *Fall: Odd Years Spring: N/A Summer: N/A*

### **LIT 332 American Literature: Modern & Contemporary** **Credits: 3**

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.

**Course Frequency:** *Fall: N/A Spring: Even Years Summer: N/A*

### **LIT 335 African American Literature** **Credits: 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.

**Goal:** 07- Human Diversity **Course Frequency:** *Fall: Even Years Spring: N/A Summer: N/A*

### **LIT 340 Sexuality and Gender in Literature** **Credits: 3**

This course reads a selection of literature from a range of historical and cultural periods through the lens of sexuality and gender.

**Goal:** 07- Human Diversity **Course Frequency:** *Fall: N/A Spring: Even Years Summer: N/A*

### **LIT 355 Native American Literature** **Credits: 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.

**Goal:** 07- Human Diversity **Course Frequency:** *Fall: Odd Years Spring: N/A Summer: N/A*

### **LIT 365 Auto/Biography** **Credits: 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.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: N/A*

### **LIT 370 Contemporary World Literature** **Credits: 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.

**Pre-Requisites:** ( ENG\_151 ) **Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: N/A*

### **LIT 375 Women's Literature**

**Credits: 3**

This course introduces students to literature written by and about women from various time periods and cultures.

**Goal:** 07- Human Diversity **Course Frequency:** *Fall: N/A Spring: Odd Years Summer: N/A*

### **LIT 410 Literacy & Literature for Adolescents**

**Credits: 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.

**Course Frequency:** *Fall: N/A Spring: Even Years Summer: N/A*

### **LIT 423 Shakespeare**

**Credits: 3**

This course focuses on examples of Shakespeare's best-known tragedies, comedies, histories, and romances.

**Course Frequency:** *Fall: N/A Spring: Odd Years Summer: N/A*

### **LIT 486 Advanced Topics in Literature**

**Credits: 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.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: N/A*

### **LIT 494 Directed Studies in Literature**

**Credits: 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.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: N/A*

### **LIT 523 Shakespeare**

**Credits: 3**

This course focuses on examples of Shakespeare's best-known tragedies, comedies, histories, and romances. Graduate students will be required to prepare and submit a seminar paper at the conclusion of the course in lieu of the final exam given to undergraduate students. Graduate students will also be tasked with leading and participating more actively in ongoing online discussions.

**Course Frequency:** *Fall: N/A Spring: Odd Years Summer: N/A*

### **LIT 586 Special Topics in Literature**

**Credits: 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.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

### **LIT 622 19th & 20th Century British Literature Survey** **Credits: 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.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: Odd Years*

### **LIT 632 A Survey of American Literature in All Its Diversity** **Credits: 4**

This course includes canonical as well as alternative or marginalized U.S. literary texts. The primary, if not exclusive, focus will be on those texts that have emerged out of marginalized literary traditions. Students will be expected to analyze assigned texts in order to explain how they work, but they will also analyze what historical and cultural forces might have led to texts being included, removed, or left out of the canon. Those analyses along with readings of literary criticism about the American literary survey will equip students to identify and challenge the cultural and political biases that often exist in the background of canon formation, undetected.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: Dept Discretion*

### **LIT 670 World Literature** **Credits: 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.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

### **LIT 686 Special Topics in Literature** **Credits: 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.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

### **LIT XXX Literature courses** **Credits: 4**

Choose 4 credits of literature courses.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

## Environmental Science

**Department Office:** SM 178  
**Phone Number:** 507-537-6178  
**Staff & Faculty:** Thomas Dilley, Elliot Vaughan

### 4-Year Mustang Academic Plan (MAP):

[Bachelor of Science: Environmental Science, Humanity and Environment Option](#)

[Download MAP](#)

[Bachelor of Science: Environmental Science, Natural Science Option](#)

[Download MAP](#)

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, Humanity and Environment Option(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:

##### *Environmental Science Courses:*

<b>ENVS 101</b>	Physical Geology	Credits: 3
<b>ENVS 101L</b>	Physical Geology Lab	Credits: 1
<b>ENVS 102</b>	Historical Geology	Credits: 3
<b>ENVS 102L</b>	Historical Geology Lab	Credits: 1
<b>ENVS 107</b>	Introduction to ArcGIS	Credits: 2
<b>ENVS 180</b>	Environmental Science: Introduction	Credits: 3
<b>ENVS 180L</b>	Environmental Science: Introduction Lab	Credits: 1
<b>ENVS 301</b>	Basic Soil Science	Credits: 3
<b>ENVS 301L</b>	Basic Soil Science Lab	Credits: 1
<b>ENVS 390</b>	Research Methods in Environmental Science	Credits: 2
<b>ENVS 400</b>	Environmental Data Analysis & Presentation	Credits: 2

##### *Biology Courses:*

<b>BIOL 200</b>	Introduction to Cellular Biology	Credits: 3
<b>BIOL 200L</b>	Introduction to Cellular Biology Lab	Credits: 1
<b>BIOL 201</b>	Introduction to Biodiversity & Evolution	Credits: 3
<b>BIOL 201L</b>	Introduction to Biodiversity & Evolution Lab	Credits: 1
<b>BIOL 302</b>	Botany	Credits: 3
<b>BIOL 302L</b>	Botany Lab	Credits: 1

##### *Chemistry Courses:*

<b>CHEM 121</b>	Basic Chemistry	Credits: 3
<b>CHEM 121L</b>	Basic Chemistry Lab	Credits: 1
<b>CHEM 122</b>	Introductory Organic/Biochemistry	Credits: 3
<b>CHEM 122L</b>	Introduction to Organic/Biochemistry Lab	Credits: 1

Notes:

\* CHEM 121, CHEM 122: May substitute CHEM 231, 232 (9 credits)

##### *Humanities Courses:*

<b>ENG 360</b>	Scientific & Technical Writing	Credits: 3
<b>PHIL 107</b>	Environmental Ethics	Credits: 3

#### II. Restricted Science Electives:

Take two of the following; at least one must include a lab:

<b>BIOL 310</b>	Natural History of Vertebrates	Credits: 3
<b>BIOL 310L</b>	Natural History of Vertebrates Lab	Credits: 1
<b>ENVS 302</b>	Geomorphology	Credits: 3
<b>ENVS 303</b>	Meteorology	Credits: 3
<b>ENVS 311</b>	Environmental Geology	Credits: 3
<b>ENVS 312</b>	Rocks & Minerals	Credits: 3
<b>ENVS 351</b>	Environmental Toxicology	Credits: 3
<b>ENVS 352</b>	Plant Nutrients in the Environment	Credits: 3
<b>ENVS 401</b>	Wetland Ecology	Credits: 3
<b>ENVS 401L</b>	Wetland Ecology Lab	Credits: 1
<b>ENVS 406</b>	Limnology	Credits: 3
<b>ENVS 406L</b>	Limnology Lab	Credits: 1
<b>ENVS 426</b>	Soil Morphology & Genesis	Credits: 3
<b>ENVS 426L</b>	Soil Morphology & Genesis Lab	Credits: 1
<b>ENVS 486</b>	Advanced Special Topics	Credits: 1 - 3

### III. Restricted Humanities Electives: (15 Credits)

Choose five (5) upper-division courses from three (3) areas of study:

<b>AGBU 3XX</b>	Agribusiness Courses numbered 300 or above.	Credits: 3
<b>BADM 3XX</b>	Business Admin Courses numbered 300 or above.	Credits: 3
<b>ECON 3XX</b>	Economics Courses numbered 300 or above.	Credits: 3
<b>EDU 3XX</b>	Education Courses numbered 300 or above.	Credits: 3
<b>ENG 3XX</b>	English Courses numbered 300 or above.	Credits: 3
<b>FIN 3XX</b>	Finance Courses numbered 300 or above.	Credits: 3
<b>GEOG 3XX</b>	Geography Courses numbered 300 or above.	Credits: 3
<b>HIST 3XX</b>	History Courses numbered 300 or above.	Credits: 3
<b>JUAD 3XX</b>	Justice Admin Courses numbered 300 or above.	Credits: 3
<b>MGMT 3XX</b>	Management Courses numbered 300 or above.	Credits: 3
<b>PHIL 3XX</b>	Philosophy Courses numbered 300 or above.	Credits: 3
<b>POL 3XX</b>	Political Science Courses numbered 300 or above.	Credits: 3
<b>PSYC 3XX</b>	Psychology Courses numbered 300 or above.	Credits: 3
<b>SOCI 3XX</b>	Sociology Courses numbered 300 or above.	Credits: 3
<b>SPCH 3XX</b>	Speech Comm Courses numbered 300 or above.	Credits: 3

Notes:

Students should consult with their Environmental Science advisor regarding the selection of the Humanities Electives.

One course at the 200-level MAY be allowed but only with the approval of the student's Environmental Science advisor.

Total Credits: **70**

### Bachelor of Science: Environmental Science, Natural Science Option(74-76 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:

Environmental Science Courses:

<b>ENVS 101</b>	Physical Geology	Credits: 3
<b>ENVS 101L</b>	Physical Geology Lab	Credits: 1
<b>ENVS 102</b>	Historical Geology	Credits: 3
<b>ENVS 102L</b>	Historical Geology Lab	Credits: 1
<b>ENVS 107</b>	Introduction to ArcGIS	Credits: 2
<b>ENVS 180</b>	Environmental Science: Introduction	Credits: 3
<b>ENVS 180L</b>	Environmental Science: Introduction Lab	Credits: 1
<b>ENVS 301</b>	Basic Soil Science	Credits: 3
<b>ENVS 301L</b>	Basic Soil Science Lab	Credits: 1
<b>ENVS 390</b>	Research Methods in Environmental Science	Credits: 2



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**ENVS 400** Environmental Data Analysis & Presentation Credits: 2

*Biology Courses:*

**BIOL 200** Introduction to Cellular Biology Credits: 3

**BIOL 200L** Introduction to Cellular Biology Lab Credits: 1

**BIOL 201** Introduction to Biodiversity & Evolution Credits: 3

**BIOL 201L** Introduction to Biodiversity & Evolution Lab Credits: 1

**BIOL 302** Botany Credits: 3

**BIOL 302L** Botany Lab Credits: 1

**BIOL 311** Ecology Credits: 3

**BIOL 311L** Ecology Lab Credits: 1

*Chemistry Courses:*

**CHEM 231** General Chemistry I Credits: 3

**CHEM 231L** General Chemistry I Lab Credits: 1

**CHEM 232** General Chemistry II Credits: 3

**CHEM 232L** General Chemistry II Lab Credits: 2

*Physics Courses:*

**PHYS 141** College Physics I Credits: 3

**PHYS 141L** College Physics I Lab Credits: 1

**PHYS 142** College Physics II Credits: 3

**PHYS 142L** College Physics II Lab Credits: 1

*Choose one MATH course:*

**MATH 140** Calculus: A Short Course Credits: 3

**MATH 200** Intro to Statistics Credits: 3

Notes:

\* MATH 200: May substitute other statistics course with program approval

*Humanities Courses:*

**ENG 360** Scientific & Technical Writing Credits: 3

**PHIL 107** Environmental Ethics Credits: 3

## II. Restricted Electives: (10-12 Credits)

*Take three courses, at least one must include a lab:*

**AGBU 350** Agricultural & Environment Law Credits: 3

**BIOL 303** Microbiology Credits: 3

**BIOL 303L** Microbiology Lab Credits: 2

**BIOL 310** Natural History of Vertebrates Credits: 3

**BIOL 310L** Natural History of Vertebrates Lab Credits: 1

**BIOL 321** Genetics Credits: 3

**BIOL 321L** Genetics Lab Credits: 1

**CHEM 344** Instrumental Analysis Credits: 4

**ENVS 302** Geomorphology Credits: 3

**ENVS 303** Meteorology Credits: 3

**ENVS 310** Hydrology Credits: 3

**ENVS 310L** Hydrology Lab Credits: 1

**ENVS 311** Environmental Geology Credits: 3

**ENVS 312** Rocks & Minerals Credits: 3

**ENVS 351** Environmental Toxicology Credits: 3

**ENVS 352** Plant Nutrients in the Environment Credits: 3

**ENVS 353** Soil Conservation and Land Use Management Credits: 3

**ENVS 401** Wetland Ecology Credits: 3

**ENVS 401L** Wetland Ecology Lab Credits: 1

**ENVS 406** Limnology Credits: 3

**ENVS 406L** Limnology Lab Credits: 1

**ENVS 426** Soil Morphology & Genesis Credits: 3

**ENVS 426L** Soil Morphology & Genesis Lab Credits: 1

**ENVS 486** Advanced Special Topics Credits: 1 - 3

**HIST 310** Environmental History Credits: 3

Total Credits: **74-76****Minor: Environmental Science(28-30 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: (18 Credits)**

<b>ENVS 101</b>	Physical Geology	Credits: 3
<b>ENVS 101L</b>	Physical Geology Lab	Credits: 1
<b>ENVS 107</b>	Introduction to ArcGIS	Credits: 2
<b>ENVS 180</b>	Environmental Science: Introduction	Credits: 3
<b>ENVS 180L</b>	Environmental Science: Introduction Lab	Credits: 1

**Take ONE course from each group (A-B):***Group A.*

<b>BIOL 200</b>	Introduction to Cellular Biology	Credits: 3
<b>BIOL 200L</b>	Introduction to Cellular Biology Lab	Credits: 1
<b>BIOL 201</b>	Introduction to Biodiversity & Evolution	Credits: 3
<b>BIOL 201L</b>	Introduction to Biodiversity & Evolution Lab	Credits: 1

*Group B.*

<b>CHEM 121</b>	Basic Chemistry	Credits: 3
<b>CHEM 121L</b>	Basic Chemistry Lab	Credits: 1
<b>CHEM 231</b>	General Chemistry I	Credits: 3
<b>CHEM 231L</b>	General Chemistry I Lab	Credits: 1

**II. Restricted Electives: (10-12 Credits)****Choose three courses, one must include a lab:**

<b>BIOL 302</b>	Botany	Credits: 3
<b>BIOL 302L</b>	Botany Lab	Credits: 1
<b>BIOL 311</b>	Ecology	Credits: 3
<b>BIOL 311L</b>	Ecology Lab	Credits: 1
<b>ENVS 102</b>	Historical Geology	Credits: 3
<b>ENVS 102L</b>	Historical Geology Lab	Credits: 1
<b>ENVS 301</b>	Basic Soil Science	Credits: 3
<b>ENVS 301L</b>	Basic Soil Science Lab	Credits: 1
<b>ENVS 302</b>	Geomorphology	Credits: 3
<b>ENVS 303</b>	Meteorology	Credits: 3
<b>ENVS 310</b>	Hydrology	Credits: 3
<b>ENVS 310L</b>	Hydrology Lab	Credits: 1
<b>ENVS 311</b>	Environmental Geology	Credits: 3
<b>ENVS 312</b>	Rocks & Minerals	Credits: 3
<b>ENVS 312L</b>	Rocks & Minerals Lab	Credits: 1
<b>ENVS 353</b>	Soil Conservation and Land Use Management	Credits: 3
<b>ENVS 401</b>	Wetland Ecology	Credits: 3
<b>ENVS 401L</b>	Wetland Ecology Lab	Credits: 1
<b>ENVS 406</b>	Limnology	Credits: 3
<b>ENVS 406L</b>	Limnology Lab	Credits: 1

Total Credits: **28-30****Minor: Environmental Education(23 Credits)****Required Courses:**

<b>BIOL 201</b>	Introduction to Biodiversity & Evolution	Credits: 3
<b>BIOL 201L</b>	Introduction to Biodiversity & Evolution Lab	Credits: 1
<b>ED 373</b>	Environmental Education Strategies	Credits: 3
<b>ENVS 180</b>	Environmental Science: Introduction	Credits: 3
<b>ENVS 180L</b>	Environmental Science: Introduction Lab	Credits: 1

<b>ENVS 480</b>	Environmental Education Practicum	Credits: 1 - 4
<b>PHIL 107</b>	Environmental Ethics	Credits: 3

Choose one course with lab:

<b>BIOL 309</b>	Invertebrate Zoology	Credits: 3
<b>BIOL 309L</b>	Invertebrate Zoology Laboratory	Credits: 1
<b>BIOL 310</b>	Natural History of Vertebrates	Credits: 3
<b>BIOL 310L</b>	Natural History of Vertebrates Lab	Credits: 1
<b>BIOL 405</b>	Insect Ecology & Diversity	Credits: 3
<b>BIOL 405L</b>	Insect Ecology & Diversity Lab	Credits: 1

Restricted Electives (Choose two courses): (4 Credits)

<b>PE 105</b>	Camping and Canoeing	Credits: 2
<b>PE 106</b>	Winter Ice and Snow Sports	Credits: 2
<b>PE 200</b>	Recreational Sports & Games	Credits: 3
<b>PE 300</b>	Recreation Diversity & Leadership	Credits: 3
<b>PE 360</b>	Introduction to Recreation, Parks, and Community Education	Credits: 3

Total Credits: **23**

## Course Descriptions

### ENVS 100 Earth Science

**Credits: 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.

**Goal:** 03- Natural Science 10- People/Environment **Course Frequency:** Fall: Dept Discretion Spring: N/A  
Summer: All Years

### ENVS 100L Earth Science Lab

**Credits: 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.

**Goal:** 03- Natural Science 10- People/Environment **Course Frequency:** Fall: Dept Discretion Spring: N/A  
Summer: All Years

### ENVS 101 Physical Geology

**Credits: 3**

The study of the earth and the forces that shape it, including minerals and rocks, landforms, and geological processes.

**Goal:** 03- Natural Science **Course Frequency:** Fall: All Years Spring: All Years Summer: N/A

### ENVS 101L Physical Geology Lab

**Credits: 1**

The study of the earth and the forces that shape it, including minerals and rocks, landforms, and geological processes.

**Goal:** 03- Natural Science **Course Frequency:** *Fall: All Years Spring: All Years Summer: N/A*

### **ENVS 102 Historical Geology**

**Credits: 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.

**Pre-Requisites:** ( ENVS\_100 ) OR ( ENVS\_101 ) **Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

### **ENVS 102L Historical Geology Lab**

**Credits: 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.

**Pre-Requisites:** ( ENVS\_100 ) OR ( ENVS\_101 ) **Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

### **ENVS 107 Introduction to ArcGIS**

**Credits: 2**

Introduction to the basic features of Arc GIS 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.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: N/A*

### **ENVS 115 Redwood River Monitoring**

**Credits: 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.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: N/A*

### **ENVS 120 Regional Geography of US & Canada**

**Credits: 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.

**Course Frequency:** *Fall: N/A Spring: Dept Discretion Summer: N/A*

### **ENVS 180 Environmental Science: Introduction**

**Credits: 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.

**Goal:** 03- Natural Science 10- People/Environment **Course Frequency:** *Fall: All Years Spring: All Years Summer: N/A*

### **ENVS 180L Environmental Science: Introduction Lab**

**Credits: 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.

**Goal:** 03- Natural Science 10- People/Environment **Course Frequency:** *Fall: All Years Spring: All Years Summer: N/A*

### **ENVS 186 Special Topics in Environmental Science**

**Credits: 1 - 4**

### **ENVS 200 Environmental Science Seminar**

**Credits: 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.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: N/A*

### **ENVS 270 Soil Profile Description**

**Credits: 1**

This is a field course used to prepare students for intercollegiate soil judging contests.

**Pre-Requisites:** ( ENVS\_251 ) **Course Frequency:** *Fall: Dept Discretion Spring: N/A Summer: N/A*

### **ENVS 271 Collegiate Soil Judging**

**Credits: 1**

Methods of soil profile description and field interpretation of landscapes. Participation in soil judging team during regional or national contests is required.

**Pre-Requisites:** ( ENVS\_251 ) **Course Frequency:** *Fall: Dept Discretion Spring: N/A Summer: N/A*

### **ENVS 286 Special Topics**

**Credits: 1 - 3**

### **ENVS 301 Basic Soil Science**

**Credits: 3**

Basic physical, chemical, and biological properties of soil. Soil genesis, classification, and principles of soil fertility. The required preparation for this course is three years of high school mathematics or MATH 060.

**Course Frequency:** *Fall: All Years Spring: N/A Summer: N/A*

### **ENVS 301L Basic Soil Science Lab**

**Credits: 1**

Laboratory experimentation related to the physical, chemical, and biological properties of soil including soil genesis, classification, and principles of soil fertility. The required preparation for this course is three years of

high school mathematics or MATH 060.

**Course Frequency:** *Fall: All Years Spring: N/A Summer: N/A*

### ENVS 302 Geomorphology

**Credits: 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.

**Pre-Requisites:** ( ENVS\_101 ) **Course Frequency:** *Fall: N/A Spring: Even Years Summer: N/A*

### ENVS 303 Meteorology

**Credits: 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.

**Course Frequency:** *Fall: N/A Spring: Dept Discretion Summer: N/A*

### ENVS 307 Advanced GIS and Spatial Analysis

**Credits: 3**

This course will offer hands-on experience using Geographic Information System (GIS) software to conduct geographic and spatial analyses common to many different fields. Students will learn to manage and manipulate spatial data using geodatabases, work with digital elevation models, and analyze spatial relationships while working with diverse datasets.

**Course Frequency:** *Fall: N/A Spring: Odd Years Summer: N/A*

### ENVS 310 Hydrology

**Credits: 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.

**Pre-Requisites:** ( MATH\_110 AND ENVS\_101 ) OR ( MATH\_115 AND ENVS\_101 ) OR ( MATH\_140 AND ENVS\_101 ) **Course Frequency:** *Fall: Dept Discretion Spring: N/A Summer: N/A*

### ENVS 310L Hydrology Lab

**Credits: 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.

**Pre-Requisites:** ( MATH\_110 AND ENVS\_101 ) OR ( MATH\_115 AND ENVS\_101 ) OR ( MATH\_140 AND ENVS\_101 ) **Course Frequency:** *Fall: Dept Discretion Spring: N/A Summer: N/A*

**ENVS 311 Environmental Geology****Credits: 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.

**Pre-Requisites:** ( ENVS\_100 ) OR ( ENVS\_101 ) **Course Frequency:** *Fall: N/A Spring: Dept Discretion Summer: N/A*

**ENVS 312 Rocks & Minerals****Credits: 3**

This course encompasses the description, identification, classification, interpretation, and formation of important common minerals and rocks and their geological implications.

**Pre-Requisites:** ( ENVS\_101 ) **Course Frequency:** *Fall: N/A Spring: Dept Discretion Summer: N/A*

**ENVS 312L Rocks & Minerals Lab****Credits: 1**

This course encompasses the description, identification, classification, interpretation, and formation of important common minerals and rocks and their geological implications.

**Pre-Requisites:** ( ENVS\_101 ) **Course Frequency:** *Fall: N/A Spring: Dept Discretion Summer: N/A*

**ENVS 320 Soils and Fertility****Credits: 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.

**Course Frequency:** *Fall: N/A Spring: Dept Discretion Summer: N/A*

**ENVS 351 Environmental Toxicology****Credits: 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.

**Pre-Requisites:** ( ENVS\_180 AND BIOL\_200 AND CHEM\_121 ) **Course Frequency:** *Fall: N/A Spring: Dept Discretion Summer: N/A*

**ENVS 352 Plant Nutrients in the Environment****Credits: 3**

Basic concepts related to plant nutrient availability in soils. Emphasis on the dynamic reactions of mineral elements in soil and water, and subsequent evaluation of plant growth and the environment. Diagnostic techniques for measuring specific soil fertility parameters.

**Pre-Requisites:** ( ENVS\_251 ) **Course Frequency:** *Fall: Dept Discretion Spring: N/A Summer: N/A*

**ENVS 353 Soil Conservation and Land Use Management****Credits: 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.

**Pre-Requisites:** ( ENVS\_251 ) **Course Frequency:** *Fall: N/A Spring: Dept Discretion Summer: N/A*

### **ENVS 390 Research Methods in Environmental Science** **Credits: 2**

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. This course is a prerequisite for ENVS 400, the capstone course in Environmental Science.

**Pre-Requisites:** ( ( ENVS\_101 AND ENVS\_180 ) ) and junior status. **Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

### **ENVS 400 Environmental Data Analysis & Presentation** **Credits: 2**

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.

**Pre-Requisites:** ( ( ENVS\_390 ) ) **Course Frequency:** *Fall: All Years Spring: N/A Summer: N/A*

### **ENVS 401 Wetland Ecology** **Credits: 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.

**Pre-Requisites:** ( CHEM\_121 ) OR ( CHEM\_231 ) **Course Frequency:** *Fall: Even Years Spring: N/A Summer: N/A*

### **ENVS 401L Wetland Ecology Lab** **Credits: 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.

**Pre-Requisites:** ( CHEM\_121 ) OR ( CHEM\_231 ) **Course Frequency:** *Fall: Even Years Spring: N/A Summer: N/A*

### **ENVS 406 Limnology** **Credits: 3**

Energetics, nutrient cycling, productivity and pollution of lakes and streams; abiotic and biotic diversity of aquatic ecosystems.



**Pre-Requisites:** ( BIOL\_302 ) **Course Frequency:** *Fall: Odd Years Spring: N/A Summer: N/A*

**ENVS 406L Limnology Lab****Credits: 1**

Energetics, nutrient cycling, productivity and pollution of lakes and streams; abiotic and biotic diversity of aquatic ecosystems.

**Pre-Requisites:** ( BIOL\_302 ) **Course Frequency:** *Fall: Odd Years Spring: N/A Summer: N/A*

**ENVS 426 Soil Morphology & Genesis****Credits: 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.

**Pre-Requisites:** ( ENVS\_301 ) **Course Frequency:** *Fall: Dept Discretion Spring: N/A Summer: N/A*

**ENVS 426L Soil Morphology & Genesis Lab****Credits: 1****ENVS 480 Environmental Education Practicum****Credits: 1 - 4**

Applied, supervised experience in which students gain practical experience in environmental education. Specific proposal and approval by supervising instructor required prior to enrollment. A minimum of 30 hours of work experience is required per credit hour.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: N/A*

**ENVS 486 Advanced Special Topics****Credits: 1 - 3****ENVS 494 Independent Study****Credits: 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.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: N/A*

**ENVS 499 Internship in Environmental Science****Credits: 1 - 15**

Supervised experiences in learning situations that cannot be obtained on campus.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: N/A*

## Exercise Science

**Department Office:** SM 178  
**Phone Number:** 507-537-6178  
**Staff & Faculty:** Jeffrey Bell, Morgan Betker, Kris Cleveland, Mostafa Hegazy, Brent Jeffers

### 4-Year Mustang Academic Plan (MAP):

[Bachelor of Science: Exercise Science - Allied Health](#)

[Download MAP](#)

[Bachelor of Science: Exercise Science - Allied Health Exercise Specialist](#)

[Download MAP](#)

The emphasis of the Exercise Science concentration is designed to give students a scientific understanding of the body's response to exercise and the ability to analyze the efficiency of human movement. Graduates in Exercise Science will have the knowledge to prescribe exercise to a wide variety of populations and instruct the proper mechanics and techniques of movement. Students explore exercise and motor behavior from an interdisciplinary perspective both from within the Exercise Science program, the Wellness and Human Performance Center and across campus with courses in Anatomical Kinesiology, Biomechanics of Human Motion, Exercise Physiology, Nutrition, Biochemistry, Cell Biology, Sport Psychology, and Motor Learning. Practical application of the curriculum is enhanced through the Lab assignments, field work, and internship experiences.

### Bachelor of Science: Exercise Science(70-71 Credits)

#### I. Exercise Science Core Courses: (55 Credits)

<b>BIOL 200</b>	Introduction to Cellular Biology _____	Credits: 3
<b>BIOL 200L</b>	Introduction to Cellular Biology Lab _____	Credits: 1
<b>EXSC 100</b>	Anatomical Kinesiology _____	Credits: 3
<b>EXSC 100L</b>	Anatomical Kinesiology Lab _____	Credits: 1
<b>EXSC 101</b>	Introduction to Exercise Science _____	Credits: 2
<b>EXSC 225</b>	Nutrition _____	Credits: 3
<b>EXSC 300</b>	Biomechanics of Human Motion _____	Credits: 3
<b>EXSC 325</b>	Nutrition & Exercise _____	Credits: 2
<b>EXSC 350</b>	Exercise Physiology _____	Credits: 3
<b>EXSC 350L</b>	Exercise Physiology Lab _____	Credits: 1
<b>EXSC 360</b>	Athletic Enhancement, Human Performance, & Exercise Leadership _____	Credits: 2
<b>EXSC 380</b>	Community and Corporate Wellness and Health Promotion _____	Credits: 3
<b>EXSC 390</b>	Fitness Assessment _____	Credits: 2
<b>EXSC 400</b>	Motor Learning & Development _____	Credits: 2
<b>EXSC 475</b>	Capstone Research _____	Credits: 3
<b>EXSC 480</b>	Principles of Training & Conditioning _____	Credits: 2
<b>EXSC 490</b>	Exercise Prescription _____	Credits: 2
<b>EXSC 499</b>	Professional Practicum _____	Credits: 1 - 12
<b>MATH 200</b>	Intro to Statistics _____	Credits: 3
<b>MATH 201</b>	Statistical Software _____	Credits: 1
<b>PSYC 101</b>	General Psychology _____	Credits: 3

Notes:

EXSC 499 Professional Internship must be taken for 3 credits.

Choose one Chemistry course with corresponding lab:\*

Notes:

\*Note: CHEM 231/231L is required for the Allied Health Emphasis.

<b>CHEM 121</b>	Basic Chemistry _____	Credits: 3
<b>CHEM 121L</b>	Basic Chemistry Lab _____	Credits: 1
<b>CHEM 231</b>	General Chemistry I _____	Credits: 3
<b>CHEM 231L</b>	General Chemistry I Lab _____	Credits: 1

Choose one of the following:

<b>ENG 360</b>	Scientific & Technical Writing _____	Credits: 3
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**EXSC 488** Professional Communication \_\_\_\_\_ Credits: 3

## II. Emphasis Areas: (15-16 Credits)

### A. Allied Health

**BIOL 104** Medical Terminology \_\_\_\_\_ Credits: 1

**BIOL 305** Human Anatomy & Physiology I \_\_\_\_\_ Credits: 3

**BIOL 305L** Human Anatomy & Physiology I Lab \_\_\_\_\_ Credits: 1

**BIOL 306** Human Anatomy & Physiology II \_\_\_\_\_ Credits: 3

**BIOL 306L** Human Anatomy & Physiology II Lab \_\_\_\_\_ Credits: 1

**EXSC 450** Advanced Exercise Physiology Lecture/Seminar \_\_\_\_\_ Credits: 3

**EXSC 450L** Advanced Exercise Physiology Lab \_\_\_\_\_ Credits: 1

Choose one of the following:

**ENVS 390** Research Methods in Environmental Science \_\_\_\_\_ Credits: 2

**EXSC 375** Research Methods \_\_\_\_\_ Credits: 2

### B. Exercise Specialist

**BIOL 305** Human Anatomy & Physiology I \_\_\_\_\_ Credits: 3

**BIOL 305L** Human Anatomy & Physiology I Lab \_\_\_\_\_ Credits: 1

**BIOL 306** Human Anatomy & Physiology II \_\_\_\_\_ Credits: 3

**BIOL 306L** Human Anatomy & Physiology II Lab \_\_\_\_\_ Credits: 1

Choose one of the following:

**EXSC 180** Principles of Fitness and Wellness \_\_\_\_\_ Credits: 2

**PE 249** Physical Fitness Concept \_\_\_\_\_ Credits: 2

Electives:

**BLAW 305** Business Law I: Legal Environment and Contract \_\_\_\_\_ Credits: 3

Law

**EXSC 401** Human Kinematics \_\_\_\_\_ Credits: 3

**EXSC 450** Advanced Exercise Physiology Lecture/Seminar \_\_\_\_\_ Credits: 3

**EXSC 488** Professional Communication \_\_\_\_\_ Credits: 3

**FIN 330** Financial Management for Small Business \_\_\_\_\_ Credits: 3

**MGMT 300** Management Principles \_\_\_\_\_ Credits: 3

**MKTG 301** Principles of Marketing \_\_\_\_\_ Credits: 3

**PSYC 301** Sport & Performance Psychology \_\_\_\_\_ Credits: 3

Total Credits: **70-71**

## Minor: Exercise Science(22 Credits)

### I. Required Courses:

**EXSC 100** Anatomical Kinesiology \_\_\_\_\_ Credits: 3

**EXSC 100L** Anatomical Kinesiology Lab \_\_\_\_\_ Credits: 1

**EXSC 300** Biomechanics of Human Motion \_\_\_\_\_ Credits: 3

**EXSC 325** Nutrition & Exercise \_\_\_\_\_ Credits: 2

**EXSC 350** Exercise Physiology \_\_\_\_\_ Credits: 3

**EXSC 350L** Exercise Physiology Lab \_\_\_\_\_ Credits: 1

**EXSC 390** Fitness Assessment \_\_\_\_\_ Credits: 2

**EXSC 480** Principles of Training & Conditioning \_\_\_\_\_ Credits: 2

**EXSC 490** Exercise Prescription \_\_\_\_\_ Credits: 2

Choose one:

**BIOL 377** Principles of Nutrition \_\_\_\_\_ Credits: 3

**EXSC 225** Nutrition \_\_\_\_\_ Credits: 3

Total Credits: **22**

## Minor: Nutrition(26 Credits)

### I. Prerequisite Courses: (12 Credits)

**BIOL 200** Introduction to Cellular Biology \_\_\_\_\_ Credits: 3

<b>BIOL 200L</b>	Introduction to Cellular Biology Lab	Credits: 1
<b>CHEM 122</b>	Introductory Organic/Biochemistry	Credits: 3
<b>CHEM 122L</b>	Introduction to Organic/Biochemistry Lab	Credits: 1

Choose one course with lab:

<b>CHEM 121</b>	Basic Chemistry	Credits: 3
<b>CHEM 121L</b>	Basic Chemistry Lab	Credits: 1
<b>CHEM 231</b>	General Chemistry I	Credits: 3
<b>CHEM 231L</b>	General Chemistry I Lab	Credits: 1

II. Required Courses: (14 Credits)

<b>BIOL 377</b>	Principles of Nutrition	Credits: 3
<b>CULG 310</b>	Introduction to Food Science	Credits: 3
<b>CULG 410</b>	Food Chemistry and Analysis	Credits: 3
<b>EXSC 225</b>	Nutrition	Credits: 3
<b>EXSC 325</b>	Nutrition & Exercise	Credits: 2

Total Credits: **26**

## Course Descriptions

### EXSC 100 Anatomical Kinesiology

**Credits: 3**

This course is designed to develop the student's proficiency in identifying the structures and functions of the musculo-skeletal system.

**Course Frequency:** Fall: All Years Spring: All Years Summer: N/A

### EXSC 100L Anatomical Kinesiology Lab

**Credits: 1**

This course is designed to develop the student's proficiency in identifying the structures and functions of the musculo-skeletal system.

**Course Frequency:** Fall: All Years Spring: All Years Summer: N/A

### EXSC 101 Introduction to Exercise Science

**Credits: 2**

This course will introduce students to the career options available with an Exercise Science degree. Students will gain the knowledge and skills required for becoming an Exercise Scientist. Classroom learning experiences will be provided, as well as guest speakers who will provide first-hand knowledge of the profession. Students will also be exposed to these professions with hands on learning experiences in the field via volunteer job shadowing/observation with professionals in these areas.

**Course Frequency:** Fall: All Years Spring: N/A Summer: N/A

### EXSC 110 Introduction to Health Professions

**Credits: 2**

This course will introduce students to the professions of Physical Therapy, Occupational Therapy, Athletic Training, and Speech-Language Pathology, as well as Physician Assistant, Chiropractic, Nursing, etc. Students will also be exposed to these health care professions with hands on learning experiences.

**Course Frequency:** Fall: N/A Spring: All Years Summer: N/A

### EXSC 150 Exercise Training and Assessment

**Credits: 2**

This course is designed to measure, assess, and improve health related fitness by applying scientific principles of training and exercise prescription. Students will utilize a variety of methods for obtaining evidence to

design a personalized exercise program and understand the measures used to assess the effectiveness of their training.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: N/A*

### **EXSC 151 Human Performance and Assessment** **Credits: 2**

This course is designed to measure, assess, and improve the student's athletic performance by applying scientific principles of training and exercise prescription. Student athletes will utilize a variety of methods for obtaining evidence to design a personalized exercise program to meet the demands of their sport and understand the measures used to assess the effectiveness of their training. Topics in the course may include speed, acceleration, explosive power, agility, and metabolic energy systems applied to sport specific training.

**Course Frequency:** *Fall: N/A Spring: Dept Discretion Summer: N/A*

### **EXSC 180 Principles of Fitness and Wellness** **Credits: 2**

This course is designed to teach the components of fitness and the relationship of one's fitness to overall wellness. Topics will focus on understanding the components of Health-Related Fitness (cardiovascular, muscular strength, muscular endurance, flexibility, and body composition). Fundamental knowledge in the areas of nutrition, stress management, and behavior modification will be introduced and the implications of these variables on wellness will be discussed.

**Course Frequency:** *Fall: N/A Spring: Dept Discretion Summer: N/A*

### **EXSC 225 Nutrition** **Credits: 3**

This is an introductory course investigating nutrition from a scientific perspective. This course will introduce the nutrients and their work in the body from chemical, metabolic, and physiologic perspectives. Then, this information will help students learn to use this information to understand energy balance, weight control, and nutrition through the lifespan.

**Course Frequency:** *Fall: All Years Spring: Dept Discretion Summer: Dept Discretion*

### **EXSC 286 Special Topics** **Credits: 1 - 4**

This course is designed to provide lower division students an opportunity to experience a special or experimental curriculum enrichment course.

**Pre-Requisites:** ( ( EXSC\_100 AND EXSC\_101 ) ) **Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: N/A*

### **EXSC 300 Biomechanics of Human Motion** **Credits: 3**

This course includes both lecture and lab experience to describe, analyze, and interpret the mechanical functions of human movement.

**Pre-Requisites:** ( ( EXSC\_100 ) ) **Course Frequency:** *Fall: All Years Spring: All Years Summer: N/A*

### **EXSC 325 Nutrition & Exercise** **Credits: 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.

**Pre-Requisites:** ( ( EXSC\_225 AND EXSC\_350 ) OR ( EXSC\_225 AND BIOL\_200 AND CHEM\_121 ) OR ( EXSC\_225 AND BIOL\_200 AND CHEM\_231 ) ) **Course Frequency:** *Fall: All Years Spring: Dept Discretion Summer: Dept Discretion*

### **EXSC 350 Exercise Physiology**

**Credits: 3**

This course includes lecture and lab experience to define and interpret the adaptations of the human organism to physical activity.

**Pre-Requisites:** ( ( EXSC\_100 ) ) **Course Frequency:** *Fall: All Years Spring: Dept Discretion Summer: Dept Discretion*

### **EXSC 350L Exercise Physiology Lab**

**Credits: 1**

This course includes lecture and lab experience to define and interpret the adaptations of the human organism to physical activity.

**Course Frequency:** *Fall: All Years Spring: Dept Discretion Summer: Dept Discretion*

### **EXSC 360 Athletic Enhancement, Human Performance, & Exercise Leadership**

**Credits: 2**

This course introduces students to the field of Athletic enhancement, human performance, and leadership skills involved in individual and group training. The class will cover specifics including: speed, agility, power, proper development of exercise programming in the athletic/human performance arena, and proper development and leadership of exercise instruction with individual training and group training programming. Students completing this class will be prepared to sit for the American College of Sports Medicine Group Training Certification and/or Certified Personal Trainer Certification, and/or National Strength and Conditioning Certified Personal Trainer Certification.

**Pre-Requisites:** ( ( EXSC\_350 AND EXSC\_350L ) ) **Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

### **EXSC 375 Research Methods**

**Credits: 2**

This course is designed to introduce students to the basic methods of research in Exercise 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 methods for data collection. This course is designed to help students be successful in EXSC 475 Capstone Research.

**Pre-Requisites:** ( ( EXSC\_100 AND EXSC\_300 AND EXSC\_350 ) ) **Course Frequency:** *Fall: All Years Spring: N/A Summer: N/A*

### **EXSC 380 Community and Corporate Wellness and Health Promotion**

**Credits: 3**

This course will introduce students to the field of Community Health and Corporate Wellness. Topics will include the history of Employee Health Promotion, workplace health and wellness services, design and

implementation of health promotion programming in communities, schools and business, health care policy and legal issues, evidence based decision making in the community health and corporate wellness field, program assessment and evaluation tools, and program design and implementation.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: N/A*

### **EXSC 390 Fitness Assessment**

**Credits: 2**

This course is designed to provide students with the scientific theories and practical application for fitness assessment. Students successfully completing this course should be prepared for the fitness assessment components of the American College of Sports Medicine certification in Health & Fitness Specialist.

**Pre-Requisites:** ( EXSC\_300 AND EXSC\_350 AND EXSC\_225 ) OR ( PE\_385 AND PE\_391 AND EXSC\_225 ) OR ( PE\_385 AND EXSC\_350 AND EXSC\_225 ) OR ( PE\_391 AND EXSC\_300 AND EXSC\_225 ) **Course Frequency:** *Fall: All Years Spring: All Years Summer: N/A*

### **EXSC 400 Motor Learning & Development**

**Credits: 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.

**Pre-Requisites:** ( ( EXSC\_100 ) ) **Course Frequency:** *Fall: All Years Spring: All Years Summer: N/A*

### **EXSC 401 Human Kinematics**

**Credits: 3**

This course is designed for students to further develop their analytical skills related to human motion. Students will design, capture, and utilize movement analysis software to develop an advanced skill and scientific understanding in kinematic analysis. Both quantitative and qualitative kinematics of human gait and other movement outcomes will be emphasized. These kinematic studies prepare students to assess, interpret, and instruct the proper mechanics and/or adaptations of human movement and exercise.

**Pre-Requisites:** ( ( EXSC\_100 AND EXSC\_300 ) ) **Course Frequency:** *Fall: N/A Spring: Dept Discretion Summer: N/A*

### **EXSC 450 Advanced Exercise Physiology Lecture/Seminar**

**Credits: 3**

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.

**Pre-Requisites:** ( ( EXSC\_100 AND BIOL\_200 AND EXSC\_300 AND EXSC\_350 ) ) **Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

### **EXSC 450L Advanced Exercise Physiology Lab**

**Credits: 1**

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.

**Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

**EXSC 475 Capstone Research****Credits: 3**

This course will teach Exercise Science majors the skills and knowledge necessary to perform discipline-specific original research. Content examines the application and interpretation of statistical methods and research design in the field of exercise, and human performance by completing original research.

**Pre-Requisites:** ( ( MATH\_200 OR PSYC\_200 ) AND ( EXSC\_375 OR EXSC\_488 OR ENVS\_390 ) ) and ( Requires minimum credits: 60 ) **Course Frequency:** *Fall: All Years Spring: All Years Summer: N/A*

**EXSC 480 Principles of Training & Conditioning****Credits: 2**

This course is designed to provide students with the scientific theories and practical applications for exercise design and prescription. This course will apply concepts of exercise physiology, anatomical kinesiology, biomechanics, nutrition, and facility planning and management. This course is also designed to include content standards related to the NSCA, National Strength and Conditioning Association's Certified Strength Conditioning Specialist, CSCS, exam.

**Pre-Requisites:** ( ( EXSC\_300 AND EXSC\_325 AND EXSC\_350 AND EXSC\_390 ) ) **Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

**EXSC 486 Topics in Exercise Science****Credits: 1 - 4**

This course is designed to provide upper division students an opportunity to experience a special or experimental curriculum enrichment course.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: N/A*

**EXSC 488 Professional Communication****Credits: 3**

Students will conduct multiple review of literature studies in the field of Exercise Science and develop related professional presentations. In addition, this course is designed to prepare students for entry into the job market. Students will develop a Resume, Application Essay/Personal Statement, Cover Letter, and interviewing skills.

**Pre-Requisites:** Requires minimum credits: 75 **Course Frequency:** *Fall: All Years Spring: N/A Summer: N/A*

**EXSC 490 Exercise Prescription****Credits: 2**

This course is designed to provide students with the scientific theories and practical application for fitness assessment and exercise prescription. Students successfully completing this course should be prepared for completion of the American College of Sports Medicine certification Exercise Physiologist Certified.

**Pre-Requisites:** ( ( EXSC\_390 ) ) and ( Requires minimum credits: 75 ) **Course Frequency:** *Fall: All Years Spring: N/A Summer: N/A*

**EXSC 494 Directed Studies****Credits: 1 - 4**

This course provides students the opportunity to design a curricular experience or research project under the direction of a faculty member in the Exercise Science Program.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: Dept Discretion*



**EXSC 495 Fitness Specialist Training****Credits: 1 - 3**

This class will allow students to provide one on one, small group training or group training for credit.

**Pre-Requisites:** ( ( EXSC\_350 AND EXSC\_390 AND EXSC\_490 ) ) **Course Frequency:** *Fall: All Years  
Spring: All Years Summer: N/A*

**EXSC 499 Professional Practicum****Credits: 1 - 12**

To provide an opportunity for a student who works in the area of physical education or human performance in an internship program.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: All Years*

## Finance

**Department Office:** CH 129  
**Phone Number:** 507-537-6223  
**Staff & Faculty:** Lamine Conteh, Susan Jones

### 4-Year Mustang Academic Plan (MAP):

[Bachelor of Science: Finance/Corporate Finance Concentration](#)

[Download MAP](#)

[Bachelor of Science: Finance/Financial Planning Investments Concentration](#)

[Download MAP](#)

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(63 Credits)

### I. Business Core Courses: (36 Credits)

<b>ACCT 211</b>	Principles of Accounting I	Credits: 3
<b>ACCT 212</b>	Principles of Accounting II	Credits: 3
<b>BLAW 305</b>	Business Law I: Legal Environment and Contract Law	Credits: 3
<b>ECON 201</b>	Principles of Microeconomics	Credits: 3
<b>ECON 202</b>	Principles of Macroeconomics	Credits: 3
<b>ECON 470</b>	International Business & Economics	Credits: 3
<b>FIN 230</b>	Business Statistics I	Credits: 3
<b>FIN 350</b>	Managerial Finance	Credits: 3
<b>MATH 115</b>	Finite Mathematics	Credits: 3
<b>MGMT 221</b>	Computer Concepts and Applications	Credits: 3
<b>MGMT 300</b>	Management Principles	Credits: 3
<b>MKTG 301</b>	Principles of Marketing	Credits: 3

### II. Finance Core Courses (12 Credits)

<b>FIN 375</b>	Investments	Credits: 3
<b>FIN 457</b>	Corporate Finance I	Credits: 3
<b>FIN 458</b>	Corporate Finance II	Credits: 3
<b>FIN 492</b>	Financial Policy	Credits: 3

**FIN 495** Senior Examination \_\_\_\_\_ Credits: 0

### 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\*\*

**ACCT 350** Federal Tax I \_\_\_\_\_ Credits: 3

**FIN 360** Insurance and Risk Management \_\_\_\_\_ Credits: 3

**FIN 365** Personal Financial Planning \_\_\_\_\_ Credits: 3

**PHIL 105** Ethical Issues in Business \_\_\_\_\_ Credits: 3

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 \_\_\_\_\_ Credits: 3

**ACCT 451** Federal Tax II \_\_\_\_\_ Credits: 3

**AGBU 330** Commodity Futures & Options Trading \_\_\_\_\_ Credits: 3

**BLAW 355** Business Law II: Commercial and Financial \_\_\_\_\_ Credits: 3

Law

**ECON 328** Money and Banking \_\_\_\_\_ Credits: 3

**ECON 380** Public Finance \_\_\_\_\_ Credits: 3

**FIN 352** Analyzing Financial Statements \_\_\_\_\_ Credits: 3

**FIN 354** Working Capital Management \_\_\_\_\_ Credits: 3

**FIN 366** Real Estate \_\_\_\_\_ Credits: 3

**FIN 370** Capital Budgeting \_\_\_\_\_ Credits: 3

**FIN 460** Business Forecasting \_\_\_\_\_ Credits: 3

**FIN 491** Senior Seminar-Finance \_\_\_\_\_ Credits: 3

**MGMT 320** Advanced Computer Applications \_\_\_\_\_ Credits: 3

**MGMT 350** Human Resources \_\_\_\_\_ Credits: 3

**MGMT 422** Prod & Oper Management \_\_\_\_\_ Credits: 3

**MKTG 451** Introduction to Digital Marketing \_\_\_\_\_ Credits: 3

#### B. Corporate Finance Concentration

**FIN 352** Analyzing Financial Statements \_\_\_\_\_ Credits: 3

**FIN 354** Working Capital Management \_\_\_\_\_ Credits: 3

**FIN 370** Capital Budgeting \_\_\_\_\_ Credits: 3

Choose any two of the following electives:

**AGBU 330** Commodity Futures & Options Trading \_\_\_\_\_ Credits: 3

**BLAW 355** Business Law II: Commercial and Financial \_\_\_\_\_ Credits: 3

Law

**ECON 328** Money and Banking \_\_\_\_\_ Credits: 3

**ECON 380** Public Finance \_\_\_\_\_ Credits: 3

**FIN 360** Insurance and Risk Management \_\_\_\_\_ Credits: 3

**FIN 366** Real Estate \_\_\_\_\_ Credits: 3

**FIN 460** Business Forecasting \_\_\_\_\_ Credits: 3

**FIN 491** Senior Seminar-Finance \_\_\_\_\_ Credits: 3

**MGMT 320** Advanced Computer Applications \_\_\_\_\_ Credits: 3

**MGMT 323** Project Management \_\_\_\_\_ Credits: 3

**MGMT 350** Human Resources \_\_\_\_\_ Credits: 3

**MGMT 422** Prod & Oper Management \_\_\_\_\_ Credits: 3

**MKTG 451** Introduction to Digital Marketing \_\_\_\_\_ Credits: 3

**PHIL 105** Ethical Issues in Business \_\_\_\_\_ Credits: 3

Total Credits: **63**

### Minor: Finance(27 Credits)

#### A. Business Core Courses: (12 Credits)

**ACCT 211** Principles of Accounting I \_\_\_\_\_ Credits: 3

**ACCT 212** Principles of Accounting II \_\_\_\_\_ Credits: 3

<b>ECON 202</b>	Principles of Macroeconomics _____	Credits: 3
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<b>FIN 230</b>	Business Statistics I _____	Credits: 3
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**B. Finance Courses (15 Credits)***1. Required Courses:*

<b>FIN 350</b>	Managerial Finance _____	Credits: 3
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<b>FIN 457</b>	Corporate Finance I _____	Credits: 3
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<b>FIN 458</b>	Corporate Finance II _____	Credits: 3
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*2. Elective Courses:*

<b>AGBU 360</b>	Agricultural Finance _____	Credits: 3
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<b>ECON 328</b>	Money and Banking _____	Credits: 3
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<b>ECON 380</b>	Public Finance _____	Credits: 3
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<b>FIN 330</b>	Financial Management for Small Business _____	Credits: 3
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<b>FIN 352</b>	Analyzing Financial Statements _____	Credits: 3
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<b>FIN 354</b>	Working Capital Management _____	Credits: 3
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<b>FIN 365</b>	Personal Financial Planning _____	Credits: 3
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<b>FIN 366</b>	Real Estate _____	Credits: 3
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<b>FIN 370</b>	Capital Budgeting _____	Credits: 3
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<b>FIN 375</b>	Investments _____	Credits: 3
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<b>FIN 460</b>	Business Forecasting _____	Credits: 3
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<b>FIN 491</b>	Senior Seminar-Finance _____	Credits: 3
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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****Credits: 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.

**Pre-Requisites:** ( ( MATH\_110 OR MATH\_115 OR MATH\_135 OR MATH\_140 OR MATH\_150 ) )**Course Frequency:** Fall: All Years Spring: All Years Summer: All Years**FIN 231 Business Statistics II****Credits: 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.

**Pre-Requisites:** ( ( FIN\_230 ) ) **Course Frequency:** Fall: N/A Spring: N/A Summer: N/A**FIN 286 Special Topics****Credits: 1 - 3****FIN 330 Financial Management for Small Business****Credits: 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.

**Course Frequency:** *Fall: All Years Spring: N/A Summer: All Years*

### **FIN 350 Managerial Finance**

**Credits: 3**

Financial planning and analysis, capital budgeting, management of working capital, management of long-term funds, promotion, expansion, and evaluation.

**Pre-Requisites:** ( ( ACCT\_211 AND FIN\_230 ) ) **Course Frequency:** *Fall: All Years Spring: All Years Summer: All Years*

### **FIN 352 Analyzing Financial Statements**

**Credits: 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.

**Pre-Requisites:** ( ( FIN\_230 AND FIN\_350 ) ) **Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

### **FIN 353 Healthcare Financial Management**

**Credits: 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.

**Pre-Requisites:** ( FIN\_350 ) **Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

### **FIN 354 Working Capital Management**

**Credits: 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.

**Pre-Requisites:** ( ( FIN\_350 ) ) **Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

### **FIN 356 Principals of Leasing**

**Credits: 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.

**Pre-Requisites:** ( ACCT\_211 AND ACCT\_212 AND FIN\_350 ) **Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

**FIN 360 Insurance and Risk Management****Credits: 3**

This course is a general introduction to business and personal risk management. Risk has been defined as uncertainty about if, when, and how much loss you can have. Risk Management deals with this uncertainty as does some aspects of Finance, Accounting and Marketing. Risk Management offers some additional options. One of the most common methods in our culture is Insurance. It is purchased as one way to offset/manage risk by transferring the uncertainty resulting from perils that expose a person, or business, to loss. The Insurance Industry makes a profit by charging to take responsibility for other people and businesses' risk.

**Course Frequency:** *Fall: All Years Spring: N/A Summer: N/A*

**FIN 365 Personal Financial Planning****Credits: 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.

**Pre-Requisites:** ( ( FIN\_350 ) ) **Course Frequency:** *Fall: All Years Spring: N/A Summer: N/A*

**FIN 366 Real Estate****Credits: 3**

The objective is for the student to understand the basics of real estate law and financing, thus enabling the student to anticipate legal difficulties and avoid them. The student should have the ability to think critically about a situation and gather and apply information to deal with issues. This course covers the basics of buying, owning and selling real property and fixtures. Emphasis is also placed on the economic and tax considerations. For the accounting student this course prepares you to be a CPA. For the finance student this material is a topic on the licensing examination for being a Personal Finance Advisor. For any student this course is part of their individual personal finance.

**Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

**FIN 370 Capital Budgeting****Credits: 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.

**Pre-Requisites:** ( ( FIN\_350 ) ) **Course Frequency:** *Fall: All Years Spring: N/A Summer: N/A*

**FIN 375 Investments****Credits: 3**

Principles of investments with emphasis on security appraisal and portfolio composition.

**Pre-Requisites:** ( ( FIN\_350 ) ) **Course Frequency:** *Fall: All Years Spring: N/A Summer: N/A*

**FIN 457 Corporate Finance I****Credits: 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.

**Pre-Requisites:** ( FIN\_350 ) **Course Frequency:** *Fall: All Years Spring: N/A Summer: N/A*

### **FIN 458 Corporate Finance II**

**Credits: 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.

**Pre-Requisites:** ( ( FIN\_350 ) ) **Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

### **FIN 460 Business Forecasting**

**Credits: 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.

**Pre-Requisites:** ( ( ECON\_201 AND FIN\_230 ) ) **Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

### **FIN 465 Acquisitions and Business Valuation**

**Credits: 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.

**Pre-Requisites:** ( ACCT\_211 AND ACCT\_212 AND FIN\_350 ) **Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

### **FIN 475 International Finance**

**Credits: 3**

To provide necessary knowledge and understanding about current issues in the international finance and business. Topics include International Financial Environment, Exchange Rates and Purchasing Power Parity, International Money and Capital Markets, Risk Evaluation a International Context and International Credit Management, and Financial Decision Making Tools and Processes for Multinational Corporations.

**Pre-Requisites:** ( FIN\_350 ) **Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

### **FIN 486 Special Topics**

**Credits: 1 - 4**

### **FIN 491 Senior Seminar-Finance**

**Credits: 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.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

### **FIN 492 Financial Policy**

**Credits: 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.

**Pre-Requisites:** ( FIN\_458 ) and senior status. **Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

### **FIN 493 Statistical Concepts & Terminology**

**Credits: 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.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

### **FIN 494 Independent Study**

**Credits: 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.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: Dept Discretion*

### **FIN 495 Senior Examination**

**Credits: 0**

A comprehensive examination covering the Finance major.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: N/A*

### **FIN 499 Finance Internship**

**Credits: 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.

**Pre-Requisites:** Requires minimum credits: 60 **Course Frequency:** *Fall: All Years Spring: All Years Summer: All Years*



## History

**Department Office:** SS 103  
**Phone Number:** 507-537-6224  
**Staff & Faculty:** Mike Hofstetter, Jeff Kolnick, Tom Williford

### 4-Year Mustang Academic Plan (MAP):

[Bachelor of Arts: History](#)

[Download MAP](#)

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 5-12 Social Science Licensure, the student must fulfill the 5-12 professional education requirements; see the [Education Department](#) regarding these requirements.

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(36 Credits)

### I. History Core: (21 Credits)

<b>HIST 221</b>	Early America: History of the U.S. from the Colonial Era to the Civil War	Credits: 3
<b>HIST 222</b>	Modern America: History of the U.S. from 1865 to the Present	Credits: 3
<b>HIST 242</b>	Early Europe	Credits: 3
<b>HIST 243</b>	Modern Europe	Credits: 3
<b>HIST 252</b>	World History Since 1500	Credits: 3
<b>HIST 301</b>	Historiography	Credits: 3
<b>HIST 487</b>	Senior Seminar	Credits: 3

### II. Electives (15 Credits)

Notes:

Fifteen (15) credits of History electives (300 level or above), at least one each from Non-Western, European, and U.S. History courses.

#### Non-Western History:

<b>HIST 310</b>	Environmental History	Credits: 3
<b>HIST 311</b>	World in War & Crisis: 1895-1949	Credits: 3
<b>HIST 312</b>	World in War and Crisis: 1949-Today	Credits: 3
<b>HIST 314</b>	Modern Latin America	Credits: 3
<b>HIST 315</b>	Mexico & Central America	Credits: 3
<b>HIST 321</b>	U.S.-Latin American Relations	Credits: 3
<b>HIST 323</b>	Contemporary Hispanic World to 1955	Credits: 3
<b>HIST 324</b>	Contemporary Hispanic World, 1955-Today	Credits: 3
<b>HIST 326</b>	Atlantic World to 1830	Credits: 3
<b>HIST 328</b>	History of Cuba	Credits: 3
<b>HIST 349</b>	World War Two	Credits: 3
<b>HIST 351</b>	Origins of Islamic Civil	Credits: 3

#### European History:

<b>HIST 365</b>	Rome: from Republic to Empire	Credits: 3
<b>HIST 377</b>	Germany: The Road to Tyranny	Credits: 3
<b>HIST 382</b>	History of Russia	Credits: 3
<b>HIST 384</b>	History of England	Credits: 3

United States History:

<b>HIST 331</b>	U.S. Since 1945 _____	Credits: 3
<b>HIST 350</b>	The Vietnam Wars, 1945-1975 _____	Credits: 3
<b>HIST 352</b>	American Revolution and the Early Republic, 1763-1816 _____	Credits: 3
<b>HIST 354</b>	Growing Up in America _____	Credits: 3
<b>HIST 355</b>	Growth of U.S. Foreign Policy _____	Credits: 3
<b>HIST 356</b>	Civil War & Reconstruction _____	Credits: 3
<b>HIST 359</b>	African-American History: 1500 to the Present _____	Credits: 3
<b>HIST 360</b>	American Women's History _____	Credits: 3
<b>HIST 362</b>	Making of Modern America _____	Credits: 3
<b>HIST 363</b>	History of Social Welfare in the U.S. _____	Credits: 3
<b>HIST 364</b>	Immigration & Ethnicity in U.S. History _____	Credits: 3
<b>HIST 371</b>	History of American West _____	Credits: 3
<b>HIST 378</b>	US: 1920-1945 _____	Credits: 3
<b>HIST 380</b>	The Examined Life: American History through Autobiography _____	Credits: 3
<b>HIST 395</b>	Minnesota History _____	Credits: 3

**Bachelor of Arts: History Notes:**

Students who are not seeking a Social Science licensure may substitute PHIL 331 for a history elective.

Total Credits: **36**

**Minor: History(18 Credits)****I. Choose one course from two of the following groups (6 Credits)***Group A.*

**HIST 210** Contemporary World History \_\_\_\_\_ Credits: 3

*Group B.*

**HIST 221** Early America: History of the U.S. from the Colonial Era to the Civil War \_\_\_\_\_ Credits: 3

**HIST 222** Modern America: History of the U.S. from 1865 to the Present \_\_\_\_\_ Credits: 3

*Group C.*

**HIST 242** Early Europe \_\_\_\_\_ Credits: 3

**HIST 243** Modern Europe \_\_\_\_\_ Credits: 3

*Group D***II. Required:**

**HIST 301** Historiography \_\_\_\_\_ Credits: 3

**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 210 Contemporary World History****Credits: 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.

**Goal:** 05- Hist/Soc/Behav Sci 08- Global Perspective **Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: N/A*

### **HIST 221 Early America: History of the U.S. from the Colonial Era to the Civil War** **Credits: 3**

A survey of American civilization with emphasis on the political, economic, and social aspects of our development prior to 1865.

**Goal:** 07- Human Diversity 09- Ethical/Civic Resp **Course Frequency:** *Fall: All Years Spring: N/A Summer: N/A*

### **HIST 222 Modern America: History of the U.S. from 1865 to the Present** **Credits: 3**

A survey of American civilization with emphasis on the social, economic, and political history of the United States from 1865 to the present.

**Goal:** 07- Human Diversity 09- Ethical/Civic Resp **Course Frequency:** *Fall: All Years Spring: All Years Summer: N/A*

### **HIST 242 Early Europe** **Credits: 3**

Course surveys European civilization from the time of the Greeks and Romans to the Renaissance.

**Goal:** 05- Hist/Soc/Behav Sci 08- Global Perspective **Course Frequency:** *Fall: All Years Spring: N/A Summer: N/A*

### **HIST 243 Modern Europe** **Credits: 3**

This course surveys European history from the Renaissance to the 20th century.

**Goal:** 05- Hist/Soc/Behav Sci 08- Global Perspective **Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

### **HIST 252 World History Since 1500** **Credits: 3**

This course is a broadly-based survey of major developments in world history since 1500. Major topics will include colonialism, religion, racism, gender, world trade, industrialization, capitalism, democracy, nationalism, socialism, communism, dictatorships, national liberation, and human rights.

**Goal:** 05- Hist/Soc/Behav Sci 08- Global Perspective **Course Frequency:** *Fall: All Years Spring: All Years Summer: N/A*

### **HIST 286 Special Topics** **Credits: 1 - 4**

### **HIST 292 Honors Credit in History** **Credits: 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.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

### **HIST 301 Historiography**

**Credits: 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.

**Course Frequency:** *Fall: All Years Spring: N/A Summer: N/A*

### **HIST 310 Environmental History**

**Credits: 3**

This course explores processes of environmental change, examining them in their proper ecological, geographical, and historical contexts. This course also addresses the multi-faceted relationship between human beings and their surroundings as well as changing definitions of environment and nature.

**Goal:** 05- Hist/Soc/Behav Sci 10- People/Environment **Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

### **HIST 311 World in War & Crisis: 1895-1949**

**Credits: 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.

**Goal:** 05- Hist/Soc/Behav Sci 08- Global Perspective **Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: N/A*

### **HIST 312 World in War and Crisis: 1949-Today**

**Credits: 3**

This course examines the most important global events and trends since the end of World War Two, including the Cold War and its aftermath, the independence and economic development of newly independent states in South Asia and Africa, the independence of Israel and conflicts in the Middle East, the transformation of China, and the economic, social, and political challenges faced in Latin America.

**Goal:** 05- Hist/Soc/Behav Sci 08- Global Perspective **Course Frequency:** *Fall: N/A Spring: Odd Years Summer: N/A*

### **HIST 314 Modern Latin America**

**Credits: 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.

**Goal:** 05- Hist/Soc/Behav Sci 08- Global Perspective **Course Frequency:** *Fall: N/A Spring: Even Years Summer: N/A*

### **HIST 315 Mexico & Central America**

**Credits: 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.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: N/A*

### **HIST 321 U.S.-Latin American Relations**

**Credits: 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.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: N/A*

### **HIST 323 Contemporary Hispanic World to 1955**

**Credits: 3**

This course will be taught in Spanish it will serve as both an elective in Spanish and in History. Through Spanish-language sources and class discussion, students will examine the history of Spain and Spanish America since the nineteenth century to 1955. Topics include socioeconomic development the experience and effect of revolution, civil war, political violence, and dictatorship and Hispanic cultural influence in the world.

**Pre-Requisites:** ( ( SPAN\_205 ) ) **Course Frequency:** *Fall: N/A Spring: Dept Discretion Summer: N/A*

### **HIST 324 Contemporary Hispanic World, 1955-Today**

**Credits: 3**

This course will be taught in Spanish it will serve as both an elective in Spanish and in History. Through Spanish-language sources and class discussion, students will examine the history of Spain and Spanish America since 1955. Topics include socioeconomic development the experience and effect of the Cuban Revolution, guerrilla insurgencies, military regimes and dictatorships drug trafficking, reestablishment of democracies and cultural influence in the world.

**Pre-Requisites:** ( ( SPAN\_205 ) ) **Course Frequency:** *Fall: N/A Spring: Dept Discretion Summer: N/A*

### **HIST 325 Africa Since 1800**

**Credits: 3**

This course explores the history of concepts of race and their consequences in the Americas and West Africa between the 18th and the 21st Centuries.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

### **HIST 326 Atlantic World to 1830**

**Credits: 3**

This course explores the encounter of the peoples of the Americas, Africa, and Europe in the Atlantic World to 1800, with a special emphasis on conceptualizations of race, religion, and gender.

**Course Frequency:** *Fall: Odd Years Spring: N/A Summer: N/A*

### **HIST 328 History of Cuba**

**Credits: 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.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: N/A*

### **HIST 331 U.S. Since 1945**

**Credits: 3**

A broad look at American social, cultural, and political history in a crucial modern period.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: N/A*

### **HIST 349 World War Two**

**Credits: 3**

This course examines the origins, conduct, and conclusion of World War Two, the most violent conflict in human history. Topics include the racist and fascist basis of German and Japanese aggression, the ideological conflict between fascism and communism (with democracy in-between), the strategic and tactical military history of the war, mobilization and industrial organization of the belligerents, German and Japanese occupation, resistance and collaboration, the Holocaust, life on the Allied "home front," the use of massive air bombing by the Allies, the development and decision to use the atomic bomb, and the war's effect beyond the European and Pacific theaters in India, Africa and Latin America. Students will consider several historical studies on the conflict, and complete their own research project using primary resources. Local archives will also be considered, including items in the Southwest Minnesota History Center, the SMSU Library, and the Fagen Flyers WW2 Museum in Granite Falls.

**Goal:** 05- Hist/Soc/Behav Sci 08- Global Perspective **Course Frequency:** *Fall: Even Years Spring: N/A Summer: N/A*

### **HIST 350 The Vietnam Wars, 1945-1975**

**Credits: 3**

This course examines the experience of Vietnamese and American women and men 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.

**Course Frequency:** *Fall: N/A Spring: Dept Discretion Summer: N/A*

### **HIST 351 Origins of Islamic Civil**

**Credits: 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.

**Goal:** 08- Global Perspective **Course Frequency:** *Fall: All Years Spring: N/A Summer: N/A*

### **HIST 352 American Revolution and the Early Republic, 1763-1816** **Credits: 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.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: N/A*

### **HIST 354 Growing Up in America**

**Credits: 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.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

### **HIST 355 Growth of U.S. Foreign Policy**

**Credits: 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.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: N/A*

### **HIST 356 Civil War & Reconstruction**

**Credits: 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.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: N/A*

### **HIST 359 African-American History:1500 to the Present**

**Credits: 3**

This course examines the experience of African American women and men from slavery days until the present. We will use as an interpretative framework the concepts of resistance and institution building as a way of explaining the remarkable changes that have been the experience of black people in the United States.

**Goal:** 07- Human Diversity 09- Ethical/Civic Resp **Course Frequency:** *Fall: N/A Spring: Dept Discretion Summer: N/A*

### **HIST 360 American Women's History**

**Credits: 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.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: N/A*

### **HIST 362 Making of Modern America**

**Credits: 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.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: N/A*

### **HIST 363 History of Social Welfare in the U.S.**

**Credits: 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.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: N/A*

### **HIST 364 Immigration & Ethnicity in U.S. History**

**Credits: 3**

This course provides a broad historical survey of the process of migration and its impact on U.S. social, political, and cultural development.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: N/A*

### **HIST 365 Rome: from Republic to Empire**

**Credits: 3**

This course will examine the transition of the Roman state from a republic to an imperial monarchy. Topics will include the cultural and political bases of the Roman Republic, growing instability after the Punic wars, Roman military strategies, the rise of Julius Caesar, and the establishment of imperial rule.

**Course Frequency:** *Fall: Odd Years Spring: N/A Summer: N/A*

### **HIST 371 History of American West**

**Credits: 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.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: N/A*

### **HIST 377 Germany: The Road to Tyranny**

**Credits: 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.

**Course Frequency:** *Fall: N/A Spring: Even Years Summer: N/A*

### **HIST 378 US:1920-1945**

**Credits: 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.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: N/A*

### **HIST 380 The Examined Life: American History through Autobiography**

**Credits: 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.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

### **HIST 382 History of Russia**

**Credits: 3**

This course surveys Russian civilization from the Kievan period to the present.

**Course Frequency:** *Fall: Even Years Spring: N/A Summer: N/A*

### **HIST 384 History of England**

**Credits: 3**

This course surveys England from Anglo-Saxon times to the present.

**Course Frequency:** *Fall: N/A Spring: Dept Discretion Summer: N/A*



**HIST 385 War and Peace in the Middle East****Credits: 3**

This course will examine the ongoing crises and conflicts of the Modern Middle East and the possibility of their resolution. We will start with background readings about the Middle East in the foundational periods of Islam and during the Ottoman period. Next we will look at a series of conflicts in the Middle East over the past century and examine them from religious, political, and military perspectives, and see how conflict resolution strategies have been or could be used to resolve these conflicts.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: N/A*

**HIST 387 Pro-Seminar****Credits: 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.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

**HIST 395 Minnesota History****Credits: 3**

This course surveys the social, economic, and political development of Minnesota.

**Course Frequency:** *Fall: N/A Spring: Even Years Summer: N/A*

**HIST 486 Advanced Special Topics in History****Credits: 1 - 4****HIST 487 Senior Seminar****Credits: 3**

In this capstone course, topics are considered through reading, discussion, and primary research. This course will include a paper based on primary resources.

**Course Frequency:** *Fall: All Years Spring: N/A Summer: N/A*

**HIST 494 Individual Study in History****Credits: 1 - 4**

Prerequisite: consent of instructor. Student must propose topic and offer a preliminary bibliography.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: N/A*

**HIST 499 History Internship****Credits: 1 - 6**

This course is designed to provide students with an internship experience in an organization linked to their career or professional aspirations. This opportunity allows the student to explore career options and gain general work experience.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: N/A*

**HIST 510 GS:T&I in History****Credits: 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.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

**HIST 520 GS:Is in History****Credits: 1 - 3**



## Hospitality Management

**Department Office:** CH 129  
**Phone Number:** 507-537-6223  
**Staff & Faculty:** Joyce Hwang, Yumi Lim

### 4-Year Mustang Academic Plan (MAP):

[Bachelor of Science: Hospitality Management - Culinary Management Concentration](#)

[Download MAP](#)

[Bachelor of Science: Hospitality Management - Hotel and Event Management Concentration](#)

[Download MAP](#)

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 hotel & event management or/and culinary management as part of their degree. All two 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 Hotel & Event Management concentration focuses on contemporary issues related to strategic management in the hotel and event industry. Students are prepared for employment in management trainee and supervisory positions at hotels, public institutions and private clubs, entertainment venue manager, wedding sales manager, convention and meeting manager, event manager, etc., with the opportunity for advancement to upper-level management positions.

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.

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.**

### Bachelor of Science: Hospitality Management(63-68 Credits)

#### A. Business Core Courses: (18 Credits)

<b>ACCT 211</b>	Principles of Accounting I	Credits: 3
<b>ACCT 212</b>	Principles of Accounting II	Credits: 3
<b>MGMT 221</b>	Computer Concepts and Applications	Credits: 3
<b>MGMT 300</b>	Management Principles	Credits: 3
<b>MGMT 350</b>	Human Resources	Credits: 3
<b>MKTG 301</b>	Principles of Marketing	Credits: 3

#### B. Hospitality Core Courses: (23-27 Credits)

<b>BLAW 305</b>	Business Law I: Legal Environment and Contract Law	Credits: 3
<b>HOSP 100</b>	Introduction to Hospitality Management	Credits: 3
<b>HOSP 300</b>	Hospitality Analytics	Credits: 3
<b>HOSP 325</b>	Hospitality Service Management	Credits: 3
<b>HOSP 420</b>	Hospitality Revenue Management	Credits: 3
<b>HOSP 460</b>	Hospitality Operations and Policy	Credits: 3
<b>HOSP 498</b>	Hospitality Internship II	Credits: 1 - 3
<b>HOSP 499</b>	Hospitality Internship III	Credits: 1 - 3
<b>MGMT 460</b>	Leadership and Team Management	Credits: 3

#### C. Concentrations (Choose One):

##### 1. Hotel and Event Management Concentration:

<b>HOSP 120</b>	Food Sanitation and Safety	Credits: 1
<b>HOSP 200</b>	Foundations of Lodging Management	Credits: 3

<b>HOSP 310</b>	Expositions and Events Management	Credits: 3
<b>HOSP 400</b>	Sales & Convention Management	Credits: 3
<b>HOSP 405</b>	Catering/Banquet Management	Credits: 3
<b>HOSP 430</b>	Hotel/Resort Management Seminar	Credits: 3

Select two courses from below:

<b>CULG 200</b>	Culinary Arts Fundamentals	Credits: 4
<b>HOSP 205</b>	Hospitality Purchasing	Credits: 3
<b>HOSP 410</b>	Beverage Management	Credits: 3
<b>MGMT 450</b>	Diversity Management	Credits: 3

## 2. Culinary Management Concentration:

<b>CULG 200</b>	Culinary Arts Fundamentals	Credits: 4
<b>CULG 210</b>	Advanced Culinary Arts	Credits: 4
<b>HOSP 120</b>	Food Sanitation and Safety	Credits: 1
<b>HOSP 205</b>	Hospitality Purchasing	Credits: 3
<b>HOSP 301</b>	Restaurant Food Operations	Credits: 2
<b>HOSP 301L</b>	Restaurant Food Operations Lab	Credits: 3

Select two courses from below:

<b>CULG 250</b>	Introduction to Baking & Pastry	Credits: 3
<b>CULG 300</b>	International Cuisine	Credits: 3
<b>HOSP 200</b>	Foundations of Lodging Management	Credits: 3
<b>HOSP 405</b>	Catering/Banquet Management	Credits: 3
<b>HOSP 410</b>	Beverage Management	Credits: 3
<b>MGMT 450</b>	Diversity Management	Credits: 3

Total Credits: **63-68**

## Minor: Hotel/Lodging Management(30 Credits)

### I. Hospitality Requirements: (15 Credits)

<b>HOSP 100</b>	Introduction to Hospitality Management	Credits: 3
<b>HOSP 200</b>	Foundations of Lodging Management	Credits: 3
<b>HOSP 400</b>	Sales & Convention Management	Credits: 3
<b>HOSP 420</b>	Hospitality Revenue Management	Credits: 3
<b>HOSP 430</b>	Hotel/Resort Management Seminar	Credits: 3

### II. Business Requirements: (15 Credits)

<b>ACCT 211</b>	Principles of Accounting I	Credits: 3
<b>ACCT 212</b>	Principles of Accounting II	Credits: 3
<b>MGMT 300</b>	Management Principles	Credits: 3
<b>MGMT 350</b>	Human Resources	Credits: 3
<b>MKTG 301</b>	Principles of Marketing	Credits: 3

Total Credits: **30**

## Course Descriptions

### HOSP 100 Introduction to Hospitality Management Credits: 3

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.

**Course Frequency:** Fall: All Years Spring: N/A Summer: N/A

### HOSP 120 Food Sanitation and Safety Credits: 1

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.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: N/A*

### **HOSP 200 Foundations of Lodging Management**

**Credits: 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.

**Pre-Requisites:** ( ( HOSP\_100 ) ) **Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

### **HOSP 205 Hospitality Purchasing**

**Credits: 3**

Procurement procedures with emphasis on orientation to the market place, specification writing and evaluation of products.

**Course Frequency:** *Fall: All Years Spring: N/A Summer: N/A*

### **HOSP 300 Hospitality Analytics**

**Credits: 3**

The primary emphasis of the course is on analytical and decision-making uses of "big data" - the exponential growth, availability of information, both structured and unstructured, to develop a more granular understanding of customers behavior, needs, and expectations. This course teaches students how to use the right data in the right ways, including the use of social media, customer satisfaction surveys, financial information, and market trends to help drive greater customer and market understanding as well as improved pricing, ultimately leading towards higher growth in both revenue and profits.

**Pre-Requisites:** ( ( HOSP\_100 ) ) **Course Frequency:** *Fall: All Years Spring: N/A Summer: N/A*

### **HOSP 301 Restaurant Food Operations**

**Credits: 2**

Principles of and procedures used in food production management including quality control, food costing, work methods, menu planning, sanitation, safety, and service.

**Pre-Requisites:** ( ( HOSP\_120 AND HOSP\_205 ) ) **Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

### **HOSP 301L Restaurant Food Operations Lab**

**Credits: 3**

Application of full service restaurant food production and management techniques in the student operated restaurant.

**Pre-Requisites:** ( ( HOSP\_120 AND HOSP\_205 ) ) **Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

### **HOSP 310 Expositions and Events Management**

**Credits: 3**

Introduction to the meeting and convention industry, focusing on research, planning, supervision, and control guidelines used by the Meeting Professionals International. Emphasis is placed on strategies used for planning, developing, and marketing conventions, expositions, and trade shows, as well as the division of administrative responsibility within event planning and management.

**Course Frequency:** *Fall: All Years Spring: N/A Summer: N/A*

### **HOSP 315 Food, Beverage, and Labor Cost Control**

**Credits: 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.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

### **HOSP 320 Hospitality Law**

**Credits: 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.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: N/A*

### **HOSP 325 Hospitality Service Management**

**Credits: 3**

The service is a core component of Hospitality Industry and makes managing the industry unique. The course will explore unique characteristics of service product as opposed to manufactured products and its implications in managing Hospitality operations.

**Pre-Requisites:** ( ( HOSP\_100 ) ) **Course Frequency:** *Fall: All Years Spring: N/A Summer: N/A*

### **HOSP 360 Ethics in Hospitality**

**Credits: 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.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

### **HOSP 400 Sales & Convention Management**

**Credits: 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.

**Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

### **HOSP 405 Catering/Banquet Management**

**Credits: 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.

**Pre-Requisites:** ( ( HOSP\_120 ) ) **Course Frequency:** *Fall: All Years Spring: N/A Summer: N/A*

### **HOSP 410 Beverage Management**

**Credits: 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.

**Pre-Requisites:** ( ( HOSP\_100 ) OR ( CULG\_100 ) ) **Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

### **HOSP 420 Hospitality Revenue Management**

**Credits: 3**

Introduction to the basics of revenue management practices in the hospitality industry. Focus areas include forecasting, pricing, market segmentation, cost controls, financial analysis, economic analysis, and applications as it emphasizes practical aspects of decision-making. Both tactical and strategic approaches will be discussed.

**Pre-Requisites:** ( ( HOSP\_100 ) ) and junior status. **Course Frequency:** *Fall: All Years Spring: N/A Summer: N/A*

### **HOSP 430 Hotel/Resort Management Seminar**

**Credits: 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.

**Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

### **HOSP 460 Hospitality Operations and Policy**

**Credits: 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.

**Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

### **HOSP 486 Special Topics: Hospitality**

**Credits: 1 - 4**

Designed to allow for the teaching of special subjects that are not offered on a regular basis.

**Course Frequency:** *Fall: Dept Discretion Spring: N/A Summer: N/A*

**HOSP 494 Directed Studies-Hotel/Restaurant**

**Credits: 1 - 6**

**HOSP 497 Hospitality Internship I**

**Credits: 1 - 3**

Supervised employment within the students area of study. Minimum 100 hours for 1 credit. Students must submit acceptable report and receive adequate evaluations.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: N/A*

**HOSP 498 Hospitality Internship II**

**Credits: 1 - 3**

Supervised employment within the students area of study. Minimum 100 hours for 1 credit. Students must submit acceptable report and receive adequate evaluations.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: N/A*

**HOSP 499 Hospitality Internship III**

**Credits: 1 - 3**

Supervised employment within the students area of study. Minimum 100 hours for 1 credit. Students must submit acceptable report and receive adequate evaluations.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: All Years*



## Interdisciplinary Studies

**Department Office:**

**Phone Number:**

**Staff & Faculty:**

The purpose of the Individualized Interdisciplinary Major is to provide each student in good academic standing the opportunity to design and pursue a major (as part of his/her BA or BS 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.

### **Majors:**

Bachelor of Science: Individualized Interdisciplinary

Bachelor of Arts: Individualized Interdisciplinary

To learn more about the procedures and guidelines for developing an Individualized Interdisciplinary major, visit the program webpage at: [www.SMSU.edu/academics/programs/interdisciplinarystudies](http://www.SMSU.edu/academics/programs/interdisciplinarystudies)

## Course Descriptions

### **IDST 095 Taking the GRE/GMAT**

**Credits: 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.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

### **IDST 099 Academic Success**

**Credits: 0**

This course is designed to provide resources, academic strategies, and opportunities for self-assessment and exploration of at-risk student groups. This course is designed in an online format with required face-to-face meetings to provide ongoing support. Topics addressed in the course include academics, career pathways, self-awareness, course expectations, academic advising, academic success strategies, and planning for success.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: N/A*

### **IDST 110 The University Experience**

**Credits: 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.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: N/A*

### **IDST 111 The University Student-Athlete**

**Credits: 1**

The University Student-Athlete is a first semester course designed to welcome and support student athletes as they integrate into the learning community of Southwest Minnesota State University. Through this course,

students will learn the expectations associated with being a student athlete at SMSU, such as leadership and communication skills, positive interpersonal relations, community engagement, and NCAA eligibility.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: N/A*

### **IDST 112 International Cultural and Academic Transitions Credits: 1**

International Cultural and Academic Transitions is a first semester course designed to welcome and support international students as they transition to making their home in the United States and at Southwest Minnesota State University. Topics will include academic success, effective communication with faculty and students, American culture, and positive social interaction.

**Course Frequency:** *Fall: All Years Spring: N/A Summer: N/A*

### **IDST 115 Job Search Strategies: From Backpack to Briefcase Credits: 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.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

### **IDST 120 Assertiveness Credits: 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.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

### **IDST 125 Mental Health Awareness Credits: 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.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

### **IDST 164 Essentials of Computer Science Credits: 4**

An introduction to the essential concepts of computer science through mobile device app development. Through learning to develop entertaining and socially relevant apps, students will explore the fundamental concepts of computing, including: abstraction, algorithmic problem solving, programming, interface design, database, hardware, networking, and security. Cross listed as COMP 164.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: N/A*

**IDST 186 Special Topics****Credits: 0 - 4****IDST 270 Tutor Training****Credits: 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.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: N/A*

**Justice Administration**

**Department Office:** SS 103  
**Phone Number:** 507-537-6224  
**Staff & Faculty:** BC Franson, Amanda Sieling

**4-Year Mustang Academic Plan (MAP):**

[Bachelor of Science: Justice Administration](#)

[Download MAP](#)

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)**

<b>JUAD 144</b>	Introduction to Justice & Society	Credits: 3
<b>JUAD 240</b>	Law Enforcement & Community Policing	Credits: 3
<b>JUAD 242</b>	Correction Systems	Credits: 3
<b>JUAD 304</b>	Victimology	Credits: 3
<b>JUAD 338</b>	Youth & Crime	Credits: 3
<b>JUAD 398</b>	Pro-Seminar	Credits: 4
<b>JUAD 399</b>	Criminal Procedure	Credits: 3
<b>JUAD 442</b>	Court, Police, and Corrections Management	Credits: 3
<b>JUAD 450</b>	Advanced Criminal Law	Credits: 3
<b>JUAD 498</b>	Senior Seminar in Justice Administration	Credits: 3

Choose one:

<b>JUAD 370</b>	Criminology	Credits: 3
<b>SOCI 370</b>	Criminology	Credits: 3

Choose one:

<b>PHIL 103</b>	Ethics	Credits: 3
<b>PHIL 303</b>	Ethical Issues in Professional Life	Credits: 3

**II. Electives (12 Credits)**

Choose 12 credits from the following list:

Notes:

At least six credits must be JUAD.

<b>COMM 310</b>	Persuasion	Credits: 3
<b>COMM 356</b>	Argumentation and Debate	Credits: 3
<b>ENVS 107</b>	Introduction to ArcGIS	Credits: 2
<b>JUAD 150</b>	Service Learning Lab	Credits: 1
<b>JUAD 238</b>	Restorative Justice Circle Process	Credits: 1
<b>JUAD 239</b>	Resolving Conflicts in Workplace Settings	Credits: 1
<b>JUAD 246</b>	Introduction to Security	Credits: 3
<b>JUAD 286</b>	Special Topics	Credits: 1 - 4
<b>JUAD 300</b>	Women and Justice	Credits: 3
<b>JUAD 380</b>	Corporate & White Collar Crime	Credits: 3

<b>JUAD 385</b>	Crime: Race, Poverty & Social Policy	Credits: 3
<b>JUAD 441</b>	Organized Crime	Credits: 3
<b>JUAD 460</b>	Rehabilitation & Prevention	Credits: 3
<b>JUAD 486</b>	Special Topics	Credits: 1 - 4
<b>JUAD 499</b>	Field Experience/Internship	Credits: 3 - 12
<b>MGMT 333</b>	Conflict Resolution	Credits: 3
<b>POL 227</b>	The Judicial Process	Credits: 3
<b>POL 328</b>	Criminal Justice and Procedure	Credits: 3
<b>PSYC 200</b>	Statistics for the Behavioral Sciences	Credits: 3
<b>PSYC 200L</b>	Statistics for the Behavioral Sciences Lab	Credits: 1
<b>PSYC 235</b>	Abnormal Psychology	Credits: 3
<b>PSYC 246</b>	Psychology of Adjustment	Credits: 3
<b>PSYC 265</b>	Behavior Modification	Credits: 3
<b>SOCI 244</b>	Soci of Deviant Behavior	Credits: 3
<b>SOCI 315</b>	Applied Social Research	Credits: 3
<b>SWRK 280</b>	Substance Abuse & Other Addictive Behaviors	Credits: 3
<b>SWRK 330</b>	Basic Interviewing Skills	Credits: 3

Total Credits: **49**

### 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 (60 credits), a student completes an Associate of Applied Science (A.A.S.) degree in Law Enforcement Administration. In the final two years (60 credits) of SMSU’s B.A.S. program, a student takes a 42-semester credit major (described below) in Law Enforcement Administration, and additional semester credit hours (SCH) of MnTC.

#### Degree Requirements:

##### Completion of the SMSU's Liberal Education Program

1. Minnesota Transfer Curriculum (MnTC) from any Minnesota State system campus, and
2. SMSU Liberal Education Graduation Requirements.

A minimum of 30 semester credit hours through Southwest Minnesota State University.

A minimum of 40 semester credit hours at the 300 or 400 level.

The requirements for an approved B.A.S. major.

A cumulative GPA of at least 2.0 for courses taken while enrolled at SMSU.

#### I. Core Curriculum: (18 Credits)

<b>JUAD 370</b>	Criminology	Credits: 3
<b>JUAD 398</b>	Pro-Seminar	Credits: 4
<b>JUAD 498</b>	Senior Seminar in Justice Administration	Credits: 3
<b>MGMT 300</b>	Management Principles	Credits: 3
<b>PSYC 235</b>	Abnormal Psychology	Credits: 3

Repeat for two credits

<b>PSYC 487</b>	Mental Health Topics Applied	Credits: 1
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#### II. Focused Electives: (24 Credits)

Choose one of the following:

<b>JUAD 304</b>	Victimology	Credits: 3
<b>SOCI 420</b>	Family & Intimate Partner Violence	Credits: 3

Choose one of the following:

<b>PSYC 260</b>	Developmental Psychology	Credits: 3
<b>PSYC 341</b>	Child & Adolescent Psychology	Credits: 3
<b>SWRK 340</b>	Human Behavior in the Social Environment	Credits: 3

Choose one of the following:

<b>JUAD 460</b>	Rehabilitation & Prevention	Credits: 3
<b>MGMT 330</b>	Organizational Behavior and Theory	Credits: 3
<b>MGMT 333</b>	Conflict Resolution	Credits: 3
<b>PSYC 325</b>	Attitudes & Persuasion	Credits: 3

Choose two of the following:

<b>HIST 351</b>	Origins of Islamic Civil	Credits: 3
<b>HIST 359</b>	African-American History:1500 to the Present	Credits: 3
<b>HIST 364</b>	Immigration & Ethnicity in U.S. History	Credits: 3

<b>JUAD 385</b>	Crime: Race, Poverty & Social Policy	Credits: 3
<b>MGMT 450</b>	Diversity Management	Credits: 3
<b>PSYC 360</b>	Cross-Cultural Psychology	Credits: 3
<b>SOCI 331</b>	Racial & Ethnic Relations in America	Credits: 3
<b>SWRK 351</b>	Diverse and At-Risk Populations	Credits: 3

Choose three of the following:

<b>COMM 301</b>	Risk and Crisis Communication	Credits: 3
<b>ECON 351</b>	Public Budgeting and Finance	Credits: 3
<b>ECON 380</b>	Public Finance	Credits: 3
<b>MGMT 350</b>	Human Resources	Credits: 3
<b>MGMT 454</b>	Labor Relations	Credits: 3
<b>MGMT 460</b>	Leadership and Team Management	Credits: 3
<b>POL 324</b>	Local & Rural Politics	Credits: 3
<b>POL 340</b>	Public Policy & Administration	Credits: 3

Total Credits: **42**

### Minor: Criminal Justice(18 Credits)

#### I. Required Courses

<b>JUAD 144</b>	Introduction to Justice & Society	Credits: 3
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#### II. Electives (Choose 15 credits)

<b>JUAD 238</b>	Restorative Justice Circle Process	Credits: 1
<b>JUAD 240</b>	Law Enforcement & Community Policing	Credits: 3
<b>JUAD 242</b>	Correction Systems	Credits: 3
<b>JUAD 246</b>	Introduction to Security	Credits: 3
<b>JUAD 286</b>	Special Topics	Credits: 1 - 4
<b>JUAD 300</b>	Women and Justice	Credits: 3
<b>JUAD 304</b>	Victimology	Credits: 3
<b>JUAD 338</b>	Youth & Crime	Credits: 3
<b>JUAD 370</b>	Criminology	Credits: 3
<b>JUAD 380</b>	Corporate & White Collar Crime	Credits: 3
<b>JUAD 385</b>	Crime: Race, Poverty & Social Policy	Credits: 3
<b>JUAD 399</b>	Criminal Procedure	Credits: 3
<b>JUAD 441</b>	Organized Crime	Credits: 3
<b>JUAD 442</b>	Court, Police, and Corrections Management	Credits: 3
<b>JUAD 450</b>	Advanced Criminal Law	Credits: 3
<b>JUAD 460</b>	Rehabilitation & Prevention	Credits: 3
<b>JUAD 486</b>	Special Topics	Credits: 1 - 4
<b>JUAD 494</b>	Independent Study	Credits: 1 - 3
<b>JUAD 498</b>	Senior Seminar in Justice Administration	Credits: 3
<b>JUAD 499</b>	Field Experience/Internship	Credits: 3 - 12

Total Credits: **18**

### Course Descriptions

#### **JUAD 144 Introduction to Justice & Society**

**Credits: 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.

**Goal:** 05- Hist/Soc/Behav Sci 09- Ethical/Civic Resp **Course Frequency:** *Fall: All Years Spring: All Years Summer: N/A*

### **JUAD 150 Service Learning Lab**

**Credits: 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.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

### **JUAD 200 Crisis Intervention: Adult Mental Health**

**Credits: 1**

Just as CPR helps you know what to do in case someone is having a heart attack, Adult Mental Health First Aid helps you know what to do to help someone having a mental health or substance-abuse related crisis. In this course, you will learn risk factors and warning signs for mental health and substance abuse concerns, strategies for helping someone suffering in crisis and where to turn for assistance. After your successful conclusion of this course, you will be a certified as an Adult Mental Health First Aid Responder.

**Course Frequency:** *Fall: All Years Spring: N/A Summer: N/A*

### **JUAD 210 Crisis Intervention: Youth Mental Health**

**Credits: 1**

Just as CPR helps you know what to do in case someone is having a heart attack, Youth Mental Health First Aid helps you know what to do to help someone having a mental health or substance-abuse related crisis. In this course, you will learn risk factors and warning signs for mental health and substance abuse concerns, strategies for helping someone suffering in crisis and where to turn for assistance. After your successful conclusion of this course, you will be a certified as an Youth Mental Health First Aid Responder.

**Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

### **JUAD 238 Restorative Justice Circle Process**

**Credits: 1**

This course will introduce participants to the peacemaking circle process. Topics will include: foundational values and philosophy of peacemaking circles, conflict as opportunity to build relationships, creating safe, respectful space for dialog, consensus decision making, structure of the circle process, facilitation of the circle process, practical applications of circle process, and problems and challenges in circles. This course will use the peacemaking circle process as the primary form of group work.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: N/A*

### **JUAD 239 Resolving Conflicts in Workplace Settings**

**Credits: 1**

This course will introduce participants to how conferencing and circle process can be used to resolve conflicts in the workplace. Topics will include: conflict resolution, foundational values and philosophy of conferencing and peacemaking circles, conflict as opportunity to build relationships, creating safe, respectful space for dialog, facilitation of the circle process, practical applications of circle process, and problems and challenges in circles. This course will use the circle process as the primary form of group work.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: N/A*

### **JUAD 240 Law Enforcement & Community Policing**

**Credits: 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.

**Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

### **JUAD 242 Correction Systems**

**Credits: 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.

**Pre-Requisites:** ( JUAD\_144 ) **Course Frequency:** *Fall: All Years Spring: N/A Summer: N/A*

### **JUAD 246 Introduction to Security**

**Credits: 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.

**Pre-Requisites:** ( JUAD\_144 ) **Course Frequency:** *Fall: Dept Discretion Spring: N/A Summer: N/A*

### **JUAD 286 Special Topics**

**Credits: 1 - 4**

This course is designed to provide students with an opportunity to experience a special or experimental curriculum enrichment course.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: N/A*

### **JUAD 300 Women and Justice**

**Credits: 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.

**Goal:** 07- Human Diversity **Course Frequency:** *Fall: N/A Spring: Dept Discretion Summer: N/A*

### **JUAD 304 Victimology**

**Credits: 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.

**Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

### **JUAD 338 Youth & Crime**

**Credits: 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.

**Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

### **JUAD 370 Criminology**

**Credits: 3**

Explanation and critical analysis of crime and criminal behavior. This course examines measuring crime, violent crime, crimes against property, criminal careers, terrorism, and criminological and other theories of crime. Special attention is given to what works, what doesn't, significant research, meaningful theoretical insights, restorative justice, prevention, and promising programs.

**Pre-Requisites:** ( ( JUAD\_144 ) ) **Course Frequency:** *Fall: All Years Spring: N/A Summer: N/A*

### **JUAD 380 Corporate & White Collar Crime**

**Credits: 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.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: N/A*

### **JUAD 385 Crime: Race, Poverty & Social Policy**

**Credits: 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.

**Pre-Requisites:** ( JUAD\_144 ) and junior status. **Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: N/A*

### **JUAD 398 Pro-Seminar**

**Credits: 4**

This course is designed to provide a comprehensive review of criminal justice related literature and investigation of evidence-based best practice in the criminal justice field. This course will also include evaluation in criminal justice, working with criminal justice databases including the annual FBI uniform crime reports, self-reported studies, national crime victim's studies, Minnesota Legislature study of profiling and related studies, meta-analysis research studies, computer software, and the use of statistical data.

**Course Frequency:** *Fall: All Years Spring: N/A Summer: N/A*

### **JUAD 399 Criminal Procedure**

**Credits: 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.

**Pre-Requisites:** ( JUAD\_144 ) **Course Frequency:** *Fall: All Years Spring: N/A Summer: N/A*

### **JUAD 441 Organized Crime**

**Credits: 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.

**Course Frequency:** *Fall: N/A Spring: Dept Discretion Summer: N/A*

### **JUAD 442 Court, Police, and Corrections Management**

**Credits: 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.

**Course Frequency:** *Fall: All Years Spring: N/A Summer: N/A*

### **JUAD 450 Advanced Criminal Law**

**Credits: 3**

This course will expand students understanding of criminal law through analysis and application of core concepts. Students will become familiar with the Minnesota Statutes and its use in the court process.

**Pre-Requisites:** ( ( JUAD\_144 ) OR ( POL\_227 ) ) **Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

### **JUAD 460 Rehabilitation & Prevention**

**Credits: 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.

**Pre-Requisites:** ( JUAD\_144 ) **Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: N/A*

### **JUAD 486 Special Topics**

**Credits: 1 - 4**

This course is designed to provide upper-level students with an opportunity to experience a special or experimental curriculum enrichment course.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

### **JUAD 494 Independent Study**

**Credits: 1 - 3**

Independent study and research within the Justice Administration area. Prerequisite: consent of instructor.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: Dept Discretion*

### **JUAD 498 Senior Seminar in Justice Administration**

**Credits: 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.

**Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

### **JUAD 499 Field Experience/Internship**

**Credits: 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.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: Dept Discretion*

## Liberal Arts and Sciences (AA Degree)

### Liberal Arts and Sciences, Associate of Arts

To earn an Associate of Arts (AA) degree from Southwest Minnesota State University (SMSU) students must complete the following requirements:

1. Successfully earn a minimum of 60 credits of which 20 of the final 30 credits must be earned from SMSU.
2. Successfully complete course work required for the AA degree with a minimum grade point average of 2.0 or better.
3. Successfully complete the SMSU Minnesota Transfer curriculum (MnTC) (See Minnesota Transfer Curriculum)
  - a. Students must complete a minimum of 42 credits
  - b. All 10 goal areas must be satisfied
  - c. Some courses may fulfill two MnTC goal areas (double count), but this does not reduce the 42 credit requirement.
  - d. The MnTC must be completed with a minimum grade point average of 2.0
  - e. No more than 10 credit hours may be graded credit/ no credit
4. Successfully complete electives to reach a total of 60 credits.

## Course Descriptions

### LEP 101 First Year Seminar: Discover. Engage. Lead.

**Credits: 3**

This course is designed to equip students for academic success, provide an orientation to the Southwest Minnesota State University and assist them in making a successful transition to college both socially and intellectually. Specific areas covered are the value of liberal arts education, the importance of ethnic and social diversity, the skills of information literacy, and the foundations of the university's mission and values.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: N/A*

## Management

**Department Office:** CH 129  
**Phone Number:** 507-537-6223  
**Staff & Faculty:** Kenneth Chukwuba, Abu Haddud, Heather Rickgarn, Douglas Simon, George Taylor

### 4-Year Mustang Academic Plan (MAP):

[Bachelor of Science: Management-General Management Concentration](#)

[Download MAP](#)

[Bachelor of Science: Management-Entrepreneurship Concentration](#)

[Download MAP](#)

[Bachelor of Science: Management-Health Care Administration Concentration](#)

[Download MAP](#)

[Bachelor of Science: Management-Human Resource Management Concentration](#)

[Download MAP](#)

[Bachelor of Science: Management-Supply Chain Management Concentration](#)

[Download MAP](#)

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: General Management, Human Resource Management, International Management, and Supply Chain Management. 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, Human Resource Management or Supply Chain 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 Credits)

### I. Business Core Courses: (36 Credits)

<b>ACCT 211</b>	Principles of Accounting I	Credits: 3
<b>ACCT 212</b>	Principles of Accounting II	Credits: 3
<b>BLAW 305</b>	Business Law I: Legal Environment and Contract Law	Credits: 3
<b>ECON 201</b>	Principles of Microeconomics	Credits: 3
<b>ECON 202</b>	Principles of Macroeconomics	Credits: 3
<b>FIN 230</b>	Business Statistics I	Credits: 3
<b>FIN 350</b>	Managerial Finance	Credits: 3

<b>MGMT 101</b>	Introduction to Business	Credits: 3
<b>MGMT 221</b>	Computer Concepts and Applications	Credits: 3
<b>MGMT 300</b>	Management Principles	Credits: 3
<b>MGMT 440</b>	International Management	Credits: 3
<b>MKTG 301</b>	Principles of Marketing	Credits: 3

**II. Management Core: (9 Credits)**

<b>MGMT 350</b>	Human Resources	Credits: 3
<b>MGMT 422</b>	Prod & Oper Management	Credits: 3
<b>MGMT 492</b>	Business Policy	Credits: 3
<b>MGMT 495</b>	Senior Examination	Credits: 0

**III. Concentrations: (12 Credits)**

Notes:

Students who choose to complete more than one concentration cannot double-count courses across concentrations.

**A. Entrepreneurship Concentration**

<b>MGMT 380</b>	Fundamentals of Entrepreneurship	Credits: 3
<b>MKTG 461</b>	Entrepreneurial Marketing	Credits: 3

Choose two courses from the following:

<b>ACCT 370</b>	Microcomputers in Accounting	Credits: 3
<b>FIN 330</b>	Financial Management for Small Business	Credits: 3
<b>MGMT 323</b>	Project Management	Credits: 3
<b>MGMT 360</b>	Fieldwork in Business and Entrepreneurship	
<b>MGMT 390</b>	Social Entrepreneurship	Credits: 3
<b>MGMT 425</b>	Supply Chain Management	Credits: 3
<b>MKTG 391</b>	Consumer Behavior	Credits: 3
<b>MKTG 442</b>	Creativity and Innovation	Credits: 3

**B. General Management Concentration***Choose four courses from list below:*

<b>MGMT 323</b>	Project Management	Credits: 3
<b>MGMT 325</b>	Quality Management	Credits: 3
<b>MGMT 330</b>	Organizational Behavior and Theory	Credits: 3
<b>MGMT 332</b>	Interpersonal Skills in Organizations	Credits: 3
<b>MGMT 333</b>	Conflict Resolution	Credits: 3
<b>MGMT 420</b>	Management Information Systems	Credits: 3
<b>MGMT 425</b>	Supply Chain Management	Credits: 3
<b>MGMT 426</b>	Procurement and Inventory Management	Credits: 3
<b>MGMT 427</b>	Transportation and Logistics Management	Credits: 3
<b>MGMT 450</b>	Diversity Management	Credits: 3
<b>MGMT 451</b>	Training & Development	Credits: 3
<b>MGMT 454</b>	Labor Relations	Credits: 3
<b>MGMT 460</b>	Leadership and Team Management	Credits: 3

**C. Human Resource Management Concentration***Choose four courses from the list below:*

<b>BLAW 355</b>	Business Law II: Commercial and Financial Law	Credits: 3
<b>MGMT 323</b>	Project Management	Credits: 3
<b>MGMT 330</b>	Organizational Behavior and Theory	Credits: 3
<b>MGMT 332</b>	Interpersonal Skills in Organizations	Credits: 3
<b>MGMT 333</b>	Conflict Resolution	Credits: 3
<b>MGMT 450</b>	Diversity Management	Credits: 3
<b>MGMT 451</b>	Training & Development	Credits: 3
<b>MGMT 452</b>	Staffing Management	Credits: 3
<b>MGMT 453</b>	Compensation and Benefits	Credits: 3
<b>MGMT 454</b>	Labor Relations	Credits: 3

**MGMT 460** Leadership and Team Management Credits: 3

**D. Supply Chain Management Concentration**

**MGMT 425** Supply Chain Management Credits: 3

Choose three courses from the following:

**MGMT 322** Introduction to Management Science Credits: 3

**MGMT 323** Project Management Credits: 3

**MGMT 325** Quality Management Credits: 3

**MGMT 420** Management Information Systems Credits: 3

**MGMT 424** Simulation of Industrial and Management Credits: 3

Systems

**MGMT 426** Procurement and Inventory Management Credits: 3

**MGMT 427** Transportation and Logistics Management Credits: 3

**MGMT 452** Staffing Management Credits: 3

**E. Healthcare Administration Concentration**

**FIN 353** Healthcare Financial Management Credits: 3

**MGMT 371** Healthcare Administration Credits: 3

Choose two courses from the following:

**MGMT 370** Health Services Systems and Information Credits: 3

**MGMT 372** US Healthcare Delivery, Service, and Systems Credits: 3

**MGMT 450** Diversity Management Credits: 3

**MGMT 470** Long Term Care Administration Credits: 3

**MGMT 471** Managed Care Credits: 3

**MGMT 472** US Services, Programs, Issues & Trends in Healthcare Credits: 3

Total Credits: **57**

## 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:

#### Completion of the SMSU's Liberal Education Program

1. Minnesota Transfer Curriculum (MnTC) from any MnSCU campus, and

2. SMSU Liberal Education Graduation Requirements.

A minimum of 30 semester credit hours through Southwest Minnesota State University.

A minimum of 40 semester credit hours at the 300 or 400 level.

The requirements for an approved B.A.S. major.

A cumulative GPA of at least 2.0 for courses taken while enrolled at SMSU.

### Bachelor of Applied Science-Management Requirements:

#### A. Basic Courses:

**ACCT 211** Principles of Accounting I Credits: 3

**ACCT 212** Principles of Accounting II Credits: 3

**ECON 201** Principles of Microeconomics Credits: 3

**ECON 202** Principles of Macroeconomics Credits: 3

**FIN 230** Business Statistics I Credits: 3

**MGMT 221** Computer Concepts and Applications Credits: 3

#### B. Upper-Division Courses:

**BLAW 305** Business Law I: Legal Environment and Contract Law Credits: 3

**FIN 350** Managerial Finance Credits: 3

**MGMT 300** Management Principles Credits: 3

**MGMT 350** Human Resources Credits: 3

**MGMT 492** Business Policy Credits: 3

**MGMT 495** Senior Examination Credits: 0

**MKTG 301** Principles of Marketing Credits: 3

Choose one of the following:

**MGMT 330** Organizational Behavior and Theory Credits: 3

**MGMT 332** Interpersonal Skills in Organizations Credits: 3

**C. Elective Courses (Minimum of 3 credits):**

**ECON 470** International Business & Economics Credits: 3

**MGMT 323** Project Management Credits: 3

**MGMT 330** Organizational Behavior and Theory Credits: 3

**MGMT 332** Interpersonal Skills in Organizations Credits: 3

**MGMT 333** Conflict Resolution Credits: 3

**MGMT 420** Management Information Systems Credits: 3

**MGMT 422** Prod & Oper Management Credits: 3

**MGMT 425** Supply Chain Management Credits: 3

**MGMT 450** Diversity Management Credits: 3

**MGMT 454** Labor Relations Credits: 3

**MGMT 460** Leadership and Team Management Credits: 3

**MGMT 491** Senior Seminar-Management Credits: 3

**D. 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. Students must maintain a minimum GPA of 2.50 within the BASM major as a requirement for graduation.
3. 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**

**Minor: Entrepreneurship(18 Credits)**

**A. Required Courses:**

**MGMT 101** Introduction to Business Credits: 3

**MGMT 300** Management Principles Credits: 3

**MGMT 380** Fundamentals of Entrepreneurship Credits: 3

**MKTG 461** Entrepreneurial Marketing Credits: 3

**B. Electives (Choose 2 Courses)**

**ACCT 370** Microcomputers in Accounting Credits: 3

**FIN 330** Financial Management for Small Business Credits: 3

**MGMT 323** Project Management Credits: 3

**MGMT 360** Fieldwork in Business and Entrepreneurship Credits: 3

**MGMT 390** Social Entrepreneurship Credits: 3

**MGMT 425** Supply Chain Management Credits: 3

**MKTG 391** Consumer Behavior Credits: 3

**MKTG 442** Creativity and Innovation Credits: 3

Total Credits: **18**

**Minor: Healthcare Administration(15 Credits)**

**A. Required courses: (9 Credits)**

**FIN 353** Healthcare Financial Management Credits: 3

**MGMT 300** Management Principles Credits: 3

**MGMT 371** Healthcare Administration Credits: 3

**B. Healthcare Administration Electives, choose six credits: (6 Credits)**

**COMM 305** Principles of Health Communication Credits: 3

**MGMT 370** Health Services Systems and Information Credits: 3

**MGMT 372** US Healthcare Delivery, Service, and Systems Credits: 3



<b>MGMT 450</b> Diversity Management _____	Credits: 3
<b>MGMT 470</b> Long Term Care Administration _____	Credits: 3
<b>MGMT 471</b> Managed Care _____	Credits: 3
<b>MGMT 472</b> US Services, Programs, Issues & Trends in Healthcare _____	Credits: 3
<b>MGMT 473</b> Practicum in Healthcare _____	Credits: 3
<b>MGMT 474</b> Nursing Home Administrator Exam Preparation Course _____	Credits: 1

Total Credits: **15**

### Minor: Human Resource Management (15 Credits)

#### A. Required Courses:

<b>MGMT 300</b> Management Principles _____	Credits: 3
<b>MGMT 350</b> Human Resources _____	Credits: 3

#### B. Human Resource Management Electives: (9 Credits)

<b>BLAW 355</b> Business Law II: Commercial and Financial Law _____	Credits: 3
<b>MGMT 323</b> Project Management _____	Credits: 3
<b>MGMT 330</b> Organizational Behavior and Theory _____	Credits: 3
<b>MGMT 332</b> Interpersonal Skills in Organizations _____	Credits: 3
<b>MGMT 333</b> Conflict Resolution _____	Credits: 3
<b>MGMT 450</b> Diversity Management _____	Credits: 3
<b>MGMT 451</b> Training & Development _____	Credits: 3
<b>MGMT 452</b> Staffing Management _____	Credits: 3
<b>MGMT 453</b> Compensation and Benefits _____	Credits: 3
<b>MGMT 454</b> Labor Relations _____	Credits: 3

#### Minor: Human Resource Management Notes:

Courses for the minor cannot be double-counted to meet the requirements of another major or minor.

Total Credits: **15**

### Minor: Management(15 Credits)

#### A. Required Courses: (9 Credits)

<b>MGMT 300</b> Management Principles _____	Credits: 3
<b>MGMT 350</b> Human Resources _____	Credits: 3
<b>MGMT 440</b> International Management _____	Credits: 3

#### B. Management Courses: (6 Credits)

*Select two from the following:*

<b>MGMT 323</b> Project Management _____	Credits: 3
<b>MGMT 325</b> Quality Management _____	Credits: 3
<b>MGMT 330</b> Organizational Behavior and Theory _____	Credits: 3
<b>MGMT 332</b> Interpersonal Skills in Organizations _____	Credits: 3
<b>MGMT 333</b> Conflict Resolution _____	Credits: 3
<b>MGMT 420</b> Management Information Systems _____	Credits: 3
<b>MGMT 425</b> Supply Chain Management _____	Credits: 3
<b>MGMT 426</b> Procurement and Inventory Management _____	Credits: 3
<b>MGMT 427</b> Transportation and Logistics Management _____	Credits: 3
<b>MGMT 450</b> Diversity Management _____	Credits: 3
<b>MGMT 451</b> Training & Development _____	Credits: 3
<b>MGMT 454</b> Labor Relations _____	Credits: 3
<b>MGMT 460</b> Leadership and Team Management _____	Credits: 3

#### Minor: Management Notes:

Courses for the minor cannot be double-counted to meet the requirements of another major or minor.

Total Credits: **15****Minor: Supply Chain Management(15 Credits)**

## A. Required Courses: (9 Credits)

<b>MGMT 300</b>	Management Principles	Credits: 3
<b>MGMT 422</b>	Prod & Oper Management	Credits: 3
<b>MGMT 425</b>	Supply Chain Management	Credits: 3

## B. Electives (Choose 2 Courses) (6 Credits)

<b>MGMT 322</b>	Introduction to Management Science	Credits: 3
<b>MGMT 323</b>	Project Management	Credits: 3
<b>MGMT 325</b>	Quality Management	Credits: 3
<b>MGMT 420</b>	Management Information Systems	Credits: 3
<b>MGMT 424</b>	Simulation of Industrial and Management Systems	Credits: 3
<b>MGMT 426</b>	Procurement and Inventory Management	Credits: 3
<b>MGMT 427</b>	Transportation and Logistics Management	Credits: 3
<b>MGMT 452</b>	Staffing Management	Credits: 3

**Minor: Supply Chain Management Notes:**

Courses for the minor cannot be double-counted to meet the requirements of another major or minor.

Total Credits: **15****Certificate: Entrepreneurship(18 Credits)**

## A. Required Courses:

<b>MGMT 101</b>	Introduction to Business	Credits: 3
<b>MGMT 300</b>	Management Principles	Credits: 3
<b>MGMT 380</b>	Fundamentals of Entrepreneurship	Credits: 3
<b>MKTG 461</b>	Entrepreneurial Marketing	Credits: 3

## B. Electives (Choose 2 Courses)

<b>ACCT 370</b>	Microcomputers in Accounting	Credits: 3
<b>FIN 330</b>	Financial Management for Small Business	Credits: 3
<b>MGMT 323</b>	Project Management	Credits: 3
<b>MGMT 360</b>	Fieldwork in Business and Entrepreneurship	Credits: 3
<b>MGMT 390</b>	Social Entrepreneurship	Credits: 3
<b>MGMT 425</b>	Supply Chain Management	Credits: 3
<b>MKTG 391</b>	Consumer Behavior	Credits: 3
<b>MKTG 442</b>	Creativity and Innovation	Credits: 3

Total Credits: **18****Certificate: Healthcare Administration(15 Credits)**

## A. Required courses:

<b>FIN 353</b>	Healthcare Financial Management	Credits: 3
<b>MGMT 300</b>	Management Principles	Credits: 3
<b>MGMT 371</b>	Healthcare Administration	Credits: 3

## B. Healthcare Administration Electives, choose six credits:

<b>COMM 305</b>	Principles of Health Communication	Credits: 3
<b>MGMT 370</b>	Health Services Systems and Information	Credits: 3
<b>MGMT 372</b>	US Healthcare Delivery, Service, and Systems	Credits: 3
<b>MGMT 450</b>	Diversity Management	Credits: 3
<b>MGMT 470</b>	Long Term Care Administration	Credits: 3

<b>MGMT 471</b>	Managed Care	Credits: 3
<b>MGMT 472</b>	US Services, Programs, Issues & Trends in Healthcare	Credits: 3
<b>MGMT 473</b>	Practicum in Healthcare	Credits: 3
<b>MGMT 474</b>	Nursing Home Administrator Exam Preparation Course	Credits: 1

Total Credits: **15**

### **Certificate: Supply Chain Management(18 Credits)**

#### A. Required Courses:

<b>MGMT 323</b>	Project Management	Credits: 3
<b>MGMT 325</b>	Quality Management	Credits: 3
<b>MGMT 420</b>	Management Information Systems	Credits: 3
<b>MGMT 425</b>	Supply Chain Management	Credits: 3
<b>MGMT 426</b>	Procurement and Inventory Management	Credits: 3
<b>MGMT 427</b>	Transportation and Logistics Management	Credits: 3

Total Credits: **18**

### **Course Descriptions**

#### **MGMT 101 Introduction to Business Credits: 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.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: N/A*

#### **MGMT 221 Computer Concepts and Applications Credits: 3**

MGMT 221 provides students with an introduction to computer software used in today's business world. Students will learn how to use word processing, database, spreadsheet, and graphics software tools as means of communication and problem-solving. The course includes significant computer lab time in which the students' skills and proficiency in the use of these computer software programs will be developed and refined. Students will also be introduced to enterprise resource planning concepts and software and how these programs are integrated into day-to-day business operations.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: All Years*

#### **MGMT 286 Special Topics Credits: 1 - 3**

#### **MGMT 300 Management Principles Credits: 3**

This course examines the concepts and principles of management including historical and contemporary perspectives of management. The learner will study the four functions of management: planning, organizing, leading, and controlling, which are the foundation of management and provide context to how managers plan, make decisions, organize, motivate, lead and control operations, and the workforce, in a changing environment.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: All Years*

#### **MGMT 310 Readings in Management Credits: 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.

**Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

### **MGMT 311 Movies in Management**

**Credits: 1**

The course provides students with the opportunity to study and analyze different movies and identify how they can apply to current business models, challenges, or concepts. The content areas of these movies include ethics, fraud, strategy, leadership, and organizational theory. The movies will encompass depictions of management theory, management in practice, and contemporary issues in management.

**Course Frequency:** *Fall: All Years Spring: N/A Summer: N/A*

### **MGMT 320 Advanced Computer Applications**

**Credits: 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.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: N/A*

### **MGMT 322 Introduction to Management Science**

**Credits: 3**

Quantitative techniques in business decision-making, problem formulation, various mathematical models and their application, linear programming, and queuing theory.

**Pre-Requisites:** ( ( FIN\_230 AND MATH\_115 ) OR ( FIN\_230 AND MATH\_140 ) ) **Course Frequency:**  
*Fall: Dept Discretion Spring: Dept Discretion Summer: N/A*

### **MGMT 323 Project Management**

**Credits: 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.

**Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

### **MGMT 325 Quality Management**

**Credits: 3**

The objective of this course is for the student to learn how quality systems, both from the design and implementation perspectives, are strategically important to the success of any firm. Organizations that employ quality methodology within all organizational levels maintain a competitive advantage in the marketplace. Students will study the strategic role of quality, the key strategic drivers of quality, and will be able to apply analytic methodologies for quality improvement.

**Course Frequency:** *Fall: All Years Spring: N/A Summer: N/A*

### **MGMT 330 Organizational Behavior and Theory**

**Credits: 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.

**Pre-Requisites:** ( MGMT\_300 ) **Course Frequency:** *Fall: All Years Spring: N/A Summer: N/A*

### **MGMT 332 Interpersonal Skills in Organizations**

**Credits: 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.

**Pre-Requisites:** ( MGMT\_300 ) **Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

### **MGMT 333 Conflict Resolution**

**Credits: 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.

**Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

### **MGMT 350 Human Resources**

**Credits: 3**

MGMT 350 is designed to give students an in-depth exploration of the basic functions regarding the field of human resource management. The primary focus will include best practices and practical application strategies within the field. Content areas include strategic planning, diversity, state and federal laws and regulations, recruitment and selection, employee relations, compensation and benefits, job analysis and evaluation, performance management, training and organization development, career planning, risk management, and union relations. The course will encompass the use of current event topics and critical analysis techniques regarding human resources, including ethical implications of decisions, and apply legal and ethical decision-making skills to human resource scenarios.

**Pre-Requisites:** ( MGMT\_300 ) **Course Frequency:** *Fall: All Years Spring: All Years Summer: N/A*

### **MGMT 360 Fieldwork in Business and Entrepreneurship**

In this course, students are exposed to experiences in the form of project-based learning within the broad areas of for-profit, nonprofit, and philanthropic ventures. A feature of this course is its coordination with the Center of Innovation and Entrepreneurship and the Southwest Small Business Development Center (SBDC). Students will learn baseline skills or tools to assist in advising clients on a venture chosen by the class. The project approach to this course will culminate into a final report and presentation to the client.

**Pre-Requisites:** ( ( MGMT\_300 ) ) **Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

### **MGMT 370 Health Services Systems and Information**

**Credits: 3**

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.

**Pre-Requisites:** ( ( MGMT\_221 ) ) **Course Frequency:** *Fall: Odd Years Spring: N/A Summer: N/A*

### **MGMT 371 Healthcare Administration**

**Credits: 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.

**Course Frequency:** *Fall: All Years Spring: N/A Summer: N/A*

### **MGMT 372 US Healthcare Delivery, Service, and Systems**

**Credits: 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.

**Pre-Requisites:** ( ( MGMT\_300 ) ) **Course Frequency:** *Fall: N/A Spring: Even Years Summer: N/A*

### **MGMT 380 Fundamentals of Entrepreneurship**

**Credits: 3**

Entrepreneurship is a driving force in the national and global economy, with entrepreneurs starting new businesses, stimulating ancillary businesses and economic growth. Entrepreneurship blends innovation and creativity, risk, and planning. Students may find themselves presented with entrepreneurial opportunities at any time in the future. Fundamentals of Entrepreneurship will provide students with the background of today's entrepreneurial mindset, the process of initiating entrepreneurial ventures, the development of the entrepreneurial plan, and growth strategies for entrepreneurial ventures.

**Pre-Requisites:** ( ( MGMT\_300 ) ) **Course Frequency:** *Fall: All Years Spring: N/A Summer: N/A*

### **MGMT 390 Social Entrepreneurship**

**Credits: 3**

This is a new course that complements the proposed Entrepreneurship Concentration in Management. Social Entrepreneurship is a growing field of study that examines social needs in the context of entrepreneurship. In particular, it examines the creation of a social value in the context of entrepreneurship practices, theory, and applications. This course looks at different forms of social ventures to include philanthropic, hybrid, or for-profit and identifies tools available to positively impact communities

**Pre-Requisites:** ( ( MGMT\_380 ) ) **Course Frequency:** *Fall: Odd Years Spring: N/A Summer: N/A*

### **MGMT 420 Management Information Systems**

**Credits: 3**

Examines the role of information systems in management decision-making, systems theory, and current issues

in information systems.

**Course Frequency:** *Fall: Even Years Spring: N/A Summer: N/A*

### **MGMT 422 Prod & Oper Management**

**Credits: 3**

Strategic importance of operations. Inventory control, production planning, production control, plant layout, plant location, and quality control. Students should be aware that either MATH 110, 115, 140, or 150 is a pre-requisite for FIN 230, which is a pre-requisite for this course.

**Pre-Requisites:** (MGMT\_300) AND (FIN\_230 OR MATH\_200 OR PSYC\_200) AND (MATH\_110 OR MATH\_115 OR MATH\_140 OR MATH\_150) **Course Frequency:** *Fall: All Years Spring: All Years Summer: N/A*

### **MGMT 424 Simulation of Industrial and Management Systems**

**Credits: 3**

Methods of simulating industrial and management systems. Computer simulations of business and management decision-making.

**Pre-Requisites:** ( ( FIN\_230 AND MGMT\_221 ) ) **Course Frequency:** *Fall: N/A Spring: Odd Years Summer: N/A*

### **MGMT 425 Supply Chain Management**

**Credits: 3**

Students will learn how supply chain design, planning, and operations are strategically important to the success of every firm. Organizations that excel in these areas maintain a competitive advantage over their competitors. Students will study the strategic role of supply chains as well as the key strategic drivers of supply chain performance. In addition, students will be able to apply analytic methodologies for supply chain analysis.

**Course Frequency:** *Fall: All Years Spring: N/A Summer: N/A*

### **MGMT 426 Procurement and Inventory Management**

**Credits: 3**

The purpose of this course is to provide students with a broad understanding and knowledge of procurement and inventory management concepts and critical issues affecting the relationships between buyers and sellers in the supply chain. The course will address the demands placed on purchasing and supply chain managers by internal and external stakeholders. Topics will include: . Procurement and Inventory management and role in organizational strategy . Purchasing processes and roles of procurement specialists . Evaluation and selection of suppliers . Negotiation and management of supplier contracts . Managing inventory in the organization and in the supply chain . Managing quality in the supply chain

**Course Frequency:** *Fall: N/A Spring: Even Years Summer: N/A*

### **MGMT 427 Transportation and Logistics Management**

**Credits: 3**

The purpose of this course is to provide students with a broad understanding and knowledge of transportation concepts and critical issues affecting the flow of materials and people. The concepts will include (but are not

limited to) freight movements, transportation policies, modal characteristics, 3rd party logistics (3PL), security, globalization, and sustainability aspects related to transportation. In addition, the course will focus on developing transportation models. Emphasis will be placed on the application of these concepts to actual business situations. Upon completion of this course, the student should be able to: . Understand the role of transportation in a supply chain . Understand the regulations and public policies related to transportation logistics . Obtain knowledge about the pricing and costing for transportation . Understand the characteristics of various modes of transportation such as roadways, railroad, airlines, and water carriers . Learn about risks in transportation, global transportation planning and execution, 3PL . Understand the critical issues while developing transportation strategies . Develop optimization models to find efficient transportation in a supply chain

**Course Frequency:** *Fall: Odd Years Spring: N/A Summer: N/A*

### **MGMT 440 International Management**

**Credits: 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.

**Pre-Requisites:** ( MGMT\_300 ) **Course Frequency:** *Fall: All Years Spring: All Years Summer: N/A*

### **MGMT 450 Diversity Management**

**Credits: 3**

The focus of MGMT 450 is to help students develop an awareness of, and sensitivity to, the needs and conditions of diverse groups theoretical and conceptual knowledge about diverse groups and specific skills in interacting with people from various diverse groups. The class will approach discussions regarding diversity from the underlying issues surrounding privilege. Students will learn how invisible privilege impacts all aspects of life this concept will be addressed from the perspective of primary and secondary characteristics of demographic diversity.

**Course Frequency:** *Fall: Even Years Spring: N/A Summer: N/A*

### **MGMT 451 Training & Development**

**Credits: 3**

A study of the issues associated with the training and development of the existing workforce in an organization. Includes organizational development issues.

**Course Frequency:** *Fall: N/A Spring: Even Years Summer: N/A*

### **MGMT 452 Staffing Management**

**Credits: 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.

**Pre-Requisites:** ( MATH\_200 ) OR ( FIN\_230 ) OR ( PSYC\_200 ) **Course Frequency:** *Fall: All Years Spring: N/A Summer: N/A*

### **MGMT 453 Compensation and Benefits**

**Credits: 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.

**Pre-Requisites:** ( FIN\_230 ) OR ( PSYC\_200 ) OR ( MATH\_200 ) **Course Frequency:** *Fall: N/A Spring: Odd Years Summer: N/A*

### **MGMT 454 Labor Relations**

**Credits: 3**

Upon completion of the course, students will have a working understanding of: 1. The evolution of unions in the United States. 2. How unions influence organizational strategic direction. 3. The advantages and disadvantages of unionization for organizations. 4. How the external environment influences both labor and management. 5. Legal aspects relative to labor-management relations. 6. The phases involved in developing a relationship between labor and management. 7. How labor agreements are developed and administered.

**Course Frequency:** *Fall: Odd Years Spring: N/A Summer: N/A*

### **MGMT 460 Leadership and Team Management**

**Credits: 3**

A study of selected models and practices in effective leadership and team management. The course includes methods and practices which provide "hands-on" management skills.

**Pre-Requisites:** ( ( MGMT\_300 ) ) **Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

### **MGMT 462 Strategic Leadership**

**Credits: 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.

**Pre-Requisites:** ( ( MGMT\_360 ) ) **Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: N/A*

### **MGMT 470 Long Term Care Administration**

**Credits: 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.

**Pre-Requisites:** ( ( MGMT\_300 ) ) **Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: N/A*

### **MGMT 471 Managed Care**

**Credits: 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.

**Pre-Requisites:** ( ( MGMT\_300 ) ) **Course Frequency:** *Fall: All Years Spring: N/A Summer: N/A*

### **MGMT 472 US Services, Programs, Issues & Trends in Healthcare Credits: 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.

**Pre-Requisites:** ( ( MGMT\_300 ) ) **Course Frequency:** *Fall: N/A Spring: Odd Years Summer: N/A*

### **MGMT 473 Practicum in Healthcare Credits: 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.

**Pre-Requisites:** ( ( MGMT\_300 ) ) **Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: N/A*

### **MGMT 474 Nursing Home Administrator Exam Preparation Credits: 1** **Course**

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.

**Pre-Requisites:** ( ( MGMT\_300 ) ) **Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: N/A*

### **MGMT 486 Special Topics Credits: 1 - 4**

### **MGMT 491 Senior Seminar-Management Credits: 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.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: N/A*

### **MGMT 492 Business Policy Credits: 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.

**Pre-Requisites:** ( FIN\_350 ) and senior status. **Course Frequency:** *Fall: All Years Spring: All Years Summer: N/A*

### **MGMT 493 Business Concepts & Terminology** **Credits: 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.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: N/A*

### **MGMT 494 Independent Study** **Credits: 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.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: N/A*

### **MGMT 495 Senior Examination** **Credits: 0**

A comprehensive examination covering the Management major.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: N/A*

### **MGMT 499 Management Internship** **Credits: 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.

**Pre-Requisites:** Requires minimum credits: 60 **Course Frequency:** *Fall: All Years Spring: All Years Summer: N/A*

## Marketing

**Department Office:** ST 203A  
**Phone Number:** 507-537-6223  
**Staff & Faculty:** Marta Almeyda, Denise Gochenouer

### 4-Year Mustang Academic Plan (MAP):

[Bachelor of Science: Marketing](#)

[Download MAP](#)

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 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 110, 115, 140, or 150 with a minimum grade of "C."
2. Complete ENG 151 with a minimum grade of "C."
3. Complete COMM 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(60 Credits)

### I. Business Core: (36 Credits)

<b>ACCT 211</b>	Principles of Accounting I	Credits: 3
<b>ACCT 212</b>	Principles of Accounting II	Credits: 3
<b>BLAW 305</b>	Business Law I: Legal Environment and Contract Law	Credits: 3
<b>ECON 201</b>	Principles of Microeconomics	Credits: 3
<b>ECON 202</b>	Principles of Macroeconomics	Credits: 3
<b>FIN 230</b>	Business Statistics I	Credits: 3
<b>FIN 350</b>	Managerial Finance	Credits: 3

<b>MGMT 101</b>	Introduction to Business	Credits: 3
<b>MGMT 221</b>	Computer Concepts and Applications	Credits: 3
<b>MGMT 300</b>	Management Principles	Credits: 3
<b>MKTG 301</b>	Principles of Marketing	Credits: 3

Choose one course:

<b>ECON 470</b>	International Business & Economics	Credits: 3
<b>MGMT 440</b>	International Management	Credits: 3
<b>MKTG 471</b>	International Marketing	Credits: 3

## II. Marketing Core: (15 Credits)

<b>MKTG 331</b>	Principles of Selling	Credits: 3
<b>MKTG 381</b>	Advertising Management	Credits: 3
<b>MKTG 421</b>	Business-to-Business Marketing	Credits: 3
<b>MKTG 441</b>	Marketing Research	Credits: 3
<b>MKTG 491</b>	Strategic Marketing Management	Credits: 3
<b>MKTG 495</b>	Senior Examination	Credits: 0

## III. Marketing Electives: (9 Credits)

<b>MKTG 321</b>	Retail Management	Credits: 3
<b>MKTG 391</b>	Consumer Behavior	Credits: 3
<b>MKTG 411</b>	Integrated Marketing Communications (IMC)	Credits: 3
<b>MKTG 431</b>	Sales Management	Credits: 3
<b>MKTG 442</b>	Creativity and Innovation	Credits: 3
<b>MKTG 451</b>	Introduction to Digital Marketing	Credits: 3
<b>MKTG 452</b>	Social Media Marketing	Credits: 3
<b>MKTG 461</b>	Entrepreneurial Marketing	Credits: 3
<b>MKTG 471</b>	International Marketing	Credits: 3

Optional Internship:

<b>MKTG 499</b>	Internship in Marketing	Credits: 1 - 6
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Optional Interdisciplinary Course:

Notes:

One course from the following may replace one Marketing Elective.

<b>ART 240</b>	Concepts of Graphic Communication	Credits: 3
<b>BLAW 355</b>	Business Law II: Commercial and Financial	Credits: 3

Law

<b>COMM 200</b>	Small Group Communication	Credits: 3
<b>COMM 210</b>	Introduction to Public Relations	Credits: 3
<b>COMM 403</b>	Professional Presentations	Credits: 3
<b>MGMT 333</b>	Conflict Resolution	Credits: 3
<b>PHIL 105</b>	Ethical Issues in Business	Credits: 3
<b>PSYC 318</b>	Group Dynamics	Credits: 3
<b>PSYC 358</b>	Industrial/Organizational Psychology	Credits: 3

Total Credits: **60**

## Bachelor of Applied Science: Marketing

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 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:

**Completion of the SMSU's Liberal Education Program**

1. Minnesota Transfer Curriculum (MnTC) from any MnSCU campus, and
  2. SMSU Liberal Education Graduation Requirements.
- A minimum of 30 semester credit hours through Southwest Minnesota State University.  
A minimum of 40 semester credit hours at the 300 or 400 level.  
The requirements for an approved B.A.S. major.

A cumulative GPA of at least 2.0 for courses taken while enrolled at SMSU.

### Major Requirements:

#### A. Basic Courses:

<b>ACCT 211</b>	Principles of Accounting I	Credits: 3
<b>ACCT 212</b>	Principles of Accounting II	Credits: 3
<b>ECON 201</b>	Principles of Microeconomics	Credits: 3
<b>ECON 202</b>	Principles of Macroeconomics	Credits: 3
<b>FIN 230</b>	Business Statistics I	Credits: 3
<b>MGMT 221</b>	Computer Concepts and Applications	Credits: 3

#### B. Upper Division Marketing Courses:

<b>MKTG 301</b>	Principles of Marketing	Credits: 3
<b>MKTG 331</b>	Principles of Selling	Credits: 3
<b>MKTG 381</b>	Advertising Management	Credits: 3
<b>MKTG 421</b>	Business-to-Business Marketing	Credits: 3
<b>MKTG 441</b>	Marketing Research	Credits: 3
<b>MKTG 491</b>	Strategic Marketing Management	Credits: 3
<b>MKTG 495</b>	Senior Examination	Credits: 0

#### C. Business Courses:

<b>BLAW 305</b>	Business Law I: Legal Environment and Contract Law	Credits: 3
<b>FIN 350</b>	Managerial Finance	Credits: 3
<b>MGMT 300</b>	Management Principles	Credits: 3

#### D. Electives:

<b>ECON 470</b>	International Business & Economics	Credits: 3
<b>MGMT 330</b>	Organizational Behavior and Theory	Credits: 3
<b>MGMT 422</b>	Prod & Oper Management	Credits: 3
<b>MGMT 460</b>	Leadership and Team Management	Credits: 3
<b>MKTG 321</b>	Retail Management	Credits: 3
<b>MKTG 391</b>	Consumer Behavior	Credits: 3
<b>MKTG 411</b>	Integrated Marketing Communications (IMC)	Credits: 3
<b>MKTG 431</b>	Sales Management	Credits: 3
<b>MKTG 442</b>	Creativity and Innovation	Credits: 3
<b>MKTG 451</b>	Introduction to Digital Marketing	Credits: 3
<b>MKTG 451Le</b>	Le-Marketing Lab	Credits: 1
<b>MKTG 452</b>	Social Media Marketing	Credits: 3
<b>MKTG 461</b>	Entrepreneurial Marketing	Credits: 3
<b>MKTG 471</b>	International Marketing	Credits: 3

Notes:

NOTE: MKTG 471 can only count as an elective if ECON 470 or MGMT 440 are taken in the Required Business core classes area.

#### 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.

### Minor: Marketing(15 Credits)

Marketing Minor Core: (9 Credits)

<b>MKTG 301</b>	Principles of Marketing	Credits: 3
<b>MKTG 331</b>	Principles of Selling	Credits: 3
<b>MKTG 381</b>	Advertising Management	Credits: 3

Choose 6 credits from the following courses: (6 Credits)

<b>MKTG 321</b>	Retail Management	Credits: 3
<b>MKTG 391</b>	Consumer Behavior	Credits: 3
<b>MKTG 411</b>	Integrated Marketing Communications (IMC)	Credits: 3
<b>MKTG 421</b>	Business-to-Business Marketing	Credits: 3
<b>MKTG 431</b>	Sales Management	Credits: 3
<b>MKTG 441</b>	Marketing Research	Credits: 3
<b>MKTG 451</b>	Introduction to Digital Marketing	Credits: 3
<b>MKTG 451Le</b>	Marketing Lab	Credits: 1
<b>MKTG 452</b>	Social Media Marketing	Credits: 3
<b>MKTG 471</b>	International Marketing	Credits: 3

Total Credits: **15**

## Associates in Science: Marketing(60 Credits)

### I. Business Core: (15 Credits)

<b>ACCT 211</b>	Principles of Accounting I	Credits: 3
<b>ACCT 212</b>	Principles of Accounting II	Credits: 3
<b>FIN 350</b>	Managerial Finance	Credits: 3
<b>MGMT 300</b>	Management Principles	Credits: 3
<b>MKTG 301</b>	Principles of Marketing	Credits: 3

### II. Marketing: (15 Credits)

Notes:

<b>MKTG 331</b>	Principles of Selling	Credits: 3
<b>MKTG 381</b>	Advertising Management	Credits: 3
<b>MKTG 421</b>	Business-to-Business Marketing	Credits: 3
<b>MKTG 451</b>	Introduction to Digital Marketing	Credits: 3

Choose one of the following Marketing electives:

<b>ENG 331</b>	Business Communications	Credits: 3
<b>MKTG 321</b>	Retail Management	Credits: 3
<b>MKTG 391</b>	Consumer Behavior	Credits: 3
<b>MKTG 431</b>	Sales Management	Credits: 3
<b>MKTG 452</b>	Social Media Marketing	Credits: 3
<b>MKTG 461</b>	Entrepreneurial Marketing	Credits: 3

### III. Minnesota Transfer Curriculum (MnTC) for A.S. Degree: (30 Credits)

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

<b>ENG 151</b>	Academic Writing	Credits: 4
<b>ENG 251</b>	Writing in Professions	Credits: 3

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

#### MnTC Goal 3: Natural Sciences (1 course with lab, 4 credits)

Notes:

See the complete MnTC Goal 3 list [here](#).

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

<b>MATH 110</b>	College Algebra	Credits: 3
<b>MATH 115</b>	Finite Mathematics	Credits: 3
<b>MATH 140</b>	Calculus: A Short Course	Credits: 3
<b>MATH 150</b>	Calculus I	Credits: 5

#### MnTC Goal 5: History and the Social and Behavioral Sciences (Choose one, 3 credits)

<b>ECON 201</b>	Principles of Microeconomics	Credits: 3
<b>ECON 202</b>	Principles of Macroeconomics	Credits: 3

#### MnTC Goal 6: The Humanities and Fine Arts (Choose one, 3 credits)

Notes:

See the complete MnTC Goal 6 list [here](#).

**Elective Minnesota Transfer Curriculum Credits (4 credits):**

Notes:

Choose one or more courses totaling four (4) credits for MnTC Goals 3, 5, 6, 7, 8, 9 or 10. Subject to LEP restriction of no course prefix repetition. See current Minnesota Transfer Curriculum (MnTC) course list [here](#).

Total Credits: **60**

## Course Descriptions

### **MKTG 301 Principles of Marketing**

**Credits: 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.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: All Years*

### **MKTG 310 Marketing Distribution Management**

**Credits: 3**

Market structures, transportation networks, warehousing, communication, and selection of distribution channels.

**Pre-Requisites:** ( MKTG\_301 ) **Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

### **MKTG 321 Retail Management**

**Credits: 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.

**Course Frequency:** *Fall: All Years Spring: N/A Summer: N/A*

### **MKTG 331 Principles of Selling**

**Credits: 3**

This course emphasizes professionalism in sales, as well as developing an adaptive sales approach for any type of selling. Topics include locating, identifying, and qualifying prospects obtaining appointments and selling by phone demonstrating products and services handling objections and closing the sale selling after the close the ethics of sales and the legal environment of selling.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: N/A*

### **MKTG 381 Advertising Management**

**Credits: 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.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: All Years*



**MKTG 391 Consumer Behavior****Credits: 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.

**Pre-Requisites:** ( MKTG\_301 ) **Course Frequency:** *Fall: All Years Spring: N/A Summer: N/A*

**MKTG 411 Integrated Marketing Communications (IMC)****Credits: 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.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: All Years*

**MKTG 421 Business-to-Business Marketing****Credits: 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.

**Course Frequency:** *Fall: All Years Spring: N/A Summer: N/A*

**MKTG 425 Small Business Marketing****Credits: 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.

**Pre-Requisites:** ( MKTG\_301 ) **Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

**MKTG 431 Sales Management****Credits: 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.

**Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

**MKTG 441 Marketing Research****Credits: 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.

**Pre-Requisites:** ( ( PSYC\_200 ) OR ( FIN\_230 ) OR ( MATH\_200 ) ) **Course Frequency:** *Fall: All Years Spring: N/A Summer: N/A*

### **MKTG 442 Creativity and Innovation**

**Credits: 3**

In today's rapidly changing market conditions is important for managers to learn how to integrate creativity and innovation management in their decision-making processes. In this course, students will learn how to stimulate and develop the creative potential of the members of the organization in order to contribute to better performance and results. The course will use innovative teaching strategies with the objective of fostering the creative process among students. As part of the course, students will work a team project where they will look for innovative solutions for problems within our communities.

**Pre-Requisites:** ( ( MKTG\_301 ) ) **Course Frequency:** *Fall: All Years Spring: N/A Summer: N/A*

### **MKTG 451 Introduction to Digital Marketing**

**Credits: 3**

The Internet has generated a new and vital distribution channel for marketers that is highly competitive, dynamic and requires 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.

**Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

### **MKTG 451L e-Marketing Lab**

**Credits: 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.

**Course Frequency:** *Fall: N/A Spring: Dept Discretion Summer: N/A*

### **MKTG 452 Social Media Marketing**

**Credits: 3**

This course is intended to help students understand consumers' social interactions while examining the various social media channels available to marketers, learning how to build social marketing strategies, and practicing how to track their effectiveness. Also since social media is heavily technology-driven some of the relevant aspects in digital marketing will be covered more broadly. This includes emerging topics in electronic commerce and mobile marketing. Further the course is designed to help the student understand how marketing has (and has not) changed due to the rise of social media and changes in various underlying contextual factors, such as dramatically increased speed of information dissemination across consumers and brand.

**Pre-Requisites:** ( ( MKTG\_301 ) ) **Course Frequency:** *Fall: All Years Spring: N/A Summer: N/A*

### **MKTG 453 Digital Marketing Analytics**

**Credits: 3**

Digital marketing analytics is foundational to digital marketing because it is the language used to optimize and connect results across all digital marketing tactics (search, social media, email, display, video, etc.). An

effective digital marketing analyst is a vital data translator for a business. You can be a digital marketing analyst and establish yourself as an indispensable employee. Becoming an analyst requires the cultivation of both technical and soft skills. These skills are taught through this course.

**Course Frequency:** *Fall: All Years Spring: N/A Summer: N/A*

### **MKTG 454 Content Marketing**

**Credits: 3**

Content marketing is a strategic approach that involves the sharing and creating of online material such as blogs, social media posts, videos and so on. The content delivered through social media, when used by companies has a clear direction to focus on the defined target audience. It is intended to stimulate interest, attract and retain customers while ultimately contributing to the organization's vision, mission and profitability.

**Course Frequency:** *Fall: All Years Spring: N/A Summer: N/A*

### **MKTG 455 Mobile Marketing**

**Credits: 3**

This course covers how mobile marketing is defining business today, including strategy, tracking ROI, advertising, applications and mobile websites. From text messaging to QR codes, consumer interactions with mobile devices, and the laws and ethics of mobile marketing are explored in this course.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: N/A*

### **MKTG 461 Entrepreneurial Marketing**

**Credits: 3**

The pursuit of individual ideas for successful business ventures has been flourishing during the past years in this country. Entrepreneurs and established firms launching new products/services are facing a complex and competitive environment. This course will give potential entrepreneurs the necessary skills to face this uncertain environment. New business models along with new marketing strategies will be explored assuming an entrepreneurial setting. Students will be exposed to the unique challenges of marketing in a start-up organization. The basic marketing principles will be applied to different entrepreneurial situations.

**Pre-Requisites:** ( MKTG\_301 ) **Course Frequency:** *Fall: All Years Spring: N/A Summer: N/A*

### **MKTG 471 International Marketing**

**Credits: 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.

**Pre-Requisites:** ( MKTG\_301 ) **Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

### **MKTG 481 Business Negotiation**

**Credits: 3**

The course aims at developing the necessary skills for successful business negotiations such as communication, interpersonal relations and critical thinking. The course will focus on the complex three-stage

negotiation process: preparation, negotiating, and post-negotiation implementation and evaluation. The course combines theoretical knowledge and practical experience through learning by doing. The students will be engaged in role-playing exercises, simulations, group discussions.

**Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

### **MKTG 486 Special Topics Marketing**

**Credits: 1 - 4**

Customized course of instruction with content approved by the Marketing advisor and course instructor.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

### **MKTG 487 Marketing Seminar**

**Credits: 3**

Customized set of activities designed by the student and instructor to enhance areas of marketing understanding.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

### **MKTG 491 Strategic Marketing Management**

**Credits: 3**

This marketing capstone course will permit students to effectively use the marketing knowledge and skills developed during their entire course of study and apply that knowledge effectively while playing a simulation in a team environment. The course will briefly review marketing fundamentals at the onset to better prepare students for making effective and efficient decisions on the simulation.

**Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

### **MKTG 494 Independent Study**

**Credits: 1 - 3**

### **MKTG 495 Senior Examination**

**Credits: 0**

The Senior Examination will be administered to all graduating Marketing seniors in order to graduate. The Senior Examination assesses the students' knowledge of the business core. The exam can be retaken. The student must be a senior and in the final semester at SMSU.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: N/A*

### **MKTG 499 Internship in Marketing**

**Credits: 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.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: All Years*

## Mathematics

**Department Office:** SM 178  
**Phone Number:** 507-537-6178  
**Staff & Faculty:** Charles Bingen, Mu-wan Huang, Dan Kaiser, Heather Moreland, Sami Shahin, Wije Wijesiri, Matthew Zabka

### 4-Year Mustang Academic Plan (MAP):

[Bachelor of Science: Applied Computational Mathematics](#)

[Download MAP](#)

[Bachelor of Science: Data Science](#)

[Download MAP](#)

[Bachelor of Arts: Mathematics](#)

[Download MAP](#)

[Bachelor of Science: Mathematics Education](#)

[Download MAP](#)

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.**

### Graduate Certificate: Mathematics(18 Credits)

<b>MATH 510</b> Advanced Number Theory	Credits: 3
<b>MATH 530</b> Statistics	Credits: 3
<b>MATH 545</b> Advanced Geometry	Credits: 3
<b>MATH 550</b> Real Analysis	Credits: 3

Math Electives:

<b>MATH 5XX</b> Graduate Level Math Courses	Credits: 6
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Total Credits: **18**

### Bachelor of Science: Data Science(58 Credits)

<b>MATH 510</b> Advanced Number Theory	Credits: 3
<b>MATH 530</b> Statistics	Credits: 3
<b>MATH 545</b> Advanced Geometry	Credits: 3
<b>MATH 550</b> Real Analysis	Credits: 3

#### I. Data Science Courses (14 Credits)

<b>DATA 100</b> Introduction to Data Science	Credits: 3
<b>DATA 250</b> Computational Data Science	Credits: 3
<b>DATA 435</b> Predictive Analytics & Modeling	Credits: 3
<b>DATA 468</b> Big Data Analytics	Credits: 3
<b>DATA 495</b> Senior Capstone	Credits: 2

#### II. Mathematics Courses (25 Credits)

<b>MATH 150</b> Calculus I	Credits: 5
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<b>MATH 151</b>	Calculus II	Credits: 4
<b>MATH 200</b>	Intro to Statistics	Credits: 3
<b>MATH 202</b>	Statistical Programming in R	Credits: 1
<b>MATH 320</b>	Foundations of Mathematics	Credits: 3
<b>MATH 325</b>	Combinatorics & Graph Theory	Credits: 3
<b>MATH 360</b>	Linear Algebra	Credits: 3
<b>MATH 430</b>	Probability & Statistics	Credits: 3

*III. Computer Science Courses (10 Credits)*

<b>COMP 165</b>	Fundamentals of Programming	Credits: 3
<b>COMP 165L</b>	Fundamentals of Programming Lab	Credits: 1
<b>COMP 368</b>	Database Management Systems	Credits: 3
<b>COMP 428</b>	Machine Learning	Credits: 3

*IV. Additional Courses (9 Credits)*

<b>ANY XXX</b>	Content Electives	Credits: 6
<b>ENG 360</b>	Scientific & Technical Writing	Credits: 3

Total Credits: **58****Bachelor of Arts: Mathematics(47 Credits)**

<b>MATH 510</b>	Advanced Number Theory	Credits: 3
<b>MATH 530</b>	Statistics	Credits: 3
<b>MATH 545</b>	Advanced Geometry	Credits: 3
<b>MATH 550</b>	Real Analysis	Credits: 3

*I. Required Courses: (29 Credits)*

<b>ENG 360</b>	Scientific & Technical Writing	Credits: 3
<b>MATH 150</b>	Calculus I	Credits: 5
<b>MATH 151</b>	Calculus II	Credits: 4
<b>MATH 200</b>	Intro to Statistics	Credits: 3
<b>MATH 252</b>	Calculus III	Credits: 4
<b>MATH 320</b>	Foundations of Mathematics	Credits: 3
<b>MATH 350</b>	Differential Equations	Credits: 3
<b>MATH 360</b>	Linear Algebra	Credits: 3
<b>MATH 480</b>	Mathematics Seminar	Credits: 1

**II. Math Electives at 400 Level (Choose three): (9 Credits)**

<b>MATH 440</b>	Abstract Algebra	Credits: 3
<b>MATH 450</b>	Real Analysis	Credits: 3
<b>MATH 455</b>	Applied Mathematics	Credits: 3
<b>MATH 460</b>	Complex Analysis	Credits: 3

**III. Math Electives at 300+ Level: (9 Credits)**

<b>MATH 3XX</b>	MATH Courses at the 300 level or above	Credits: 9
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Total Credits: **47****Bachelor of Science: Applied Computational Mathematics(68-83 Credits)**

<b>MATH 510</b>	Advanced Number Theory	Credits: 3
<b>MATH 530</b>	Statistics	Credits: 3
<b>MATH 545</b>	Advanced Geometry	Credits: 3
<b>MATH 550</b>	Real Analysis	Credits: 3

## I. Required Mathematics Courses: (35 Credits)

<b>MATH 150</b>	Calculus I	Credits: 5
<b>MATH 151</b>	Calculus II	Credits: 4
<b>MATH 200</b>	Intro to Statistics	Credits: 3
<b>MATH 252</b>	Calculus III	Credits: 4
<b>MATH 320</b>	Foundations of Mathematics	Credits: 3
<b>MATH 345</b>	Numerical Analysis	Credits: 3
<b>MATH 350</b>	Differential Equations	Credits: 3
<b>MATH 360</b>	Linear Algebra	Credits: 3
<b>MATH 450</b>	Real Analysis	Credits: 3
<b>MATH 455</b>	Applied Mathematics	Credits: 3
<b>MATH 480</b>	Mathematics Seminar	Credits: 1

## II. Required Computer Science Courses (8 Credits)

<b>COMP 164</b>	Essentials of Computer Science	Credits: 3
<b>COMP 164L</b>	Essentials of Computer Science Lab	Credits: 1
<b>COMP 165</b>	Fundamentals of Programming	Credits: 3
<b>COMP 165L</b>	Fundamentals of Programming Lab	Credits: 1

## III. Electives (Three courses from the following list with at least one at the 400 level): (9 Credits)

<b>COMP 306</b>	Object-Oriented Design & Programming	Credits: 3
<b>COMP 307</b>	C# Programming	Credits: 3
<b>COMP 324</b>	Design and Analysis of Algorithms	Credits: 3
<b>COMP 328</b>	Theory of Computation	Credits: 3
<b>MATH 300</b>	Modern Geometry	Credits: 3
<b>MATH 325</b>	Combinatorics & Graph Theory	Credits: 3
<b>MATH 386</b>	Special Topics in Mathematics	Credits: 1 - 4
<b>MATH 430</b>	Probability & Statistics	Credits: 3
<b>MATH 460</b>	Complex Analysis	Credits: 3
<b>MATH 486</b>	Advanced Topics in Mathematics	Credits: 1 - 4

## IV. Other Required Courses: (3 Credits)

<b>ENG 360</b>	Scientific & Technical Writing	Credits: 3
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## V. Additional Requirements: (13-28 Credits)

## Notes:

A minor in one of the following: Biology, Computer Science, Environmental Science, Exercise Science, Finance, Physics OR the following Chemistry courses:

<b>CHEM 231</b>	General Chemistry I	Credits: 3
<b>CHEM 231L</b>	General Chemistry I Lab	Credits: 1
<b>CHEM 232</b>	General Chemistry II	Credits: 3
<b>CHEM 232L</b>	General Chemistry II Lab	Credits: 2
<b>CHEM 351</b>	Organic Chemistry I	Credits: 3
<b>CHEM 351L</b>	Organic Chemistry I Lab	Credits: 2
<b>CHEM 365</b>	Quantum Chemistry and Spectroscopy	Credits: 3
<b>CHEM 467</b>	Computational Chemistry	Credits: 3
<b>CHEM 470</b>	Advanced Laboratory	Credits: 1 - 4

Total Credits: **68-83****Bachelor of Science: Mathematics Education(44 Credits)**

<b>MATH 510</b>	Advanced Number Theory	Credits: 3
<b>MATH 530</b>	Statistics	Credits: 3
<b>MATH 545</b>	Advanced Geometry	Credits: 3

**MATH 550** Real Analysis \_\_\_\_\_ Credits: 3

### I. Required Courses in Mathematics: (32 Credits)

**MATH 150** Calculus I \_\_\_\_\_ Credits: 5

**MATH 151** Calculus II \_\_\_\_\_ Credits: 4

**MATH 200** Intro to Statistics \_\_\_\_\_ Credits: 3

**MATH 252** Calculus III \_\_\_\_\_ Credits: 4

**MATH 300** Modern Geometry \_\_\_\_\_ Credits: 3

**MATH 320** Foundations of Mathematics \_\_\_\_\_ Credits: 3

**MATH 325** Combinatorics & Graph Theory \_\_\_\_\_ Credits: 3

**MATH 350** Differential Equations \_\_\_\_\_ Credits: 3

**MATH 360** Linear Algebra \_\_\_\_\_ Credits: 3

**MATH 480** Mathematics Seminar \_\_\_\_\_ Credits: 1

### II. Mathematics Electives (choose 3 courses) (9 Credits)

**MATH 440** Abstract Algebra \_\_\_\_\_ Credits: 3

**MATH 450** Real Analysis \_\_\_\_\_ Credits: 3

**MATH 455** Applied Mathematics \_\_\_\_\_ Credits: 3

**MATH 460** Complex Analysis \_\_\_\_\_ Credits: 3

### III. Additional MATH Courses (3 Credits)

**MATH 3XX** MATH courses at the 300 level or above \_\_\_\_\_ Credits: 3

### Special Notes:

Notes:

1. A student must fulfill the 5-12 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)

**MATH 510** Advanced Number Theory \_\_\_\_\_ Credits: 3

**MATH 530** Statistics \_\_\_\_\_ Credits: 3

**MATH 545** Advanced Geometry \_\_\_\_\_ Credits: 3

**MATH 550** Real Analysis \_\_\_\_\_ Credits: 3

### I. Required Courses in Mathematics: (19 Credits)

**MATH 150** Calculus I \_\_\_\_\_ Credits: 5

**MATH 151** Calculus II \_\_\_\_\_ Credits: 4

**MATH 200** Intro to Statistics \_\_\_\_\_ Credits: 3

**MATH 252** Calculus III \_\_\_\_\_ Credits: 4

**MATH 350** Differential Equations \_\_\_\_\_ Credits: 3

### II. Additional Courses: (3 Credits)

**MATH 3XX** MATH courses at the 300 level or above. \_\_\_\_\_ Credits: 3

Total Credits: **22**

## Course Descriptions

### DATA 100 Introduction to Data Science

**Credits: 3**

An introductory overview of the tools and techniques for extracting knowledge from data. Topics to be covered include Python basics, visualization, sampling, hypothesis testing, estimation, prediction, certainty



assessment, and informed decision making. The necessary preparation is three years of high-school mathematics including algebra 2.

**Goal:** 04- Mathematical/Logical Reasoning **Course Frequency:** *Fall: All Years Spring: N/A Summer: N/A*

### **DATA 250 Computational Data Science**

**Credits: 3**

An intermediate course combining data, computation, and inferential thinking. Topics to be covered include data collection and cleaning, visualization, statistical inference, predictive modeling, and distributed computing.

**Pre-Requisites:** ( ( DATA\_100 AND COMP\_165 ) ) **Course Frequency:** *Fall: All Years Spring: N/A Summer: N/A*

### **DATA 435 Predictive Analytics & Modeling**

**Credits: 3**

This course extends the ideas of linear models to data sets used in professional settings. Topics includes linear and non-linear regression, logistic regression, discriminant analysis, principle component analysis, cross validation, and related topics. This course will use appropriate statistical software.

**Pre-Requisites:** ( ( MATH\_202 AND MATH\_430 ) ) **Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: N/A*

### **DATA 468 Big Data Analytics**

**Credits: 3**

This course covers methodologies and algorithms to transform big data into meaningful insights. Topics include Hadoop Ecosystem, Hadoop MapReduce, MongoDB, Spark basics, SparkSQL and hands on real world applications.

**Pre-Requisites:** ( ( MATH\_200 ) AND ( COMP\_368 ) AND ( DATA\_250 OR COMP\_166 ) ) **Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

### **DATA 486 Special Topics in Data Science**

**Credits: 1 - 4**

A study of data science topics not ordinarily covered in the established courses. Prerequisite: consent of Data Science faculty.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: N/A*

### **DATA 494 Independent Study**

**Credits: 1 - 3**

An independent study of a data science topic not covered elsewhere.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: N/A*

### **DATA 495 Senior Capstone**

**Credits: 2**

Students will design, develop, implement, and effectively communicate an original data science project.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: N/A*

### **DATA 499 Internship in Data Science**

**Credits: 1 - 12**

On-the-job supervised experience and study dealing with applications of data science.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: Dept Discretion*

### **MATH 060 Intermediate Algebra**

**Credits: 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.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: Dept Discretion*

### **MATH 090 Algebra Review**

**Credits: 2**

A study of the fundamental concepts of algebra. Topics include: operations with real numbers; polynomial equations and inequalities; rational expressions, equations and functions; exponential, and logarithmic functions and their graphs; systems of linear equations; operations with exponents; and factoring.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: N/A*

### **MATH 101 Great Ideas of Mathematics**

**Credits: 3**

This course investigates mathematics by introducing selected mathematical models and examining how they are applied to real world problems. Students are expected to use mathematical techniques in the application of the models studied in the course. The required preparation is MATH 060 or three years of high school mathematics.

**Goal:** 04- Mathematical/Logical Reasoning **Course Frequency:** *Fall: All Years Spring: All Years Summer: Dept Discretion*

### **MATH 110 College Algebra**

**Credits: 3**

A study of the fundamental concepts of algebra. Topics include: equations and inequalities polynomial, rational, exponential, and logarithmic functions and their graphs, and systems of linear equations.

**Goal:** 04- Mathematical/Logical Reasoning

**Pre-Requisites:** (MATH 060 with C or better) or a score of (22 on ACT Math) or (530 on SAT Math) or (60 on Intermediate Alg placement Test-CAT) or (76 on Accuplacer Elementary Algebra) and (50 on Accuplacer College Level Math) or (1158 on MCA) **Course Frequency:** *Fall: All Years Spring: All Years Summer: All Years*

### **MATH 115 Finite Mathematics**

**Credits: 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.

**Goal:** 04- Mathematical/Logical Reasoning **Course Frequency:** *Fall: All Years Spring: All Years Summer: All Years*

### **MATH 125 Trigonometry & Special Functions**

**Credits: 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. Students who do not meet the stated requirements may be dropped from the course.

**Goal:** 04- Mathematical/Logical Reasoning

**Pre-Requisites:** (MATH\_110) or a score of (22 on ACT Math) or (530 on SAT Math) or (60 on Intermediate Alg placement Test-CAT) or (76 on Accuplacer Elementary Algebra) and (50 on Accuplacer College Level Math) **Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

### MATH 129 Mathematics for Elementary Education

**Credits: 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.

**Pre-Requisites:** (MATH\_110) or (MATH\_125) or (MATH\_135) or (MATH\_140) or a score of (24 on test ACT Math) **Course Frequency:** *Fall: All Years Spring: All Years Summer: N/A*

### MATH 135 Precalculus

**Credits: 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. Students who do not meet the stated requirements may be dropped from the course.

**Goal:** 04- Mathematical/Logical Reasoning

**Pre-Requisites:** (MATH 060 with C or better) or (MATH 110) or a score of (22 on ACT Math) or (530 on SAT Math) or (60 on Intermediate Alg placement Test-CAT) or (76 on Accuplacer Elementary Algebra) and (50 on Accuplacer College Level Math) **Course Frequency:** *Fall: All Years Spring: N/A Summer: N/A*

### MATH 140 Calculus: A Short Course

**Credits: 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.

**Goal:** 04- Mathematical/Logical Reasoning **Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: N/A*

### MATH 150 Calculus I

**Credits: 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.

**Goal:** 04- Mathematical/Logical Reasoning **Course Frequency:** *Fall: All Years Spring: All Years Summer: N/A*

### MATH 151 Calculus II

**Credits: 4**

A continuation of Calculus I to include further techniques of integration and applications, Taylor approximations, sequences and series, plane analytical geometry, parametric equations, including polar

coordinates. Students who do not receive a grade of C- or better in Math 150 (or equivalent) may be dropped from the course.

**Goal:** 04- Mathematical/Logical Reasoning

**Pre-Requisites:** ( ( MATH\_150 ) ) **Course Frequency:** *Fall: All Years Spring: N/A Summer: N/A*

### **MATH 200 Intro to Statistics**

**Credits: 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.

**Goal:** 04- Mathematical/Logical Reasoning **Course Frequency:** *Fall: All Years Spring: All Years Summer: Dept Discretion*

### **MATH 201 Statistical Software**

**Credits: 1**

Use of statistical software including SPSS and MINITAB. Graphical and numerical methods of summarizing data, hypothesis testing, regression analysis, ANOVA, and other statistical procedures. Check the validity of statistical model assumptions. The required preparation is completion or enrollment in MATH 200 or equivalent or familiarity with statistical procedures.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: N/A*

### **MATH 202 Statistical Programming in R**

**Credits: 1**

Use of statistical software R for data analyses. Graphical and numerical methods of summarizing data, hypothesis testing, regression analysis, ANOVA, and other statistical procedures. Check the validity of statistical model assumptions. The required preparation is completion or enrollment in Math 200 or equivalent, or familiarity with statistical procedures.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: N/A*

### **MATH 210 Discrete Mathematics**

**Credits: 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.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: N/A*

### **MATH 252 Calculus III**

**Credits: 4**

Vectors and the geometry of two and three space, functions of several variables, differentiability, arc length and surface area, extrema and Lagrange multipliers, multiple integration, line and surface integrals, and the theorems of Green, Gauss, and Stokes. Students who do not receive a grade of a C- or better in Math 151 (or equivalent) may be dropped from the course.

**Pre-Requisites:** ( ( MATH\_151 ) ) **Course Frequency:** *Fall: All Years Spring: N/A Summer: N/A*

### **MATH 292 Honors Credit in Math**

**Credits: 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.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: N/A*

### **MATH 300 Modern Geometry**

**Credits: 3**

The postulation systems of geometry, including Euclidean and non-Euclidean geometries, projective and affine geometry. Students must earn a grade of C- or better in all prerequisite courses. The Department of Mathematics & Computer Science reserves the right to remove students from the course who do not meet the course prerequisites.

**Pre-Requisites:** ( ( MATH\_151 ) ) **Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

### **MATH 305 History of Mathematics**

**Credits: 3**

Lives and contributions of mathematicians and the development of ideas and branches of mathematics.

**Pre-Requisites:** ( ( MATH\_151 ) ) **Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: N/A*

### **MATH 310 Number Theory**

**Credits: 3**

The integers, including Peano postulates, divisibility, congruencies, Diophantine equations, and continued fractions. Students must earn a grade of C- or better in all prerequisite courses. The Department of Mathematics & Computer Science reserves the right to remove students from the course who do not meet the course prerequisites.

**Pre-Requisites:** ( ( MATH\_151 ) ) **Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: N/A*

### **MATH 320 Foundations of Mathematics**

**Credits: 3**

The "nature" of mathematics, the axiomatic method, the theory of sets, the real number continuum, and various viewpoints on the foundations of mathematics. Students must earn a grade of C- or better in all prerequisite courses. The Department of Mathematics & Computer Science reserves the right to remove students from the course who do not meet the course prerequisites.

**Pre-Requisites:** ( MATH\_150 ) **Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

### **MATH 325 Combinatorics & Graph Theory**

**Credits: 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. Students must earn a grade of C- or better in all prerequisite courses. The Department of Mathematics & Computer Science reserves the right to remove students from the course who do not meet the course prerequisites.

**Course Frequency:** *Fall: All Years Spring: N/A Summer: N/A*

### **MATH 345 Numerical Analysis**

**Credits: 3**

Finite differences and applications interpolation formulas inversion of matrices numerical methods of solution of equations numerical differentiation and integration. Students must earn a grade of C- or better in all

prerequisite courses. The Department of Mathematics & Computer Science reserves the right to remove students from the course who do not meet the course prerequisites.

**Pre-Requisites:** ( ( MATH\_151 ) ) **Course Frequency:** *Fall: N/A Spring: Dept Discretion Summer: N/A*

### **MATH 350 Differential Equations**

**Credits: 3**

Exact solutions and applications of differential equations. Students must earn a grade of C- or better in all prerequisite courses. The Department of Mathematics & Computer Science reserves the right to remove students from the course who do not meet the course prerequisites.

**Pre-Requisites:** ( ( MATH\_151 ) ) **Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

### **MATH 360 Linear Algebra**

**Credits: 3**

Matrices and determinants with applications to vector spaces (linear transformations and eigenvalues) and the solution of systems of linear equations. Students must earn a grade of C- or better in all prerequisite courses. The Department of Mathematics & Computer Science reserves the right to remove students from the course who do not meet the course prerequisites.

**Pre-Requisites:** ( ( MATH\_151 ) ) **Course Frequency:** *Fall: All Years Spring: N/A Summer: N/A*

### **MATH 370 Operations Research**

**Credits: 3**

Several types of optimizing techniques, including linear programming, simulations, applications of probability, and dynamic programming.

**Pre-Requisites:** ( ( MATH\_151 ) ) **Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: N/A*

### **MATH 386 Special Topics in Mathematics**

**Credits: 1 - 4**

A study of different topics in mathematics. See current course schedule for topic listing when offered.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: Dept Discretion*

### **MATH 394 Directed Studies in Mathematics**

**Credits: 1 - 4**

Independent study of mathematical topics not ordinarily covered in the established courses. May be repeated.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: N/A*

### **MATH 430 Probability & Statistics**

**Credits: 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. Students must earn a grade of C- or better in all prerequisite courses. The Department of Mathematics & Computer Science reserves the right to remove students from the course who do not meet the course prerequisites.

**Pre-Requisites:** ( ( MATH\_151 AND MATH\_200 AND MATH\_320 ) ) **Course Frequency:** Fall: Dept Discretion Spring: Dept Discretion Summer: N/A

### **MATH 431 Probability & Statistics II**

**Credits: 3**

A continuation of MATH 430 (Probability & Statistics)

**Pre-Requisites:** ( MATH\_430 ) **Course Frequency:** Fall: Dept Discretion Spring: Dept Discretion Summer: N/A

### **MATH 440 Abstract Algebra**

**Credits: 3**

Topics may include groups, rings, fields, or fields. Students must earn a grade of C- or better in all prerequisite courses. The Department of Mathematics & Computer Science reserves the right to remove students from the course who do not meet the course prerequisites.

**Pre-Requisites:** ( ( MATH\_151 AND MATH\_320 ) ) **Course Frequency:** Fall: Dept Discretion Spring: Dept Discretion Summer: N/A

### **MATH 441 Abstract Algebra II**

**Credits: 3**

A continuation of MATH 440 (Abstract Algebra)

**Pre-Requisites:** ( MATH\_440 ) **Course Frequency:** Fall: Dept Discretion Spring: Dept Discretion Summer: N/A

### **MATH 450 Real Analysis**

**Credits: 3**

A theoretical investigation of the real numbers. Topics include sequences, series and convergence, limits and continuity of functions, differentiation, and integration. Students must earn a grade of C- or better in all prerequisite courses. The Department of Mathematics & Computer Science reserves the right to remove students from the course who do not meet the course prerequisites.

**Pre-Requisites:** ( ( MATH\_151 AND MATH\_320 ) ) **Course Frequency:** Fall: Dept Discretion Spring: Dept Discretion Summer: N/A

### **MATH 451 Advanced Calculus II**

**Credits: 3**

A continuation of MATH 450 (Advanced Calculus)

**Pre-Requisites:** ( MATH\_450 ) **Course Frequency:** Fall: Dept Discretion Spring: Dept Discretion Summer: N/A

### **MATH 455 Applied Mathematics**

**Credits: 3**

Partial differential equations of physics and engineering including Laplace, heat and wave equations, Fourier series methods and the methods of separation of variables. Additional topics may include Sturm-Liouville

problems, Green's functions, and the method of characteristics. Students must earn a grade of C- or better in all prerequisite courses. The Department of Mathematics & Computer Science reserves the right to remove students from the course who do not meet the course prerequisites.

**Pre-Requisites:** ( ( MATH\_252 AND MATH\_350 ) ) **Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: N/A*

### **MATH 460 Complex Analysis**

**Credits: 3**

The algebra of complex numbers, analytic functions, mapping properties of the elementary functions, Cauchy's Theorem, Cauchy's integral formula and residues. Students must earn a grade of C- or better in all prerequisite courses. The Department of Mathematics & Computer Science reserves the right to remove students from the course who do not meet the course prerequisites.

**Pre-Requisites:** ( ( MATH\_252 ) ) and junior status. **Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: N/A*

### **MATH 480 Mathematics Seminar**

**Credits: 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. The Department of Mathematics & Computer Science reserves the right to remove students from the course who do not meet the course prerequisites.

**Course Frequency:** *Fall: All Years Spring: N/A Summer: N/A*

### **MATH 486 Advanced Topics in Mathematics**

**Credits: 1 - 4**

### **MATH 499 Internship in Mathematics**

**Credits: 1 - 16**

On-the-job supervised experience and study dealing with applications of mathematics.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: N/A*

### **MATH 500 GS:Algebraic Found of Math**

**Credits: 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.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: N/A*

### **MATH 501 Introduction to Mathematical Logic**

**Credits: 3**

An introduction to mathematical logic. Topics include: Sentential logic, the predicate calculus, the statement calculus and its completeness theorem, first order theories, consistency and completeness, and Godel's Theorem.

**Course Frequency:** *Fall: N/A Spring: Dept Discretion Summer: N/A*

### **MATH 505 Topic in History of Math**

**Credits: 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.

**Course Frequency:** *Fall: N/A Spring: Dept Discretion Summer: N/A*

### **MATH 510 Advanced Number Theory**

**Credits: 3**

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.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: Odd Years*

### **MATH 515 Advanced Discrete Mathematics**

**Credits: 3**

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.

**Course Frequency:** *Fall: N/A Spring: Dept Discretion Summer: N/A*

### **MATH 530 Statistics**

**Credits: 3**

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 course in statistics, and an undergraduate major in mathematics or mathematics education.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: Odd Years*

### **MATH 540 Abstract Algebra**

**Credits: 3**

A first graduate course in abstract algebra. Topics may include: groups, subgroups, quotient groups, homomorphisms, isomorphisms, group actions, direct and semidirect products, the Sylow theorems, rings, integral domains, fields, field extensions, and Galois Theory.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: Dept Discretion*

### **MATH 545 Advanced Geometry**

**Credits: 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. The required preparation for this course is an undergraduate major in mathematics or mathematics education.

**Course Frequency:** *Fall: Dept Discretion Spring: N/A Summer: Even Years*

### **MATH 550 Real Analysis**

**Credits: 3**

Topics include: metric spaces, compactness, countability, convergence, continuity, uniform convergence and

continuity, differentiation, and integration. The objective of this course is to provide a foundation in the mathematical analysis behind the Calculus. The required preparation for this course is an undergraduate major in Mathematics or Mathematics Education

**Course Frequency:** *Fall: N/A Spring: N/A Summer: Even Years*

### **MATH 560 Applied Linear Algebra**

**Credits: 3**

An extension of the usual material presented in an undergraduate course in Linear Algebra. Topics include vector spaces and linear transformations, algebra of polynomials, invariant subspaces, LU, QR and singular value decompositions, symmetric, positive definite, and Hermitian matrices, inner product spaces, and the spectral theorem. The required preparation for this course is an undergraduate major in mathematics or mathematics education.

**Course Frequency:** *Fall: N/A Spring: Dept Discretion Summer: N/A*

### **MATH 586 Selected Topics in Mathematics**

**Credits: 1 - 3**

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: Dept Discretion*

### **MATH 589 Special Topics in Mathematics**

**Credits: 1 - 4**

Advanced interdisciplinary study of Mathematics. Student may use interdisciplinary research involving Mathematics, and/or Statistics, projects, paper review, or other experiences outside the classroom in real world situations as credit for prior learning towards the 18 graduate credits requirement in Mathematics.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: Dept Discretion*

### **MATH 600 GS:Math Research Project**

**Credits: 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).

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: N/A*

## Music

**Department Office:** FA 207  
**Phone Number:** 507-537-7103  
**Staff & Faculty:** John Ginocchio, Stephen Kingsbury, Daniel Rieppel

### 4-Year Mustang Academic Plan (MAP):

[Bachelor of Arts: Music with emphases in Instrumental Performance](#)

[Download MAP](#)

[Bachelor of Arts: Music in Liberal Arts](#)

[Download MAP](#)

[Bachelor of Arts: Music with emphases in Piano Performance & Pedagogy](#)

[Download MAP](#)

[Bachelor of Arts: Music with emphases in Theory/Composition](#)

[Download MAP](#)

[Bachelor of Arts: Music with emphases in Vocal Performance](#)

[Download MAP](#)

[Bachelor of Arts: Music with emphasis in Management](#)

[Download MAP](#)

[Bachelor of Science in Music Education: Instrumental/General](#)

[Download MAP](#)

[Bachelor of Science in Music Education: Vocal/General](#)

[Download MAP](#)

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 and advising recommendations 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 (with specialized music emphases)(47-58 Credits)

#### With emphases in:

*Music in the Liberal Arts (45)*

*Instrumental Performance (58)*

*Piano Performance & Pedagogy (58)*

*Theory/Composition (58)*

*Vocal Performance (58)*

### Core Music Requirements: (32 Credits)

<b>MUS 110</b>	Public Performance Studies	Credits: 0
<b>MUS 170</b>	Foundations of Aural Theory	Credits: 2
<b>MUS 172</b>	Music Theory I	Credits: 3
<b>MUS 174</b>	Music Theory II	Credits: 2
<b>MUS 174L</b>	Music Theory Lab II	Credits: 1

<b>MUS 260</b>	Piano Competency _____	Credits: 0
<b>MUS 272</b>	Music Theory III _____	Credits: 2
<b>MUS 272L</b>	Music Theory Lab III _____	Credits: 1
<b>MUS 274</b>	Chromatic, Post-Tonal, & 20th Century Theory _____	Credits: 2
<b>MUS 274L</b>	Chromatic, Post-Tonal, & 20th Century Theory Lab _____	Credits: 1
<b>MUS 300</b>	Junior Proficiency Exam _____	Credits: 0
<b>MUS 366</b>	Conducting _____	Credits: 2
<b>MUS 370</b>	Form and Analysis _____	Credits: 2
<b>MUS 377</b>	Orchestration & Choral Arranging _____	Credits: 2
<b>MUS 381</b>	Music History: Medieval through Baroque _____	Credits: 3
<b>MUS 382</b>	Music History: Classic-20th Century _____	Credits: 3

Notes:

**MUS 110** Public Performance Studies: Students are required to enroll and pass 7 semesters.

#### *Major Ensembles\**

<b>MUS 333</b>	Jazz Band _____	Credits: 0 - 2
<b>MUS 335</b>	Symphonic Chamber Winds _____	Credits: 0 - 2
<b>MUS 337</b>	SW Minnesota Orchestra _____	Credits: 0 - 2
<b>MUS 355</b>	Chorale _____	Credits: 0 - 2

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)**

<b>MUS 2XX</b>	Primary Lessons _____	Credits: 6
<b>MUS 494</b>	Independent Study _____	Credits: 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:*

<b>MUS 101</b>	Survey of World Music _____	Credits: 3
<b>MUS 102</b>	American Music _____	Credits: 3
<b>MUS 104</b>	Popular Music _____	Credits: 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 (26 Credits)**

<b>MUS 1XX</b>	Secondary Lessons _____	Credits: 4
<b>MUS 2XX</b>	Primary Lessons _____	Credits: 8
<b>MUS 327</b>	Applied Improvisation _____	Credits: 2
<b>MUS 397</b>	Junior Instrumental Recital _____	Credits: 0
<b>MUS 3XX</b>	Primary Lessons _____	Credits: 9
<b>MUS 497</b>	Senior Instrumental Recital _____	Credits: 0 - 1

Notes:

Lessons must be taken concurrently with **MUS 397** Junior Recital & **MUS 497** Senior Recital.

#### *Instrumental Methods Elective*

Notes:

*Select a Methods course associated with the primary instrument.*

<b>MUS 318</b>	Applied Brass Methods _____	Credits: 2
<b>MUS 328</b>	Applied Woodwind Methods _____	Credits: 2
<b>MUS 330</b>	Applied Percussion Methods _____	Credits: 2
<b>MUS 348</b>	Applied String Methods _____	Credits: 2

### **III. Emphasis in Piano Performance and Pedagogy (26 Credits)**

<b>MUS 327</b>	Applied Improvisation _____	Credits: 2
<b>MUS 375</b>	Applied Composition _____	Credits: 2 - 3
<b>MUS 399</b>	Junior Keyboard Recital _____	Credits: 0

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<b>MUS 499</b>	Senior Keyboard Recital	Credits: 0 - 1
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*Applied Piano:*

## Applied Piano

<b>MUS 261</b>	Applied Piano, Lower Division	Credits: 2 - 3
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## Applied Piano

<b>MUS 361</b>	Applied Piano, Upper Division	Credits: 2 - 3
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*Harpsichord:*

<b>MUS 263</b>	Applied Harpsichord, Lower Division	Credits: 2 - 3
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*Select from the following Teaching Methods Courses:*

<b>MUS 392</b>	Elementary School Music Methods and Materials	Credits: 2
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<b>MUS 460</b>	Applied Piano Teaching Methods	Credits: 2
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<b>MUS 462</b>	Piano Laboratory Methods	Credits: 1
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<b>MUS 466</b>	Applied Piano Literature	Credits: 2
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<b>MUS 468</b>	Piano Pedagogy Workshop	Credits: 2
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**IV. Emphasis in Theory/Composition (26 Credits)**

<b>MUS 1XX</b>	Secondary Lessons	Credits: 4
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<b>MUS 2XX</b>	Primary Lessons	Credits: 6
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<b>MUS 373</b>	Applied Counterpoint	Credits: 2
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<b>MUS 498</b>	Senior Composition Recital	Credits: 0
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*Composition*

<b>MUS 375</b>	Applied Composition	Credits: 2 - 3
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*Piano*

<b>MUS 261</b>	Applied Piano, Lower Division	Credits: 2 - 3
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## Notes:

If piano is the primary instrument, choose a different secondary instrument.

*Select one musical cultural elective from the following:*

<b>MUS 101</b>	Survey of World Music	Credits: 3
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<b>MUS 102</b>	American Music	Credits: 3
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<b>MUS 104</b>	Popular Music	Credits: 3
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## 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.)

**V. Emphasis in Vocal Performance\* (26 Credits)**

<b>MUS 396</b>	Junior Vocal Recital	Credits: 0
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<b>MUS 454</b>	Vocal Pedagogy	Credits: 1 - 2
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<b>MUS 455</b>	Vocal Diction for Singers	Credits: 2
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<b>MUS 456</b>	Choral and Vocal Literature	Credits: 2
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<b>MUS 496</b>	Senior Vocal Recital	Credits: 0 - 1
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## Notes:

Lessons must be taken concurrently with **MUS 396** Junior Recital and **MUS 496** Senior Vocal Recital.

\* Voice students are encouraged to take Applied Opera Workshop (2 credits) up to two times in order to prepare for professional careers and graduate school. In addition, it is suggested that voice students take foreign language courses while at SMSU as vocalists are expected to sing in multiple languages. These can be elective courses within the 120 credit degree requirement.

*Voice*

## Applied Voice

<b>MUS 251</b>	Applied Voice, Lower Division	Credits: 2 - 3
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## Applied Voice

<b>MUS 351</b>	Applied Voice, Upper Division	Credits: 2 - 3
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*Piano*

<b>MUS 261</b>	Applied Piano, Lower Division	Credits: 2 - 3
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Total Credits: **47-58****Bachelor of Arts: Music (with emphasis in Management)(78 Credits)****I. Core Music Requirements (39 Credits)**

<b>MUS 110</b>	Public Performance Studies	Credits: 0
<b>MUS 170</b>	Foundations of Aural Theory	Credits: 2
<b>MUS 172</b>	Music Theory I	Credits: 3
<b>MUS 174</b>	Music Theory II	Credits: 2
<b>MUS 174L</b>	Music Theory Lab II	Credits: 1
<b>MUS 260</b>	Piano Competency	Credits: 0
<b>MUS 272</b>	Music Theory III	Credits: 2
<b>MUS 272L</b>	Music Theory Lab III	Credits: 1
<b>MUS 2XX</b>	Primary Lessons	Credits: 8
<b>MUS 300</b>	Junior Proficiency Exam	Credits: 0
<b>MUS 370</b>	Form and Analysis	Credits: 2
<b>MUS 381</b>	Music History: Medieval through Baroque	Credits: 3
<b>MUS 382</b>	Music History: Classic-20th Century	Credits: 3

Notes:

**MUS 110** Public Performance Studies: Students are required to enroll and pass 3 semesters.**Major Ensembles\***

<b>MUS 333</b>	Jazz Band	Credits: 0 - 2
<b>MUS 335</b>	Symphonic Chamber Winds	Credits: 0 - 2
<b>MUS 337</b>	SW Minnesota Orchestra	Credits: 0 - 2
<b>MUS 355</b>	Chorale	Credits: 0 - 2

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 six credits from the following Music Electives:**

<b>MUS 101</b>	Survey of World Music	Credits: 3
<b>MUS 102</b>	American Music	Credits: 3
<b>MUS 104</b>	Popular Music	Credits: 3
<b>MUS 274</b>	Chromatic, Post-Tonal, & 20th Century Theory	Credits: 2
<b>MUS 274L</b>	Chromatic, Post-Tonal, & 20th Century Theory	Credits: 1

**Lab**

<b>MUS 392</b>	Elementary School Music Methods and Materials	Credits: 2
<b>MUS 3XX</b>	Secondary Lessons	Credits: 2
<b>MUS 3XX</b>	Ensemble Electives	

**II. Core Business Requirements (39 Credits)**

<b>ACCT 211</b>	Principles of Accounting I	Credits: 3
<b>BLAW 305</b>	Business Law I: Legal Environment and Contract Law	Credits: 3
<b>ECON 201</b>	Principles of Microeconomics	Credits: 3
<b>FIN 230</b>	Business Statistics I	Credits: 3
<b>FIN 350</b>	Managerial Finance	Credits: 3
<b>MGMT 101</b>	Introduction to Business	Credits: 3
<b>MGMT 221</b>	Computer Concepts and Applications	Credits: 3
<b>MGMT 300</b>	Management Principles	Credits: 3
<b>MGMT 323</b>	Project Management	Credits: 3
<b>MGMT 495</b>	Senior Examination	Credits: 0
<b>MGMT 499</b>	Management Internship	Credits: 1 - 6
<b>MKTG 301</b>	Principles of Marketing	Credits: 3

Notes:

**MGMT 499** Management Internship must be taken for 3 credits to meet requirements.**Select two courses from the following Business Electives:**

<b>ACCT 212</b>	Principles of Accounting II	Credits: 3
<b>COMM 210</b>	Introduction to Public Relations	Credits: 3

<b>ECON 202</b>	Principles of Macroeconomics	Credits: 3
<b>MGMT 325</b>	Quality Management	Credits: 3
<b>MGMT 350</b>	Human Resources	Credits: 3
<b>MGMT 422</b>	Prod & Oper Management	Credits: 3
<b>MGMT 425</b>	Supply Chain Management	Credits: 3
<b>MKTG 321</b>	Retail Management	Credits: 3
<b>MKTG 461</b>	Entrepreneurial Marketing	Credits: 3

**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: **78**

**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: (35 Credits)**

<b>MUS 101</b>	Survey of World Music	Credits: 3
<b>MUS 110</b>	Public Performance Studies	Credits: 0
<b>MUS 140</b>	Guitar Proficiency Class	Credits: 1
<b>MUS 170</b>	Foundations of Aural Theory	Credits: 2
<b>MUS 172</b>	Music Theory I	Credits: 3
<b>MUS 174</b>	Music Theory II	Credits: 2
<b>MUS 174L</b>	Music Theory Lab II	Credits: 1
<b>MUS 260</b>	Piano Competency	Credits: 0
<b>MUS 272</b>	Music Theory III	Credits: 2
<b>MUS 272L</b>	Music Theory Lab III	Credits: 1
<b>MUS 274</b>	Chromatic, Post-Tonal, & 20th Century Theory	Credits: 2
<b>MUS 274L</b>	Chromatic, Post-Tonal, & 20th Century Theory Lab	Credits: 1
<b>MUS 300</b>	Junior Proficiency Exam	Credits: 0
<b>MUS 366</b>	Conducting	Credits: 2
<b>MUS 370</b>	Form and Analysis	Credits: 2
<b>MUS 377</b>	Orchestration & Choral Arranging	Credits: 2
<b>MUS 381</b>	Music History: Medieval through Baroque	Credits: 3
<b>MUS 382</b>	Music History: Classic-20th Century	Credits: 3
<b>MUS 392</b>	Elementary School Music Methods and Materials	Credits: 2
<b>MUS 393</b>	Secondary Ensemble & Classroom Methods	Credits: 3

Notes:

**MUS 110** Public Performance Studies: Students are required to enroll and pass 7 semesters.

**II. Specialization (Choose one): (33 Credits)****A. Instrumental Music and Classroom Music K-12**

<b>MUS 1XX</b>	Secondary Lessons	Credits: 4
<b>MUS 2XX</b>	Primary Lessons	Credits: 8
<b>MUS 308</b>	Instrumental Methods	Credits: 3
<b>MUS 3XX</b>	Primary Lessons	Credits: 6
<b>MUS 408</b>	Advanced Instrumental Methods	Credits: 3
<b>MUS 454</b>	Vocal Pedagogy	Credits: 1 - 2
<b>MUS 477</b>	Applied Instrumental Conducting	Credits: 2
<b>MUS 497</b>	Senior Instrumental Recital	Credits: 0 - 1

Notes:

Lessons must be taken concurrently with Senior Recital.

Note: At least one semester of choral ensemble or applied voice must be completed as a prerequisite to MUS 454.

## Major Ensembles

<b>MUS 333</b>	Jazz Band	Credits: 0 - 2
<b>MUS 335</b>	Symphonic Chamber Winds	Credits: 0 - 2
<b>MUS 337</b>	SW Minnesota Orchestra	Credits: 0 - 2
<b>MUS 355</b>	Chorale	Credits: 0 - 2

Notes:

\*At least two semesters of MUS 333, Jazz Ensemble are required.

\*\* 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.

**B. Vocal Music and Classroom Music K-12**

<b>MUS 308</b>	Instrumental Methods	Credits: 3
<b>MUS 454</b>	Vocal Pedagogy	Credits: 1 - 2
<b>MUS 455</b>	Vocal Diction for Singers	Credits: 2
<b>MUS 456</b>	Choral and Vocal Literature	Credits: 2
<b>MUS 476</b>	Applied Choral Conducting	Credits: 2
<b>MUS 496</b>	Senior Vocal Recital	Credits: 0 - 1

Notes:

Lessons must be taken concurrently with Senior Recital.

*Applied Voice, Lower Division:*

<b>MUS 251</b>	Applied Voice, Lower Division	Credits: 2 - 3
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*Applied Voice, Upper Division:*

<b>MUS 351</b>	Applied Voice, Upper Division	Credits: 2 - 3
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*Applied Piano:*

<b>MUS 261</b>	Applied Piano, Lower Division	Credits: 2 - 3
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Notes:

MUS 261 must be completed after passing MUS 260 Piano Competency

## Vocal Ensemble:

<b>MUS 355</b>	Chorale	Credits: 0 - 2
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Notes:

Note: MUS 355 &amp; 352 must be taken every semester except when student teaching.

**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:**

<b>MUS 110</b>	Public Performance Studies	Credits: 0
<b>MUS 170</b>	Foundations of Aural Theory	Credits: 2
<b>MUS 172</b>	Music Theory I	Credits: 3
<b>MUS 174</b>	Music Theory II	Credits: 2
<b>MUS 174L</b>	Music Theory Lab II	Credits: 1
<b>MUS 260</b>	Piano Competency	Credits: 0

Notes:

**MUS 110** Public Performance Studies, students must enroll and pass 3 semesters to meet the minor requirements.*Applied Lessons:*

<b>MUS 2XX</b>	Primary Lessons or Applied Voice	Credits: 6
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*Select one Music History Course:*

<b>MUS 381</b>	Music History: Medieval through Baroque	Credits: 3
<b>MUS 382</b>	Music History: Classic-20th Century	Credits: 3

*Major Ensembles:*



<b>MUS 333</b>	Jazz Band _____	Credits: 0 - 2
<b>MUS 335</b>	Symphonic Chamber Winds _____	Credits: 0 - 2
<b>MUS 337</b>	SW Minnesota Orchestra _____	Credits: 0 - 2
<b>MUS 355</b>	Chorale _____	Credits: 0 - 2

Notes:

Minimum of 3 semesters required.

*Music Electives:*

<b>MUS XXX</b>	Choose any Music Courses numbered 100-499 _____	Credits: 3
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Total Credits: **23**

## Course Descriptions

### MUS 100 Introduction to Music

**Credits: 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.

**Goal:** 06- Humanities/Fine Arts **Course Frequency:** *Fall: All Years Spring: N/A Summer: All Years*

### MUS 101 Survey of World Music

**Credits: 3**

This course explores the music of the world's people. Emphasis is on non-Western traditions. American musical cultures will be explored through Native and African American traditions. Students will examine the various sounds, patterns, and structures of music from around the globe. World cultures will be explored in terms of belief systems about the significance of music, contexts for using music, activities involving music, and the aesthetics of music. Students will experience various repertoires, styles, and genres of music and consider the effects of the media on globalization of music culture.

**Goal:** 06- Humanities/Fine Arts 08- Global Perspective **Course Frequency:** *Fall: All Years Spring: All Years Summer: Dept Discretion*

### MUS 102 American Music

**Credits: 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.

**Goal:** 06- Humanities/Fine Arts **Course Frequency:** *Fall: Dept Discretion Spring: N/A Summer: Dept Discretion*

### MUS 104 Popular Music

**Credits: 3**

This course allows students to explore the history, development, and cultural influence of popular music, musicians, and the music industry. Particular emphasis is placed on: the relationship between popular music of the past 90 years and the cultures from which it came including the social, economic, and political forces that have influenced it the evolution and roots of American popular music and the study of music, musicians, and the popular styles of the past 90 years and those of greatest interest to the individual student.

**Goal:** 06- Humanities/Fine Arts **Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

### MUS 110 Public Performance Studies

**Credits: 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.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: N/A*

### **MUS 111 Applied Trumpet, Non-Major**

**Credits: 2**

Private trumpet instruction. For non-music majors and minors as well as for majors and minors studying a secondary performance area. Emphasis on the development of technique and the exploration of appropriate literature, as well as background information necessary for crafting compelling performance and issues related to performers health.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: Dept Discretion*

### **MUS 112 Applied Horn, Non-Major**

**Credits: 2**

Private horn instruction. For non-music majors and minors as well as for majors and minors studying a secondary performance area. Emphasis on the development of technique and the exploration of appropriate literature, as well as background information necessary for crafting compelling performance and issues related to performers health.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: Dept Discretion*

### **MUS 113 Applied Trombone, Non-Major**

**Credits: 2**

Private trombone instruction. For non-music majors and minors as well as for majors and minors studying a secondary performance area. Emphasis on the development of technique and the exploration of appropriate literature, as well as background information necessary for crafting compelling performance and issues related to performers health.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: N/A*

### **MUS 114 Applied Euphonium, Non-Major**

**Credits: 2**

Private euphonium instruction. For non-music majors and minors as well as for majors and minors studying a secondary performance area. Emphasis on the development of technique and the exploration of appropriate literature, as well as background information necessary for crafting compelling performance and issues related to performers health.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: Dept Discretion*

### **MUS 115 Applied Tuba, Non-Major**

**Credits: 2**

Private tuba instruction. For non-music majors and minors as well as for majors and minors studying a secondary performance area. Emphasis on the development of technique and the exploration of appropriate literature, as well as background information necessary for crafting compelling performance and issues related to performers health.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: Dept Discretion*

### **MUS 121 Applied Flute, Non-Major**

**Credits: 2**

Private Flute instruction. For non-music majors and minors as well as for majors and minors studying a secondary performance area. Emphasis on the development of technique and the exploration of appropriate

literature, as well as background information necessary for crafting compelling performance and issues related to performers health

**Course Frequency:** *Fall: All Years Spring: All Years Summer: Dept Discretion*

### **MUS 122 Applied Oboe, Non-Major**

**Credits: 2**

Private oboe instruction. For non-music majors and minors as well as for majors and minors studying a secondary performance area. Emphasis on the development of technique and the exploration of appropriate literature, as well as background information necessary for crafting compelling performance and issues related to performers health.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: Dept Discretion*

### **MUS 123 Applied Clarinet, Non-Major**

**Credits: 2**

Private clarinet instruction. For non-music majors and minors as well as for majors and minors studying a secondary performance area. Emphasis on the development of technique and the exploration of appropriate literature, as well as background information necessary for crafting compelling performance and issues related to performers health.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: N/A*

### **MUS 124 Applied Bassoon, Non-Major**

**Credits: 2**

Private bassoon instruction. For non-music majors and minors as well as for majors and minors studying a secondary performance area. Emphasis on the development of technique and the exploration of appropriate literature, as well as background information necessary for crafting compelling performance and issues related to performers health.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: Dept Discretion*

### **MUS 125 Applied Saxophone, Non-Major**

**Credits: 2**

: Private saxophone instruction. For non-music majors and minors as well as for majors and minors studying a secondary performance area. Emphasis on the development of technique and the exploration of appropriate literature, as well as background information necessary for crafting compelling performance and issues related to performers health.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: Dept Discretion*

### **MUS 131 Applied Percussion, Non-Major**

**Credits: 2**

Private percussion instruction. For non-music majors and minors as well as for majors and minors studying a secondary performance area. Emphasis on the development of technique and the exploration of appropriate literature, as well as background information necessary for crafting compelling performance and issues related to performers health.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: Dept Discretion*

### **MUS 140 Guitar Proficiency Class**

**Credits: 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.

**Course Frequency:** *Fall: N/A Spring: Dept Discretion Summer: N/A*

### **MUS 141 Applied Violin, Non-Major**

**Credits: 2**

Private violin instruction. For non-music majors and minors as well as for majors and minors studying a secondary performance area. Emphasis on the development of technique and the exploration of appropriate literature, as well as background information necessary for crafting compelling performance and issues related to performers health.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: Dept Discretion*

### **MUS 142 Applied Viola, Non-Major**

**Credits: 2**

Private viola instruction. For non-music majors and minors as well as for majors and minors studying a secondary performance area. Emphasis on the development of technique and the exploration of appropriate literature, as well as background information necessary for crafting compelling performance and issues related to performers health.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: N/A*

### **MUS 143 Applied Cello, Non-Major**

**Credits: 2**

Private cello instruction. For non-music majors and minors as well as for majors and minors studying a secondary performance area. Emphasis on the development of technique and the exploration of appropriate literature, as well as background information necessary for crafting compelling performance and issues related to performers health.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: Dept Discretion*

### **MUS 144 Applied Bass, Non-Major**

**Credits: 2**

Private bass instruction. For non-music majors and minors as well as for majors and minors studying a secondary performance area. Emphasis on the development of technique and the exploration of appropriate literature, as well as background information necessary for crafting compelling performance and issues related to performers health.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: Dept Discretion*

### **MUS 149 Applied Guitar, Non-Major**

**Credits: 2**

Private guitar instruction. For non-music majors and minors as well as for majors and minors studying a secondary performance area. Emphasis on the development of technique and the exploration of appropriate literature, as well as background information necessary for crafting compelling performance and issues related to performers health.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: Dept Discretion*

### **MUS 151 Applied Voice, Non-Major**

**Credits: 2**

Private voice instruction. For non-music majors and minors as well as for majors and minors studying a secondary performance area. Emphasis on the development of technique and the exploration of appropriate

literature, as well as background information necessary for crafting compelling performance and issues related to performers health.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: Dept Discretion*

### **MUS 161 Applied Piano, Non-Major**

**Credits: 2**

Private piano instruction. For non-music majors and minors as well as for majors and minors studying a secondary performance area. Emphasis on the development of technique and the exploration of appropriate literature, as well as background information necessary for crafting compelling performance and issues related to performers health.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: Dept Discretion*

### **MUS 162 Applied Organ, Non-Major**

**Credits: 2**

Private organ instruction. For non-music majors and minors as well as for majors and minors studying a secondary performance area. Emphasis on the development of technique and the exploration of appropriate literature, as well as background information necessary for crafting compelling performance and issues related to performers health.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: Dept Discretion*

### **MUS 163 Applied Harpsichord, Non-Major**

**Credits: 2**

Private Harpsichord instruction. For non-music majors and minors as well as for majors and minors studying a secondary performance area. Emphasis on the development of technique and the exploration of appropriate literature, as well as background information necessary for crafting compelling performance and issues related to performers health.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: Dept Discretion*

### **MUS 165 Applied Harp, Non-Major**

**Credits: 2**

Private harp instruction. For non-music majors and minors as well as for majors and minors studying a secondary performance area. Emphasis on the development of technique and the exploration of appropriate literature, as well as background information necessary for crafting compelling performance and issues related to performers health.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: Dept Discretion*

### **MUS 170 Foundations of Aural Theory**

**Credits: 2**

The development of exceptional aural skills is essential for all music majors. Skills such as melodic and harmonic dictation, error detection, and sight singing along with written theory skills developed in other theory courses create a strong foundation for individuals seeking careers in any musical field. This course serves as a corequisite to MUS 172, Music Theory I and must be taken in the same semester

**Course Frequency:** *Fall: All Years Spring: N/A Summer: N/A*

### **MUS 172 Music Theory I**

**Credits: 3**

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. This course serves as a co-requisite to MUS 170, Foundations of Aural Theory, and must be taken in the same semester.

**Course Frequency:** *Fall: All Years Spring: N/A Summer: N/A*

### **MUS 172L Music Theory I Lab**

**Credits: 1**

Musicianship training in keyboard, sight singing, and ear training. 171 to be taken concurrently with 172.

**Course Frequency:** *Fall: Dept Discretion Spring: N/A Summer: N/A*

### **MUS 173 Class Piano I**

**Credits: 2**

Group instruction in piano specifically designed for those students with little previous background.

Enrollment is limited with preference given to music majors and minors completing piano requirements.

**Course Frequency:** *Fall: All Years Spring: N/A Summer: N/A*

### **MUS 174 Music Theory II**

**Credits: 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.

**Pre-Requisites:** ( MUS\_172 ) **Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

### **MUS 174L Music Theory Lab II**

**Credits: 1**

Musicianship training in keyboard, sight singing, and ear training. To be taken concurrently with MUS 174.

**Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

### **MUS 175 Class Piano II**

**Credits: 2**

Group instruction in piano specifically designed for those students with little previous background.

Enrollment is limited with preference given to music majors and minors completing piano requirements.

**Pre-Requisites:** ( MUS\_173 ) **Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

### **MUS 186 Special Topics**

**Credits: 1 - 4**

### **MUS 211 Applied Trumpet, Lower Division**

**Credits: 2 - 3**

Private trumpet instruction at the freshman and sophomore level. For music majors and minors. Emphasis on the development of technique and the exploration of appropriate literature, as well as background information necessary for crafting compelling performance and issues related to performers health.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: Dept Discretion*

### **MUS 212 Applied Horn, Lower Division**

**Credits: 2 - 3**

Private horn instruction at the freshman and sophomore level. For music majors and minors. Emphasis on the development of technique and the exploration of appropriate literature, as well as background information

necessary for crafting compelling performance and issues related to performers' health.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: Dept Discretion*

### **MUS 213 Applied Trombone, Lower Division**

**Credits: 2 - 3**

Private trombone instruction at the freshman and sophomore level. For music majors and minors. Emphasis on the development of technique and the exploration of appropriate literature, as well as background information necessary for crafting compelling performance and issues related to performers' health.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: Dept Discretion*

### **MUS 214 Applied Euphonium, Lower Division**

**Credits: 2 - 3**

Private euphonium instruction at the freshman and sophomore level. For music majors and minors. Emphasis on the development of technique and the exploration of appropriate literature, as well as background information necessary for crafting compelling performance and issues related to performers' health.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: Dept Discretion*

### **MUS 215 Applied Tuba, Lower Division**

**Credits: 2 - 3**

Private tuba instruction at the freshman and sophomore level. For music majors and minors. Emphasis on the development of technique and the exploration of appropriate literature, as well as background information necessary for crafting compelling performance and issues related to performers' health.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: Dept Discretion*

### **MUS 221 Applied Flute, Lower Division**

**Credits: 2 - 3**

Private flute instruction at the freshman and sophomore level. For music majors and minors. Emphasis on the development of technique and the exploration of appropriate literature, as well as background information necessary for crafting compelling performance and issues related to performers' health.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: Dept Discretion*

### **MUS 222 Applied Oboe, Lower Division**

**Credits: 2 - 3**

Private oboe instruction at the freshman and sophomore level. For music majors and minors. Emphasis on the development of technique and the exploration of appropriate literature, as well as background information necessary for crafting compelling performance and issues related to performers' health.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: Dept Discretion*

### **MUS 223 Applied Clarinet, Lower Division**

**Credits: 2 - 3**

Private clarinet instruction at the freshman and sophomore level. For music majors and minors. Emphasis on the development of technique and the exploration of appropriate literature, as well as background information necessary for crafting compelling performance and issues related to performers' health.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: Dept Discretion*

### **MUS 224 Applied Bassoon, Lower Division**

**Credits: 2 - 3**

Private bassoon instruction at the freshman and sophomore level. For music majors and minors. Emphasis on

the development of technique and the exploration of appropriate literature, as well as background information necessary for crafting compelling performance and issues related to performers health.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: Dept Discretion*

### **MUS 225 Applied Saxophone, Lower Division**

**Credits: 2 - 3**

Private saxophone instruction at the freshman and sophomore level. For music majors and minors. Emphasis on the development of technique and the exploration of appropriate literature, as well as background information necessary for crafting compelling performance and issues related to performers health

**Course Frequency:** *Fall: All Years Spring: All Years Summer: Dept Discretion*

### **MUS 231 Applied Percussion, Lower Division**

**Credits: 2 - 3**

Private percussion instruction at the freshman and sophomore level. For music majors and minors. Emphasis on the development of technique and the exploration of appropriate literature, as well as background information necessary for crafting compelling performance and issues related to performers health.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: Dept Discretion*

### **MUS 241 Applied Violin, Lower Division**

**Credits: 2 - 3**

Private violin instruction at the freshman and sophomore level. For music majors and minors. Emphasis on the development of technique and the exploration of appropriate literature, as well as background information necessary for crafting compelling performance and issues related to performers health

**Course Frequency:** *Fall: All Years Spring: All Years Summer: Dept Discretion*

### **MUS 242 Applied Viola, Lower Division**

**Credits: 2 - 3**

Private viola instruction at the freshman and sophomore level. For music majors and minors. Emphasis on the development of technique and the exploration of appropriate literature, as well as background information necessary for crafting compelling performance and issues related to performers health.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: Dept Discretion*

### **MUS 243 Applied Cello, Lower Division**

**Credits: 2 - 3**

Private cello instruction at the freshman and sophomore level. For music majors and minors. Emphasis on the development of technique and the exploration of appropriate literature, as well as background information necessary for crafting compelling performance and issues related to performers health.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: Dept Discretion*

### **MUS 244 Applied Bass, Lower Division**

**Credits: 2 - 3**

Private bass instruction at the freshman and sophomore level. For music majors and minors. Emphasis on the development of technique and the exploration of appropriate literature, as well as background information necessary for crafting compelling performance and issues related to performers health.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: Dept Discretion*

### **MUS 249 Applied Guitar, Lower Division**

**Credits: 2 - 3**



Private guitar instruction at the freshman and sophomore level. For music majors and minors. Emphasis on the development of technique and the exploration of appropriate literature, as well as background information necessary for crafting compelling performance and issues related to performers health.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: Dept Discretion*

### **MUS 251 Applied Voice, Lower Division**

**Credits: 2 - 3**

Private voice instruction at the freshman and sophomore level. For music majors and minors. Emphasis on the development of technique and the exploration of appropriate literature, as well as background information necessary for crafting compelling performance and issues related to performers health.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: Dept Discretion*

### **MUS 260 Piano Competency**

**Credits: 0**

To set minimum standards of piano competency for students earning degrees with a major or minor in music.

**Pre-Requisites:** ( MUS\_172 ) **Course Frequency:** *Fall: All Years Spring: All Years Summer: N/A*

### **MUS 261 Applied Piano, Lower Division**

**Credits: 2 - 3**

Private piano instruction at the freshman and sophomore level. For music majors and minors. Emphasis on the development of technique and the exploration of appropriate literature, as well as background information necessary for crafting compelling performance and issues related to performers health.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: Dept Discretion*

### **MUS 262 Applied Organ, Lower Division**

**Credits: 2 - 3**

Private organ instruction at the freshman and sophomore level. For music majors and minors. Emphasis on the development of technique and the exploration of appropriate literature, as well as background information necessary for crafting compelling performance and issues related to performers health.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: Dept Discretion*

### **MUS 263 Applied Harpsichord, Lower Division**

**Credits: 2 - 3**

Private harpsichord instruction at the freshman and sophomore level. For music majors and minors. Emphasis on the development of technique and the exploration of appropriate literature, as well as background information necessary for crafting compelling performance and issues related to performers health.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: Dept Discretion*

### **MUS 265 Applied Harp, Lower Division**

**Credits: 2 - 3**

Private harp instruction at the freshman and sophomore level. For music majors and minors. Emphasis on the development of technique and the exploration of appropriate literature, as well as background information necessary for crafting compelling performance and issues related to performers health

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: Dept Discretion*

### **MUS 272 Music Theory III**

**Credits: 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.

**Pre-Requisites:** ( MUS\_174 ) **Course Frequency:** *Fall: All Years Spring: N/A Summer: N/A*

### **MUS 272L Music Theory Lab III**

**Credits: 1**

Musicianship training in keyboard, sight singing, and ear training. To be taken concurrently with MUS 272.

**Course Frequency:** *Fall: All Years Spring: N/A Summer: N/A*

### **MUS 273 Class Piano III**

**Credits: 2**

Group instruction in piano specifically designed for those students with little previous background.

Enrollment is limited with preference given to music majors and minors completing piano requirements.

**Pre-Requisites:** ( MUS\_175 ) **Course Frequency:** *Fall: All Years Spring: N/A Summer: N/A*

### **MUS 274 Chromatic, Post-Tonal, & 20th Century Theory**

**Credits: 2**

The detailed study of compositional devices, formal structures, and theoretical constructs used by composers of the 20th Century. Emphasis is placed on recognizing a variety of techniques used in actual compositions and recognition of the unique musical sounds created through these procedures.

**Pre-Requisites:** ( MUS\_272 ) **Course Frequency:** *Fall: N/A Spring: Odd Years Summer: N/A*

### **MUS 274L Chromatic, Post-Tonal, & 20th Century Theory Lab**

**Credits: 1**

The detailed study of compositional devices, formal structures, and theoretical constructs used by composers of the 20th Century. Emphasis is placed on recognizing a variety of techniques used in actual compositions and recognition of the unique musical sounds created through these procedures. To be taken concurrently with MUS 274.

**Course Frequency:** *Fall: N/A Spring: Odd Years Summer: N/A*

### **MUS 275 Class Piano IV**

**Credits: 2**

Group instruction in piano specifically designed for those students with little previous background.

Enrollment is limited with preference given to music majors and minors completing piano requirements

**Pre-Requisites:** ( MUS\_273 ) **Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

### **MUS 286 Special Topics**

**Credits: 1 - 4**

### **MUS 300 Junior Proficiency Exam**

**Credits: 0**

The purpose of this exam is to ensure an appropriate level of performance proficiency and content knowledge for the primary instrument or voice for all music majors. Students are expected to complete their junior

proficiency during their third or fourth semester of applied study. Students will have no more than three opportunities to pass their Junior Proficiency. Students must continue to take applied lessons until the Junior Proficiency has been passed. All students must be enrolled in the appropriate "Applied" lessons course during the semester of their Junior Proficiency.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: N/A*

### **MUS 308 Instrumental Methods**

**Credits: 3**

This course teaches basic performance skills on one instrument from each of the four instrument families (woodwinds, brass, strings, and percussion) and addresses pedagogical methods and materials used in teaching these instruments to students. This course includes performance assessments, material reviews, and teaching assignments designed to prepare educators and performers for the teaching field.

**Pre-Requisites:** ( ( MUS\_172 ) ) **Course Frequency:** *Fall: Odd Years Spring: N/A Summer: N/A*

### **MUS 311 Applied Trumpet, Upper Division**

**Credits: 2 - 3**

Private trumpet instruction at the junior and senior level. A continuation of MUS 211. For music majors. Emphasis on the development of technique and the exploration of appropriate literature, as well as background information necessary for crafting compelling performance and issues related to performers health.

**Pre-Requisites:** ( MUS\_300 ) **Course Frequency:** *Fall: All Years Spring: All Years Summer: Dept Discretion*

### **MUS 312 Applied Horn, Upper Division**

**Credits: 2 - 3**

Private horn instruction at the junior and senior level. A continuation of MUS 212. For music majors. Emphasis on the development of technique and the exploration of appropriate literature, as well as background information necessary for crafting compelling performance and issues related to performers health.

**Pre-Requisites:** ( MUS\_300 ) **Course Frequency:** *Fall: All Years Spring: All Years Summer: N/A*

### **MUS 313 Applied Trombone, Upper Division**

**Credits: 2 - 3**

Private trombone instruction at the junior and senior level. A continuation of MUS 213. For music majors. Emphasis on the development of technique and the exploration of appropriate literature, as well as background information necessary for crafting compelling performance and issues related to performers health.

**Pre-Requisites:** ( MUS\_300 ) **Course Frequency:** *Fall: All Years Spring: All Years Summer: Dept Discretion*

### **MUS 314 Applied Euphonium, Upper Division**

**Credits: 2 - 3**

Private euphonium instruction at the junior and senior level. A continuation of MUS 214. For music majors. Emphasis on the development of technique and the exploration of appropriate literature, as well as

background information necessary for crafting compelling performance and issues related to performers health.

**Pre-Requisites:** ( MUS\_300 ) **Course Frequency:** *Fall: All Years Spring: All Years Summer: Dept Discretion*

### **MUS 315 Applied Tuba, Upper Division**

**Credits: 2 - 3**

Private tuba instruction at the junior and senior level. A continuation of MUS 215. For music majors. Emphasis on the development of technique and the exploration of appropriate literature, as well as background information necessary for crafting compelling performance and issues related to performers health.

**Pre-Requisites:** ( MUS\_300 ) **Course Frequency:** *Fall: All Years Spring: All Years Summer: N/A*

### **MUS 318 Applied Brass Methods**

**Credits: 2**

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 study trumpet, trombone, horn, euphonium, and tuba.

**Pre-Requisites:** ( MUS\_174 ) **Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: N/A*

### **MUS 321 Applied Flute, Upper Division**

**Credits: 2 - 3**

Private flute instruction at the junior and senior level. A continuation of MUS 221. For music majors. Emphasis on the development of technique and the exploration of appropriate literature, as well as background information necessary for crafting compelling performance and issues related to performers health.

**Pre-Requisites:** ( MUS\_300 ) **Course Frequency:** *Fall: All Years Spring: All Years Summer: Dept Discretion*

### **MUS 322 Applied Oboe, Upper Division**

**Credits: 2 - 3**

Private oboe instruction at the junior and senior level. A continuation of MUS 222. For music majors. Emphasis on the development of technique and the exploration of appropriate literature, as well as background information necessary for crafting compelling performance and issues related to performers health.

**Pre-Requisites:** ( MUS\_300 ) **Course Frequency:** *Fall: All Years Spring: All Years Summer: N/A*

### **MUS 323 Applied Clarinet, Upper Division**

**Credits: 2 - 3**

Private clarinet instruction at the junior and senior level. A continuation of MUS 223. For music majors. Emphasis on the development of technique and the exploration of appropriate literature, as well as background information necessary for crafting compelling performance and issues related to performers health.

**Pre-Requisites:** ( MUS\_300 ) **Course Frequency:** *Fall: All Years Spring: All Years Summer: N/A*

### **MUS 324 Applied Bassoon, Upper Division**

**Credits: 2 - 3**

Private bassoon instruction at the junior and senior level. A continuation of MUS 224. For music majors.

Emphasis on the development of technique and the exploration of appropriate literature, as well as background information necessary for crafting compelling performance and issues related to performers health.

**Pre-Requisites:** ( MUS\_300 ) **Course Frequency:** *Fall: All Years Spring: All Years Summer: Dept Discretion*

### **MUS 325 Applied Saxophone, Upper Division** **Credits: 2 - 3**

Private saxophone instruction at the junior and senior level. A continuation of MUS 225. For music majors. Emphasis on the development of technique and the exploration of appropriate literature, as well as background information necessary for crafting compelling performance and issues related to performers health.

**Pre-Requisites:** ( MUS\_300 ) **Course Frequency:** *Fall: All Years Spring: All Years Summer: Dept Discretion*

### **MUS 327 Applied Improvisation** **Credits: 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.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: N/A*

### **MUS 328 Applied Woodwind Methods** **Credits: 2**

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.

**Pre-Requisites:** ( MUS\_174 ) **Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: N/A*

### **MUS 330 Applied Percussion Methods** **Credits: 2**

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.

**Pre-Requisites:** ( MUS\_174 ) **Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: N/A*

### **MUS 331 Applied Percussion, Upper Division** **Credits: 2 - 3**

Private percussion instruction at the junior and senior level. A continuation of MUS 231. For music majors. Emphasis on the development of technique and the exploration of appropriate literature, as well as background information necessary for crafting compelling performance and issues related to performers health.

**Pre-Requisites:** ( MUS\_300 ) **Course Frequency:** *Fall: All Years Spring: All Years Summer: Dept Discretion*

### **MUS 332 Pep Band** **Credits: 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.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: N/A*

### **MUS 333 Jazz Band**

**Credits: 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.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: N/A*

### **MUS 335 Symphonic Chamber Winds**

**Credits: 0 - 2**

The Symphonic Chamber Winds is an auditioned ensemble consisting of 10 to 20 musicians (on woodwinds, brass, percussion, and occasional strings). The ensemble performs music of all historical periods and cultural origins written for chamber ensembles of 4 to 16 musicians. Music is assigned in a flexible format with one person per part and musicians performing independently on one or more instruments.

**Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

### **MUS 337 SW Minnesota Orchestra**

**Credits: 0 - 2**

Open to all students, faculty, and other interested orchestral players.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: N/A*

### **MUS 339 Concert Band**

**Credits: 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.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: N/A*

### **MUS 341 Applied Violin, Upper Division**

**Credits: 2 - 3**

Private violin instruction at the junior and senior level. A continuation of MUS 241. For music majors. Emphasis on the development of technique and the exploration of appropriate literature, as well as background information necessary for crafting compelling performance and issues related to performers health.

**Pre-Requisites:** ( MUS\_300 ) **Course Frequency:** *Fall: All Years Spring: All Years Summer: N/A*

### **MUS 342 Applied Viola, Upper Division**

**Credits: 2 - 3**

Private viola instruction at the junior and senior level. A continuation of MUS 242. For music majors. Emphasis on the development of technique and the exploration of appropriate literature, as well as background information necessary for crafting compelling performance and issues related to performers health

**Pre-Requisites:** ( MUS\_300 ) **Course Frequency:** *Fall: All Years Spring: All Years Summer: N/A*

### **MUS 343 Applied Cello, Upper Division**

**Credits: 2 - 3**

Private cello instruction at the junior and senior level. A continuation of MUS 243. For music majors. Emphasis on the development of technique and the exploration of appropriate literature, as well as background information necessary for crafting compelling performance and issues related to performers health.

**Pre-Requisites:** ( MUS\_300 ) **Course Frequency:** *Fall: All Years Spring: All Years Summer: Dept Discretion*

### **MUS 344 Applied Bass, Upper Division** **Credits: 2 - 3**

Private bass instruction at the junior and senior level. A continuation of MUS 244. For music majors. Emphasis on the development of technique and the exploration of appropriate literature, as well as background information necessary for crafting compelling performance and issues related to performers health

**Pre-Requisites:** ( MUS\_300 ) **Course Frequency:** *Fall: All Years Spring: All Years Summer: Dept Discretion*

### **MUS 348 Applied String Methods** **Credits: 2**

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.

**Pre-Requisites:** ( MUS\_174 ) **Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: N/A*

### **MUS 349 Applied Guitar, Upper Division** **Credits: 2 - 3**

Private guitar instruction at the junior and senior level. A continuation of MUS 249. For music majors. Emphasis on the development of technique and the exploration of appropriate literature, as well as background information necessary for crafting compelling performance and issues related to performers health

**Pre-Requisites:** ( MUS\_300 ) **Course Frequency:** *Fall: All Years Spring: All Years Summer: Dept Discretion*

### **MUS 351 Applied Voice, Upper Division** **Credits: 2 - 3**

Private voice instruction at the junior and senior level. A continuation of MUS 251. For music majors. Emphasis on the development of technique and the exploration of appropriate literature, as well as background information necessary for crafting compelling performance and issues related to performers health

**Pre-Requisites:** ( MUS\_300 ) **Course Frequency:** *Fall: All Years Spring: All Years Summer: Dept Discretion*

### **MUS 352 Vocal Ensemble** **Credits: 0 - 2**

The study and performance of vocal literature for mens and womens choirs. Offerings include Bella Voce (womens choir) and the SMSU Mens Glee Club. Open to all students by audition.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: N/A*

**MUS 355 Chorale****Credits: 0 - 2**

Performance of choral literature of all periods, voices, and nationalities. Open to all students by audition.  
Concurrent enrollment in MUS 352 (Vocal Ensemble) required.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: N/A*

**MUS 357 Applied Opera Workshop****Credits: 2**

Open to a selected group of students for performance of operatic literature, study of scores, acting, actual presentation of literature.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: N/A*

**MUS 361 Applied Piano, Upper Division****Credits: 2 - 3**

Private piano instruction at the junior and senior level. A continuation of MUS 261. For music majors.  
Emphasis on the development of technique and the exploration of appropriate literature, as well as background information necessary for crafting compelling performance and issues related to performers health.

**Pre-Requisites:** ( MUS\_300 ) **Course Frequency:** *Fall: All Years Spring: All Years Summer: Dept Discretion*

**MUS 362 Applied Organ, Upper Division****Credits: 2**

Private organ instruction at the junior and senior level. A continuation of MUS 262. For music majors.  
Emphasis on the development of technique and the exploration of appropriate literature, as well as background information necessary for crafting compelling performance and issues related to performers health.

**Pre-Requisites:** ( MUS\_300 ) **Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: Dept Discretion*

**MUS 363 Applied Harpsichord, Upper Division****Credits: 2**

Private harpsichord instruction at the junior and senior level. A continuation of MUS 263. For music majors.  
Emphasis on the development of technique and the exploration of appropriate literature, as well as background information necessary for crafting compelling performance and issues related to performers health.

**Pre-Requisites:** ( MUS\_300 ) **Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: Dept Discretion*

**MUS 365 Applied Harp, Upper Division****Credits: 2**

Private harp instruction at the junior and senior level. A continuation of MUS 265. For music majors.  
Emphasis on the development of technique and the exploration of appropriate literature, as well as background information necessary for crafting compelling performance and issues related to performers health

**Pre-Requisites:** ( MUS\_300 ) **Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: Dept Discretion*

**MUS 366 Conducting****Credits: 2**

Basic concepts in choral and instrumental conducting, including: score reading, score interpretation,



comprehensive musicianship, rehearsal techniques, and programming.

**Pre-Requisites:** ( MUS\_174 ) **Course Frequency:** *Fall: N/A Spring: Even Years Summer: N/A*

### **MUS 370 Form and Analysis**

**Credits: 2**

The detailed study of form and analysis brings together the various skills and techniques learned in previous study of music theory, performance, history, and other Liberal Education Program courses. These skills and techniques show the student how to study music from the inside out and facilitate a more sophisticated level of musical and critical thinking.

**Pre-Requisites:** ( MUS\_272 ) **Course Frequency:** *Fall: N/A Spring: Even Years Summer: N/A*

### **MUS 373 Applied Counterpoint**

**Credits: 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.

**Pre-Requisites:** ( MUS\_174 ) **Course Frequency:** *Fall: All Years Spring: All Years Summer: N/A*

### **MUS 375 Applied Composition**

**Credits: 2 - 3**

Individualized instruction in the art of composition. Students will compose short works for traditional instruments and/or voices while exploring techniques and materials of modern music.

**Pre-Requisites:** ( ( MUS\_174 ) ) **Course Frequency:** *Fall: All Years Spring: All Years Summer: N/A*

### **MUS 377 Orchestration & Choral Arranging**

**Credits: 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.

**Pre-Requisites:** ( MUS\_174 ) **Course Frequency:** *Fall: Even Years Spring: N/A Summer: N/A*

### **MUS 380 Special Topic: Idea of Music**

**Credits: 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.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: N/A*

### **MUS 381 Music History: Medieval through Baroque**

**Credits: 3**

Studies of musical development from early music through the music of the Baroque period. Emphasis is placed on music literature and understanding how the development of music related directly to social, cultural, and political forces.

**Goal:** 06- Humanities/Fine Arts **Course Frequency:** *Fall: Even Years Spring: N/A Summer: N/A*

**MUS 382 Music History: Classic-20th Century****Credits: 3**

A study of music from the classical period to the present. Emphasis is placed on music literature and understanding how the development/composition of music related directly to social, cultural, and political forces.

**Goal:** 06- Humanities/Fine Arts **Course Frequency:** *Fall: N/A Spring: Odd Years Summer: N/A*

**MUS 391 Teaching Music in Elementary Schools****Credits: 3**

A study in methods and materials of music and techniques and principles of musical education in the elementary grades. Content includes a study of the fundamentals of music with applications for the elementary classroom. The course is designed for Elementary Education majors, non-music majors.

**Course Frequency:** *Fall: N/A Spring: All Years Summer: Odd Years*

**MUS 392 Elementary School Music Methods and Materials****Credits: 2**

Methods, materials organization, and procedures for teaching general music classes and other related musical organizations in the school, grades K-6. For Music Majors.

**Pre-Requisites:** ( ( MUS\_172 ) ) **Course Frequency:** *Fall: N/A Spring: Odd Years Summer: N/A*

**MUS 393 Secondary Ensemble & Classroom Methods****Credits: 3**

This course will look at methods for teaching classroom music in middle school and high school situations as well as commonly scheduled ensembles at these levels including choir, show choir, jazz choir, concert band, marching band, and jazz ensemble. Emphasis is placed on learning teaching strategies as well as area related skills associated with each ensemble.

**Pre-Requisites:** ( MUS\_308 AND MUS\_366 ) OR ( MUS\_366 AND MUS\_454 ) **Course Frequency:** *Fall: Even Years Spring: N/A Summer: N/A*

**MUS 396 Junior Vocal Recital****Credits: 0**

On the recommendation of the applied instructor, a junior student with an applied emphasis in voice 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. Concurrent enrollment in 300-level applied study is required.

**Pre-Requisites:** ( MUS\_300 ) **Course Frequency:** *Fall: All Years Spring: All Years Summer: N/A*

**MUS 397 Junior Instrumental Recital****Credits: 0**

On the recommendation of the applied instructor, a junior student with an applied emphasis on a wind or percussion instrument 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. Concurrent enrollment in 300-level applied study is required.

**Pre-Requisites:** ( MUS\_300 ) **Course Frequency:** *Fall: All Years Spring: All Years Summer: N/A*

**MUS 399 Junior Keyboard Recital****Credits: 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. Concurrent enrollment in 300-level applied study is required.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: N/A*

### **MUS 408 Advanced Instrumental Methods**

**Credits: 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.

**Pre-Requisites:** ( MUS\_308 ) **Course Frequency:** *Fall: N/A Spring: Even Years Summer: N/A*

### **MUS 454 Vocal Pedagogy**

**Credits: 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.

**Pre-Requisites:** ( MUS\_251 ) OR ( MUS\_352 ) **Course Frequency:** *Fall: Odd Years Spring: N/A Summer: N/A*

### **MUS 455 Vocal Diction for Singers**

**Credits: 2**

Proper pronunciation, enunciation, articulation, and projection of English, Latin, Italian, German, French, and Spanish texts and to study the representative vocal music literature in each language.

**Pre-Requisites:** ( ( MUS\_251 ) ) **Course Frequency:** *Fall: N/A Spring: Odd Years Summer: N/A*

### **MUS 456 Choral and Vocal Literature**

**Credits: 2**

Historical overview of literature for choral ensembles and solo singers with emphasis on the performance styles and interpretive problems of the choral conductor and/or singer.

**Course Frequency:** *Fall: N/A Spring: Even Years Summer: N/A*

### **MUS 460 Applied Piano Teaching Methods**

**Credits: 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.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: Dept Discretion*

### **MUS 462 Piano Laboratory Methods**

**Credits: 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.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: Dept Discretion*

### **MUS 466 Applied Piano Literature**

**Credits: 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.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: Dept Discretion*

### **MUS 468 Piano Pedagogy Workshop**

**Credits: 2**

For piano teachers, offered one week in the summer. Methods, techniques and performance.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: Dept Discretion*

### **MUS 470 Topical Seminar**

**Credits: 1 - 4**

### **MUS 472 Music Ensemble Touring**

**Credits: 0 - 2**

Travel with one or more of the SMSU Music Ensembles

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: Dept Discretion*

### **MUS 476 Applied Choral Conducting**

**Credits: 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.

**Pre-Requisites:** ( MUS\_366 ) **Course Frequency:** *Fall: All Years Spring: All Years Summer: N/A*

### **MUS 477 Applied Instrumental Conducting**

**Credits: 2**

Applied instrumental conducting builds on the skills developed in MUS 366 including: physical conducting skills, score preparation, interpretation, and rehearsal techniques.

**Pre-Requisites:** ( MUS\_366 ) **Course Frequency:** *Fall: All Years Spring: All Years Summer: N/A*

### **MUS 478 Applied Conducting Workshop**

**Credits: 2**

Students will participate in the choral track, instrumental track, or the choral & instrumental track of the Minnesota Area Conducting Workshop; attend the peer review and discussion sessions of the workshop; and complete other assignments in preparation for and summary of the workshop. Preparatory and summary work will be assigned and completed electronically.

**Pre-Requisites:** ( ( MUS\_366 ) ) **Course Frequency:** *Fall: N/A Spring: N/A Summer: Dept Discretion*

### **MUS 486 Applied Band Literature**

**Credits: 2**

This course is an overview of literature for bands including: artistic and educational evaluation of music from all levels of difficulty; examination of resources available for the selection of literature; key composers and

compositions of the standard repertoire; principles of programming for ensembles; and processes in the commissioning new works.

**Pre-Requisites:** ( MUS\_172 ) **Course Frequency:** *Fall: N/A Spring: Odd Years Summer: N/A*

### **MUS 494 Independent Study**

**Credits: 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.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: N/A*

### **MUS 496 Senior Vocal Recital**

**Credits: 0 - 1**

A requirement for B.S. students in Vocal Music Education and B.A. students in Vocal 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.

**Pre-Requisites:** ( MUS\_300 ) **Course Frequency:** *Fall: All Years Spring: All Years Summer: N/A*

### **MUS 497 Senior Instrumental Recital**

**Credits: 0 - 1**

A requirement for B.S. students in Instrumental Music Education and B.A. students in Instrumental Performance (with an applied emphasis on a wind or percussion instrument). A recital proposal must be presented to the music faculty for approval 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. This course must be taken concurrently with applied lessons on the primary instrument.

**Pre-Requisites:** ( MUS\_300 ) and ( Requires minimum credits: 90 ) **Course Frequency:** *Fall: All Years Spring: All Years Summer: N/A*

### **MUS 498 Senior Composition Recital**

**Credits: 0**

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.

**Pre-Requisites:** ( MUS\_300 ) **Course Frequency:** *Fall: All Years Spring: All Years Summer: N/A*

### **MUS 499 Senior Keyboard Recital**

**Credits: 0 - 1**

A requirement B.A. students in Instrumental Performance (with an applied emphasis on a keyboard instrument) or in Piano Performance and Pedagogy. A recital proposal must be presented to the music faculty

for approval 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. This course must be taken concurrently with applied lessons on the primary instrument.

**Pre-Requisites:** ( MUS\_300 ) **Course Frequency:** *Fall: All Years Spring: All Years Summer: N/A*

<b>MUS 511 Trumpet</b>	<b>Credits: 2</b>
<b>MUS 512 Horn</b>	<b>Credits: 2</b>
<b>MUS 513 Trombone</b>	<b>Credits: 2</b>
<b>MUS 514 Euphonium</b>	<b>Credits: 2</b>
<b>MUS 515 Tuba</b>	<b>Credits: 2</b>
<b>MUS 521 Flute</b>	<b>Credits: 2</b>
<b>MUS 522 Oboe</b>	<b>Credits: 2</b>
<b>MUS 523 Clarinet</b>	<b>Credits: 2</b>
<b>MUS 524 Bassoon</b>	<b>Credits: 2</b>
<b>MUS 525 Saxophone</b>	<b>Credits: 2</b>
<b>MUS 531 Percussion</b>	<b>Credits: 2</b>
<b>MUS 541 Violin</b>	<b>Credits: 2</b>
<b>MUS 542 Viola</b>	<b>Credits: 2</b>
<b>MUS 543 Cello</b>	<b>Credits: 2</b>
<b>MUS 544 Bass</b>	<b>Credits: 2</b>
<b>MUS 551 GS:Applied Vocal Instruc</b>	<b>Credits: 4</b>
<b>MUS 552 GS:Admin of Instru Ensem</b>	<b>Credits: 2</b>
<b>MUS 555 GS:Vocal Diction &amp; Lit</b>	<b>Credits: 2</b>
<b>MUS 561 Piano</b>	<b>Credits: 2</b>
<b>MUS 562 Organ</b>	<b>Credits: 2</b>
<b>MUS 567 GS:Adv Choral Conducting</b>	<b>Credits: 2</b>
<b>MUS 568 GS:Adv Instrumental Cond</b>	<b>Credits: 2</b>
<b>MUS 572 Music Ensemble Touring</b>	<b>Credits: 0 - 2</b>
Travel with one or more of the SMSU Music Ensembles	

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: Dept Discretion*

<b>MUS 574 Music Management &amp; Public Relations</b>	<b>Credits: 3</b>
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.

**Pre-Requisites:** ( ( MGMT\_300 ) ) **Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

### **MUS 578 Applied Conducting Workshop**

**Credits: 2**

Students will participate in the choral track, instrumental track, or the choral & instrumental track of the Minnesota Area Conducting Workshop; attend the peer review and discussion sessions of the workshop; and complete other assignments in preparation for and summary of the workshop. Preparatory and summary work will be assigned and completed electronically. Prerequisite: Any college level conducting class.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: Dept Discretion*

### **MUS 585 GS:Choral Technique &Lit**

**Credits: 2**

### **MUS 586 GS:Band History & Lit**

**Credits: 2**

### **MUS 593 Graduate Seminar:Foundations of Music Education & Curriculum**

**Credits: 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.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

### **MUS 610 GS:Research in Music Ed**

**Credits: 1**

### **MUS XXX Choose any Music Courses numbered 100-499**

**Credits: 3**

Take any Music courses for a total of 3 credits.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

**RN to BSN**

**Department Office:** ST 105  
**Phone Number:** 507-537-7591  
**Staff & Faculty:** Laurie Johansen, Nancyruth Leibold, Lindsay Rohlik, Ruth Van Heukelom

**Bachelor of Science: Nursing(30 Credits)**

Our RN to BSN program is designed for working RNs. Students in the RN to BSN program will develop leadership and management skills, as well as, critical thinking skills needed as they advance in their career path. Students will be able to register to be a Public Health Nurse with the Minnesota Board of Nursing upon completion of the RN to BSN Program. Upon Successful completion of the NCLEX-RN exam and admission to the SMSU RN to BSN Program, students will be awarded credits for prior learning.

**Admission to the RN to BSN requirements:**

- **Current, unencumbered RN license** (*Associate Degree students may apply in the last semester of their nursing program, with acceptance in the program contingent upon successful completion of the NCLEX-RN exam and nursing licensure.*)
- **Nursing GPA > 2.75**
- **Admission to Southwest Minnesota State University**
- **Additional Enrollment requirements prior to registration for any NURS courses**

**All program courses must be completed with a grade of "C" or better in order to complete degree requirements.**

**I. Nursing Major Required Courses: (28 Credits)**

<b>NURS 300</b>	Transitions to Baccalaureate Nursing _____	Credits: 3
<b>NURS 310</b>	Transcultural Nursing _____	Credits: 3
<b>NURS 320</b>	Chronic Illness in Rural Settings _____	Credits: 3
<b>NURS 330</b>	Healthcare Policy and Informatics _____	Credits: 3
<b>NURS 375</b>	Pathophysiology _____	Credits: 3
<b>NURS 400</b>	Prevention and Population Health _____	Credits: 3
<b>NURS 410</b>	Public/Community Health Clinical Experience Seminar _____	Credits: 1
<b>NURS 430</b>	Evidence Based Practice _____	Credits: 3
<b>NURS 440</b>	Organizational & System Leadership _____	Credits: 3
<b>NURS 450</b>	Public/Community Health Clinical Experience _____	Credits: 3

**II. Nursing Major Electives (2 Credits)**

<b>NURS 434</b>	Care of the Rural Population _____	Credits: 2
<b>NURS 435</b>	Clinical Reasoning and Judgment _____	Credits: 2
<b>NURS 436</b>	Comprehensive Health Assessment _____	Credits: 2
<b>NURS 437</b>	Mental Health Nursing _____	Credits: 2

Total Credits: **30**

**Course Descriptions****NURS 300 Transitions to Baccalaureate Nursing Credits: 3**

This course serves to assist the registered nurse in the transition to baccalaureate nursing practice. Trends and topics related to achieving higher levels of education, such as professionalism and patient centered care, will be examined. Admission to the Nursing Program required. The Department of Nursing reserves the right to remove students from the course who do not meet the course requirements and prerequisites. This course is the first NURS course taken in the SMSU RN to BSN Program. It may be taken alone or in conjunction with other NURS courses.

**Course Frequency:** Fall: All Years Spring: All Years Summer: N/A

**NURS 310 Transcultural Nursing Credits: 3**



This course builds on previously acquired nursing knowledge, skills, and attitudes to holistically assess and plan care for culturally diverse individuals, families, and groups with an emphasis on patient and family centered care. Admission to the Nursing Program is required. The Department of Nursing reserves the right to remove students from the course who do not meet the course requirements and prerequisites.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: All Years*

### **NURS 320 Chronic Illness in Rural Settings**

**Credits: 3**

Students will explore continuity of care issues that impact the individual, family, community, and health care systems in the area of chronic illness as well as death and dying in a rural setting. Palliative care, common trajectories, ethical issues, patient and family teaching, as well as economic concerns are explored. Admission to the Nursing Program is required. The Department of Nursing reserves the right to remove students from the course who do not meet the course requirements and prerequisites.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: All Years*

### **NURS 330 Healthcare Policy and Informatics**

**Credits: 3**

This course provides analysis of the historical and current factors that impact healthcare systems. Healthcare policies and information technology (informatics) as they influence the nature and function of nursing practice related to safe, patient centered care are explored. Admission to the Nursing Program is required. The Department of Nursing reserves the right to remove students from the course who do not meet the course requirements and prerequisites.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: All Years*

### **NURS 375 Pathophysiology**

**Credits: 3**

This course will explore the altered health states and patterns of illness in the individual. Concepts related to pathophysiology will be explored. Content in this course builds upon previous knowledge of natural sciences. Admission to the Nursing Program is required. The Department of Nursing reserves the right to remove students from the course who do not meet the course requirements and prerequisites.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: All Years*

### **NURS 400 Prevention and Population Health**

**Credits: 3**

This course focuses on an introduction to public health, and population-based nursing care. Public health principles are applied to health promotion, risk reduction, and disease prevention needs of clients, families, and communities. Admission to the Nursing Program is required. The Department of Nursing reserves the right to remove students from the course who do not meet the course requirements and prerequisites.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: N/A*

### **NURS 410 Public/Community Health Clinical Experience Seminar Credits: 1**

Course description and prerequisites: Student will work with faculty to determine site for public/community health clinical experience, identify a qualified preceptor, and develop student objectives and a plan for the

precepted clinical experience. Admission to the Nursing Program is required. The Department of Nursing reserves the right to remove students from the course who do not meet the course requirements and prerequisites. This course must be successfully completed prior to taking NURS 450. If the clinical site established during this NURS 410 course is not utilized during the proposed NURS 450 semester, NURS 410 may need to be repeated to establish another clinical site.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: N/A*

### **NURS 430 Evidence Based Practice**

**Credits: 3**

This course introduces students to scientific inquiry in the discipline of nursing. Students study a basic foundation of the nursing research process. The overview includes the steps in the research process, research designs, research methodology, data collection, analysis, ethical issues related to human research, and utilization of research in nursing. The emphasis is placed on developing students as effective consumers of research. Admission to the Nursing Program required. The Department of Nursing reserves the right to remove students from the course who do not meet the course requirements and prerequisites.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: N/A*

### **NURS 434 Care of the Rural Population**

**Credits: 2**

This course provides an advanced analysis of rural health care disparities, disparities of health for the rural population, along with strategies to care for the rural population. Areas of emphasis will include: unique demographics of the rural population, nursing theories applied to vulnerable populations, recruitment and retention issues for rural healthcare, and challenges facing rural hospitals. Admission to the Nursing Program required. The Department of Nursing reserves the right to remove students from the course who do not meet the course requirements and prerequisites.

**Pre-Requisites:** ( ( NURS\_320 ) ) **Course Frequency:** *Fall: N/A Spring: N/A Summer: All Years*

### **NURS 435 Clinical Reasoning and Judgment**

**Credits: 2**

This course serves to assist the registered nurse in enhancing and improving his/her critical thinking, clinical judgment, and clinical reasoning skills. Emphasis will be on the application of clinical reasoning skills to change nursing practice and improve patient outcomes with the role of the nurse as an individual as well as part of the inter-professional team. Admission to the Nursing Program is required. The Department of Nursing reserves the right to remove students from the course who do not meet the course requirements and prerequisites.

**Pre-Requisites:** ( NURS\_430 ) **Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

### **NURS 436 Comprehensive Health Assessment**

**Credits: 2**

This course builds on previously acquired liberal arts and nursing knowledge, skills, and cultural considerations related to health assessment. The foundation of health assessment is in research evidence and evidence-based practice. The Department of Nursing reserves the right to remove students from the course who do not meet the course requirements and prerequisites.

**Pre-Requisites:** ( ( NURS\_430 ) ) **Course Frequency:** *Fall: All Years Spring: N/A Summer: N/A*

### **NURS 437 Mental Health Nursing**

**Credits: 2**

This course focuses on an introduction to theories and concepts of behavioral health nursing, psychopathy, and treatment modalities related to the nursing care of clients and their families. This course is designed to

provide the learner with basic knowledge and a skill set that will enable them to function in the clinical environment as they provide, manage, and coordinate care when working with clients and families experiencing disturbances in mental health. Admission to the Nursing Program required. The Department of Nursing reserves the right to remove students from the course who do not meet the course requirements and prerequisites.

**Pre-Requisites:** ( ( NURS\_430 ) ) **Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: N/A*

### **NURS 440 Organizational & System Leadership** **Credits: 3**

This course focuses on nursing leadership and management issues such as leadership development, staffing, delegation, ethics and law, organizational, political, and personal power, management and technology, and conflict resolution. Students will participate in the development and implementation of imaginative and creative change process while they refine leadership and communication skills to effectively implement safety and quality initiatives to impact communities and organizations. Admission to the Nursing Program is required. The Department of Nursing reserves the right to remove students from the course who do not meet the course requirements and prerequisites.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: N/A*

### **NURS 450 Public/Community Health Clinical Experience** **Credits: 3**

Precepted clinical course provides students with an opportunity to mature into the baccalaureate nursing role in a leadership and public/community health setting. Students will meet individualized objectives established in the Public/Community Health Clinical Experience Seminar course. Admission to the Nursing Program required. The Department of Nursing reserves the right to remove students from the course who do not meet the course requirements and prerequisites.

**Pre-Requisites:** ( ( NURS\_400 AND NURS\_410 ) ) **Course Frequency:** *Fall: All Years Spring: All Years Summer: N/A*

## Philosophy

**Department Office:** BA 221  
**Phone Number:** 507-537-7155  
**Staff & Faculty:** Stewart Day, Brett Gaul

### 4-Year Mustang Academic Plan (MAP):

[Bachelor of Arts: Philosophy](#)

[Download MAP](#)

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.

Students must have an overall GPA of at least 2.0 required in the major and minor.

**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)

<b>PHIL 103</b>	Ethics	Credits: 3
<b>PHIL 330</b>	History of Philosophy: Ethics	Credits: 3
<b>PHIL 331</b>	History of Philosophy: Social & Political Philosophy	Credits: 3
<b>PHIL 340</b>	Logic	Credits: 3
<b>PHIL 432</b>	History of Philosophy: Knowledge and Reality	Credits: 4

### II. Philosophy Electives (15 Credits)

<b>PHIL 3XX</b>	Philosophy Courses numbered 300 or above.	Credits: 6
<b>PHIL XXX</b>	Philosophy courses	

Notes:

\* PHIL 286, PHIL 486, PHIL 396, and PHIL 494 may be repeated.

Only ONE Non-Philosophy course may count as an elective:

*One non-PHIL course may count as PHIL 3XX Course:*

<b>HIST 301</b>	Historiography	Credits: 3
<b>HIST 351</b>	Origins of Islamic Civil	Credits: 3
<b>HUMT 320</b>	The Christian Heritage	Credits: 3
<b>INDS 310</b>	Indigenous World View	Credits: 3

OR

One non-PHIL courses may count as a PHIL XXX Course:

<b>HUMT 230</b>	World Religions	Credits: 3
<b>LIT 250</b>	Critical Approaches to Literature	Credits: 3

Total Credits: **31**

## Minor: Philosophy(19 Credits)

### I. Required Courses: (10 Credits)

<b>PHIL 103</b>	Ethics	Credits: 3
<b>PHIL 340</b>	Logic	Credits: 3
<b>PHIL 432</b>	History of Philosophy: Knowledge and Reality	Credits: 4

### II. Choose one History of Philosophy course: (3 Credits)

<b>PHIL 330</b>	History of Philosophy: Ethics	Credits: 3
<b>PHIL 331</b>	History of Philosophy: Social & Political Philosophy	Credits: 3

## III. Philosophy Electives (6 Credits)

<b>PHIL XXX</b> Philosophy Electives _____	Credits: 6
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One of the following non-Philosophy courses may be taken as a PHIL XXX elective:

<b>HIST 301</b> Historiography _____	Credits: 3
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<b>HIST 351</b> Origins of Islamic Civil _____	Credits: 3
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<b>HUMT 230</b> World Religions _____	Credits: 3
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<b>HUMT 320</b> The Christian Heritage _____	Credits: 3
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<b>INDS 310</b> Indigenous World View _____	Credits: 3
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<b>LIT 250</b> Critical Approaches to Literature _____	Credits: 3
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Total Credits:	<b>19</b>
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**Minor: Pre-Law(18 Credits)****Skills (Choose two of the following): (6 Credits)**

<b>COMM 310</b> Persuasion _____	Credits: 3
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<b>COMM 356</b> Argumentation and Debate _____	Credits: 3
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<b>COMM 403</b> Professional Presentations _____	Credits: 3
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<b>ENG 361</b> Advanced Composition _____	Credits: 3
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<b>PHIL 101</b> Critical Thinking _____	Credits: 3
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<b>PHIL 340</b> Logic _____	Credits: 3
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**Content (Choose three of the following): (9 Credits)**

<b>AGBU 350</b> Agricultural & Environment Law _____	Credits: 3
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<b>BLAW 305</b> Business Law I: Legal Environment and Contract Law _____	Credits: 3
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<b>BLAW 355</b> Business Law II: Commercial and Financial Law _____	Credits: 3
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<b>HOSP 320</b> Hospitality Law _____	Credits: 3
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<b>JUAD 450</b> Advanced Criminal Law _____	Credits: 3
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<b>PHIL 331</b> History of Philosophy: Social & Political Philosophy _____	Credits: 3
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<b>POL 328</b> Criminal Justice and Procedure _____	Credits: 3
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<b>POL 351</b> Constitutional Law II: Civil Liberties _____	Credits: 3
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<b>POL 430</b> The US Supreme Court _____	Credits: 3
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<b>POL 455</b> International Law _____	Credits: 3
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**Electives: (3 Credits)**

<b>ACCT 211</b> Principles of Accounting I _____	Credits: 3
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<b>ACCT 212</b> Principles of Accounting II _____	Credits: 3
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<b>ENG 204</b> Introduction to Journalism _____	Credits: 3
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<b>HIST 301</b> Historiography _____	Credits: 3
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<b>HIST 331</b> U.S. Since 1945 _____	Credits: 3
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<b>HIST 352</b> American Revolution and the Early Republic, 1763-1816 _____	Credits: 3
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<b>JUAD 300</b> Women and Justice _____	Credits: 3
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<b>LIT 331</b> American Literature: Beginning through Realism and Naturalism _____	Credits: 3
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<b>LIT 332</b> American Literature: Modern & Contemporary _____	Credits: 3
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<b>PHIL 303</b> Ethical Issues in Professional Life _____	Credits: 3
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<b>PHIL 330</b> History of Philosophy: Ethics _____	Credits: 3
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<b>POL 227</b> The Judicial Process _____	Credits: 3
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Total Credits:	<b>18</b>
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**Minor: Religious Studies (18 Credits)**The minor in Religious Studies is part of the Humanities curriculum, listed here: <https://www.smsu.edu/catalog/?program=66>

Total Credits: **18**

## Course Descriptions

### PHIL 100 Introduction to Philosophy

**Credits: 3**

Philosophy is a subject that studies the most fundamental questions in life: How should we live? Is there a God? Do we have free will? What does it mean to know something? What can we know? What makes something morally right? What is the nature of good and evil? This course introduces students to some influential philosophical thinkers and some of the most important issues in philosophy.

**Goal:** 06- Humanities/Fine Arts **Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: N/A*

### PHIL 101 Critical Thinking

**Credits: 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.

**Goal:** 02- Critical Thinking 06- Humanities/Fine Arts **Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: Dept Discretion*

### PHIL 103 Ethics

**Credits: 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.

**Goal:** 09- Ethical/Civic Resp **Course Frequency:** *Fall: All Years Spring: Dept Discretion Summer: Dept Discretion*

### PHIL 105 Ethical Issues in Business

**Credits: 3**

This course focuses on business issues through an introduction to ethical theories and their applications within the business setting. Topics of discussion include corporate responsibility, whistleblowing, employee rights, product liability and safety, ethics and marketing, business and the natural environment, affirmative action and diversity, and ethics and multinational corporations.

**Goal:** 09- Ethical/Civic Resp **Course Frequency:** *Fall: Dept Discretion Spring: N/A Summer: N/A*

### PHIL 107 Environmental Ethics

**Credits: 3**

Analyzing the complex relationships between humans and the natural environment raises some of the most challenging and important questions that we face. Students will study some of the classic and contemporary readings in the field of environmental ethics in order to start to reason for themselves about the proper principles that should guide our actions. Possible topics include the moral standing of non-human animals and inanimate nature, the conceptual divide between nature and culture, the use of animals in research and agriculture, the genetic modification of organisms, duties to future generations, and sustainability.

**Goal:** 09- Ethical/Civic Resp 10- People/Environment **Course Frequency:** *Fall: Dept Discretion Spring: All Years Summer: N/A*

### PHIL 201 Aesthetics

**Credits: 3**

An examination of beauty in the fine arts; the creative process, evaluation, analysis of the work of art,

appreciation, and criticism.

**Goal:** 06- Humanities/Fine Arts **Course Frequency:** *Fall: N/A Spring: Even Years Summer: N/A*

### **PHIL 230 Philosophy of Religion**

**Credits: 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.

**Goal:** 06- Humanities/Fine Arts **Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: N/A*

### **PHIL 240 Philosophy East and West**

**Credits: 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.

**Goal:** 08- Global Perspective **Course Frequency:** *Fall: Dept Discretion Spring: N/A Summer: N/A*

### **PHIL 250 Philosophy Through Film**

**Credits: 3**

Philosophy is a subject that studies the most fundamental questions in life. This course examines various philosophical topics through the medium of film. Possible topics to be discussed include philosophical analysis of films and texts, the problem of perception, philosophy of mind, ethics, philosophy of time, free will, foreknowledge, and determinism, philosophy of religion, death, and the meaning of life.

**Goal:** 06- Humanities/Fine Arts **Course Frequency:** *Fall: N/A Spring: Dept Discretion Summer: N/A*

### **PHIL 286 Topics in Philosophy**

**Credits: 1 - 4**

A study of different topics in philosophy. See current course schedule for topic listing when offered.

**Course Frequency:** *Fall: Dept Discretion Spring: N/A Summer: N/A*

### **PHIL 292 Honors Credit in Philosophy**

**Credits: 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.

**Course Frequency:** *Fall: Dept Discretion Spring: N/A Summer: N/A*

### **PHIL 303 Ethical Issues in Professional Life**

**Credits: 3**

This course builds upon the research, critical writing, information literacy, and persuasion skills developed in ENG 151 by examining the broad range of ethical issues and dilemmas that occur in professional life. The

term professions refers to very specialized knowledge or expertise that serves the public good. Professionals have particular duties and responsibilities. Students will learn about the duties and responsibilities of their intended careers by reading articles about important issues in professional ethics, studying their fields Code of Ethics, and writing about ethical issues in professional life. Topics to be discussed include: the meaning of profession, how to be ethical, professional duties, honesty, privacy, confidentiality, integrity, loyalty, whistle-blowing, professionalism, justice, social welfare, governmental regulations, and conflicts of interest. As in the other Ethics courses in the Liberal Education Program, students will also be encouraged to think about the difference between ethical decisions and non-ethical decisions, how they make ethical decisions, and who will be affected by those ethical decisions.

**Goal: 01- Communication Course Frequency:** *Fall: Dept Discretion Spring: All Years Summer: N/A*

### **PHIL 310 The Philosophy of Sex and Gender**

**Credits: 3**

This course is an introduction to issues in philosophy relating to sex and gender, including questions about what it means to identify and be identified as male or female, and how gender structures social and personal realities. The course reviews different kinds of feminist critiques of Western philosophy and their counter-arguments, as well as philosophical analyses of sex and gender as they relate to ethics, social philosophy, theories of human nature, and theories of knowledge. The course gradually works toward positive theories of sex and gender, including biological determinism and post-modern approaches to the body, and explores contested norms of gender equality in contemporary issues. No philosophy background is assumed.

**Goal: 07- Human Diversity Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: N/A*

### **PHIL 320 American Philosophy**

**Credits: 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. No pre-requisites but one prior philosophy course recommended.

**Course Frequency:** *Fall: Dept Discretion Spring: N/A Summer: N/A*

### **PHIL 322 Medical and Bioethics**

**Credits: 3**

The course would explore ethical dilemmas that occur in the professional practices of medicine, biological research, nursing, public health, and the social and behavioral sciences. Its theoretical foundation is philosophical moral theory and its methodology emphasizes the philosophical skills of analysis, argument, and evaluation. The assessment of value involves critical scrutiny of medical practices and biological techniques, some historical, and some of which are unprecedented in human history. As a society, we continue to struggle with questions about what constitutes fairness and goodness in the pursuit of health, and we are on the cusp of developing medical techniques that promise to forever change our understanding of the good life. Emerging from the philosophical branch of ethics, and premised on the three moral principles of respect for autonomy, beneficence, and justice, the aim of this course is to expose students to ethical debates in health care and biological research, and to help them assess moral dilemmas that occur in the practice of medicine and biological research.

**Goal: 09- Ethical/Civic Resp Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: N/A*

### **PHIL 330 History of Philosophy: Ethics**

**Credits: 3**

This course is a historical survey of major ethical systems. Students will critically engage with the constantly evolving discussions regarding the foundations of right and wrong, the distinction of good and evil, and the



questions of moral character. Possible historical figures covered include Plato, Aristotle, St. Thomas Aquinas, Immanuel Kant, John Stuart Mill, Jean-Paul Sartre, and Virginia Held.

**Goal:** 09- Ethical/Civic Resp **Course Frequency:** *Fall: Even Years Spring: N/A Summer: N/A*

### **PHIL 331 History of Philosophy: Social & Political Philosophy** **Credits: 3**

This course is a historical survey of social and political philosophy. Readings and discussions are organized around the fundamental questions of what is justice and what makes a just society. Students will critically examine concepts such as equality, fairness, community, and reciprocity, and apply them to issues such as private property, the family, the distribution of wealth and power, taxation, and forms of government. Possible historical figures covered include Plato, Aristotle, Thomas Hobbes, John Locke, Jean-Jacques Rousseau, Karl Marx, Friedrich Engels, John Stuart Mill, Martin Luther King, Jr., John Rawls, and Virginia Held.

**Goal:** 09- Ethical/Civic Resp **Course Frequency:** *Fall: Odd Years Spring: N/A Summer: N/A*

### **PHIL 340 Logic** **Credits: 3**

This course examines the formal rules of logical thought, including elements of classical and modern symbolic logic.

**Goal:** 04- Mathematical/Logical Reasoning **Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: N/A*

### **PHIL 386 Studies in Philosophy** **Credits: 3**

In-depth study of a particular philosopher, school, or movement; may be repeated.

**Course Frequency:** *Fall: Dept Discretion Spring: N/A Summer: N/A*

### **PHIL 432 History of Philosophy: Knowledge and Reality** **Credits: 4**

This course is a historical survey of major works in metaphysics and epistemology, the fields that cover foundational questions about the nature of reality and claims of knowledge. Students will further develop their writing, research, and critical thinking skills by examining questions such as: What is the nature of reality? Is this the only reality that exists? Could the universe be different than it is? Are mind, body, and spirit different substances? What is truth? What is knowledge? How can we acquire knowledge? Can we trust our senses, or should knowledge derive from pure thought? Possible historical figures covered include the pre-Socratics, Plato, Aristotle, Rene Descartes, David Hume, Immanuel Kant, W.V.O. Quine, and Richard Rorty.

**Course Frequency:** *Fall: N/A Spring: Even Years Summer: N/A*

### **PHIL 486 Topics in Philosophy** **Credits: 1 - 4**

### **PHIL 494 Independent Study** **Credits: 1 - 4**

### **PHIL XXX Philosophy courses**

### **PHIL XXX Special Topics** **Credits: 1**

One credit of special topics (PHIL 286 or PHIL 486)

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

### **PHIL XXX Any PHIL Course** **Credits: 3**

Any course in Philosophy for 3 credits.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

**PHIL XXX Philosophy Electives**

Six (6) credits of Philosophy courses.

**Credits: 6**

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

**PHIL XXX Philosophy Electives**

Any Philosophy courses.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

## Physical Education

**Department Office:** IL 229  
**Phone Number:** 507-537-7115  
**Staff & Faculty:** Frankie Albitz, Paul Blanchard, Terry Culhane, Jesse Nelson, Cory Sauter, Marilyn Strate

### 4-Year Mustang Academic Plan (MAP):

[Bachelor of Science: Physical Education-Recreation Emphasis](#)

[Download MAP](#)

[Bachelor of Science: Physical Education-Sports Management Emphasis](#)

[Download MAP](#)

[Bachelor of Science: Health Education](#)

[Download MAP](#)

[Bachelor of Science: Physical Education-Teaching](#)

[Download MAP](#)

The Physical Education program offers degrees in health, physical education, sports management, recreation, and individually designed interdisciplinary programs. Teaching certification is available in physical education with minors in coaching 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)

### I. Education Core:

<b>ED 101</b>	Introduction to Education and Lab	Credits: 3
<b>ED 102</b>	Tech:Classroom Applications & Portfolio	Credits: 2
<b>ED 301</b>	The Teaching & Learning Process & Lab	Credits: 3
<b>ED 301L</b>	The Teaching & Learning Process Lab	Credits: 0
<b>ED 304</b>	Professional Development & Classroom Applications	Credits: 1
<b>ED 430</b>	Reading in the Content Areas	Credits: 2
<b>PSYC 341</b>	Child & Adolescent Psychology	Credits: 3
<b>SOCI 331</b>	Racial & Ethnic Relations in America	Credits: 3
<b>SPED 290</b>	Introduction to Special Needs and Lab	Credits: 3

### II. Health Emphasis Courses:

<b>HLTH 100</b>	Personal Health & Wellness	Credits: 2
<b>HLTH 110</b>	First Aid and Safety/CPR	Credits: 2
<b>HLTH 225</b>	Alcohol, Narcotics, & Tobacco	Credits: 2
<b>HLTH 340</b>	School Health and Human Sexuality	Credits: 3
<b>HLTH 370</b>	Community Health and Health Promotion	Credits: 3
<b>HLTH 492</b>	Organization and Application of Health Education: 5-12	Credits: 3
<b>PE 101</b>	Intro Health & Physical Education	Credits: 2
<b>PE 108</b>	Technology in Physical Education	Credits: 2
<b>PE 220</b>	Curriculum and Instruction in Physical Education	Credits: 3

### One course and lab from the following:

<b>BIOL 150</b>	Physiological Anatomy for Non-science Majors	Credits: 3
<b>BIOL 150L</b>	Physiological Anatomy for Non-science Majors Lab	Credits: 1
<b>BIOL 305</b>	Human Anatomy & Physiology I	Credits: 3
<b>BIOL 305L</b>	Human Anatomy & Physiology I Lab	Credits: 1

### 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 K-12 professional education requirements; please see the [Education](#) Department for current requirements.

Total Credits: **52**

## Bachelor of Science: Physical Education-Teaching(44 Credits)

### I. Physical Education Major Courses: (38 Credits)

<b>EXSC 100</b>	Anatomical Kinesiology	Credits: 3
<b>EXSC 100L</b>	Anatomical Kinesiology Lab	Credits: 1
<b>EXSC 300</b>	Biomechanics of Human Motion	Credits: 3
<b>EXSC 350</b>	Exercise Physiology	Credits: 3
<b>EXSC 350L</b>	Exercise Physiology Lab	Credits: 1
<b>EXSC 400</b>	Motor Learning & Development	Credits: 2
<b>HLTH 110</b>	First Aid and Safety/CPR	Credits: 2
<b>PE 101</b>	Intro Health & Physical Education	Credits: 2
<b>PE 108</b>	Technology in Physical Education	Credits: 2
<b>PE 122</b>	Lifetime Activities I	Credits: 3
<b>PE 123</b>	Lifetime Activities II	Credits: 3
<b>PE 144</b>	Golf	Credits: 1
<b>PE 156</b>	Adventure Ropes	Credits: 1
<b>PE 220</b>	Curriculum and Instruction in Physical Education	Credits: 3
<b>PE 387</b>	Rhythm and Dance Fundamentals	Credits: 2
<b>PE 401</b>	K-12 Physical Education Methods & Lab	Credits: 3
<b>PE 481</b>	Adapted Physical Education Application	Credits: 3

One of the following Anatomy courses with corresponding lab:

<b>BIOL 150</b>	Physiological Anatomy for Non-science Majors	Credits: 3
<b>BIOL 150L</b>	Physiological Anatomy for Non-science Majors Lab	Credits: 1
<b>BIOL 305</b>	Human Anatomy & Physiology I	Credits: 3
<b>BIOL 305L</b>	Human Anatomy & Physiology I Lab	Credits: 1

Health Course:

<b>HLTH 225</b>	Alcohol, Narcotics, & Tobacco	Credits: 2
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### Bachelor of Science: Physical Education-Teaching Notes:

#### Requirement for Physical 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 K-12 professional education requirements; please see the [Education](#) Department for current requirements.

Total Credits: **44**

## Bachelor of Science: Physical Education-Recreation Emphasis(66 Credits)

### I. Physical Education Core Courses: (35 Credits)

<b>EXSC 100</b>	Anatomical Kinesiology	Credits: 3
<b>EXSC 100L</b>	Anatomical Kinesiology Lab	Credits: 1
<b>EXSC 300</b>	Biomechanics of Human Motion	Credits: 3
<b>EXSC 350</b>	Exercise Physiology	Credits: 3
<b>EXSC 350L</b>	Exercise Physiology Lab	Credits: 1
<b>EXSC 400</b>	Motor Learning & Development	Credits: 2
<b>HLTH 110</b>	First Aid and Safety/CPR	Credits: 2
<b>PE 101</b>	Intro Health & Physical Education	Credits: 2
<b>PE 108</b>	Technology in Physical Education	Credits: 2
<b>PE 249</b>	Physical Fitness Concept	Credits: 2
<b>PE 488</b>	Legal Aspects of Recreation & Sport	Credits: 3
<b>PE 490</b>	Field Practicum	Credits: 2
<b>PE 497</b>	Senior Seminar	Credits: 3
<b>PE 499</b>	Professional Internship	Credits: 3 - 12

Notes:

PE 499 Professional Internship must be taken for 6 credits.

**II. Emphasis Courses: (25 Credits)**

PE 105	Camping and Canoeing _____	Credits: 2
PE 106	Winter Ice and Snow Sports _____	Credits: 2
PE 200	Recreational Sports & Games _____	Credits: 3
PE 300	Recreation Diversity & Leadership _____	Credits: 3
PE 360	Introduction to Recreation, Parks, and Community Education _____	Credits: 3
PE 362	Recreational Aquatics _____	Credits: 3
PE 400	Recreation Program Planning _____	Credits: 3
PE 478	Recreation & Sports Management _____	Credits: 3
PE 484	Planning Facilities for Physical Activities _____	Credits: 3

**III. Recreation Options, Choose one of the following: (6 Credits)***Aquatics Option:*

HLTH 110	First Aid and Safety/CPR _____	Credits: 2
PE 256	Lifeguard Training _____	Credits: 2
PE 356	Swimming Instruction Methods _____	Credits: 2

*Business Option:*

ACCT 211	Principles of Accounting I _____	Credits: 3
MGMT 101	Introduction to Business _____	Credits: 3

*Health Option:*

HLTH 140	CPR: Cardiopulmonary Resuscitation _____	Credits: 1
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*Social Option:*

SOCI 220	Social Problems _____	Credits: 3
SOCI 331	Racial & Ethnic Relations in America _____	Credits: 3

**Bachelor of Science: Physical Education-Recreation Emphasis Notes:**

Requirement for Physical 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 K-12 professional education requirements; please see the [Education](#) Department for current requirements.

Total Credits: **66****Bachelor of Science: Physical Education-Sports Management Emphasis(68 Credits)****I. Physical Education Core Courses: (36 Credits)**

EXSC 100	Anatomical Kinesiology _____	Credits: 3
EXSC 100L	Anatomical Kinesiology Lab _____	Credits: 1
EXSC 300	Biomechanics of Human Motion _____	Credits: 3
EXSC 350	Exercise Physiology _____	Credits: 3
EXSC 350L	Exercise Physiology Lab _____	Credits: 1
EXSC 400	Motor Learning & Development _____	Credits: 2
HLTH 110	First Aid and Safety/CPR _____	Credits: 2
PE 101	Intro Health & Physical Education _____	Credits: 2
PE 108	Technology in Physical Education _____	Credits: 2
PE 249	Physical Fitness Concept _____	Credits: 2
PE 488	Legal Aspects of Recreation & Sport _____	Credits: 3
PE 490	Field Practicum _____	Credits: 2
PE 497	Senior Seminar _____	Credits: 3
PE 499	Professional Internship _____	Credits: 3 - 12

Notes:

PE 499 Professional Internship is taken for 6 credits.

**II. Emphasis Courses: (33 Credits)**

<b>ACCT 211</b>	Principles of Accounting I _____	Credits: 3
<b>ACCT 212</b>	Principles of Accounting II _____	Credits: 3
<b>ECON 201</b>	Principles of Microeconomics _____	Credits: 3
<b>FIN 350</b>	Managerial Finance _____	Credits: 3
<b>MGMT 101</b>	Introduction to Business _____	Credits: 3
<b>MGMT 221</b>	Computer Concepts and Applications _____	Credits: 3
<b>MGMT 300</b>	Management Principles _____	Credits: 3
<b>MKTG 301</b>	Principles of Marketing _____	Credits: 3
<b>PE 478</b>	Recreation & Sports Management _____	Credits: 3
<b>PE 484</b>	Planning Facilities for Physical Activities _____	Credits: 3
<b>PE 489</b>	Sports Marketing, Sales, and Promotions _____	Credits: 3

**Bachelor of Science: Physical Education-Sports Management Emphasis Notes:**

Requirement for Physical 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 K-12 professional education requirements; please see the [Education](#) Department for current requirements.

Total Credits: **68**

**Minor: Adapted Physical Education/DAPE(36 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:**

<b>ED 430</b>	Reading in the Content Areas _____	Credits: 2
<b>EXSC 100</b>	Anatomical Kinesiology _____	Credits: 3
<b>EXSC 100L</b>	Anatomical Kinesiology Lab _____	Credits: 1
<b>EXSC 400</b>	Motor Learning & Development _____	Credits: 2
<b>PE 210</b>	Methods of Adapted Physical Education & Lab _____	Credits: 3
<b>PE 220</b>	Curriculum and Instruction in Physical Education _____	Credits: 3
<b>PE 393</b>	Adapted Practicum I _____	Credits: 1
<b>PE 481</b>	Adapted Physical Education Application _____	Credits: 3
<b>PE 498</b>	Adapted Practicum II _____	Credits: 3
<b>SPED 290</b>	Introduction to Special Needs and Lab _____	Credits: 3
<b>SPED 450</b>	Curriculum Design & Implementation in Special Education _____	Credits: 3
<b>SPED 460</b>	Positive Behavior Support in Special Education _____	Credits: 3
<b>SPED 470</b>	Collaboration in Educational Settings _____	Credits: 3
<b>SPED 480</b>	Procedural Safeguards in Special Education _____	Credits: 3

Choose one of the following:

Total Credits: **36**

**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)**

<b>PE 210</b>	Methods of Adapted Physical Education & Lab _____	Credits: 3
<b>PE 300</b>	Recreation Diversity & Leadership _____	Credits: 3
<b>PE 390</b>	Organ & Admin of Athletics & PE _____	Credits: 2
<b>PE 393</b>	Adapted Practicum I _____	Credits: 1

<b>PE 481</b>	Adapted Physical Education Application _____	Credits: 3
<b>SPED 290</b>	Introduction to Special Needs and Lab _____	Credits: 3
<b>SPED 460</b>	Positive Behavior Support in Special Education _____	Credits: 3

Total Credits: **18**

### Minor: Coaching(23 Credits)

Required Courses:

<b>EXSC 100</b>	Anatomical Kinesiology _____	Credits: 3
<b>EXSC 100L</b>	Anatomical Kinesiology Lab _____	Credits: 1
<b>EXSC 300</b>	Biomechanics of Human Motion _____	Credits: 3
<b>PE 301</b>	Theory of Coaching _____	Credits: 3
<b>PE 301L</b>	Theory of Coaching Lab _____	Credits: 2
<b>PE 392</b>	Prevention & Care of Athletic Injuries _____	Credits: 2
<b>PE 482</b>	Practicum in Coaching _____	Credits: 1 - 4

Choose one option:

1. *Physiology plus coaching theory:*

<b>EXSC 350</b>	Exercise Physiology _____	Credits: 3
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One of the following:

<b>PE 330</b>	Theory of Coaching of Baseball _____	Credits: 2
<b>PE 331</b>	Theory of Coaching of Basketball _____	Credits: 2
<b>PE 334</b>	Theory of Coaching of Football _____	Credits: 2
<b>PE 336</b>	Theory of Coaching of Softball _____	Credits: 2
<b>PE 337</b>	Theory of Coaching of Volleyball _____	Credits: 2
<b>PE 338</b>	Theory of Coaching of Soccer _____	Credits: 2
<b>PE 348</b>	Theory of Coaching of Track & Field _____	Credits: 2
<b>PE 350</b>	Theory of Coaching of Wrestling _____	Credits: 2

2. *Coaching theory (choose two):*

<b>PE 330</b>	Theory of Coaching of Baseball _____	Credits: 2
<b>PE 331</b>	Theory of Coaching of Basketball _____	Credits: 2
<b>PE 334</b>	Theory of Coaching of Football _____	Credits: 2
<b>PE 336</b>	Theory of Coaching of Softball _____	Credits: 2
<b>PE 337</b>	Theory of Coaching of Volleyball _____	Credits: 2
<b>PE 338</b>	Theory of Coaching of Soccer _____	Credits: 2
<b>PE 348</b>	Theory of Coaching of Track & Field _____	Credits: 2
<b>PE 350</b>	Theory of Coaching of Wrestling _____	Credits: 2

Total Credits: **23**

### Certificate: Coaching(16 Credits)

I. Required Courses:

<b>EXSC 100</b>	Anatomical Kinesiology _____	Credits: 3
<b>EXSC 100L</b>	Anatomical Kinesiology Lab _____	Credits: 1
<b>HLTH 110</b>	First Aid and Safety/CPR _____	Credits: 2
<b>PE 301</b>	Theory of Coaching _____	Credits: 3
<b>PE 301L</b>	Theory of Coaching Lab _____	Credits: 2
<b>PE 392</b>	Prevention & Care of Athletic Injuries _____	Credits: 2
<b>PE 482</b>	Practicum in Coaching _____	Credits: 1 - 4

II. Choose one coaching theory course:

<b>PE 330</b>	Theory of Coaching of Baseball _____	Credits: 2
<b>PE 331</b>	Theory of Coaching of Basketball _____	Credits: 2

<b>PE 334</b>	Theory of Coaching of Football _____	Credits: <u>2</u>
<b>PE 336</b>	Theory of Coaching of Softball _____	Credits: <u>2</u>
<b>PE 337</b>	Theory of Coaching of Volleyball _____	Credits: <u>2</u>
<b>PE 338</b>	Theory of Coaching of Soccer _____	Credits: <u>2</u>
<b>PE 348</b>	Theory of Coaching of Track & Field _____	Credits: <u>2</u>
<b>PE 350</b>	Theory of Coaching of Wrestling _____	Credits: <u>2</u>

Total Credits: 16

## Course Descriptions

### HLTH 100 Personal Health & Wellness

**Credits: 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.

**Course Frequency:** *Fall: Dept Discretion Spring: All Years Summer: Dept Discretion*

### HLTH 110 First Aid and Safety/CPR

**Credits: 2**

Trauma prevention study and medically approved application techniques of administering emergency care in case of trauma due to accidents or sudden illness.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: All Years*

### HLTH 112 Nutrition & Wellness

**Credits: 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.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

### HLTH 140 CPR: Cardiopulmonary Resuscitation

**Credits: 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.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

### HLTH 220 Stress & Wellness

**Credits: 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.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

### HLTH 225 Alcohol, Narcotics, & Tobacco

**Credits: 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.

**Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

### **HLTH 232 Nutrition**

**Credits: 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.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

### **HLTH 240 CPR:Instructor Certification**

**Credits: 2**

An advanced class leading to the CPR Instructor rating.

**Pre-Requisites:** ( HLTH\_140 ) **Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

### **HLTH 290 Wellness, Safety, & Nutrition from Birth to Grade 3**

**Credits: 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.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: N/A*

### **HLTH 292 Honors Credit in Health**

**Credits: 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.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

### **HLTH 340 School Health and Human Sexuality**

**Credits: 3**

This course provides the student with an overview of the health educator's role in the healthy development of youth and the Comprehensive School Health Program. Included is an examination of how to promote healthy choices to enhance health, safety, prevent injuries, and prevent alcohol/drug abuse. This course also provides an overview of the biological, sociological, environmental, and psychological issues related to the science of human sexuality. Addressed are principles for teaching sex education in this controversial area. Instructional goals, objectives, and strategies that are age appropriate for K-12 students of health education curriculum are included. Students plan health education lessons for use with a specific grade level.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

### **HLTH 370 Community Health and Health Promotion**

**Credits: 3**

This course introduces the student to the concepts of community health and health promotion. Public health principles are applied to health promotion, risk reduction, and disease prevention needs of learners, families, and communities. Epidemiology, health promotion, health agencies/organizations, organizing the community, populations, and the School Health Program are key areas of focus.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

### **HLTH 400 Epidemiology**

**Credits: 2**

Philosophy, administrative considerations and patterns of public health activities in the United States, including a thorough analysis of epidemiology problems and disease control.

**Pre-Requisites:** ( HLTH\_100 AND HLTH\_225 AND HLTH\_350 ) **Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

### **HLTH 491 Elementary School Health Education** **Credits: 2**

The Elementary School Health Education course explores the science of health and 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.

**Pre-Requisites:** ( ( ED\_101 OR EDFN\_201 ) ) and sophomore status. **Course Frequency:** *Fall: All Years Spring: All Years Summer: N/A*

### **HLTH 492 Organization and Application of Health Education: 5-12** **Credits: 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.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

### **HLTH 494 Independent Study** **Credits: 1 - 4**

Independent study and research within the health and wellness area.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

### **HLTH 496 Workshop in Health** **Credits: 1 - 4**

To provide health credit for workshops in area.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

### **PE 100 Intro to Arts/Dance** **Credits: 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.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

### **PE 101 Intro Health & Physical Education** **Credits: 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.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: N/A*

### **PE 105 Camping and Canoeing**

**Credits: 2**

This class is designed for students to develop skills, awareness, and knowledge in racquet activities, volleyball, canoeing, and outdoor activities.

**Course Frequency:** *Fall: All Years Spring: N/A Summer: N/A*

### **PE 106 Winter Ice and Snow Sports**

**Credits: 2**

This course is designed to develop knowledge of and fundamental motor skills in activities such as Cross Country Skiing, Snow Shoeing, Hockey, and Curling. Such content as the history, rules, strategies, etiquette, and basic motor skills will be included.

**Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

### **PE 107 Walking for Wellness**

**Credits: 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.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: N/A*

### **PE 108 Technology in Physical Education**

**Credits: 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.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: N/A*

### **PE 109 Cross Training**

**Credits: 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.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

### **PE 110 Intercollegiate Baseball**

**Credits: 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.

**Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

### **PE 111 Intercollegiate Basketball**

**Credits: 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.

**Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

### **PE 112 Cheerleading**

**Credits: 1**

The purpose of intercollegiate cheerleading is to give the highly-skilled student the opportunity to learn and perform skills and techniques of cheerleading.

**Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

### **PE 113 Intercollegiate Cross Country**

**Credits: 1**

This is an intercollegiate sport designed to provide student-athletes with a very high level of physical exercise, competitive distance running, which can make a positive contribution to their aerobic fitness, body composition, self-image, self-confidence, stress reduction, and overall maturation as a person. The course is designed to assist the student-athlete in acquiring the knowledge, attitudes, and skills necessary for collegiate competition in addition to developing a love for running and a lifelong enjoyment of fitness.

**Course Frequency:** *Fall: All Years Spring: N/A Summer: N/A*

### **PE 114 Intercollegiate Football**

**Credits: 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.

**Course Frequency:** *Fall: All Years Spring: N/A Summer: N/A*

### **PE 115 Intercollegiate Soccer**

**Credits: 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.

**Course Frequency:** *Fall: All Years Spring: N/A Summer: N/A*

### **PE 116 Intercollegiate Fast Pitch Softball**

**Credits: 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.

**Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

### **PE 117 Intercollegiate Track and Field**

**Credits: 1**

This is an intercollegiate sport designed to provide student-athletes with a very high level of physical exercise which is based on the primary goals of each individual. The process of accomplishing these goals can make a positive contribution to their aerobic fitness, running speed, physical power, body composition, self-image, self-confidence, stress reduction, and overall maturation as a person. The course is designed to assist the student-athlete in acquiring the knowledge, attitudes, and skills necessary for collegiate competition in addition to developing a love for the sport of track and field and a lifelong enjoyment of fitness.

**Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

**PE 118 Intercollegiate Tennis****Credits: 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.

**Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

**PE 119 Intercollegiate Golf****Credits: 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.

**Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

**PE 120 Intercollegiate Volleyball****Credits: 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.

**Course Frequency:** *Fall: All Years Spring: N/A Summer: N/A*

**PE 121 Intercollegiate Wrestling****Credits: 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.

**Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

**PE 122 Lifetime Activities I****Credits: 3**

This course is designed to develop knowledge of and fundamental motor skills in such sports and activities as tennis, badminton, and bowling.

**Course Frequency:** *Fall: All Years Spring: N/A Summer: N/A*

**PE 123 Lifetime Activities II****Credits: 3**

This course is designed to develop knowledge of and fundamental motor skills in such sports and activities as aquatics, stunts & tumbling, and dance.

**Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

**PE 124 Intercollegiate Swimming and Diving****Credits: 1**

The purpose of intercollegiate swimming and diving is to give the highly-skilled student the opportunity to learn advanced skills, techniques, and strategies by competing against those of similar ability.

**Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

**PE 130 Racquet Sports****Credits: 1**

The student will study the fundamental elements of skills, rules, and strategies for participation in all racquet sport activities.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

**PE 135 Dance for Fitness:Zumba****Credits: 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.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: N/A*

**PE 139 Aerobics****Credits: 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.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

**PE 140 Beginning Archery****Credits: 1**

The student will study the fundamental elements of skills, rules, and strategies for participation in archery.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

**PE 142 Beginning Bowling****Credits: 1**

The student will study the fundamental elements of skills, rules, and strategies for participation in bowling.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

**PE 144 Golf****Credits: 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.

**Course Frequency:** *Fall: All Years Spring: N/A Summer: N/A*

**PE 147 Beginning Tennis****Credits: 1**

The student will study the fundamental elements of skills, rules, and strategies for participation in tennis.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

**PE 149 Weight Training & Conditioning****Credits: 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.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: N/A*

**PE 150 Snow Shoeing****Credits: 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.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

### **PE 151 Begining Cross-Country Skiing**

**Credits: 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.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

### **PE 152 Basic Self Defense**

**Credits: 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.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: N/A*

### **PE 153 Beginning Racquetball**

**Credits: 1**

The student will study the fundamental skills, rules, and strategies for participation in racquetball.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

### **PE 154 Adapted Physical Education Activities**

**Credits: 1 - 4**

This is an activity course designed for students with disabilities to provide mild to moderate physical activities in their daily lives.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

### **PE 155 Learn to Swim**

**Credits: 1**

This course is designed for the student who is a non-swimmer or does not demonstrate proficiency in the water. It will include instruction in basic areas of water safety and basic swimming strokes. The general Red Cross swimming program will be followed.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: N/A*

### **PE 156 Adventure Ropes**

**Credits: 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.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: N/A*

### **PE 158 Canoeing**

**Credits: 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.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

**PE 160 Flexibility/Yoga****Credits: 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.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: N/A*

**PE 161 Swimmercize****Credits: 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.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

**PE 165 Southwest Minnesota State University Dance Team****Credits: 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.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

**PE 169 Advanced Weight Training & Conditioning****Credits: 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.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

**PE 170 Personal Fitness****Credits: 1**

Personal 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.

**Course Frequency:** *Fall: All Years Spring: N/A Summer: N/A*

**PE 171 Step Aerobics****Credits: 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.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: N/A*

**PE 172 Intramural Activities****Credits: 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.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: N/A*

### **PE 173 Outdoor Activities**

**Credits: 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.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

### **PE 177 Biking**

**Credits: 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.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

### **PE 200 Recreational Sports & Games**

**Credits: 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.

**Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

### **PE 210 Methods of Adapted Physical Education & Lab**

**Credits: 3**

This course covers the major concepts of the IDEA law and Developmental Adapted Physical Education (DAPE). Content such as the IDEA law, adapted assessment tests, writing the physical education components of an IEP, the impact of a disability on an individual's life, and hands-on experience working with individuals with disabilities is included.

**Course Frequency:** *Fall: Odd Years Spring: N/A Summer: N/A*

### **PE 220 Curriculum and Instruction in Physical Education**

**Credits: 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.

**Course Frequency:** *Fall: N/A Spring: Odd Years Summer: N/A*

### **PE 249 Physical Fitness Concept**

**Credits: 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.

**Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

### **PE 250 Sports in American Culture**

**Credits: 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.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

### **PE 251 Intermediate Cross-Country Skiing**

**Credits: 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.

**Pre-Requisites:** ( PE\_151 ) **Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

### **PE 256 Lifeguard Training**

**Credits: 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

**Course Frequency:** *Fall: N/A Spring: Dept Discretion Summer: N/A*

### **PE 257 PADI Open Water Scuba**

**Credits: 1**

Learning is divided between classroom and pool. All necessary equipment is provided. Upon successful completion of this portion of the courses, learners are qualified to complete the four open water dives to become certified as a PADI Open Water Diver. These dives are offered over a two day period approximately every weekend over the summer from the beginning of May to the beginning of October. Additional cost applies. The student also has the option of completing these dives literally anywhere in the world using the PADI Open Water Referral Form. These dives need to be completed within 12 months from the completion of the course or a refresher is required.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: N/A*

### **PE 258 Intermediate Canoeing**

**Credits: 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.

**Pre-Requisites:** ( PE\_158 ) **Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

### **PE 260 Women in Sport**

**Credits: 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.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

### **PE 286 Special Topics**

**Credits: 1 - 4**

This course is designed to provide lower-division students an opportunity to experience a special or experimental curriculum enrichment course.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

### **PE 292 Honors Credit in Phy Ed**

**Credits: 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.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

### **PE 300 Recreation Diversity & Leadership**

**Credits: 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.

**Course Frequency:** *Fall: Odd Years Spring: N/A Summer: N/A*

### **PE 301 Theory of Coaching**

**Credits: 3**

This course is designed to provide the student with a functional understanding of sport and management skills necessary in becoming a successful coach. Students will compare and contrast a variety of objectives used to define success and then examine and redefine their individual philosophies.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: N/A*

### **PE 301L Theory of Coaching Lab**

**Credits: 2**

This lab will take an in-depth look at why we provide opportunities for students to participate in athletic programs as part of the educational process. Focusing on the WHY of participation requires a shift in mindset and will challenge coaches to become aware of, and intentional about focusing on the values that can be learned through process-based instead of outcome-based experiences.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: N/A*

### **PE 330 Theory of Coaching of Baseball**

**Credits: 2**

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.

**Course Frequency:** *Fall: Odd Years Spring: N/A Summer: N/A*

### **PE 331 Theory of Coaching of Basketball**

**Credits: 2**

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.

**Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

### **PE 333 Theory of Coaching Swimming & Diving**

**Credits: 2**

This course is available to students interested in developing a better understanding of different philosophies, theories, methods and techniques of coaching swimming and diving.

**Course Frequency:** *Fall: Even Years Spring: N/A Summer: N/A*

### **PE 334 Theory of Coaching of Football**

**Credits: 2**

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.

**Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

### **PE 336 Theory of Coaching of Softball**

**Credits: 2**

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.

**Course Frequency:** *Fall: Even Years Spring: N/A Summer: N/A*

### **PE 337 Theory of Coaching of Volleyball**

**Credits: 2**

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.

**Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

### **PE 338 Theory of Coaching of Soccer**

**Credits: 2**

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.

**Course Frequency:** *Fall: N/A Spring: Even Years Summer: N/A*

### **PE 344 Motor Development**

**Credits: 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.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

### **PE 348 Theory of Coaching of Track & Field**

**Credits: 2**

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.

**Course Frequency:** *Fall: Odd Years Spring: N/A Summer: N/A*

**PE 350 Theory of Coaching of Wrestling****Credits: 2**

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.

**Course Frequency:** *Fall: Odd Years Spring: N/A Summer: N/A*

**PE 356 Swimming Instruction Methods****Credits: 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

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

**PE 360 Introduction to Recreation, Parks, and Community Education****Credits: 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.

**Course Frequency:** *Fall: Even Years Spring: N/A Summer: N/A*

**PE 362 Recreational Aquatics****Credits: 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.

**Course Frequency:** *Fall: N/A Spring: Odd Years Summer: N/A*

**PE 381 Elementary School Physical Education****Credits: 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.

**Pre-Requisites:** ( ( ED\_101 OR EDFN\_201 ) ) **Course Frequency:** *Fall: All Years Spring: All Years Summer: N/A*

**PE 387 Rhythm and Dance Fundamentals****Credits: 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.

**Course Frequency:** *Fall: All Years Spring: N/A Summer: N/A*

**PE 390 Organ & Admin of Athletics & PE****Credits: 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.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

### **PE 392 Prevention & Care of Athletic Injuries**

**Credits: 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.

**Pre-Requisites:** ( EXSC\_100 ) OR ( PE\_285 ) **Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

### **PE 393 Adapted Practicum I**

**Credits: 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.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: N/A*

### **PE 395 Exercise Psychology**

**Credits: 2**

This course will examine the research, theory, and practical applications of the psychological domain in exercise.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

### **PE 400 Recreation Program Planning**

**Credits: 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.

**Course Frequency:** *Fall: N/A Spring: Even Years Summer: N/A*

### **PE 401 K-12 Physical Education Methods & Lab**

**Credits: 3**

This course explores in detail the basic principles of Physical Education and skills and methods of teaching physical education to K-12 students. The course includes a 30-hours field experience.

**Pre-Requisites:** ( PE\_220 ) **Course Frequency:** *Fall: All Years Spring: N/A Summer: N/A*

### **PE 478 Recreation & Sports Management**

**Credits: 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.

**Course Frequency:** *Fall: All Years Spring: N/A Summer: N/A*

### **PE 481 Adapted Physical Education Application**

**Credits: 3**

Activities and sports such as wheelchair basketball, sit volleyball, beep baseball, bowling, and aquatics for individuals with disabilities will be presented. Knowledge of these activities such as the history, rules,

strategies, etiquette, and motor skills will be included.

**Course Frequency:** *Fall: Odd Years Spring: N/A Summer: N/A*

### **PE 482 Practicum in Coaching**

**Credits: 1 - 4**

The application of techniques and coaching in a clinical situation.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: All Years*

### **PE 483 Intramural Practicum**

**Credits: 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.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

### **PE 484 Planning Facilities for Physical Activities**

**Credits: 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.

**Course Frequency:** *Fall: All Years Spring: N/A Summer: N/A*

### **PE 486 Special Topics**

**Credits: 1 - 4**

This course is designed to provide upper-division students an opportunity to experience a special or experimental curriculum enrichment course.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

### **PE 488 Legal Aspects of Recreation & Sport**

**Credits: 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.

**Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

### **PE 489 Sports Marketing, Sales, and Promotions**

**Credits: 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.

**Course Frequency:** *Fall: N/A Spring: Odd Years Summer: N/A*

### **PE 490 Field Practicum**

**Credits: 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.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: N/A*

### **PE 494 Independent Studies**

**Credits: 1 - 4**

Independent study and research within the physical education and human performance area.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: All Years*

### **PE 496 Workshop in Physical Education**

**Credits: 1 - 4**

To provide physical education credit for workshops in the area.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: All Years*

### **PE 497 Senior Seminar**

**Credits: 3**

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.

**Course Frequency:** *Fall: All Years Spring: N/A Summer: N/A*

### **PE 498 Adapted Practicum II**

**Credits: 3**

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.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: N/A*

### **PE 499 Professional Internship**

**Credits: 3 - 12**

To provide an opportunity for a student who works in the area of physical education or human performance in an internship program.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: All Years*

### **PE 544 GS:Motor Learning & Dev**

**Credits: 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.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

### **PE 550 Practicum in Teaching**

**Credits: 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.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: N/A*



**PE 578 Recreation and Sport Management****Credits: 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.

**Course Frequency:** *Fall: All Years Spring: N/A Summer: N/A*

**PE 580 GS:Global Perspect of PE****Credits: 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.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

**PE 581 GS:Skills Test & Measure****Credits: 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.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

**PE 584 Planning Facilities for Physical Activities****Credits: 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.

**Course Frequency:** *Fall: All Years Spring: N/A Summer: N/A*

**PE 585 GS:Biomechanical Analysis****Credits: 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.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

**PE 588 Legal Aspects in Recreation & Sport****Credits: 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.

**Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

**PE 589 Sports Marketing, Promotion, and Consumer Behavior****Credits: 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.

**Course Frequency:** *Fall: N/A Spring: Odd Years Summer: N/A*

### **PE 590 GS:Org&Admin of PE&Sport**

**Credits: 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.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

### **PE 591 GS:Applied Ex Physiology**

**Credits: 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.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

### **PE 601 Philosophy & Ethics in Coaching**

**Credits: 3**

This course includes the development of a personal coaching philosophy regarding social responsibility with an emphasis on ethical conduct, values and sport involvement, and the personal growth of the athlete. Admission to Graduate Education program required.

**Course Frequency:** *Fall: All Years Spring: N/A Summer: N/A*

### **PE 602 Research Foundation in Sport: Methods, Statistics, and Analysis**

**Credits: 3**

This course includes the study of research to develop an understanding of the principles and the essential skills needed to engage in research. Admission to Graduate Education program is required.

**Course Frequency:** *Fall: All Years Spring: N/A Summer: N/A*

### **PE 603 Sports Skills, Tactics, and Evaluation in Coaching**

**Credits: 3**

This course includes the study of the skills, tactics, and strategies used to develop a competitive sport program with an emphasis on practice planning, game preparation, and evaluation. Admission to Graduate Education program required.

**Pre-Requisites:** ( ( PE\_602 ) OR ( ED\_622 ) ) and graduate status. **Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

### **PE 604 Educational Principles in Coaching**

**Credits: 3**

This course includes the study of methods of implementing educational principles in the daily operation of a sport program with an emphasis on organization, communication, and instructional strategies. Admission to

Graduate Education program required.

**Pre-Requisites:** ( ( PE\_602 ) OR ( ED\_622 ) ) and graduate status. **Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

### **PE 605 Physical Preparation and Conditioning** **Credits: 3**

This course includes the study of scientifically sound conditioning programs and the effects of various training programs and nutrition on the physical and mental performance of the athlete. Admission to the Graduate Education program is required.

**Pre-Requisites:** ( ( PE\_602 ) OR ( ED\_622 ) ) and graduate status. **Course Frequency:** *Fall: N/A Spring: N/A Summer: All Years*

### **PE 606 Sport Safety and Injury Prevention** **Credits: 3**

This course includes the study of methods of injury prevention, injury management, and risk management, and the legal responsibilities of the coach. Admission to the Graduate Education program is required.

**Pre-Requisites:** ( ( PE\_602 ) OR ( ED\_622 ) ) and graduate status. **Course Frequency:** *Fall: All Years Spring: N/A Summer: N/A*

### **PE 607 Advanced Practicum in Coaching I** **Credits: 1 - 2**

This course includes an in-depth coaching experience applying a sports coach's knowledge and skills in a hands-on environment. Admission to the Graduate Education program is required.

**Pre-Requisites:** ( ( PE\_602 ) OR ( ED\_622 ) ) and graduate status. **Course Frequency:** *Fall: All Years Spring: All Years Summer: All Years*

### **PE 608 Organization, Administration and Marketing of Sport** **Credits: 3**

This course includes the study of administrative duties and procedures of a sport program with an emphasis on budgeting, marketing, event management, and facility operations. Admission to the Graduate Education program is required.

**Pre-Requisites:** ( ( PE\_602 ) OR ( ED\_622 ) ) and graduate status. **Course Frequency:** *Fall: All Years Spring: N/A Summer: N/A*

### **PE 609 Psychology of Athletic Performance** **Credits: 3**

This course includes the study of effective methods of teaching and motivation to enhance sport performance and the athletes overall experience. Admission to the Graduate Education program required.

**Pre-Requisites:** ( ( PE\_602 ) OR ( ED\_622 ) ) and graduate status. **Course Frequency:** *Fall: N/A Spring: N/A Summer: All Years*

### **PE 610 Legal Aspects of Sport for Coaches** **Credits: 3**

This course includes the development of a deeper understanding of negligence, legal challenges, operational

risks, and methods of documentation in sport. Admission to Graduate Education program required.

**Pre-Requisites:** ( ( PE\_602 ) OR ( ED\_622 ) ) and graduate status. **Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

### PE 611 Portfolio Capstone

**Credits: 3**

This course includes a student-lead capstone project, along with the development of an electronic portfolio of the Coaching Program reflecting the associated National Association of Sport and Physical Education (NASPE) standards. Admission to the Graduate Education program required.

**Pre-Requisites:** ( ( PE\_602 ) OR ( ED\_622 ) ) and graduate status. **Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

### PE 612 Advanced Practicum in Coaching II

**Credits: 1 - 2**

This course includes an in-depth coaching experience applying a sport coach's knowledge and skills in a hands-on environment in a setting beyond that of the Advanced Practicum in Coaching I course and the students current experience level. Admission to Graduate Education program required.

**Pre-Requisites:** ( ( PE\_602 AND PE\_607 ) OR ( ED\_622 AND PE\_607 ) ) and graduate status. **Course Frequency:** *Fall: All Years Spring: All Years Summer: All Years*

### PE 613 Graduate Workshop

**Credits: 1 - 3**

This course is available, with instructor approval, to students qualified to complete graduate level projects.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

### PE 697 GS:Current Issues & Curriculum Dev in Health & Physical Education

**Credits: 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.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

## Political Science

**Department Office:** SS 103  
**Phone Number:** 507-537-6224  
**Staff & Faculty:** Douglas Simon, David Sturrock

### 4-Year Mustang Academic Plan (MAP):

[Bachelor of Arts: Political Science](#)

[Download MAP](#)

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.

**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: (16 Credits)

<b>POL 117</b>	Introduction to Government & Politics	Credits: 3
<b>POL 120</b>	American National Government	Credits: 3
<b>POL 300</b>	Political Research Methods	Credits: 4
<b>POL 422</b>	American Political Thought	Credits: 3
<b>POL 490</b>	Senior Seminar	Credits: 3

### II. Political Science Categories: (12 Credits)

#### 1. One from the following:

<b>POL 221</b>	State Government	Credits: 3
<b>POL 250</b>	Amer Parties & Elections	Credits: 3
<b>POL 324</b>	Local & Rural Politics	Credits: 3
<b>POL 330</b>	The American Presidency	Credits: 3
<b>POL 340</b>	Public Policy & Administration	Credits: 3
<b>POL 425</b>	United States Congress	Credits: 3

#### 2. One from the following:

<b>POL 200</b>	International Politics	Credits: 3
<b>POL 355</b>	World Political Geography	Credits: 3
<b>POL 356</b>	Politics of Global Economy	Credits: 3
<b>POL 360</b>	American Foreign Policy	Credits: 3
<b>POL 405</b>	War and Peace	Credits: 3
<b>POL 455</b>	International Law	Credits: 3

#### 3. One from the following:

<b>POL 227</b>	The Judicial Process	Credits: 3
<b>POL 325</b>	Administrative Law and Regulation	Credits: 3
<b>POL 328</b>	Criminal Justice and Procedure	Credits: 3
<b>POL 351</b>	Constitutional Law II: Civil Liberties	Credits: 3
<b>POL 415</b>	Law & Society	Credits: 3
<b>POL 430</b>	The US Supreme Court	Credits: 3

#### 4. One from the following:

<b>POL 252</b>	Intro Comparative Politics	Credits: 3
<b>POL 320</b>	Political Economy of the Third World	Credits: 3
<b>POL 370</b>	Government & Politics of Western Europe	Credits: 3
<b>POL 375</b>	Government & Politics of Russia	Credits: 3

**POL 451** Politics Adv Capitalist \_\_\_\_\_ Credits: 3

III. Additional Political Science Courses: (9 Credits)

*Two additional courses from any one of categories 1-4*

**POL XXX** Courses from Categories 1-4 \_\_\_\_\_ Credits: 6

*Elective Courses:*

**POL 2XX** Political Science Course 200 level or above \_\_\_\_\_ Credits: 3

Total Credits: **37**

### Minor: Political Science(15 Credits)

#### I. Required Courses: (6 Credits)

**POL 117** Introduction to Government & Politics \_\_\_\_\_ Credits: 3

**POL 120** American National Government \_\_\_\_\_ Credits: 3

#### II. Political Science Electives (9 Credits)

**POL 2XX** Political Science Courses 200 level or above \_\_\_\_\_ Credits: 9

Total Credits: **15**

### Minor: Public Administration(15 Credits)

#### I. Core Requirements: (9 Credits)

**MGMT 300** Management Principles \_\_\_\_\_ Credits: 3

**POL 340** Public Policy & Administration \_\_\_\_\_ Credits: 3

Choose one:

**ECON 351** Public Budgeting and Finance \_\_\_\_\_ Credits: 3

**ECON 380** Public Finance \_\_\_\_\_ Credits: 3

#### II. Electives: (Choose two, 6 credits)

**MGMT 330** Organizational Behavior and Theory \_\_\_\_\_ Credits: 3

**MGMT 350** Human Resources \_\_\_\_\_ Credits: 3

**POL 221** State Government \_\_\_\_\_ Credits: 3

**POL 324** Local & Rural Politics \_\_\_\_\_ Credits: 3

**POL 325** Administrative Law and Regulation \_\_\_\_\_ Credits: 3

Total Credits: **15**

## Course Descriptions

### POL 100 Vital Issues in America

**Credits: 1**

This course provides an examination of critical topics in business, law, and politics.

**Course Frequency:** Fall: N/A Spring: N/A Summer: N/A

### POL 117 Introduction to Government & Politics

**Credits: 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.

**Goal:** 08- Global Perspective 09- Ethical/Civic Resp **Course Frequency:** Fall: All Years Spring: All Years Summer: All Years

**POL 120 American National Government****Credits: 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.

**Goal:** 05- Hist/Soc/Behav Sci 09- Ethical/Civic Resp **Course Frequency:** *Fall: All Years Spring: All Years Summer: N/A*

**POL 200 International Politics****Credits: 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.

**Goal:** 05- Hist/Soc/Behav Sci 08- Global Perspective **Course Frequency:** *Fall: All Years Spring: All Years Summer: N/A*

**POL 221 State Government****Credits: 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.

**Goal:** 05- Hist/Soc/Behav Sci 09- Ethical/Civic Resp **Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

**POL 227 The Judicial Process****Credits: 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.

**Goal:** 05- Hist/Soc/Behav Sci **Course Frequency:** *Fall: N/A Spring: N/A Summer: Dept Discretion*

**POL 250 Amer Parties & Elections****Credits: 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.

**Goal:** 09- Ethical/Civic Resp **Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

**POL 252 Intro Comparative Politics****Credits: 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.

**Goal:** 05- Hist/Soc/Behav Sci 08- Global Perspective **Course Frequency:** *Fall: All Years Spring: N/A Summer: N/A*

**POL 255 Model United Nations****Credits: 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.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

### **POL 286 Special Topics**

**Credits: 1 - 4**

### **POL 292 Honors Credit Political Science**

**Credits: 1**

An independent study course designed primarily for Honors Program students. This course allows more indepth or comprehensive study or research.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

### **POL 300 Political Research Methods**

**Credits: 4**

Covers the basics of research methodology and an introduction to statistical analysis and data processing with computers as applied to Political Science.

**Pre-Requisites:** ( POL\_117 AND POL\_120 ) **Course Frequency:** *Fall: Even Years Spring: N/A Summer: N/A*

### **POL 301 Critical Issues in America**

**Credits: 2**

An examination of contemporary controversies in American business, politics, and law. Course includes debates, discussions, and readings.

**Pre-Requisites:** ( ( POL\_100 ) ) **Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

### **POL 320 Political Economy of the Third World**

**Credits: 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.

**Pre-Requisites:** ( POL\_117 ) **Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

### **POL 324 Local & Rural Politics**

**Credits: 3**

This course surveys the government and politics of local governments, including counties, cities, and townships. Major topics include contrasts between major urban governments, and local governments in Greater Minnesota, intergovernmental relations between local, state and federal levels, elected and appointed leadership, local budget policy, economic development, and land use issues.

**Goal:** 09- Ethical/Civic Resp **Course Frequency:** *Fall: Odd Years Spring: N/A Summer: N/A*

### **POL 325 Administrative Law and Regulation**

**Credits: 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.

**Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

### **POL 328 Criminal Justice and Procedure**

**Credits: 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, criminal procedure, and efforts to reform the American criminal justice system.

**Course Frequency:** *Fall: All Years Spring: N/A Summer: N/A*

### **POL 330 The American Presidency**

**Credits: 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.

**Pre-Requisites:** ( POL\_120 ) **Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

### **POL 331 Western Political Thought**

**Credits: 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.

**Pre-Requisites:** ( POL\_117 ) **Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

### **POL 340 Public Policy & Administration**

**Credits: 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.

**Pre-Requisites:** ( POL\_120 ) **Course Frequency:** *Fall: Even Years Spring: N/A Summer: N/A*

### **POL 351 Constitutional Law II: Civil Liberties**

**Credits: 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.

**Pre-Requisites:** ( POL\_120 ) **Course Frequency:** *Fall: N/A Spring: Odd Years Summer: N/A*

### **POL 355 World Political Geography**

**Credits: 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.

**Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

### **POL 356 Politics of Global Economy**

**Credits: 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.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

### **POL 360 American Foreign Policy**

**Credits: 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.

**Pre-Requisites:** ( POL\_200 ) **Course Frequency:** *Fall: Dept Discretion Spring: N/A Summer: N/A*

### **POL 370 Government & Politics of Western Europe**

**Credits: 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.

**Pre-Requisites:** ( POL\_117 ) **Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

### **POL 375 Government & Politics of Russia**

**Credits: 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.

**Pre-Requisites:** ( POL\_117 ) **Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

### **POL 380 The Proliferation of Weapons of Mass Destruction**

**Credits: 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.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

### **POL 405 War and Peace**

**Credits: 3**

This course combines a survey of the major theoretical explanations for war and peace with a detailed analysis of relevant case studies.

**Pre-Requisites:** ( POL\_200 ) **Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

### **POL 415 Law & Society**

**Credits: 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.

**Pre-Requisites:** ( POL\_120 ) **Course Frequency:** *Fall: Dept Discretion Spring: N/A Summer: N/A*

### **POL 422 American Political Thought**

**Credits: 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.

**Pre-Requisites:** ( POL\_120 ) **Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

### **POL 425 United States Congress**

**Credits: 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.

**Pre-Requisites:** ( POL\_120 ) **Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

### **POL 430 The US Supreme Court**

**Credits: 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.

**Pre-Requisites:** ( POL\_120 ) **Course Frequency:** *Fall: N/A Spring: Odd Years Summer: N/A*

### **POL 451 Politics Adv Capitalist**

**Credits: 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.

**Pre-Requisites:** ( POL\_117 ) **Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

### **POL 455 International Law**

**Credits: 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.

**Course Frequency:** *Fall: Odd Years Spring: N/A Summer: N/A*

### **POL 486 Advanced Special Topics Political Science**

**Credits: 1 - 4**

Selected topics in Political Science. Special emphasis will be given to individual research projects.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

### **POL 490 Senior Seminar**

**Credits: 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.

**Pre-Requisites:** ( POL\_117 AND POL\_120 ) and senior status. **Course Frequency:** *Fall: All Years Spring: N/A Summer: N/A*

### **POL 494 Independent Study**

**Credits: 1 - 4**

A study of politics through individual research projects. Topic to be selected by the student.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: N/A*

### **POL 499 Internship in Government**

**Credits: 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.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: Dept Discretion*

### **POL 510 GS:T&I in Political Sci**

**Credits: 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.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

**POL 520 GS:Is in Political Scien**

**Credits: 1 - 3**

**POL XXX Courses from Categories 1-4**

**Credits: 6**

Choose two additional courses from the categories 1-4 listed above.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

## Psychology

**Department Office:** SS 103  
**Phone Number:** 507-537-6224  
**Staff & Faculty:** Benjamin Anderson, Corey Butler, Sara Fier, Laura Koenig, Christine Olson, Scott Peterson

### 4-Year Mustang Academic Plan (MAP):

[Bachelor of Arts: Psychology](#)

[Download MAP](#)

[Bachelor of Arts: Community Psychology and Health Promotion](#)

[Download MAP](#)

### 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: Community Psychology and Health Promotion(42 Credits)

### A. Required Courses: (36 Credits)

Community Psychology Core:

<b>PSYC 101</b>	General Psychology	Credits: 3
<b>PSYC 120</b>	Introduction to Community Psychology	Credits: 2
<b>PSYC 200</b>	Statistics for the Behavioral Sciences	Credits: 3
<b>PSYC 200L</b>	Statistics for the Behavioral Sciences Lab	Credits: 1
<b>PSYC 235</b>	Abnormal Psychology	Credits: 3
<b>PSYC 339</b>	Positive Psychology	Credits: 3
<b>PSYC 440</b>	Advanced Health Psychology	Credits: 3

Course is repeated for six (6) total credits:

<b>PSYC 400</b>	Advanced Applied Psychology	Credits: 3
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Choose one of the following:

<b>PSYC 260</b>	Developmental Psychology	Credits: 3
<b>PSYC 341</b>	Child & Adolescent Psychology	Credits: 3
<b>PSYC 343</b>	Adult Development & Aging	Credits: 3

Choose one of the following:

<b>ENG 351</b>	Writing in Medical & Health Professions	Credits: 3
<b>ENG 360</b>	Scientific & Technical Writing	Credits: 3
<b>PHIL 303</b>	Ethical Issues in Professional Life	Credits: 3

Choose one of the following:

<b>COMM 305</b>	Principles of Health Communication	Credits: 3
<b>EXSC 380</b>	Community and Corporate Wellness and Health Promotion	Credits: 3

**HLTH 370** Community Health and Health Promotion \_\_\_\_\_ Credits: 3

Choose one of the following:

**HIST 359** African-American History:1500 to the Present \_\_\_\_\_ Credits: 3

**INDS 217** Indigenous Peoples of the Upper Midwest \_\_\_\_\_ Credits: 3

**PSYC 360** Cross-Cultural Psychology \_\_\_\_\_ Credits: 3

**SOCI 212** Human Relations \_\_\_\_\_ Credits: 3

**SOCI 331** Racial & Ethnic Relations in America \_\_\_\_\_ Credits: 3

**SWRK 351** Diverse and At-Risk Populations \_\_\_\_\_ Credits: 3

B. Electives: (6 Credits)

Choose at least six credits:

**COMM 260** Media Writing \_\_\_\_\_ Credits: 3

**JUAD 385** Crime: Race, Poverty & Social Policy \_\_\_\_\_ Credits: 3

**MGMT 333** Conflict Resolution \_\_\_\_\_ Credits: 3

**MGMT 450** Diversity Management \_\_\_\_\_ Credits: 3

**MGMT 454** Labor Relations \_\_\_\_\_ Credits: 3

**PE 300** Recreation Diversity & Leadership \_\_\_\_\_ Credits: 3

**PE 360** Introduction to Recreation, Parks, and Community \_\_\_\_\_ Credits: 3

Education \_\_\_\_\_ Credits: 3

**POL 340** Public Policy & Administration \_\_\_\_\_ Credits: 3

**PSYC XXX** Any Psychology Course \_\_\_\_\_ Credits: 1-3

**SOCI 220** Social Problems \_\_\_\_\_ Credits: 3

**SOCI 310** Sociology of Aging \_\_\_\_\_ Credits: 3

**SWRK 280** Substance Abuse & Other Addictive Behaviors \_\_\_\_\_ Credits: 3

**Bachelor of Arts: Community Psychology and Health Promotion Notes:**

Restrictions: Students completing both Psychology and the Community Psychology and Health Promotion majors must have a minimum of 12 credits of unique coursework in each major. Only 9 credits from the Community Psychology and Health Promotion major can count toward a minor in Psychology. Consult with advisor.

Total Credits: **42**

## Bachelor of Arts: Psychology(42 Credits)

### I. Required Psychology Courses: (30 Credits)

**PSYC 101** General Psychology \_\_\_\_\_ Credits: 3

**PSYC 110** Psychology Seminar \_\_\_\_\_ Credits: 2

**PSYC 200** Statistics for the Behavioral Sciences \_\_\_\_\_ Credits: 3

**PSYC 200L** Statistics for the Behavioral Sciences Lab \_\_\_\_\_ Credits: 1

**PSYC 201** Research Methods Behavior \_\_\_\_\_ Credits: 3

**PSYC 400** Advanced Applied Psychology \_\_\_\_\_ Credits: 3

**PSYC 420** History & Systems of Psychology \_\_\_\_\_ Credits: 3

One of the following courses:

**PSYC 309** Advanced Experimental Psychology: \_\_\_\_\_ Credits: 3

Biopsychology \_\_\_\_\_

**PSYC 312** Advanced Experimental Psychology: Learning & \_\_\_\_\_ Credits: 3

Memory \_\_\_\_\_

**PSYC 320** Advanced Experimental Psychology: Sensation & \_\_\_\_\_ Credits: 3

Perception \_\_\_\_\_

**PSYC 333** Advanced Experimental Psychology: Motivation & \_\_\_\_\_ Credits: 3

Emotion \_\_\_\_\_

Two courses from the following:

**PSYC 217** Social Psychology \_\_\_\_\_ Credits: 3

**PSYC 235** Abnormal Psychology \_\_\_\_\_ Credits: 3

**PSYC 238** Psychology of Personality \_\_\_\_\_ Credits: 3

One of the following courses:

**PSYC 260** Developmental Psychology \_\_\_\_\_ Credits: 3

**PSYC 341** Child & Adolescent Psychology \_\_\_\_\_ Credits: 3

**PSYC 343** Adult Development & Aging \_\_\_\_\_ Credits: 3

**II. Electives in Psychology: (12 Credits)**

<b>PSYC 120</b>	Introduction to Community Psychology _____	Credits: 2
<b>PSYC 150</b>	Applied Psychology _____	Credits: 3
<b>PSYC 240</b>	Health Psychology _____	Credits: 3
<b>PSYC 242</b>	Psychology of Death, Dying, & Bereavement _____	Credits: 3
<b>PSYC 246</b>	Psychology of Adjustment _____	Credits: 3
<b>PSYC 250</b>	Psychology of Women _____	Credits: 3
<b>PSYC 265</b>	Behavior Modification _____	Credits: 3
<b>PSYC 286</b>	Special Topics Psychology _____	Credits: 1 - 4
<b>PSYC 287</b>	Mental Health Topics _____	Credits: 1
<b>PSYC 292</b>	Honor Credit Psychology _____	Credits: 1
<b>PSYC 301</b>	Sport & Performance Psychology _____	Credits: 3
<b>PSYC 302</b>	Research Seminar _____	Credits: 1 - 3
<b>PSYC 318</b>	Group Dynamics _____	Credits: 3
<b>PSYC 325</b>	Attitudes & Persuasion _____	Credits: 3
<b>PSYC 337</b>	Counseling & Psychotherapy _____	Credits: 3
<b>PSYC 339</b>	Positive Psychology _____	Credits: 3
<b>PSYC 358</b>	Industrial/Organizational Psychology _____	Credits: 3
<b>PSYC 360</b>	Cross-Cultural Psychology _____	Credits: 3
<b>PSYC 400</b>	Advanced Applied Psychology _____	Credits: 3
<b>PSYC 440</b>	Advanced Health Psychology _____	Credits: 3
<b>PSYC 487</b>	Mental Health Topics Applied _____	Credits: 1
<b>PSYC 494</b>	Independent Study Psychology _____	Credits: 1 - 4
<b>PSYC 499</b>	Extended Psychology Internship _____	Credits: 3 - 6

Total Credits: **42****Minor: Psychology(18 Credits)****I. Required Courses in Psychology (3 Credits)**

<b>PSYC 101</b>	General Psychology _____	Credits: 3
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*Three courses from the following:*

<b>PSYC 217</b>	Social Psychology _____	Credits: 3
<b>PSYC 235</b>	Abnormal Psychology _____	Credits: 3
<b>PSYC 238</b>	Psychology of Personality _____	Credits: 3
<b>PSYC 265</b>	Behavior Modification _____	Credits: 3
<b>PSYC 337</b>	Counseling & Psychotherapy _____	Credits: 3
<b>PSYC 341</b>	Child & Adolescent Psychology _____	Credits: 3
<b>PSYC 343</b>	Adult Development & Aging _____	Credits: 3
<b>PSYC 358</b>	Industrial/Organizational Psychology _____	Credits: 3

**II. Electives in Psychology (6 Credits)**

<b>PSYC XXX</b>	Psychology Electives _____	Credits: 6
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Total Credits: **18****Course Descriptions****PSYC 101 General Psychology****Credits: 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.

**Goal:** 05- Hist/Soc/Behav Sci **Course Frequency:** *Fall: All Years Spring: All Years Summer: All Years*



**PSYC 110 Psychology Seminar****Credits: 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.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: N/A*

**PSYC 120 Introduction to Community Psychology****Credits: 2**

Course provides an orientation to topics and evaluation methods of Community Psychology as a formal multi-disciplinary profession, with primary aims of promotion of health/well-being and empowerment at individual and systemic levels, prevention programming, strengthening of social support networks, community development, cultural competency, and policy change. Course will also include overview of professions in community/health psychology and relevant career development resources/processes.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: N/A*

**PSYC 150 Applied Psychology****Credits: 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.

**Course Frequency:** *Fall: All Years Spring: N/A Summer: N/A*

**PSYC 200 Statistics for the Behavioral Sciences****Credits: 3**

This course provides students with an introduction to the use of statistical methods in behavioral sciences research. Topics covered include descriptive statistics, t tests, analysis of variance with post-hoc tests, correlation, linear regression, and chi-square tests. Students taking this course should also enroll in the laboratory section, in which they will learn how to use statistical software for data analysis. The required preparation is MATH 110 or three years of high school mathematics.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: Dept Discretion*

**PSYC 200L Statistics for the Behavioral Sciences Lab****Credits: 1**

This course provides students with instruction on the use of statistical software to perform analysis of behavioral research data. Students will learn how to run and interpret outputs for a wide variety of common statistical procedures, including descriptive statistics, t tests, analysis of variance, correlation, and chi-square tests. The required preparation is completion or current enrollment in PSYC 200, or familiarity with basic statistical procedures.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: Dept Discretion*

**PSYC 201 Research Methods Behavior****Credits: 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.

**Pre-Requisites:** ( PSYC\_200 ) **Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

**PSYC 217 Social Psychology****Credits: 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.

**Pre-Requisites:** ( PSYC\_101 ) **Course Frequency:** *Fall: All Years Spring: All Years Summer: N/A*

**PSYC 235 Abnormal Psychology****Credits: 3**

Causes and treatment of abnormal behavior patterns, diagnosis of such behaviors and investigation of normal and abnormal behaviors are studied.

**Pre-Requisites:** ( PSYC\_101 ) **Course Frequency:** *Fall: All Years Spring: All Years Summer: N/A*

**PSYC 238 Psychology of Personality****Credits: 3**

Major theories of personality are studied.

**Pre-Requisites:** ( PSYC\_101 ) **Course Frequency:** *Fall: All Years Spring: N/A Summer: N/A*

**PSYC 240 Health Psychology****Credits: 3**

This course provides an overview of major theoretical perspectives and constructs related to the field of health psychology, assuming a biopsychosocial model of health and illness. Topics include empirical foundations, role of psychological factors in health and illness, stress and coping, mindfulness, and relevant professions.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: All Years*

**PSYC 242 Psychology of Death, Dying, & Bereavement****Credits: 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.

**Pre-Requisites:** ( PSYC\_101 ) **Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: N/A*

**PSYC 246 Psychology of Adjustment****Credits: 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.

**Pre-Requisites:** ( PSYC\_101 ) **Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: N/A*

**PSYC 250 Psychology of Women****Credits: 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.

**Pre-Requisites:** ( PSYC\_101 ) **Course Frequency:** *Fall: Odd Years Spring: N/A Summer: N/A*

### **PSYC 260 Developmental Psychology**

**Credits: 3**

Developmental psychology is the study of the development of behavior across the entire life span from birth until old age.

**Pre-Requisites:** ( PSYC\_101 ) **Course Frequency:** *Fall: All Years Spring: All Years Summer: N/A*

### **PSYC 265 Behavior Modification**

**Credits: 3**

The use of learning principles to modify behavior in a variety of settings is studied. Educational, therapeutic, and self-control domains are explored.

**Pre-Requisites:** ( PSYC\_101 ) **Course Frequency:** *Fall: All Years Spring: N/A Summer: N/A*

### **PSYC 286 Special Topics Psychology**

**Credits: 1 - 4**

#### **PSYC 287 Mental Health Topics**

**Credits: 1**

Common topics addressed by the Mental Health topics (287) course, regardless of the particular mental health concern addressed in given semester (e.g., eating disorders, PTSD, borderline personality disorder) include the following nature, prevalence, etiology, treatment outcome literature, prevention programs, and critical consideration of the self-help literature of a given mental health concern. In addition there will be opportunities to apply effective coping/intervention strategies. Mental health topics will be considered from the perspective of those experiencing symptoms of a given mental health disorder and concerned others. This course may be taken multiple times, assuming the particular focus of a given course is different from Mental Health topics courses previously taken. NOTE: Students may opt to enroll at the upper division (487) instead of (287), for which completion of a Final Research Paper assignment will be required in addition to fulfilling all other assignments at the lower division (287) level.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: N/A*

### **PSYC 292 Honor Credit Psychology**

**Credits: 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.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: N/A*

### **PSYC 301 Sport & Performance Psychology**

**Credits: 3**

This course provides an introduction to sport & performance psychology. Topics such as motivation, reinforcement, communication, psychological skills training, and ethics associated with the field will be covered.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: N/A*

### **PSYC 302 Research Seminar**

**Credits: 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.

**Pre-Requisites:** ( PSYC\_101 AND PSYC\_201 ) **Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: N/A*

### **PSYC 309 Advanced Experimental Psychology: Biopsychology Credits: 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.

**Pre-Requisites:** ( PSYC\_201 ) **Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

### **PSYC 312 Advanced Experimental Psychology: Learning & Memory Credits: 3**

This course provides students with an overview of important principles and research methods in the area of cognitive psychology, a field of scientific study devoted to understanding the operation of the human mind. Students will examine basic findings and important theories/models related to various aspects of human cognition including perception, attention, memory, language, decision-making, and problem solving.

**Pre-Requisites:** ( PSYC\_201 ) **Course Frequency:** *Fall: Even Years Spring: N/A Summer: N/A*

### **PSYC 318 Group Dynamics Credits: 3**

This course surveys factors influencing behavior in small groups. Included are topics such as leadership, social power, and group structures.

**Pre-Requisites:** ( PSYC\_101 ) **Course Frequency:** *Fall: Odd Years Spring: N/A Summer: N/A*

### **PSYC 320 Advanced Experimental Psychology: Sensation & Perception Credits: 3**

This course provides a survey of classical theories and current research in the areas of sensation and perception. Topics include vision, object recognition, attention, audition, taste, smell, and touch.

**Pre-Requisites:** ( PSYC\_201 ) **Course Frequency:** *Fall: Odd Years Spring: N/A Summer: N/A*

### **PSYC 325 Attitudes & Persuasion Credits: 3**

This course reviews theory and research on attitude formation, attitude change, and the relationship between attitude, beliefs, and behavior.

**Pre-Requisites:** ( PSYC\_101 ) **Course Frequency:** *Fall: Even Years Spring: N/A Summer: N/A*

### **PSYC 333 Advanced Experimental Psychology: Motivation & Emotion Credits: 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.

**Pre-Requisites:** ( PSYC\_101 AND PSYC\_201 ) **Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: N/A*

### **PSYC 337 Counseling & Psychotherapy**

**Credits: 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.

**Pre-Requisites:** ( ( PSYC\_101 ) AND ( PSYC\_235 OR PSYC\_335 ) OR ( PSYC\_238 OR PSYC\_338 ) )  
**Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

### **PSYC 339 Positive Psychology**

**Credits: 3**

This course is intended as an introduction to the emerging field of positive psychology. The sub-field of positive psychology is focused on the experience of happiness, subjective well-being, resilience, and human flourishing. Topics will include classical philosophical models of well-being, contemporary theories and concepts, a review of current findings, and discussion of potential applications and future directions.

**Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

### **PSYC 341 Child & Adolescent Psychology**

**Credits: 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.

**Pre-Requisites:** ( PSYC\_101 ) **Course Frequency:** *Fall: N/A Spring: All Years Summer: Dept Discretion*

### **PSYC 343 Adult Development & Aging**

**Credits: 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.

**Pre-Requisites:** ( PSYC\_101 ) **Course Frequency:** *Fall: Dept Discretion Spring: N/A Summer: N/A*

### **PSYC 358 Industrial/Organizational Psychology**

**Credits: 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.

**Pre-Requisites:** ( PSYC\_101 ) **Course Frequency:** *Fall: N/A Spring: N/A Summer: Dept Discretion*

### **PSYC 360 Cross-Cultural Psychology**

**Credits: 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.

**Goal:** 07- Human Diversity **Course Frequency:** *Fall: N/A Spring: N/A Summer: All Years*

### **PSYC 400 Advanced Applied Psychology**

**Credits: 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.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: N/A*

### **PSYC 420 History & Systems of Psychology**

**Credits: 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.

**Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

### **PSYC 440 Advanced Health Psychology**

**Credits: 3**

This course provides an overview of major theoretical perspectives and constructs related to the field of health psychology, assuming a biopsychosocial model of health and illness. Topics include empirical foundations, role of psychological factors in health and illness, stress and coping, mindfulness, and relevant professions.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: All Years*

### **PSYC 486 Advanced Special Topics Psychology**

**Credits: 1 - 4**

#### **PSYC 487 Mental Health Topics Applied**

**Credits: 1**

Common topics addressed by the Mental Health topics 487, course, regardless of the particular mental health concern addressed in given semester (e.g., eating disorders, PTSD, borderline personality disorder) include the following: nature, prevalence, etiology, treatment outcome literature, prevention programs, and critical consideration of the self-help literature of a given mental health concern. In addition there will be opportunities to apply effective coping/intervention strategies. Mental health topics will be considered from the perspective of those experiencing symptoms of a given mental health disorder and concerned others. This course may be taken multiple times, assuming the particular focus of a given course is different from Mental Health topics courses previously taken. NOTE: Students may opt to enroll at the lower division (287) instead of (487). If enrolled at the lower division (287) level, completion of a Final Research Paper assignment will not be required.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: N/A*

### **PSYC 494 Independent Study Psychology**

**Credits: 1 - 4**

#### **PSYC 499 Extended Psychology Internship**

**Credits: 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.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: Dept Discretion*

**PSYC XXX Any Psychology Course**

**Credits: 1-3**

Any Psychology course not taken as one of the required courses above.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

**PSYC XXX Psychology Electives**

**Credits: 6**

Any 6 credits of Psychology courses.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

## Social Work

**Department Office:** SS 103  
**Phone Number:** 507-537-6224  
**Staff & Faculty:** Rick Robinson, James Smalley

### 4-Year Mustang Academic Plan (MAP):

[Bachelor of Science: Social Work](#)

[Download MAP](#)

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 440-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.

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 <http://www.naswdc.org> and <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

The SMSU Social Work is an accredited program, requiring all social work students to formally apply for admission to the major. Applications are typically submitted during Fall Semester of a student's junior year. 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 (MnTC)  
 minimum grade of "C" (2.0) in all Social work major courses.  
 minimum grade of "C" in ENG 151 and COMM 110

## Bachelor of Science: Social Work(50 Credits)

### Liberal Education Foundation (MnTC):

<b>BIOL 100</b>	Biology in Modern World	Credits: 3
<b>BIOL 100L</b>	Biology in Modern World Lab	Credits: 1
<b>ENG 151</b>	Academic Writing	Credits: 4
<b>ENG 251</b>	Writing in Professions	Credits: 3
<b>INDS XXX</b>	Any INDS Course	Credits: 3
<b>PHIL 103</b>	Ethics	Credits: 3
<b>POL 120</b>	American National Government	Credits: 3
<b>PSYC 101</b>	General Psychology	Credits: 3
<b>SOCI 101</b>	Introduction to Sociology	Credits: 3

Select one of the following:

<b>ECON 201</b>	Principles of Microeconomics	Credits: 3
<b>ECON 202</b>	Principles of Macroeconomics	Credits: 3



**I. Interdisciplinary Foundation: (13 Credits)**

<b>PSYC 200</b>	Statistics for the Behavioral Sciences	Credits: 3
<b>PSYC 200L</b>	Statistics for the Behavioral Sciences Lab	Credits: 1
<b>PSYC 235</b>	Abnormal Psychology	Credits: 3
<b>PSYC 260</b>	Developmental Psychology	Credits: 3
<b>SOCI 315</b>	Applied Social Research	Credits: 3

**II. Professional Social Work Foundation: (24 Credits)**

<b>SWRK 234</b>	Introduction to Social Work & Social Welfare	Credits: 3
<b>SWRK 330</b>	Basic Interviewing Skills	Credits: 3
<b>SWRK 340</b>	Human Behavior in the Social Environment	Credits: 3
<b>SWRK 342</b>	Generalist Social Work Practice I	Credits: 3
<b>SWRK 343</b>	Generalist Social Work Practice II	Credits: 3
<b>SWRK 344</b>	Generalist Social Work Practice III	Credits: 3
<b>SWRK 351</b>	Diverse and At-Risk Populations	Credits: 3
<b>SWRK 402</b>	Social Welfare Policy	Credits: 3

Notes:

\* For Social Work Methods Sequence (SWRK 342, SWRK 343, and SWRK 344) admission to the major is required.

**III. Field Practicum: (13 Credits)**

<b>SWRK 484</b>	Pre-Field Practicum	Credits: 1
<b>SWRK 485</b>	Social Work Field Seminar	Credits: 4
<b>SWRK 499</b>	Field Practicum	Credits: 8

**Bachelor of Science: Social Work Notes:**

Transfer students or students with an AA degree may find they have already met some of the course requirements. Please see your advisor if you have any questions.

Total Credits: **50****Minor: Human Services(21 Credits)**

The Human Services Minor prepares students whose occupational goals may be enhanced by a human services background that includes an understanding of social services, policies, and delivery systems. A minor in Human Services 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.

**I. Required Courses: (9 Credits)**

<b>SWRK 234</b>	Introduction to Social Work & Social Welfare	Credits: 3
<b>SWRK 330</b>	Basic Interviewing Skills	Credits: 3
<b>SWRK 402</b>	Social Welfare Policy	Credits: 3

**II. Select two courses from each of the following groups: (12 Credits)***Group 1:*

<b>PSYC 360</b>	Cross-Cultural Psychology	Credits: 3
<b>SOCI 212</b>	Human Relations	Credits: 3
<b>SOCI 313</b>	Self and Society	Credits: 3
<b>SOCI 331</b>	Racial & Ethnic Relations in America	Credits: 3
<b>SOCI 445</b>	Social Stratification	Credits: 3

*Group 2:*

<b>SOCI 310</b>	Sociology of Aging	Credits: 3
<b>SOCI 420</b>	Family & Intimate Partner Violence	Credits: 3
<b>SWRK 250</b>	Social Services in Health Care	Credits: 3
<b>SWRK 280</b>	Substance Abuse & Other Addictive Behaviors	Credits: 3

Total Credits: **21**

## Course Descriptions

### **SWRK 150 Introduction to the Helping Professions**

**Credits: 3**

Students talk about wanting to make a difference -to change the world in some way. This course helps students examine their ideas and values related to making a difference. The course emphasizes professional values and ethics and an understanding of historical and current trends affecting vulnerable populations. It offers students an opportunity to explore the wide range of roles and areas of specialization unique to the profession, including case management, direct services, counseling, child welfare, community-based mental health, health care, criminal justice, youth work, forensic social work and generalist social work. Explores the questions: Who needs help? Who helps? Where and How? What motivates people to help?

**Course Frequency:** *Fall: All Years Spring: N/A Summer: N/A*

### **SWRK 234 Introduction to Social Work & Social Welfare**

**Credits: 3**

This is an introductory social work course in which students will learn about the profession of social work, its fields of practice, values and ethics, policies and history of the social work profession, its interactions with contexts which shape practice, and its promotion of social and economic justice to advance human rights, alleviating critical social problems, and promoting well-being. The course will also offer knowledge and practice behaviors in engaging diversity and differences in social work practice. As an introduction to the social work profession, the course will discuss being a professional social worker and how to conduct oneself accordingly.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: N/A*

### **SWRK 242 Introduction to Gerontology**

**Credits: 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.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: N/A*

### **SWRK 250 Social Services in Health Care**

**Credits: 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.

**Course Frequency:** *Fall: Dept Discretion Spring: N/A Summer: N/A*

### **SWRK 280 Substance Abuse & Other Addictive Behaviors**

**Credits: 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.

**Course Frequency:** *Fall: All Years Spring: N/A Summer: N/A*

### **SWRK 286 Special Topics**

**Credits: 1 - 4**

Specialized study in social work, such as social work with select populations or selected issues.

**Pre-Requisites:** ( SWRK\_234 ) **Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: Dept Discretion*

### **SWRK 315 Child Welfare**

**Credits: 3**

This is an introductory course for students interested in a career in public, private or tribal child welfare services. This course is designed to provide students with an overview of child welfare services from historical, theoretical and practice perspectives. Community-based support services will be reviewed as well as services to children in their homes and services to children outside of their homes. Students will also discuss diverse family contexts and the domains and indicators of child well-being. Students will understand child welfare practice at the micro, mezzo and macro levels within the problem-solving and ecological systems framework.

**Pre-Requisites:** Requires minimum credits: 30 **Course Frequency:** *Fall: All Years Spring: N/A Summer: N/A*

### **SWRK 321 Workshop**

**Credits: 1 - 2**

Selected continuing education topics in social work.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

### **SWRK 330 Basic Interviewing Skills**

**Credits: 3**

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.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: N/A*

### **SWRK 340 Human Behavior in the Social Environment**

**Credits: 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 a review of micro-level systems and an emphasis on macro-level systems.

**Pre-Requisites:** ( ( BIOL\_100 AND SOCI\_101 ) AND ( PSYC\_260 OR PSYC\_340 ) ) **Course Frequency:** *Fall: All Years Spring: N/A Summer: N/A*

### **SWRK 342 Generalist Social Work Practice I**

**Credits: 3**

An examination of models of generalist practice in working with individuals, families, and small groups from systems, life model, and Person-In-Environment perspectives. Reviews basic interviewing and interpersonal skills. Places emphasis on assessment of strengths and problems at various system levels, contracting, and intervention strategies. Practice evaluation, utilizing single-system designs, is examined.

**Pre-Requisites:** ( ( SWRK\_340 ) AND ( PSYC\_260 OR PSYC\_340 ) ) **Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

### **SWRK 343 Generalist Social Work Practice II**

**Credits: 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.

**Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

### **SWRK 344 Generalist Social Work Practice III**

**Credits: 3**

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.

**Pre-Requisites:** ( ( SWRK\_342 AND SWRK\_343 ) ) **Course Frequency:** *Fall: All Years Spring: N/A Summer: N/A*

### **SWRK 350 Advanced Study in Rural Social Work**

**Credits: 3**

Central concepts and approaches for advanced localityrelevant generalist practice.

**Pre-Requisites:** ( SOCI\_135 AND SWRK\_340 ) **Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

### **SWRK 351 Diverse and At-Risk Populations**

**Credits: 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.

**Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

### **SWRK 352 Militarism & the US: Human Costs & Consequences**

**Credits: 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.

**Pre-Requisites:** ( PSYC\_101 AND SOCI\_101 ) **Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: Dept Discretion*

### **SWRK 354 Holocaust, Genocide & Human Rights**

**Credits: 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.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

### **SWRK 402 Social Welfare Policy**

**Credits: 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.

**Pre-Requisites:** ( ECON\_201 AND POL\_120 ) OR ( ECON\_202 AND POL\_120 ) **Course Frequency:** *Fall: All Years Spring: N/A Summer: N/A*

### **SWRK 450 Individual Study**

**Credits: 1 - 4**

Limited to eight (8) hours, not more than four hours in a given subject area.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: Dept Discretion*

### **SWRK 460 Basic Interviewing Skills & Group Work**

**Credits: 3**

### **SWRK 484 Pre-Field Practicum**

**Credits: 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.

**Course Frequency:** *Fall: All Years Spring: N/A Summer: N/A*

### **SWRK 485 Social Work Field Seminar**

**Credits: 4**

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 required.

**Pre-Requisites:** ( SWRK\_484 ) **Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

### **SWRK 486 Special Topics**

**Credits: 1 - 4**

Specialized study in social work, such as social work with select populations or selected issues.

**Pre-Requisites:** ( SWRK\_234 AND SWRK\_335 ) **Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: Dept Discretion*

### **SWRK 499 Field Practicum**

**Credits: 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.

**Pre-Requisites:** ( SWRK\_484 ) **Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

## Sociology

**Department Office:** SS 103  
**Phone Number:** 507-537-6224  
**Staff & Faculty:** Cindy Aamlid, Vicky Brockman

### 4-Year Mustang Academic Plan (MAP):

[Bachelor of Arts: Sociology](#)

[Download MAP](#)

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(37 Credits)

<b>SOCI 313</b>	Self and Society _____	Credits: 3
<b>SOCI 314</b>	Sociological Theory _____	Credits: 3
<b>SOCI 315</b>	Applied Social Research _____	Credits: 3
<b>SOCI 495</b>	Senior Capstone in Sociology _____	Credits: 3

Choose one of the following courses: (3 Credits)

<b>SOCI 101</b>	Introduction to Sociology _____	Credits: 3
<b>SOCI 220</b>	Social Problems _____	Credits: 3

Choose one statistics course: (4 Credits)

<b>PSYC 200</b>	Statistics for the Behavioral Sciences _____	Credits: 3
<b>PSYC 200L</b>	Statistics for the Behavioral Sciences Lab _____	Credits: 1
<b>SOCI 200</b>	Social Statistics _____	Credits: 4

Sociology Electives: (18 Credits)

<b>SOCI 3XX</b>	Sociology Courses numbered 300 or above. _____	Credits: 12
<b>SOCI XXX</b>	Sociology Electives _____	Credits: 6

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: **37**

### Minor: Sociology

<b>SOCI 313</b>	Self and Society _____	Credits: 3
<b>SOCI 314</b>	Sociological Theory _____	Credits: 3
<b>SOCI 315</b>	Applied Social Research _____	Credits: 3
<b>SOCI 495</b>	Senior Capstone in Sociology _____	Credits: 3

Minor Courses: (21 Credits)

<b>SOCI 101</b>	Introduction to Sociology _____	Credits: 3
<b>SOCI 314</b>	Sociological Theory _____	Credits: 3
<b>SOCI XXX</b>	Sociology Electives for 15 credits _____	Credits: 15

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.

## Course Descriptions

### **SOCI 101 Introduction to Sociology**

**Credits: 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.

**Goal:** 05- Hist/Soc/Behav Sci **Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

### **SOCI 135 Rural Society**

**Credits: 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.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

### **SOCI 200 Social Statistics**

**Credits: 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.

**Pre-Requisites:** ( MATH\_110 ) **Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

### **SOCI 203 Sociology Seminar**

**Credits: 3**

This course is designed to introduce students to the discipline of sociology and the various career options for sociology majors. This course will also provide students with practical information about the sociology program, including information about the program's curriculum and requirements of the major. Students who successfully complete this course will also understand the skills, knowledge, and experiences they need to gain entry into the job market and/or a graduate program.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: N/A*

### **SOCI 211 Marriage and the Family**

**Credits: 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.

**Goal:** 07- Human Diversity **Course Frequency:** *Fall: All Years Spring: N/A Summer: N/A*

### **SOCI 212 Human Relations**

**Credits: 3**

Covers concepts and ideas which enable students to recognize and identify oppression, discrimination, and racism, along with learning techniques for building community in a pluralistic society with its great variety of

cultures, value systems, and life styles. Includes study of the cultural content, world view, and concepts that comprise Minnesota-based American Indian tribal government, history, language, and culture.

**Goal:** 07- Human Diversity **Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: N/A*

### **SOCI 220 Social Problems**

**Credits: 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.

**Goal:** 05- Hist/Soc/Behav Sci 09- Ethical/Civic Resp **Course Frequency:** *Fall: All Years Spring: N/A Summer: N/A*

### **SOCI 244 Soci of Deviant Behavior**

**Credits: 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.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: N/A*

### **SOCI 270 Gender Issues**

**Credits: 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.

**Goal:** 07- Human Diversity 08- Global Perspective **Course Frequency:** *Fall: N/A Spring: All Years Summer: Odd Years*

### **SOCI 286 Special Topics**

**Credits: 1 - 4**

This course is designed to provide lower-division students with an opportunity to experience a special or experimental curriculum course.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: N/A*

### **SOCI 310 Sociology of Aging**

**Credits: 3**

This course will provide an overview of the sociological study of aging. To understand the experience of growing old, students will analyze common beliefs about old people, investigate the diversity of the aged, and consider how later life is shaped by institutions, such as the family, the economy, employment, retirement, social services, and health care. Emphasis will be given to the changes that are associated with aging and the resulting dynamic interactions between older people and their environment.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: N/A*

### **SOCI 313 Self and Society**

**Credits: 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.

**Pre-Requisites:** ( SOCI\_101 ) OR ( SOCI\_220 ) **Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: N/A*

### **SOCI 314 Sociological Theory**

**Credits: 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.

**Pre-Requisites:** ( SOCI\_101 ) OR ( SOCI\_220 ) **Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

### **SOCI 315 Applied Social Research**

**Credits: 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.

**Course Frequency:** *Fall: All Years Spring: N/A Summer: N/A*

### **SOCI 318 Forces for Social Change**

**Credits: 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.

**Pre-Requisites:** ( SOCI\_101 ) OR ( SOCI\_220 ) **Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: N/A*

### **SOCI 324 Sociology of Sexualities**

**Credits: 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.

**Goal:** 07- Human Diversity **Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: N/A*

### **SOCI 331 Racial & Ethnic Relations in America**

**Credits: 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.

**Goal:** 07- Human Diversity **Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

### **SOCI 354 Holocaust, Genocide & Human Rights**

**Credits: 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.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

### **SOCI 360 Sociology of Work**

**Credits: 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.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: N/A*

### **SOCI 370 Criminology**

**Credits: 3**

Explanation and critical analysis of crime and criminal behavior. This course examines measuring crime, violent crime, crimes against property, criminal careers, terrorism, and criminological and other theories of crime. Special attention is given to what works, what doesn't, significant research, meaningful theoretical insights, restorative justice, prevention, and promising programs.

**Pre-Requisites:** ( ( SOCI\_101 ) OR ( SOCI\_220 ) ) and ( Requires minimum credits: 45 ) **Course**

**Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: N/A*

### **SOCI 410 The Culture of Consumption**

**Credits: 3**

Consumerism has increasingly come to dominate American society. Shopping, buying, having, showing, and wearing are central aspects of who we are, who we dream of being, how we interact with each other, and how we affect the larger environment. This course will use an interdisciplinary approach to study contemporary consumer society. We will also be exploring our personal choices, as we are very much a part of this consumer society.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: N/A*

### **SOCI 415 Formal Organizations, Bureaucracies, Corporations**

**Credits: 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.

**Pre-Requisites:** ( SOCI\_101 ) OR ( SOCI\_220 ) **Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

### **SOCI 420 Family & Intimate Partner Violence**

**Credits: 3**

This course is an introduction to the sociological study of family and intimate partner violence (IPV). In this course, students will examine the social factors contributing to family and intimate partner violence, as well as the theoretical approaches and typologies used to understand these issues. In addition to current research looking at the risk markers of abuse, this course will also examine the consequences of and responses to family and intimate partner violence.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: N/A*

### **SOCI 435 Rural Development**

**Credits: 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 (SOC1), history (HIST), or rural studies (RURL) course.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

### **SOCI 440 Human Communities**

**Credits: 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.

**Pre-Requisites:** ( SOC1\_101 ) OR ( SOC1\_220 ) **Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

### **SOCI 445 Social Stratification**

**Credits: 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.

**Pre-Requisites:** ( SOC1\_101 ) OR ( SOC1\_220 ) **Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: N/A*

### **SOCI 450 Individual Readings**

**Credits: 1 - 3**

To provide individual students with an opportunity to explore areas of special interest for academic credit.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: Dept Discretion*

### **SOCI 486 Special Topics**

**Credits: 1 - 4**

This course is designed to provide upper-division students with an opportunity to experience a special or experimental curriculum enrichment course.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: N/A*

### **SOCI 495 Senior Capstone in Sociology**

**Credits: 3**

This course is designed to provide students with a senior capstone and offer career direction. A thesis option allows students to integrate previous sociological study by designing, completing, and presenting a research project. The non-thesis option allows students to work under a carefully planned and approved program.

**Course Frequency:** *Fall: All Years Spring: N/A Summer: N/A*

### **SOCI 499 Field Experience/Internship**

**Credits: 1 - 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.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: Dept Discretion*

### **SOCI 510 Social Issues-Mod Soc Th**

**Credits: 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.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

### **SOCI 520 GS:Is in Sociology**

**Credits: 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.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

### **SOCI XXX Sociology Electives**

**Credits: 6**

Any Sociology courses.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

### **SOCI XXX Sociology Electives for 15 credits**

**Credits: 15**

15 credits of Sociology courses selected in consultation with an advisor in Sociology.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

**Special Education****Master of Science: Special Education(34 Credits)****A. Special Education Core: (22 Credits)**

<b>SPED 530</b>	Foundations in Mild to Moderate Disabilities	Credits: 3
<b>SPED 540</b>	Assessment & Educational Planning & Lab	Credits: 4
<b>SPED 550</b>	Curriculum Design & Implementation in Special Education	Credits: 3
<b>SPED 560</b>	Positive Behavior Support in Special Education	Credits: 3
<b>SPED 570</b>	Collaboration in Educational Settings	Credits: 3
<b>SPED 580</b>	Procedural Safeguards in Special Education	Credits: 3
<b>SPED 585</b>	Autism Spectrum Disorders:Issues & Needs	Credits: 3

**B. Research Component: (8 Credits)**

<b>SPED 625</b>	Applied Research and Assessment in Education	Credits: 3
<b>SPED 626</b>	Research: Project Design	Credits: 3
<b>SPED 627</b>	Research Project Implementation	Credits: 2

**C. Portfolio (2 Credits)**

<b>SPED 610</b>	ASD Professional Planning and Assessment	Credits: 2
<b>SPED 611</b>	DD Professional Planning and Assessment	Credits: 2
<b>SPED 613</b>	EBD Professional Planning and Assessment	Credits: 2
<b>SPED 614</b>	LD Professional Planning and Assessment	Credits: 2

**D. Licensure Areas (choose at least one): ( Credits)****Autism Spectrum Disorders License/Specialization**

<b>SPED 670</b>	ASD: Practicum in Autism Spectrum Disorders Birth-Age 21, Levels 1-3	Credits: 3
<b>SPED 680</b>	ASD: Practicum in Autism Spectrum Disorders Birth-Age 21, Levels 3-4	Credits: 3
<b>SPED 686</b>	Autism Spectrum Disorders:Assessment & Programming	Credits: 3
<b>SPED 687</b>	Autism Spectrum Disorders: Communication & Social Skills	Credits: 3
<b>SPED 688</b>	Autism Spectrum Disorders: Behavioral & Instructional Strategies	Credits: 3

**Developmental Disabilities License/Specialization**

<b>SPED 621</b>	Access and Support for Ind. with Moderate to Severe Dev. Disabilities	Credits: 3
<b>SPED 641</b>	Life Span Learning & Outcomes for Individuals w/ Mod to Severe Dev Disabil	Credits: 3
<b>SPED 681</b>	DD: Practicum in Developmental Disabilities: K-12, levels 3-4	Credits: 3

**Emotional Behavioral Disorders License/Specialization**

<b>SPED 620</b>	Characteristics of Students with Learning & Behavior Disorders	Credits: 3
<b>SPED 623</b>	Characteristics of Students with Moderate to Emotional Behavior Disorders	Credits: 3
<b>SPED 643</b>	Behavior Management & Teaching Strategies	Credits: 3
<b>SPED 673</b>	EBD: Practicum in Emotional/Behavioral Disorders in grades K-12, Levels 1-3	Credits: 3
<b>SPED 683</b>	EBD: Practicum in Emotional/Behavioral Disorders in grades K-12, Levels 3-4	Credits: 3

**Learning Disabilities License/Specialization**

<b>SPED 620</b>	Characteristics of Students with Learning & Behavior Disorders	Credits: 3
<b>SPED 624</b>	Characteristics of Students with Moderate to Severe	

Learning Disabilities _____	Credits: 3
<b>SPED 644</b> Teaching & Achievement Strategies for Learning Disabilities _____	Credits: 3
<b>SPED 674</b> LD: Practicum in Learning Disabilities in grades K-12, Levels 1-3 _____	Credits: 3
<b>SPED 684</b> LD Practicum in Learning Disabilities in grades K-12, Level 3-4 _____	Credits: 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](mailto: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/](http://www.mtle.nesinc.com/)

\* 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, "Physical Education" of the online catalog.

\* Licensure in special education 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 undergraduate core (17 credits)

Note: Other graduate elective courses may be taken to complete the Master's degree for students who have current special education licenses. Please contact [Graduate Office](#) for further information.

Total Credits: **34**

**Graduate Certificate: Autism Spectrum Disorders(12 Credits)****A. Required Courses (12 Credits)**

<b>SPED 585</b> Autism Spectrum Disorders:Issues & Needs _____	Credits: 3
<b>SPED 686</b> Autism Spectrum Disorders:Assessment & Programming _____	Credits: 3
<b>SPED 687</b> Autism Spectrum Disorders: Communication & Social Skills _____	Credits: 3
<b>SPED 688</b> Autism Spectrum Disorders: Behavioral & Instructional Strategies _____	Credits: 3

Total Credits: **12**

**Graduate Certificate: Emotional Behavioral Disorders (12 Credits)****A. Required Courses (12 Credits)**

<b>SPED 560</b> Positive Behavior Support in Special Education _____	Credits: 3
<b>SPED 620</b> Characteristics of Students with Learning & Behavior Disorders _____	Credits: 3
<b>SPED 623</b> Characteristics of Students with Moderate to Emotional Behavior Disorders _____	Credits: 3
<b>SPED 643</b> Behavior Management & Teaching Strategies _____	Credits: 3

Total Credits: **12****Graduate Certificate: Learning Disabilities(12 Credits)**

## A. Required Courses (12 Credits)

<b>SPED 530</b>	Foundations in Mild to Moderate Disabilities	Credits: 3
<b>SPED 620</b>	Characteristics of Students with Learning & Behavior Disorders	Credits: 3
<b>SPED 624</b>	Characteristics of Students with Moderate to Severe Learning Disabilities	Credits: 3
<b>SPED 644</b>	Teaching & Achievement Strategies for Learning Disabilities	Credits: 3

Total Credits: **12****Bachelor of Science: Early Childhood Special Education(74 Credits)**

## A. Standards of Effective Practice Core: (33 Credits)

<b>ECSE 459</b>	Professional Development & Action Research	Credits: 1
<b>ECSE 459L</b>	Pre-Student Teaching Experience	Credits: 0 - 1
<b>ECSE 462</b>	Student Teaching in ECSE	Credits: 12
<b>ED 101</b>	Introduction to Education and Lab	Credits: 3
<b>ED 102</b>	Tech:Classroom Applications & Portfolio	Credits: 2
<b>ED 251</b>	Introduction to Child Growth & Development	Credits: 3
<b>ED 403</b>	English Language Arts Methods & LAB	Credits: 3
<b>ED 423</b>	Classroom Management Theories & Practices & Lab	Credits: 3
<b>ED 458</b>	Action Research	Credits: 3
<b>SPED 290</b>	Introduction to Special Needs and Lab	Credits: 3
<b>TESL 431</b>	Foundations of Teaching ESL & Lab	Credits: 3

## Choose one:

<b>ED 312</b>	Human Relations for Teachers	Credits: 3
<b>SOCI 331</b>	Racial & Ethnic Relations in America	Credits: 3

## B. Special Education Core: (18 Credits)

<b>SPED 430</b>	Foundations in Mild to Moderate Disabilities	Credits: 3
<b>SPED 450</b>	Curriculum Design & Implementation in Special Education	Credits: 3
<b>SPED 460</b>	Positive Behavior Support in Special Education	Credits: 3
<b>SPED 470</b>	Collaboration in Educational Settings	Credits: 3
<b>SPED 480</b>	Procedural Safeguards in Special Education	Credits: 3

## C. Elementary Education Courses: (11 Credits)

<b>ED 401</b>	Children's Literature	Credits: 2
<b>ED 402</b>	Early Literacy and Linguistics and Lab	Credits: 3
<b>ED 404</b>	Literacy Methods & LAB	Credits: 3
<b>ED 418</b>	Kindergarten Methods & LAB	Credits: 3

## D. Early Childhood Special Education Content Courses: (16 Credits)

<b>ECSE 422</b>	ECSE Foundations	Credits: 3
<b>ECSE 432</b>	Infants, Toddlers, & Families in ECSE & Lab	Credits: 3
<b>ECSE 441</b>	Assessment and Curriculum in Early Childhood Special Education & Lab	Credits: 4
<b>ECSE 442</b>	Programming for ECSE	Credits: 3
<b>ECSE 452</b>	Transitions in ECSE	Credits: 2
<b>ECSE 459</b>	Professional Development & Action Research	Credits: 1

Total Credits: **74****Bachelor of Science: Special Education-Academic & Behavioral Strategist(79 Credits)**

The Bachelor of Science: Special Education major leads to the K-21 Minnesota Special Education Academic and Behavioral Specialist (ABS) licensure.

**A. Standards of Effective Practice Core: (24 Credits)**

<b>ED 101</b>	Introduction to Education and Lab	Credits: 3
<b>ED 102</b>	Tech:Classroom Applications & Portfolio	Credits: 2
<b>SPED 290</b>	Introduction to Special Needs and Lab	Credits: 3
<b>SPED 459</b>	Professional Development & Action Research	Credits: 1
<b>SPED 459L</b>	Pre-Student Teaching Experience	Credits: 0 - 1
<b>TESL 431</b>	Foundations of Teaching ESL & Lab	Credits: 3

Choose one:

<b>ED 251</b>	Introduction to Child Growth & Development	Credits: 3
<b>PSYC 341</b>	Child & Adolescent Psychology	Credits: 3

Choose one:

<b>ED 301</b>	The Teaching & Learning Process & Lab	Credits: 3
<b>ED 301L</b>	The Teaching & Learning Process Lab	Credits: 0
<b>ED 423</b>	Classroom Management Theories & Practices & Lab	Credits: 3

Choose one:

<b>ED 312</b>	Human Relations for Teachers	Credits: 3
<b>SOCI 331</b>	Racial & Ethnic Relations in America	Credits: 3

**B. Elementary Education Core: (17 Credits)**

<b>ED 401</b>	Children's Literature	Credits: 2
<b>ED 402</b>	Early Literacy and Linguistics and Lab	Credits: 3
<b>ED 403</b>	English Language Arts Methods & LAB	Credits: 3
<b>ED 404</b>	Literacy Methods & LAB	Credits: 3
<b>ED 424</b>	Mathematics Methods/Assessments & Lab	Credits: 3
<b>ED 458</b>	Action Research	Credits: 3

**C. Special Education Courses: (22 Credits)**

<b>SPED 430</b>	Foundations in Mild to Moderate Disabilities	Credits: 3
<b>SPED 440</b>	Assessment & Educational Planning & lab	Credits: 4
<b>SPED 450</b>	Curriculum Design & Implementation in Special Education	Credits: 3
<b>SPED 460</b>	Positive Behavior Support in Special Education	Credits: 3
<b>SPED 470</b>	Collaboration in Educational Settings	Credits: 3
<b>SPED 480</b>	Procedural Safeguards in Special Education	Credits: 3
<b>SPED 485</b>	Autism Spectrum Disorders:Issues & Needs	Credits: 3

**D. Required for Licensure:**

<b>ED 473</b>	Teacher Licensure	Credits: 0
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Total Credits: **79****Minor: Special Education(18 Credits)**

This is a non-licensure minor that includes courses that fulfill post-baccalaureate licensure in Special Education.

**A. Prerequisites: (3 Credits)**

<b>SPED 290</b>	Introduction to Special Needs and Lab	Credits: 3
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Notes:

\*SPED 400 Field Experience in Special Education may be needed for transfer students without a lab experience

**B. Special Education Core: (6-12 Credits)**



<b>SPED 430</b>	Foundations in Mild to Moderate Disabilities	Credits: 3
<b>SPED 450</b>	Curriculum Design & Implementation in Special Education	Credits: 3
<b>SPED 460</b>	Positive Behavior Support in Special Education	Credits: 3
<b>SPED 470</b>	Collaboration in Educational Settings	Credits: 3

## C. Elective Courses: (3-9 Credits)

<b>ECSE 422</b>	ECSE Foundations	Credits: 3
<b>ECSE 432</b>	Infants, Toddlers, & Families in ECSE & Lab	Credits: 3
<b>ECSE 442</b>	Programming for ECSE	Credits: 3
<b>ED 331</b>	Infants and Toddlers	Credits: 3
<b>HOSP 120</b>	Food Sanitation and Safety	Credits: 1
<b>PE 210</b>	Methods of Adapted Physical Education & Lab	Credits: 3
<b>PE 481</b>	Adapted Physical Education Application	Credits: 3
<b>PHIL 103</b>	Ethics	Credits: 3
<b>SPED 440</b>	Assessment & Educational Planning & lab	Credits: 4
<b>SPED 443</b>	Diseases and Disorders in Childhood	Credits: 3
<b>SPED 480</b>	Procedural Safeguards in Special Education	Credits: 3
<b>SPED 481</b>	Compliant Practices in IEP Writing	Credits: 3
<b>SPED 485</b>	Autism Spectrum Disorders: Issues & Needs	Credits: 3

Notes:

Notes:

1. PE 210 and PE 481 may be used for the DAPE Licensure.
2. SPED 460 OR SPED 470 may be used for the DAPE Licensure.
3. All courses with a SPED prefix can later be used toward the SPED-ABS degree/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****Course Descriptions****ECSE 304 Professional Development & Classroom Applications in ECSE Credits: 1**

This required 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. Concurrent enrollment in ECSE 304 and ECSE 441 is required. Admission to the Teacher Education Program is required.

**Pre-Requisites:** ( ( ECSE\_422 AND ECSE\_432 AND ECSE\_442 ) OR ( SPED\_422 AND SPED\_432 AND SPED\_442 ) ) **Course Frequency:** Fall: N/A Spring: All Years Summer: N/A

**ECSE 304L Pre-Student Teaching Experience in ECSE Practicum Credits: 0 - 1**

This lab will allow teacher candidates a 10-day classroom experience in preparation for student teaching with the implementation of the edTPA - Teacher Performance Assessment.

**Course Frequency:** Fall: N/A Spring: All Years Summer: N/A

**ECSE 422 ECSE Foundations Credits: 3**

Foundations in the field of early childhood special education. This includes history, philosophical perspectives, characteristics, policy, and collaboration.

**Pre-Requisites:** ( ( ED\_251 AND SPED\_290 ) ) **Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

### **ECSE 432 Infants, Toddlers, & Families in ECSE & Lab** **Credits: 3**

Current research and recommended practices for early intervention will guide the study of methods, materials, and transitions employed in natural environments with typically and atypically developing infants and toddlers, birth through 35 months. The key role of the family is integrated into the course and includes working with families in the IFSP/IEP development process. This course involves a 15-hour field experience.

**Pre-Requisites:** ( ( ED\_251 ) ) **Course Frequency:** *Fall: N/A Spring: N/A Summer: All Years*

### **ECSE 441 Assessment and Curriculum in Early Childhood Special Education & Lab** **Credits: 4**

This course is designed to provide individuals seeking the early childhood special educator license with an opportunity to integrate and reflect on theory and practice related to the evaluation, planning, and supporting preschoolers (ages birth through 6) with diverse abilities. Specifically, individuals will have opportunities to learn various assessment strategies and tools, practice implementing a comprehensive evaluation, develop an Individualized Education Plan (IEP), and design individual, small and large group activities to meet a child's IEP goals in an inclusive early childhood setting. This course includes 30-hours field experience in an integrated public school Early Childhood Special Education setting ages birth through age 6.

**Pre-Requisites:** ( ( ED\_251 AND SPED\_290 AND ECSE\_422 ) ) and ( Requires minimum credits: 60 )  
**Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

### **ECSE 442 Programming for ECSE** **Credits: 3**

A study of current research and evidence-based practices for instructional, medical, and social needs of infants, toddlers, preschoolers, and primary students, ages birth through 6, and their families.

**Pre-Requisites:** ( ( ED\_251 AND SPED\_290 AND ECSE\_422 ) ) **Course Frequency:** *Fall: N/A Spring: N/A Summer: All Years*

### **ECSE 452 Transitions in ECSE** **Credits: 2**

This course will prepare the candidate for assessment, the educational process, and transitions for young children with special needs. Topics include collaboration with families to determine appropriate individualized planning and placements of young children birth through age 6.

**Pre-Requisites:** ( ( ECSE\_422 AND ECSE\_432 AND ECSE\_442 ) ) **Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

### **ECSE 459 Professional Development & Action Research** **Credits: 1**

This required 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. Students taking the course will complete their Pre-Student Teaching Experience.

**Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

### **ECSE 459L Pre-Student Teaching Experience**

**Credits: 0 - 1**

This required 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. Students taking the course will complete their pre-student teaching experience.

**Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

### **ECSE 462 Student Teaching in ECSE**

**Credits: 12**

A supervised student teaching experience providing an opportunity to relate theory to practice in a home- and center-based educational setting for infants/toddlers/preschoolers birth through age 6.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: N/A*

### **ECSE 467 Advanced Student Teaching in Early Childhood Special Education**

**Credits: 1 - 12**

This course is intended for students who are not yet licensed but who are completing the requirements for a second or third, etc., licensure field. Additional weeks of supervised practice teaching in the area of Early Childhood Special Education in an elementary and/or secondary school setting.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: N/A*

### **ECSE 522 ECSE Foundations**

**Credits: 3**

Foundations in the field of early childhood special education. This includes history, philosophical perspectives, characteristics, policy, and collaboration.

**Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

### **ECSE 532 Infants, Toddlers, & Families in ECSE & Lab**

**Credits: 3**

Current research and recommended practices for early intervention will guide the study of methods, materials, and transitions employed in natural environments with typically and atypically developing infants and toddlers, birth through 35 months. The key role of the family is integrated into the course and includes working with families in the IFSP/IEP development process. This course involves a 15-hour field experience.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: All Years*

### **ECSE 541 Assessment and Curriculum in Early Childhood Special Education & Lab**

**Credits: 4**

This course is designed to provide individuals seeking the early childhood special educator license with an opportunity to integrate and reflect on theory and practice related to the evaluation, planning, and supporting

preschoolers (ages birth through 6) with diverse abilities. Specifically, individuals will have opportunities to learn various assessment strategies and tools, practice implementing a comprehensive evaluation, develop an Individualized Education Plan (IEP), and design individual, small and large group activities to meet a child's IEP goals in an inclusive early childhood setting. This course includes 30-hours field experience in an integrated public school Early Childhood Special Education setting ages birth through age 6.

**Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

### **ECSE 542 Programming for ECSE**

**Credits: 3**

A study of current research and evidence-based practices for instructional, medical, and social needs of infants, toddlers, preschoolers, and primary students, ages birth through 6, and their families.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: All Years*

### **ECSE 552 Transitions in ECSE**

**Credits: 2**

This course will prepare the candidate for assessment, the educational process, and transitions for young children with special needs. Topics include collaboration with families to determine appropriate individualized planning and placements of young children birth through age 6.

**Course Frequency:** *Fall: N/A Spring: Even Years Summer: N/A*

### **ECSE 559 Professional Development & Action Research**

**Credits: 1**

This required 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. Students taking the course will complete their Pre-Student Teaching Experience.

**Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

### **ECSE 559L Pre-Student Teaching Experience**

**Credits: 0 - 1**

This required 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. Students taking the course will complete their pre-student teaching experience.

**Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

### **ECSE 582 ECSE Practicum in Special Education: Birth - age 3**

**Credits: 3**

A supervised field experience and critical study combined to provide an opportunity to relate theory to practice in a home-based and center-based educational setting for infants/toddlers/preschool through age three.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: All Years*

### **ECSE 592 ECSE Practicum in Special Education: Ages 3-6 years**

**Credits: 3**

A supervised field experience and critical study combined to provide an opportunity to relate theory to practice in a center-based educational setting for preschoolers and kindergartners.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: All Years*

### **SPED 200 Introduction to Special Needs Lab**

**Credits: 1**

This course is intended to provide a field experience in integrated special education settings and aid the student in valuing diversity and inclusion. This is intended for transfer students who need an introductory field experience. This is equivalent to the SPED 290 lab, which is 15 hours.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: Dept Discretion*

### **SPED 286 Special Topics**

**Credits: 1 - 4**

### **SPED 290 Introduction to Special Needs and Lab**

**Credits: 3**

This course provides information on the various exceptionalities and facilitates 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.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: N/A*

### **SPED 304 Professional Development and Classroom Applications** **Credits: 1**

This required course will help candidates in the Special Education teacher education program begin a plan for professional development. A portfolio will be an ongoing project for the course, as well as discussion and activities related to preparing for the teaching profession. Students taking the course will complete their Pre-Student Teaching Experience in a Special Education setting.

**Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

### **SPED 304L Pre-Student Teaching Experience in SPED Practicum**

**Credits: 0 - 1**

This required lab will provide guidance to teacher candidates as they complete 10 full days of Pre-Student Teaching Experience (PSTE) and Education Teacher Performance Assessment (EdTPA) requirements. Students will be required to actively participate in a school setting by teaching lessons and engaging in day-to-day functions of the classroom. Additionally students will complete Tasks 1, 2, and 3 of EdTPA.

**Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

### **SPED 400 Field Experience in Special Education**

**Credits: 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.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: All Years*

### **SPED 430 Foundations in Mild to Moderate Disabilities**

**Credits: 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.

**Pre-Requisites:** ( ( SPED\_290 ) ) and sophomore status. **Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

### **SPED 440 Assessment & Educational Planning & lab** **Credits: 4**

This course provides strategies for planning assessment, concepts of measurement, interpretation of assessment results, and their use in making programming decisions for individual students in special education.

**Pre-Requisites:** ( ( SPED\_290 ) ) and junior status. **Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

### **SPED 443 Diseases and Disorders in Childhood** **Credits: 3**

This course focuses on understanding the medical diseases and disorders of childhood ages birth through 18 and the implications and potential impacts of these diseases and disorders on student learning. This course is designed to provide relevant knowledge and skills needed to work with children with physical and health disorders, including knowledge of medical terminology, human anatomy and physiology, pharmacology, kinesiology, neurology, secondary health care issues with specific disabilities, specific condition needs, managing personal physical care, first aid techniques, and evacuation procedures.

**Pre-Requisites:** ( ( SPED\_290 ) ) **Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: N/A*

### **SPED 450 Curriculum Design & Implementation in Special Education** **Credits: 3**

A course in the best practices and procedures in curriculum instruction techniques and performance evaluation for all exceptionalities. Application in the process of individualized programming and modification/accommodation plans in integrated educational settings, use of assistive technologies, and adaptive techniques will be covered.

**Pre-Requisites:** ( ( SPED\_290 ) ) and sophomore status. **Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

### **SPED 459 Professional Development & Action Research** **Credits: 1**

This required 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. Students taking the course will complete their Pre-Student Teaching Experience.

**Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

### **SPED 459L Pre-Student Teaching Experience** **Credits: 0 - 1**

This required 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. Students taking the course will complete their pre-student teaching experience.

**Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

### **SPED 460 Positive Behavior Support in Special Education** **Credits: 3**

A course in theories of behavior, functional behavior assessment, and the laws, policies, and ethical principles regarding the planning and implementation of positive behavior supports for students with challenging behavior.

**Pre-Requisites:** ( ( SPED\_290 ) ) and sophomore status. **Course Frequency:** *Fall: All Years Spring: N/A Summer: N/A*

### **SPED 466 Student Teaching K-12 Special Education** **Credits: 12**

Supervised semester long field experience, required for K-12 Special Education 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. Admission to Teacher Education program required.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: All Years*

### **SPED 467 Advanced Student Teaching in Special Education** **Credits: 1 - 12**

This course is intended for students who are not yet licensed but who are completing the requirements for a second or third, etc., licensure field. Additional weeks of supervised practice teaching in the area of Special Education in an elementary and/or secondary school setting.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: All Years*

### **SPED 468 Special Education Student Teaching for the PASP Program I** **Credits: 6**

This is the first half of a year-long student co-teaching model for the non-conventional ABS program (ABS). The requirements for the ABS special education teacher candidate are in addition to the expectations found within the SMSU Student Teaching Manual. The year of student co-teaching is one aspect that makes this innovative approach a non-conventional ABS licensure program. Each University Supervisor will review the activities with the teacher candidate and classroom mentor(s) to decide what is appropriate in specific classrooms and settings. All special education teacher candidates are expected to self-assess their own progress throughout the experience, as well as conference with their classroom mentor(s) and university supervisor(s) to monitor professional development. Satisfactory clinical experiences and related assignments complete the requirement to teach students that are classified with diverse disabilities at the mild-moderate level in at least one grade band.

**Course Frequency:** *Fall: All Years Spring: N/A Summer: N/A*

### **SPED 469 Special Education Student Teaching for the PASP Program II** **Credits: 6**

This is the second half of a year-long student co-teaching model for the non-conventional ABS program (ABS). The requirements for the ABS special education teacher candidate are in addition to the expectations

found within the SMSU Student Teaching Manual. The year of student co-teaching is one aspect that makes this innovative approach a non-conventional ABS licensure program. Each University Supervisor will review the activities with the teacher candidate and classroom mentor(s) to decide what is appropriate in specific classrooms and settings. All special education teacher candidates are expected to self-assess their own progress throughout the experience, as well as conference with their classroom mentor(s) and university supervisor(s) to monitor professional development. Satisfactory clinical experiences and related assignments complete the requirement to teach students that are classified with diverse disabilities at the mild-moderate level in at least two grade bands.

**Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

### **SPED 470 Collaboration in Educational Settings**

**Credits: 3**

An understanding of the issues, resources, and techniques of communication, collaboration, consultation, and transitions for children, their families, the school, and all stakeholders in regular and special education settings. This includes professional reflection and development. The role of mental health professionals and agencies is included.

**Pre-Requisites:** ( ( SPED\_290 ) ) and sophomore status. **Course Frequency:** *Fall: All Years Spring: All Years Summer: All Years*

### **SPED 480 Procedural Safeguards in Special Education**

**Credits: 3**

Procedural safeguards for legal, judicial, medical, and educational systems that serve students with disabilities are studied, which includes due process and transition.

**Pre-Requisites:** ( ( SPED\_290 ) ) and junior status. **Course Frequency:** *Fall: All Years Spring: N/A Summer: N/A*

### **SPED 481 Compliant Practices in IEP Writing**

**Credits: 3**

This course will explore in depth the components of Individualized Education Programs (IEPs). Students will gain experience in writing all components of IEPs and as well as evaluate IEPs for compliance and best practice.

**Pre-Requisites:** ( ( SPED\_290 ) ) **Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

### **SPED 485 Autism Spectrum Disorders: Issues & Needs**

**Credits: 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.

**Pre-Requisites:** ( ( SPED\_290 ) ) and sophomore status. **Course Frequency:** *Fall: All Years Spring: All Years Summer: N/A*

### **SPED 486 Special Topics**

**Credits: 1 - 4**

### **SPED 490 Trends & Traditions in Special Education**

**Credits: 1**

This course is intended to provide elective forums on topics of current importance in the field of special education as well as traditional and longstanding topics and methods in SPED.



**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

**SPED 494 Independent Study****Credits: 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.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: N/A*

**SPED 499 Internship****Credits: 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.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

**SPED 500 Field Experience in Special Education****Credits: 1 - 8**

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.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: All Years*

**SPED 530 Foundations in Mild to Moderate Disabilities****Credits: 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.

**Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

**SPED 540 Assessment & Educational Planning & Lab****Credits: 4**

This course provides strategies for planning assessment, concepts of measurement, interpretation of assessment results, and their use in making programming decisions for individual students in special education.

**Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

**SPED 543 Diseases and Disorders in Childhood****Credits: 3**

This course focuses on understanding the medical diseases and disorders of childhood ages birth through 18 and the implications and potential impacts of these diseases and disorders on student learning. This course is

designed to provide relevant knowledge and skills needed to work with children with physical and health disorders, including knowledge of medical terminology, human anatomy and physiology, pharmacology, kinesiology, neurology, secondary health care issues with specific disabilities, specific condition needs, managing personal physical care, first aid techniques, and evacuation procedures.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: N/A*

### **SPED 543 Diseases and Disorders in Childhood**

**Credits: 3**

This course focuses on understanding the medical diseases and disorders of childhood ages birth through 18 and the implications and potential impacts of these diseases and disorders on student learning. This course is designed to provide relevant knowledge and skills needed to work with children with physical and health disorders, including knowledge of medical terminology, human anatomy and physiology, pharmacology, kinesiology, neurology, secondary health care issues with specific disabilities, specific condition needs, managing personal physical care, first aid techniques, and evacuation procedures.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: Dept Discretion*

### **SPED 550 Curriculum Design & Implementation in Special Education**

**Credits: 3**

A course in the best practices and procedures in curriculum instruction techniques and performance evaluation for all exceptionalities. Application in the process of individualized programming and modification/accommodation plans in integrated educational settings, use of assistive technologies, and adaptive techniques will be covered.

**Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

### **SPED 559 Professional Development & Action Research**

**Credits: 1**

This required 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. Students taking the course will complete their Pre-Student Teaching Experience.

**Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

### **SPED 559L Pre-Student Teaching Experience**

**Credits: 0 - 1**

This required 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. Students taking the course will complete their pre-student teaching experience.

**Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

### **SPED 560 Positive Behavior Support in Special Education**

**Credits: 3**

A course in theories of behavior, functional behavior assessment, and the laws, policies, and ethical principles regarding the planning and implementation of positive behavior supports for students with challenging behavior.

**Course Frequency:** *Fall: All Years Spring: N/A Summer: N/A*

### **SPED 566 Special Education ABS Student Teaching K-12**

**Credits: 6**

Supervised 15-week long field experience, required for initial K-12 Special Education: Academic Behavioral Strategist, 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. Instructor Permission Required.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: N/A*

### **SPED 567 Special Education Advanced Student Teaching** **Credits: 3**

Supervised 6-week long field experience, required for initial K-12 Special Education: Academic Behavioral Strategist, 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. Instructor Permission Required.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: N/A*

### **SPED 570 Collaboration in Educational Settings** **Credits: 3**

An understanding of the issues, resources, and techniques of communication, collaboration, consultation, and transitions for children, their families, the school, and all stakeholders in regular and special education settings. This includes professional reflection and development. The role of mental health professionals and agencies is included.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: Dept Discretion*

### **SPED 580 Procedural Safeguards in Special Education** **Credits: 3**

Procedural safeguards for legal, judicial, medical, and educational systems that serve students with disabilities are studied, which includes due process and transition.

**Course Frequency:** *Fall: All Years Spring: N/A Summer: N/A*

### **SPED 581 Compliant Practices in IEP Writing** **Credits: 3**

This course will explore in depth the components of Individualized Education Programs (IEPs). Students will gain experience in writing all components of IEPs and as well as evaluate IEPs for compliance and best practice.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

### **SPED 585 Autism Spectrum Disorders: Issues & Needs** **Credits: 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.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: N/A*

### **SPED 586 Special Topics** **Credits: 1 - 4**

This course is designed to provide an opportunity for students to experience a special or experimental curriculum enrichment course.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

**SPED 590 Trends & Traditions in Special Education****Credits: 1**

This course is intended to provide elective forums on topics of current importance in the field of special education as well as traditional and longstanding topics and methods in SPED.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

**SPED 610 ASD Professional Planning and Assessment****Credits: 2**

Students create a Live Text portfolio to reflect their professional growth and development in Special Education: Autism Spectrum Disorders. The portfolio is the accumulation of artifacts and written reflections they have collected throughout the course work taken and practicum experiences they have completed.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: N/A*

**SPED 611 DD Professional Planning and Assessment****Credits: 2**

Students create a Live Text portfolio to reflect their professional growth and development in Special Education: Developmental Delay. The portfolio is the accumulation of artifacts and written reflections they have collected throughout the course work taken and practicum experiences they have completed.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

**SPED 613 EBD Professional Planning and Assessment****Credits: 2**

Students create a Live Text portfolio to reflect their professional growth and development in Special Education: Emotional Behavioral Disorders. The portfolio is the accumulation of artifacts and written reflections they have collected throughout the course work taken and practicum experiences they have completed.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

**SPED 614 LD Professional Planning and Assessment****Credits: 2**

Students create a Live Text portfolio to reflect their professional growth and development in Special Education: Learning Disabilities. The portfolio is the accumulation of artifacts and written reflections they have collected throughout the course work taken and practicum experiences they have completed.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

**SPED 620 Characteristics of Students with Learning & Behavior Disorders****Credits: 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.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: All Years*

**SPED 621 Access and Support for Ind. with Moderate to Severe Dev. Disabilities****Credits: 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.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: Even Years*

### **SPED 623 Characteristics of Students with Moderate to Emotional Behavior Disorders** **Credits: 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.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

### **SPED 624 Characteristics of Students with Moderate to Severe Learning Disabilities** **Credits: 3**

This course covers the etiology and characteristics of children and youth with Moderate to Severe Learning Disabilities. Included is an investigation of the impact of socioeconomic and psycho-social factors; disabling, associated, or medical conditions, and culturally or linguistically diverse students and the collaboration needed for student success.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

### **SPED 625 Applied Research and Assessment in Education** **Credits: 3**

Students will learn and apply education research and assessment as a means of analyzing and improving teaching and the learning of content. Students will use their findings to enhance the scholarship of teaching and learning.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

### **SPED 626 Research: Project Design** **Credits: 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 a research project designed to improve, implement or understand the issue identified. Admission to Special Education Graduate Program is required.

**Pre-Requisites:** ( ( SPED\_625 ) ) **Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

### **SPED 627 Research Project Implementation** **Credits: 2**

Students implement and complete their research project

**Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

### **SPED 641 Life Span Learning & Outcomes for Individuals w/ Mod to Severe Dev Disabil** **Credits: 3**

A study of the cognitive, social, motor, communication, and affective behavior and needs of children, youth, and adults with moderate to severe developmental disabilities, including transition needs and independent

living, safety, leisure, and vocational programming.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: Even Years*

### **SPED 642 Programming & Assessment in Early Childhood Programming for ECSE: Birth to 6** **Credits: 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.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: All Years*

### **SPED 643 Behavior Management & Teaching Strategies** **Credits: 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.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: All Years*

### **SPED 644 Teaching & Achievement Strategies for Learning Disabilities** **Credits: 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.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: Even Years*

### **SPED 670 ASD: Practicum in Autism Spectrum Disorders Birth-Age 21, Levels 1-3** **Credits: 3**

A supervised field experience and critical study combined to provide an opportunity to relate theory to practice and apply the ASD standards through a variety of early and ongoing clinical experiences in teaching children with autism spectrum disorders in birth through age 21 settings across level 1 to 3 (mild to moderate disability levels).

**Pre-Requisites:** ( ( SPED\_686 OR SPED\_687 OR SPED\_688 ) ) **Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

### **SPED 673 EBD: Practicum in Emotional/Behavioral Disorders in grades K-12, Levels 1-3** **Credits: 3**

A supervised field experience and critical study combined to provide an opportunity to relate theory to practice and apply the EBD standards through a variety of early and ongoing clinical experiences in teaching children with emotional/behavioral disorders in grades K-12 settings across level 1 to 3 (mild to moderate disability levels).

**Pre-Requisites:** ( ( SPED\_620 ) ) **Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

### **SPED 674 LD: Practicum in Learning Disabilities in grades K-12, Levels 1-3** **Credits: 3**

A supervised field experience and critical study combined to provide an opportunity to relate theory to

practice and apply the LD standards through a variety of early and ongoing clinical experiences in teaching children with learning disabilities in grades K-12 settings across levels 1 to 3 (mild to moderate disability levels).

**Pre-Requisites:** ( ( SPED\_620 ) ) **Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

### **SPED 680 ASD: Practicum in Autism Spectrum Disorders Birth-Age 21, Levels 3-4 Credits: 3**

A supervised field experience and critical study combined to provide an opportunity to relate theory to practice and apply the ASD standards through a variety of early and ongoing clinical experiences in teaching children with autism spectrum disorders in birth through age 21 settings across levels 3 to 4 3 (moderate to severe disability levels). Students must be enrolled in or have successfully completed one of the following courses: SPED 686, SPED 687, or SPED 688

**Pre-Requisites:** ( ( SPED\_686 OR SPED\_687 OR SPED\_688 ) ) **Course Frequency:** *Fall: All Years Spring: All Years Summer: N/A*

### **SPED 681 DD: Practicum in Developmental Disabilities: K-12, levels 3-4 Credits: 3**

A supervised field experience and critical study combined to provide an opportunity to relate theory to practice and apply the DD standards through a variety of early and ongoing clinical experiences in teaching children with developmental disabilities in grades K-12 settings across levels 3 to 4 (moderate to severe disability levels).

**Course Frequency:** *Fall: All Years Spring: All Years Summer: All Years*

### **SPED 683 EBD: Practicum in Emotional/Behavioral Disorders in grades K-12, Levels 3-4 Credits: 3**

A supervised field experience and critical study combined to provide an opportunity to relate theory to practice and apply the EBD standards through a variety of early and ongoing clinical experiences in teaching children with emotional/behavioral disorders in grades K-12 settings across levels 3 to 4 (moderate to severe disability levels).

**Pre-Requisites:** ( ( SPED\_620 ) ) and graduate status. **Course Frequency:** *Fall: All Years Spring: All Years Summer: All Years*

### **SPED 684 LD Practicum in Learning Disabilities in grades K-12, Level 3-4 Credits: 3**

A supervised field experience and critical study combined to provide an opportunity to relate theory to practice and apply the LD standards through a variety of early and ongoing clinical experiences in teaching children with learning disabilities in grades K-12 settings across levels 3 to 4 (moderate to severe disability levels).

**Pre-Requisites:** ( ( SPED\_620 ) ) and graduate status. **Course Frequency:** *Fall: All Years Spring: All Years Summer: All Years*

### **SPED 686 Autism Spectrum Disorders:Assessment & Credits: 3**

**Programming**

This course covers assessment, eligibility criterion, programming, and transition plans for individuals with ASD. Generalization of skills to natural environments is included.

**Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

**SPED 687 Autism Spectrum Disorders: Communication & Social Skills Credits: 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.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: All Years*

**SPED 688 Autism Spectrum Disorders: Behavioral & Instructional Strategies Credits: 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.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

**SPED 691 DD Practicum in SPED: Middle Level(5-8)/High School(9-12) Credits: 2**

A supervised field experience and critical study combined to provide an opportunity to relate theory to practice in a selected Middle Level(5-8)/High School (9-12) educational setting or adult individual, including transition programs

**Course Frequency:** *Fall: All Years Spring: All Years Summer: All Years*



## Theatre Arts

**Department Office:** FA 207  
**Phone Number:** 507-537-7103  
**Staff & Faculty:** Mike Lenz, Nadine Schmidt, Sheila Tabaka

### 4-Year Mustang Academic Plan (MAP):

[Bachelor of Arts: Theatre Arts](#)

[Download MAP](#)

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 Communication Studies Programs also offer students various combinations for majors and minors. See the [Communication Studies section](#).

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

## Bachelor of Arts: Theatre Arts(52 Credits)

### Theatre Arts Core: (42 Credits)

<b>THTR 101</b>	Acting I _____	Credits: 3
<b>THTR 140</b>	Stagecraft I _____	Credits: 3
<b>THTR 230</b>	Script Analysis I _____	Credits: 3
<b>THTR 242</b>	Stage Make-Up I _____	Credits: 3
<b>THTR 243</b>	Costume Construction I _____	Credits: 3
<b>THTR 244</b>	Costume History and Design I _____	Credits: 3
<b>THTR 245</b>	Scenic Design I _____	Credits: 3
<b>THTR 250</b>	Lighting and Sound Design I _____	Credits: 3
<b>THTR 265</b>	Stage Management I _____	Credits: 3
<b>THTR 342</b>	Acting Styles and Techniques _____	Credits: 3
<b>THTR 350</b>	Directing I _____	Credits: 3
<b>THTR 430</b>	Senior Project _____	Credits: 3
<b>THTR 435</b>	Theatre History I _____	Credits: 3
<b>THTR 440</b>	Theatre History II _____	Credits: 3

### Choose four credits: (4 Credits)

<b>THTR 320</b>	The KCACTF Experience _____	Credits: 1 - 2
<b>THTR 325</b>	Master Class _____	Credits: 1
<b>THTR 495</b>	Field Experience _____	Credits: 1

### Theatre Activity: (6 Credits)

Notes:

No more than three credits from any one course.

<b>THTR 301</b>	Theatre Activity-Production _____	Credits: 1
<b>THTR 302</b>	Theatre Activity-Performance _____	Credits: 1
<b>THTR 303</b>	Theatre Activity-Run Crew _____	Credits: 1

Total Credits: **52**

## Minor: Theatre Arts(24 Credits)

### Theatre Arts Minor Core: (15 Credits)

<b>THTR 101</b>	Acting I _____	Credits: 3
<b>THTR 140</b>	Stagecraft I _____	Credits: 3
<b>THTR 242</b>	Stage Make-Up I _____	Credits: 3

<b>THTR 243</b>	Costume Construction I _____	Credits: 3
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<b>THTR 350</b>	Directing I _____	Credits: 3
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**Theatre Activity: (3 Credits)**

Notes:

Three credits total with no more than two credits from any one course.

<b>THTR 301</b>	Theatre Activity-Production _____	Credits: 1
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<b>THTR 302</b>	Theatre Activity-Performance _____	Credits: 1
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<b>THTR 303</b>	Theatre Activity-Run Crew _____	Credits: 1
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*One of the following: (3 Credits)*

<b>THTR 244</b>	Costume History and Design I _____	Credits: 3
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<b>THTR 245</b>	Scenic Design I _____	Credits: 3
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<b>THTR 250</b>	Lighting and Sound Design I _____	Credits: 3
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*One of the following: (3 Credits)*

<b>THTR 435</b>	Theatre History I _____	Credits: 3
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<b>THTR 440</b>	Theatre History II _____	Credits: 3
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Total Credits: **24****Minor: Acting/Directing(20 Credits)**

Acting/Directing Core: (15 Credits)

<b>THTR 101</b>	Acting I _____	Credits: 3
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<b>THTR 230</b>	Script Analysis I _____	Credits: 3
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<b>THTR 242</b>	Stage Make-Up I _____	Credits: 3
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<b>THTR 342</b>	Acting Styles and Techniques _____	Credits: 3
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<b>THTR 350</b>	Directing I _____	Credits: 3
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*Choose one: (3 Credits)*

<b>THTR 201</b>	Acting II _____	Credits: 3
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<b>THTR 341</b>	Acting for the Camera I _____	Credits: 3
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<b>THTR 342</b>	Acting Styles and Techniques _____	Credits: 3
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<b>THTR 360</b>	Directing II _____	Credits: 3
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Theatre Activity: (2 Credits)

<b>THTR 301</b>	Theatre Activity-Production _____	Credits: 1
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<b>THTR 302</b>	Theatre Activity-Performance _____	Credits: 1
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<b>THTR 303</b>	Theatre Activity-Run Crew _____	Credits: 1
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Total Credits: **20****Minor: Design/Technical Theatre(23 Credits)**

Design/Technical Theatre Core: (15 Credits)

<b>THTR 140</b>	Stagecraft I _____	Credits: 3
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<b>THTR 230</b>	Script Analysis I _____	Credits: 3
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<b>THTR 242</b>	Stage Make-Up I _____	Credits: 3
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<b>THTR 243</b>	Costume Construction I _____	Credits: 3
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<b>THTR 265</b>	Stage Management I _____	Credits: 3
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*Choose two courses from the following: (6 Credits)*

<b>THTR 244</b>	Costume History and Design I _____	Credits: 3
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<b>THTR 245</b>	Scenic Design I _____	Credits: 3
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<b>THTR 250</b>	Lighting and Sound Design I _____	Credits: 3
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<b>THTR 280</b>	Sound Design I _____	Credits: 3
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Theatre Activity: (2 Credits)

<b>THTR 301</b>	Theatre Activity-Production	Credits: 1
<b>THTR 302</b>	Theatre Activity-Performance	Credits: 1
<b>THTR 303</b>	Theatre Activity-Run Crew	Credits: 1

Total Credits: **23**

## Course Descriptions

### THTR 100 Theatre Appreciation

**Credits: 3**

This course introduces the student to basic concepts in theatre, including the collaborative work done by theatre artists and the importance of the audience.

**Goal:** 06- Humanities/Fine Arts **Course Frequency:** *Fall: All Years Spring: All Years Summer: N/A*

### THTR 101 Acting I

**Credits: 3**

This introductory 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.

**Course Frequency:** *Fall: N/A Spring: Odd Years Summer: N/A*

### THTR 140 Stagecraft I

**Credits: 3**

A course designed to acquaint the student with the basic materials and techniques used in building stage scenery.

**Course Frequency:** *Fall: Even Years Spring: N/A Summer: N/A*

### THTR 201 Acting II

**Credits: 3**

This course is a continuation of THTR 101, Acting I, and focuses on in-depth performance and analysis work to further develop the student's ability to rehearse and perform a role effectively.

**Pre-Requisites:** ( THTR\_101 ) **Course Frequency:** *Fall: N/A Spring: Odd Years Summer: N/A*

### THTR 220 Film & Television Appreciation

**Credits: 3**

An introduction to the historical development and techniques of film and television. The courses includes viewing and discussion of representative selections. Consult the semester schedule for the area to be studied. Course is repeatable up to 12 credits.

**Goal:** 06- Humanities/Fine Arts **Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: N/A*

### THTR 225 Human Diversity in Theatre

**Credits: 3**

This course explores the diversity of American society through an examination of how diverse and marginalized groups create and use theatre for expression and social change. Specific focus will be given to

African American theatre, Latino theatre, Native American theatre, women in American theatre, Asian American theatre, and GLBTA theatre.

**Goal:** 07- Human Diversity **Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: N/A*

### THTR 230 Script Analysis I

**Credits: 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.

**Course Frequency:** *Fall: Even Years Spring: N/A Summer: N/A*

### THTR 242 Stage Make-Up I

**Credits: 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.

**Course Frequency:** *Fall: Odd Years Spring: N/A Summer: N/A*

### THTR 243 Costume Construction I

**Credits: 3**

The object of this course is to teach the student the basic methods and materials used in creating stage costumes and accessories.

**Course Frequency:** *Fall: N/A Spring: Odd Years Summer: N/A*

### THTR 244 Costume History and Design I

**Credits: 3**

This course introduces students to theatrical costume design and fashion history. Students will expand their knowledge of clothing and accessories from different historical periods and design costumes for various plays and musicals paying close attention to the details of each era.

**Course Frequency:** *Fall: N/A Spring: Even Years Summer: N/A*

### THTR 245 Scenic Design I

**Credits: 3**

The course will concentrate on the basic principles of scene design, drafting for the stage, and theatrical model-making.

**Pre-Requisites:** ( THTR\_140 ) **Course Frequency:** *Fall: N/A Spring: Odd Years Summer: N/A*

### THTR 250 Lighting and Sound Design I

**Credits: 3**

This course will teach students the theatrical art of lighting and sound design and engineering. The course focuses on analysis of a script and creating the world of the play through lighting and sound. Utilizing lighting and sound design techniques and equipment, this course will examine the art and mechanics of designing and executing theatrical lighting and sound.

**Course Frequency:** *Fall: Odd Years Spring: N/A Summer: N/A*

### THTR 265 Stage Management I

**Credits: 3**

This course will explore the roles and functions of stage managers in theatrical productions, and provide an

opportunity to practice basic stage management skills, with an emphasis on organization, documentation, dissemination of information, and running technical rehearsals and performances.

**Pre-Requisites:** ( THTR\_140 ) **Course Frequency:** *Fall: N/A Spring: Even Years Summer: N/A*

### **THTR 280 Sound Design I**

**Credits: 3**

This course will teach students the theatrical art of sound design and engineering. The course focuses on analysis of a script and creating the world of the play through sound effects and music and basic utilization of sound design techniques and equipment.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: N/A*

### **THTR 286 Special Topics in Theatre**

**Credits: 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.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: N/A*

### **THTR 301 Theatre Activity-Production**

**Credits: 1**

This course provides the student practical experience associated with SMSU Theatre productions, through working in the Scene Shop, Costume Shop, as a designer, or on the installation crews for lighting or sound. Course is repeatable up to 3 credits

**Course Frequency:** *Fall: All Years Spring: All Years Summer: N/A*

### **THTR 302 Theatre Activity-Performance**

**Credits: 1**

This course provides the student practical experience associated with SMSU Theatre productions, through directing or acting. Course is repeatable up to 3 credits.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: N/A*

### **THTR 303 Theatre Activity-Run Crew**

**Credits: 1**

This course provides the student practical experience associated with SMSU Theatre productions, through work as a stage manager, assistant stage manager, board operator, stagehand, dresser, hairdresser, house manager, usher, box office worker, etc. Course is repeatable up to 3 credits.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: N/A*

### **THTR 310 The London Theatre Experience**

**Credits: 1 - 3**

This course involves participation in a faculty-led Theatre study tour designed to introduce students to the history and current practice of theatre in London. Students will see productions, take backstage tours, and participate in workshops at theatres such as the National Theatre, Shakespeare's Globe, and the Royal Shakespeare Company in Stratford, as well as visiting museums and cultural and historic sites. Prior to the trip, students will participate in several orientation sessions in order to prepare for the experience.

**Course Frequency:** *Fall: N/A Spring: Odd Years Summer: N/A*

**THTR 315 The New York City Experience****Credits: 1 - 3**

This class is two-fold in its presentation. First, students will be required to meet regularly with the instructor to discuss their time in New York City. Attention will be given to events, choices of productions, hotels, other attractions, and requirements for the class. Second, students will be traveling to NYC with one or more faculty members. During their time in NYC students will be exposed to Broadway and Off-Broadway theatre productions as well as various cultural activities and events (museums, historic sites, and other artistic endeavors).

**Course Frequency:** *Fall: N/A Spring: Even Years Summer: N/A*

**THTR 320 The KCACTF Experience****Credits: 1 - 2**

Students will travel to the Kennedy Center American College Theatre Festival (KCACTF) in Region 5, held one week in January in one of the Region 5 states (MN, ND, SD, IA, NE, KS). At the festival, students will participate in workshops and competitions and attend performances, will participate in required pre-and post-festival meetings, and turn in materials documenting their experiences at the festival. This course may be taken multiple times to a maximum of ten credits.

**Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

**THTR 325 Master Class****Credits: 1**

Students in this course will interact with and learn from a theatre professional in an intensive hands-on workshop setting, focusing on one of the major areas of theatre, such as acting, directing, design, technology, playwriting, or stage management. This course may be taken multiple times to a maximum of 10 credits.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: Dept Discretion*

**THTR 330 Script Analysis II****Credits: 3**

This course is a continuation of THTR 230, Script Analysis I, and students will apply script analysis techniques to scripts in styles other than Realism, such as Absurdism, Post-Modernism, etc.

**Pre-Requisites:** ( THTR\_230 ) **Course Frequency:** *Fall: Even Years Spring: N/A Summer: N/A*

**THTR 340 Stagecraft II****Credits: 3**

This is a continuation of THTR 140 (Stagecraft I), and further develops the student's ability to work with materials and apply advanced techniques used in building stage scenery.

**Pre-Requisites:** ( THTR\_140 ) **Course Frequency:** *Fall: Even Years Spring: N/A Summer: N/A*

**THTR 341 Acting for the Camera I****Credits: 3**

This course concentrates on vocal, improvisational, listening, and performance skills to increase students' ease, clarity, spontaneity, creativity, energy, naturalness, and concentration in on-camera performances.

**Pre-Requisites:** ( THTR\_101 ) **Course Frequency:** *Fall: N/A Spring: Even Years Summer: N/A*

**THTR 342 Acting Styles and Techniques****Credits: 3**

The study and application of advanced acting techniques, theories, and styles for the stage. Course work includes rehearsal techniques, scene and monologue work. The focus of the course varies with each offering

(e.g. Modern Styles, Period Styles, Shakespeare Performance, etc.) and typically relates to one or more productions in the SMSU Theatre season. The course may be taken multiple times to a maximum of 12 credit hours.

**Pre-Requisites:** ( THTR\_101 ) **Course Frequency:** *Fall: Odd Years Spring: N/A Summer: N/A*

### **THTR 343 Costume Construction II**

**Credits: 3**

This course is a continuation of THTR 243 - Costume Construction I. 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.

**Pre-Requisites:** ( THTR\_243 ) **Course Frequency:** *Fall: N/A Spring: Odd Years Summer: N/A*

### **THTR 344 Costume History and Design II**

**Credits: 3**

This course is a continuation of Costume History and Design I (THTR 244). Students will work with the instructor in choosing play productions and historical eras of which they would like to study. Students will expand their knowledge of clothing and accessories from different historical periods and design costumes for various plays and musicals paying close attention to the details of each era.

**Pre-Requisites:** ( THTR\_244 ) **Course Frequency:** *Fall: N/A Spring: Even Years Summer: N/A*

### **THTR 350 Directing I**

**Credits: 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.

**Pre-Requisites:** ( ( THTR\_101 AND THTR\_140 ) ) **Course Frequency:** *Fall: N/A Spring: Even Years Summer: N/A*

### **THTR 351 Acting for the Camera II**

**Credits: 3**

This course is a continuation of THTR 341, Acting for the Camera I, and further develops the student's character analysis and on-campus performance skills in additional genres and with more challenging scripts.

**Pre-Requisites:** ( THTR\_341 ) **Course Frequency:** *Fall: N/A Spring: Even Years Summer: N/A*

### **THTR 360 Directing II**

**Credits: 3**

This course is a continuation of THTR 350 Directing I and further develops the student's directing skills through experience with additional techniques, styles, and approaches, as well as with more challenging scripts.

**Pre-Requisites:** ( THTR\_350 ) **Course Frequency:** *Fall: N/A Spring: Even Years Summer: N/A*

### **THTR 365 Stage Management II**

**Credits: 3**

This course is a continuation of THTR 265 Stage Management I and will continue to explore the roles and

functions of stage managers in theatrical productions. The course will provide an opportunity to practice advanced stage management skills, with an emphasis on organization, documentation, dissemination of information, and running technical rehearsals and performances. A key component to this advanced class is the possible opportunity to network with a professional stage manager.

**Pre-Requisites:** ( THTR\_265 ) **Course Frequency:** *Fall: N/A Spring: Even Years Summer: N/A*

### **THTR 420 Playwriting**

**Credits: 3**

This course is designed to study the basic principles of playwriting, culminating in the writing of plays to be performed.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: N/A*

### **THTR 430 Senior Project**

**Credits: 3**

Working with the guidance of a faculty mentor, the student will develop, complete, and present a capstone project in his or her primary interest area (e.g. design, directing, acting, stage management, playwriting, dramaturgy, etc.).

**Course Frequency:** *Fall: All Years Spring: All Years Summer: N/A*

### **THTR 435 Theatre History I**

**Credits: 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.

**Goal:** 08- Global Perspective **Course Frequency:** *Fall: Even Years Spring: N/A Summer: N/A*

### **THTR 440 Theatre History II**

**Credits: 3**

This course traces the development and increasing diversity of theatre practice, styles, and theories around the world from the 1600s to the present day.

**Goal:** 07- Human Diversity 08- Global Perspective **Course Frequency:** *Fall: N/A Spring: Odd Years Summer: N/A*

### **THTR 442 Stage Make-Up II**

**Credits: 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.

**Pre-Requisites:** ( THTR\_242 ) **Course Frequency:** *Fall: Odd Years Spring: N/A Summer: N/A*

### **THTR 445 Scenic Design II**

**Credits: 3**

This course is a continuation of THTR 245 (Scenic Design I), and further develops the student's skills in scene design by focusing on advanced design principles and techniques.

**Pre-Requisites:** ( THTR\_245 ) **Course Frequency:** *Fall: N/A Spring: Odd Years Summer: N/A*



**THTR 450 Lighting and Sound Design II****Credits: 3**

This advanced course will further instruct students on the theatrical art of lighting and sound design and engineering. The course focuses on detailed analysis of a script and creating the world of the play through lighting and sound design techniques and equipment. Further utilizing lighting and sound design techniques and equipment, this course will examine the art and mechanics of designing and executing theatrical lighting and sound.

**Pre-Requisites:** ( ( THTR\_250 ) ) **Course Frequency:** *Fall: Odd Years Spring: N/A Summer: N/A*

**THTR 480 Sound Design II****Credits: 3**

This course is a continuation of THTR 280 Sound Design I. The course continues to teach students the theatrical art of sound design and engineering. The focuses will be on analysis of a script and on creating the world of the play through sound effects and music and basic utilization of sound design techniques and equipment.

**Pre-Requisites:** ( THTR\_280 ) **Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: N/A*

**THTR 486 Theatre Topics****Credits: 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.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: N/A*

**THTR 494 Independent Studies****Credits: 1 - 3**

Permits the student to develop an interest under faculty guidance in an area normally not provided by the curriculum.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: N/A*

**THTR 495 Field Experience****Credits: 1**

Through this course, the student spends at least 15 hours observing or working in a professional, hybrid, or university theatre, for a production company, or in another approved setting, to gain a better understanding of the theatrical working world. This course is repeatable for credit, up to 8 credits.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: Dept Discretion*

**THTR 499 Internship****Credits: 3 - 6**

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.

**Course Frequency:** *Fall: All Years Spring: All Years Summer: Dept Discretion*

## Foreign Languages

**Department Office:** BA 221  
**Phone Number:** 507-537-7155  
**Staff & Faculty:** Jose Losada-Montero

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.**

## Spanish

### Minor: Spanish (15 Credits)

Required Courses:

<b>SPAN 201</b>	Intermediate Spanish I	Credits: 3
<b>SPAN 202</b>	Intermediate Spanish II	Credits: 3

Notes:

Note: Students with sufficient prior preparation may petition the Spanish program to substitute any other 300-level course for SPAN 201 and SPAN 202.

Elective Courses

<b>HIST 323</b>	Contemporary Hispanic World to 1955	Credits: 3
<b>HIST 324</b>	Contemporary Hispanic World, 1955-Today	Credits: 3
<b>SPAN 3XX</b>	Spanish course at the 300 level or above	Credits: 6-9
<b>SPAN 211</b>	Latin American and Spanish Cinema	Credits: 1

## Course Descriptions

### SPAN 101 Beginning Spanish I

**Credits: 3**

Introduces students to the basic vocabulary and structures of Spanish, help build communicative competence and introduces students to the interconnectivity of the Spanish-speaking world to the world at large.

Placement: for students with no prior knowledge of Spanish, 1 year or less of high school Spanish or equivalent, or consent of instructor.

**Goal:** 07- Human Diversity 08- Global Perspective **Course Frequency:** Fall: All Years Spring: All Years  
 Summer: N/A

### SPAN 102 Beginning Spanish II

**Credits: 3**

Continues to introduce students to the basic vocabulary and structures of Spanish, helps build communicative competence and introduces students to the interconnectivity of the Spanish-speaking world to the world at large. Placement: for students with 2 years or less of high school Spanish or equivalent, or consent of instructor.

**Goal:** 07- Human Diversity 08- Global Perspective **Course Frequency:** Fall: All Years Spring: All Years  
 Summer: N/A

### SPAN 201 Intermediate Spanish I

**Credits: 3**

Continue the development of the four basic language skills through the study of the cultures and peoples of North and Central America. Those with sufficient prior preparation may petition to substitute SPAN 311, 312 for any Intermediate Spanish course.

**Goal:** 07- Human Diversity 08- Global Perspective

**Pre-Requisites:** ( ( SPAN\_102 ) ) **Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

## SPAN 202 Intermediate Spanish II

**Credits: 3**

Continue the development of communicative competence in Spanish through the study of the cultures and peoples of South America and Spain.

**Goal:** 07- Human Diversity 08- Global Perspective

**Pre-Requisites:** ( ( SPAN\_102 ) ) **Course Frequency:** *Fall: All Years Spring: All Years Summer: N/A*

## SPAN 205 Intermediate Spanish

**Credits: 5**

This course continues the development of Spanish communication skills in speaking, listening, reading and writing. Selected readings and topics will extend student knowledge and appreciation of culture and social issues in the Spanish-speaking world. This course is a requirement for the Spanish minor; those with sufficient prior preparation may petition the Spanish program to substitute any other 300-level course for SPAN 205.

**Pre-Requisites:** ( ( SPAN\_102 ) OR ( SPAN\_201 ) ) **Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: N/A*

## SPAN 211 Latin American and Spanish Cinema

**Credits: 1**

The 1-credit course, SPAN 211 Latin American and Spanish Cinema, will be taught in Spanish. It will use informative and thought-provoking films to focus on the contemporary history, literature, and art culture of the Hispanic world. Supplementary texts and articles will provide background historical events and analysis to enhance the understanding of the circumstances and themes that each of the films address. Students will be able to improve their argumentative and analytical skills, and to develop new, more complex, vocabulary through discussions and writing assignments.

**Pre-Requisites:** ( ( SPAN\_201 ) ) **Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: N/A*

## SPAN 286 Special Topics

**Credits: 1 - 4**

Topics in Hispanic Culture and Literature.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

## SPAN 292 Honors Credit in Spanish

**Credits: 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.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

## SPAN 311 Spanish Composition & Conversation

**Credits: 3**

Written and oral practice based on themes drawn from contemporary culture of Spanish-speaking countries. Some review of grammar.

**Pre-Requisites:** ( SPAN\_202 ) **Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: N/A*

### **SPAN 312 Spanish Composition & Conversation** **Credits: 3**

Written and oral practice based on themes drawn from contemporary culture of Spanish-speaking countries. Some review of grammar.

**Pre-Requisites:** ( SPAN\_202 ) **Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: N/A*

### **SPAN 321 Study of 20th Century Literature** **Credits: 3**

A study of selected works from 20th century Iberian and Latin American authors which will stress major themes and movements.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: N/A*

### **SPAN 335 Spanish for Professions, Community Service and Business** **Credits: 3**

Work toward proficiency in areas of communication skills required for those who intend to use Spanish as a principal asset in their occupation.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: N/A*

### **SPAN 341 Spanish Culture & Civilization** **Credits: 3**

A systematic overview of Iberian culture and civilization. Geography, political, social, and intellectual history will be the basis for reading, writing, and discussion.

**Pre-Requisites:** ( SPAN\_202 ) **Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: N/A*

### **SPAN 342 Latin Amer Culture & Civilization** **Credits: 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.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: N/A*

### **SPAN 394 Supervised Study in Spanish** **Credits: 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.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

### **SPAN 421 Survey-Peninsular Literature** **Credits: 3**

Discussion and analysis of major literary trends and writers from representative authors from Spain.

**Pre-Requisites:** ( SPAN\_341 ) **Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

### **SPAN 422 Survey-Peninsular Literature**

**Credits: 3**

Discussion and analysis of major literary trends and writers from representative authors from Spain.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

### **SPAN 423 Survey of Latin American Literature**

**Credits: 3**

Discussion and analysis of major literary trends and writers from representative Latin American authors.

**Pre-Requisites:** ( SPAN\_342 ) **Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

### **SPAN 424 Survey of Latin American Literature**

**Credits: 3**

Discussion and analysis of major literary trends and writers from representative Latin American authors.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

### **SPAN 431 Introduction to Spanish Linguistics**

**Credits: 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.

**Pre-Requisites:** ( SPAN\_311 ) OR ( SPAN\_312 ) **Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

### **SPAN 465 Independent Studies in Spanish**

**Credits: 1 - 3**

For advanced students. Credits and hours by arrangement. May be repeated.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: N/A*

### **SPAN 486 Topics in Hispanic Culture and Literature**

**Credits: 1 - 4**

Topics in Hispanic Culture and Literature.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

## Hispanic Studies

### Minor: Hispanic Studies(18 Credits)

#### I. Spanish Core Courses\* (6 Credits)

Choose one course:

<b>SPAN 311</b>	Spanish Composition & Conversation	Credits: 3
<b>SPAN 312</b>	Spanish Composition & Conversation	Credits: 3

Choose one course:

<b>SPAN 341</b>	Spanish Culture & Civilization	Credits: 3
<b>SPAN 342</b>	Latin Amer Culture & Civilization	Credits: 3

#### II. History Core Courses: (6 Credits)

<b>HIST 314</b>	Modern Latin America	Credits: 3
<b>HIST 326</b>	Atlantic World to 1830	Credits: 3

#### III. Elective History or Spanish Course: (3 Credits)

<b>HIST 315</b>	Mexico & Central America	Credits: 3
<b>HIST 321</b>	U.S.-Latin American Relations	Credits: 3
<b>HIST 328</b>	History of Cuba	Credits: 3
<b>HIST 486</b>	Advanced Special Topics in History	Credits: 1 - 4
<b>SPAN 4XX</b>	Any 400-level Spanish course	Credits: 3

#### IV. Other Electives: (3 Credits)

<b>ECON 390</b>	Economic Development	Credits: 3
<b>ECON 470</b>	International Business & Economics	Credits: 3
<b>INDS 310</b>	Indigenous World View	Credits: 3
<b>MKTG 471</b>	International Marketing	Credits: 3
<b>POL 320</b>	Political Economy of the Third World	Credits: 3
<b>POL 356</b>	Politics of Global Economy	Credits: 3
<b>SOCI 270</b>	Gender Issues	Credits: 3
<b>SOCI 318</b>	Forces for Social Change	Credits: 3
<b>SOCI 354</b>	Holocaust, Genocide & Human Rights	Credits: 3

#### Minor: Hispanic Studies Notes:

\*See Spanish Program for proficiency prerequisites

Total Credits: **18**

## Humanities

**Department Office:** BA 221  
**Phone Number:** 507-537-7155  
**Staff & Faculty:** Stewart Day

### Minor: Religious Studies (15 Credits)

#### I. Required Courses: (3 Credits)

<b>HUMT 230</b> World Religions	Credits: 3
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#### II. Choose four courses from the following: (12 Credits)

<b>HIST 351</b> Origins of Islamic Civil	Credits: 3
<b>HUMT 201</b> Origins of Western Civilization	Credits: 3
<b>HUMT 202</b> European Middle Ages & Renaissance	Credits: 3
<b>HUMT 320</b> The Christian Heritage	Credits: 3
<b>LIT 310</b> Greek Mythology & Literature	Credits: 3
<b>PHIL 230</b> Philosophy of Religion	Credits: 3
<b>PHIL 330</b> History of Philosophy: Ethics	Credits: 3

Total Credits: **15**

## Course Descriptions

### HUMT 201 Origins of Western Civilization

**Credits: 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.

**Goal:** 06- Humanities/Fine Arts **Course Frequency:** Fall: Dept Discretion Spring: Dept Discretion Summer: Dept Discretion

### HUMT 202 European Middle Ages & Renaissance

**Credits: 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.

**Goal:** 06- Humanities/Fine Arts **Course Frequency:** Fall: Dept Discretion Spring: Dept Discretion Summer: N/A

### HUMT 203 Modern Western Civilization

**Credits: 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.

**Goal:** 06- Humanities/Fine Arts **Course Frequency:** Fall: Dept Discretion Spring: Dept Discretion Summer: Dept Discretion

### HUMT 211 The Ancient World

**Credits: 3**

This course introduces students to the humanities. It follows a comparative topical approach to primary sources drawn from ancient civilizations worldwide.

**Goal:** 06- Humanities/Fine Arts 08- Global Perspective **Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: N/A*

### **HUMT 212 The Modern World**

**Credits: 3**

This course introduces students to the humanities. It follows a comparative topical approach to primary sources drawn from modern civilizations worldwide.

**Goal:** 06- Humanities/Fine Arts 08- Global Perspective **Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: Dept Discretion*

### **HUMT 230 World Religions**

**Credits: 3**

This course examines the historical development, the fundamental doctrines and beliefs, the practices, institutions and cultural expressions of the world's religions. The course also explores some of the essential differences and similarities which exist among these religious traditions, and points to the uniqueness of each of them. In this course we will be exploring many of the world's major religions, focusing on seven (Hinduism, Buddhism, Confucianism, Daoism, Judaism, Christianity, and Islam) that have been classified as "world religions." We will also study Native American and indigenous African religions.

**Goal:** 07- Human Diversity 08- Global Perspective **Course Frequency:** *Fall: All Years Spring: N/A Summer: N/A*

### **HUMT 286 Topics in Humanities**

**Credits: 1 - 6**

A study of different topics in the humanities. See current course schedule for topic listing when offered.

**Course Frequency:** *Fall: Dept Discretion Spring: N/A Summer: Dept Discretion*

### **HUMT 292 Honors Credit in Humanities**

**Credits: 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).

**Course Frequency:** *Fall: Dept Discretion Spring: N/A Summer: Dept Discretion*

### **HUMT 320 The Christian Heritage**

**Credits: 3**

This course will provide an academic examination of the Christian tradition. Readings will be drawn from a variety of sources in this tradition. Some of the themes we will discuss include the religious heritage of the early Hebrews, the rise of Messianic Judaism, the birth of Christianity, the Patristic era, the Medieval synthesis, the impact of the Reformation, and Christianity in the modern era.

**Course Frequency:** *Fall: N/A Spring: Even Years Summer: N/A*

### **HUMT 486 Advanced Topics in Humanities**

**Credits: 1 - 6**

A study of different topics in the Humanities. See current course schedule for topic listing when offered.

**Course Frequency:** *Fall: Dept Discretion Spring: N/A Summer: Dept Discretion*



## Indigenous Nations and Dakota Studies

**Department Office:** SS 103  
**Phone Number:** 507-537-6224  
**Staff & Faculty:**

Indigenous Nations and Dakota Studies (INDS) promotes knowledge and 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 with a special emphasis on the Dakota and Lakota people of the region. The interdisciplinary and multi-disciplinary nature of INDS will be illustrated by analytical concepts, methodologies, and contributions from disciplines such as sociology, history, religious studies, anthropology, literature, and art. The INDS minor will serve both native and non-native students by broadening their knowledge of traditional and modern native history and culture. Besides work in traditional classes, students in the minor will participate in an immersive practicum involving area native communities.

### Minor: Indigenous Nations and Dakota Studies(14 Credits)

#### Core Requirements: (8 Credits)

<b>INDS 101</b>	Introduction to Indigenous Nations and Dakota Studies	Credits: 3
<b>INDS 217</b>	Indigenous Peoples of the Upper Midwest	Credits: 3
<b>INDS 499</b>	INDS Practicum	Credits: 2

#### Electives: (6 Credits)

<b>HIST 326</b>	Atlantic World to 1830	Credits: 3
<b>LIT 355</b>	Native American Literature	Credits: 3
<b>SOCI 331</b>	Racial & Ethnic Relations in America	Credits: 3

Total Credits: **14**

## Course Descriptions

### INDS 101 Introduction to Indigenous Nations and Dakota Studies Credits: 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 the "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, including decolonization, land allotments, treaty rights, and sacred sites.

**Goal:** 07- Human Diversity **Course Frequency:** *Fall: All Years Spring: N/A Summer: N/A*

### INDS 217 Indigenous Peoples of the Upper Midwest Credits: 3

This course studies the history and culture of the Indigenous peoples of Minnesota. Origin and migration stories will be examined. Their interactions with each other, Europeans, and other native groups will be focused on, as well as contemporary issues facing the indigenous peoples of the Upper Midwest.

**Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

### INDS 230 Dakota History & Culture Credits: 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.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

### **INDS 286 Special Topics**

**Credits: 1 - 4**

Designed to provide lower-division students with an opportunity to experience a special or experimental curriculum enrichment course.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: N/A*

### **INDS 310 Indigenous World View**

**Credits: 3**

This course will introduce spiritual beliefs, values, and world views of indigenous peoples in the United States. The course will specifically examine Dakota and Anishinabe peoples of our region. Students will critically examine the topics of creation and origin, migration stories, the cycle and circle, time and space, the group and the individual, death and dying, value systems, and the American Indian Religious Freedom Act. Students will have the opportunity to examine their own spirituality, values, and beliefs.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

### **INDS 486 Special Topics**

**Credits: 1 - 4**

Designed to provide upper-division students with an opportunity to experience a special or experimental curriculum enrichment course.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: N/A*

### **INDS 494 Independent Study**

**Credits: 1 - 3**

### **INDS 499 INDS Practicum**

**Credits: 2**

A professional practicum for INDS minors to work within an American indigenous community in a setting related to their minor course of study.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: Dept Discretion*

### **INDS XXX Any INDS Course**

**Credits: 3**

Choose any Indigenous Nations and Dakota Studies (INDS) course for three credits.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

## Physics

**Department Office:** SM 178  
**Phone Number:** 507-537-6178  
**Staff & Faculty:** Ken 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(27 Credits)

#### Mathematics (9 Credits)

<b>MATH 150</b>	Calculus I	Credits: 5
<b>MATH 151</b>	Calculus II	Credits: 4

#### Physics (14 Credits)

<b>PHYS 181</b>	University Physics I	Credits: 4
<b>PHYS 181L</b>	University Physics I Lab	Credits: 1
<b>PHYS 182</b>	University Physics II	Credits: 4
<b>PHYS 182L</b>	University Physics II Lab	Credits: 1
<b>PHYS 291</b>	Modern Physics	Credits: 3
<b>PHYS 351</b>	Advanced Lab I	Credits: 1

#### Choose one elective (4 Credits)

<b>PHYS 391</b>	Classical Mechanics	Credits: 4
<b>PHYS 392</b>	Electricity & Magnetism	Credits: 4
<b>PHYS 491</b>	Quantum Mechanics	Credits: 4
<b>PHYS 492</b>	Thermal & Statistical Physics	Credits: 4

Total Credits: **27**

## Course Descriptions

### PHYS 100 Our Physical Universe

**Credits: 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.

**Course Frequency:** Fall: Dept Discretion Spring: Dept Discretion Summer: N/A

### PHYS 100L Our Physical Universe Lab

**Credits: 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.

**Course Frequency:** Fall: Dept Discretion Spring: Dept Discretion Summer: N/A

**PHYS 120 Introductory Physics****Credits: 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.

**Goal:** 03- Natural Science **Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

**PHYS 120L Introductory Physics Lab****Credits: 1**

A descriptive and experiential exploration of physics. Topics will be drawn from mechanics, waves, fluids, sound, heat, light, electricity, magnetism, and modern physics.

**Goal:** 03- Natural Science **Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

**PHYS 121 Introduction to Astronomy****Credits: 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.

**Goal:** 03- Natural Science **Course Frequency:** *Fall: All Years Spring: N/A Summer: N/A*

**PHYS 121L Introduction to Astronomy Lab****Credits: 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.

**Goal:** 03- Natural Science **Course Frequency:** *Fall: All Years Spring: N/A Summer: N/A*

**PHYS 141 College Physics I****Credits: 3**

This is the first course in a two-semester sequence which makes extensive use of algebra and trigonometry covering fundamental concepts of physics. The sequence is appropriate for pre-professional majors requiring two semesters of physics. Includes basic principles of bodies at rest and in motion, periodic motion, heat, thermodynamics. The required preparation for this course is three years of high school math including trigonometry or MATH 125.

**Goal:** 03- Natural Science **Course Frequency:** *Fall: All Years Spring: N/A Summer: N/A*

**PHYS 141L College Physics I Lab****Credits: 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.

**Goal:** 03- Natural Science **Course Frequency:** *Fall: All Years Spring: N/A Summer: N/A*

**PHYS 142 College Physics II****Credits: 3**

This is the second course in a two-semester sequence which makes extensive use of algebra and trigonometry covering fundamental concepts of physics. The sequence is appropriate for pre-professional majors requiring

two semesters of physics. Topics include electricity, magnetism, electromagnetic radiation, optics, and selected topics from modern physics.

**Pre-Requisites:** ( PHYS\_141 ) **Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

### **PHYS 142L College Physics II Lab**

**Credits: 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.

**Pre-Requisites:** ( PHYS\_141 ) **Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

### **PHYS 150 Directed Research**

**Credits: 1 - 3**

Directed experimental and/or theoretical research on selected problems in the physical sciences.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: N/A*

### **PHYS 181 University Physics I**

**Credits: 4**

This is the first course in a two-semester calculus level sequence covering fundamental concepts of physics. This is the preferred sequence for students majoring in physical science or engineering. Topics include Newtonian mechanics, conservation laws, simple harmonic motion, wave motion, and thermodynamics. Emphasizes the use of vectors and calculus in problem-solving.

**Goal:** 03- Natural Science **Course Frequency:** *Fall: All Years Spring: N/A Summer: N/A*

### **PHYS 181L University Physics I Lab**

**Credits: 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.

**Goal:** 03- Natural Science **Course Frequency:** *Fall: All Years Spring: N/A Summer: N/A*

### **PHYS 182 University Physics II**

**Credits: 4**

This is the second course in a two-semester calculus level sequence covering fundamental concepts of physics. This is the preferred sequence for students majoring in physical science or engineering. Topics include electrostatics, simple DC/AC circuits, magnetism, electromagnetic waves, and optics. Emphasizes the use of vectors and calculus in problem-solving.

**Pre-Requisites:** ( PHYS\_181 ) **Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

### **PHYS 182L University Physics II Lab**

**Credits: 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.

**Pre-Requisites:** ( PHYS\_181 ) **Course Frequency:** *Fall: N/A Spring: All Years Summer: N/A*

### **PHYS 186 Special Topics in Physics**

**Credits: 1 - 4**

### **PHYS 241 Engineering Statics**

**Credits: 3**

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.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: N/A*

### **PHYS 242 Engineering Dynamics**

**Credits: 3**

Vector treatment of kinematics, Newton's Laws, work and energy, impulse and momentum with applications to problems of particle and rigid body motion.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: N/A*

### **PHYS 250 Directed Studies**

**Credits: 1 - 3**

Directed study of selected topics in the physical sciences not covered elsewhere.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: N/A*

### **PHYS 260 Electronics**

**Credits: 2**

Basic electricity and circuit functions, time-varying and resonant circuits, semiconductors (diodes, transistors and other devices), amplifiers, waveform generators, and nonlinear devices.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: N/A*

### **PHYS 260L Electronics Lab**

**Credits: 1**

Basic electricity and circuit functions, time-varying and resonant circuits, semiconductors (diodes, transistors and other devices), amplifiers, waveform generators, and nonlinear devices.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: N/A*

### **PHYS 281L Analytical Physics I Lab**

**Credits: 1**

### **PHYS 282L Analytical Physics II Lab**

**Credits: 1**

Course requires science programmatic tuition of \$15.00 per credit

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: N/A*

### **PHYS 286 Topics in Physics**

**Credits: 1 - 4**

Study of physics topic not ordinarily covered in the established courses.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: N/A*

**PHYS 290 Mathematical Physics****Credits: 3**

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.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: N/A*

**PHYS 291 Modern Physics****Credits: 3**

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.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: N/A*

**PHYS 301 3D Modeling & Animation using Blender****Credits: 1**

Students will use a free open source software package called Blender. Blender allows users to create three dimensional object models while adding materials, textures, and movement through key frame animation. Modeling techniques will include creating scene environments and adjusting lighting. Scenes will be animated and rendered into a final movie. Movies will be created in class using two camera projections: "flat" and "fisheye" for playing in the planetarium dome. Topics include Blender Interface, Modeling, Key frame Animation, Rendering for flat & fisheye cameras, Materials, Textures, Lighting, Modifiers, 3D Text, Blender Video Editor, Particles, Paths, Physics Simulator, Blender Game Engine Logic, legal sources of free models and music for making Productions. The recommended preparation is COMP 111 or the equivalent.

**Course Frequency:** *Fall: N/A Spring: Dept Discretion Summer: N/A*

**PHYS 351 Advanced Lab I****Credits: 1**

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.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: N/A*

**PHYS 352 Advanced Lab II****Credits: 1**

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.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: N/A*

**PHYS 391 Classical Mechanics****Credits: 4**

Rigid bodies and systems of particles analyzed with Lagrangians, Hamiltonians, and methods from vector calculus, gravitation, central field problems, and wave motion.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: N/A*

**PHYS 392 Electricity & Magnetism****Credits: 4**

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.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: N/A*

### **PHYS 451 Advanced Lab III**

**Credits: 1**

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.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: N/A*

### **PHYS 452 Advanced Lab IV**

**Credits: 1**

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.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: N/A*

### **PHYS 480 Physics Seminar**

**Credits: 1**

Presentations by students, faculty, and guest speakers covering research topics and issues relating to physics and/or engineering.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: N/A*

### **PHYS 486 Topics in Physics**

**Credits: 1 - 4**

Study of physics topic not ordinarily covered in the established courses.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: N/A*

### **PHYS 491 Quantum Mechanics**

**Credits: 4**

Basic principles of quantum mechanics including operators, one-dimensional wells and barriers, Schrodinger 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.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: N/A*

### **PHYS 492 Thermal & Statistical Physics**

**Credits: 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.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: N/A*

### **PHYS 499 Physics Internship**

**Credits: 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.



**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: N/A*

### **PHYS 589 Special Topics in Physics**

**Credits: 1 - 4**

Advanced interdisciplinary study of the physical sciences. Intensive lectures, literature reviews, and discussions on fundamental and contemporary topics that have shaped and continue to shape our understanding of physical systems. Topics vary based on the interests of the students and the instructor.

**Course Frequency:** *Fall: Dept Discretion Spring: Dept Discretion Summer: Dept Discretion*

### **PHYS XXX Physics course with lab**

**Credits: 8**

Choose two Physics courses with labs numbered 140 or above.

**Course Frequency:** *Fall: N/A Spring: N/A Summer: N/A*

**Women's Studies**

**Department Office:** BA 106  
**Phone Number:** 507-537-6810  
**Staff & Faculty:**

The goal of the Women's Studies minor is to enrich students' understanding of women's roles and the influence of gender in society by examining these subjects through a variety of perspectives and disciplines. The strength of the minor lies in a multidisciplinary framework that enables students to make connections and draw comparisons both within the United States and globally. Course descriptions are listed under each discipline.

**Minor: Women's Studies(21 Credits)**

Core Courses: (12 Credits)

<b>HIST 360</b>	American Women's History _____	Credits: 3
<b>LIT 375</b>	Women's Literature _____	Credits: 3
<b>PSYC 250</b>	Psychology of Women _____	Credits: 3
<b>SOCI 270</b>	Gender Issues _____	Credits: 3

Electives: (9 Credits)

<b>ART 208</b>	Artists Course _____	Credits: 1
<b>JUAD 300</b>	Women and Justice _____	Credits: 3
<b>LIT 340</b>	Sexuality and Gender in Literature _____	Credits: 3
<b>MGMT 450</b>	Diversity Management _____	Credits: 3
<b>PHIL 310</b>	The Philosophy of Sex and Gender _____	Credits: 3
<b>SOCI 211</b>	Marriage and the Family _____	Credits: 3
<b>SOCI 324</b>	Sociology of Sexualities _____	Credits: 3
<b>SWRK 340</b>	Human Behavior in the Social Environment _____	Credits: 3

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**

**Aamlid, Cindy Dr. (2007)**

Professor of Sociology

Sociology

DOCTOR OF PHILOSOPHY, SOUTH DAKOTA STATE UNIVERSITY

MASTER OF SCIENCE, IOWA STATE UNIVERSITY

BACHELOR OF SCIENCE, SOUTH DAKOTA STATE UNIVERSITY

**Ahmann, Ellie (2020)**

College Now Expansion Coordinator

College Now

MASTER OF SCIENCE, UNIVERSITY OF WISCONSIN-LA CROSSE

**Albitz, Frankie Dr. (2002)**

Professor of Physical Education

Education

DOCTOR OF EDUCATION, UNIVERSITY OF SOUTH DAKOTA

MASTER OF SCIENCE, OKLAHOMA STATE UNIVERSITY-MAIN CAMPUS

BACHELOR OF SCIENCE, NORTHEASTERN STATE UNIVERSITY

**Albright, Michael Dr. (2016)**

Assistant Professor of English

English

DOCTOR OF PHILOSOPHY, LEHIGH UNIVERSITY

**Alcorn, John (1989)**

Assistant Director for Student Center Operations

Student Union Administration

MASTER OF SCIENCE, SOUTHWEST STATE UNIVERSITY

BACHELOR OF SCIENCE, SOUTHWEST STATE UNIVERSITY

**Alcorn, Tim (1998)**

Dir of Univ Conferencing & Events

Scheduling and Events Services

MASTER OF BUSINESS ADMINISTRATION, SOUTHWEST MINNESOTA STATE UNIVERSITY

BACHELOR OF SCIENCE, SOUTHWEST STATE UNIVERSITY

**Alford, Adam Dr. (2020)**

Assistant Professor of Agronomy

Agronomy

DOCTOR OF PHILOSOPHY, PURDUE UNIVERSITY-MAIN CAMPUS

**Almeyda, Marta Dr. (2018)**

Associate Professor of Marketing

Management and Marketing

DOCTOR OF BUSINESS ADMINISTRATION, SWISS MANAGEMENT CENTER

**Amato, Anthony Dr. (1999)**

Professor of Social Science

Geography

DOCTOR OF PHILOSOPHY, INDIANA UNIVERSITY-BLOOMINGTON

MASTER OF ARTS, INDIANA UNIVERSITY BLOOMINGTON

BACHELOR OF ARTS, UNIVERSITY OF MINNESOTA CENTRAL OFFICE

**Anderson, Alyssa Dr. (2018)**

Assistant Professor of Biology

Biology

DOCTOR OF PHILOSOPHY, UNIVERSITY OF MINNESOTA TWIN CITIES

BACHELOR OF ARTS, SAINT OLAF COLLEGE

**Anderson, Benjamin Dr. (2015)**

Associate Professor of Psychology

Psychology

DOCTOR OF PHILOSOPHY, WASHINGTON UNIVERSITY OF ST. LOUIS

**Anderson, Chad Dr. (2018)**

Adjunct Faculty/Cofacilitator

Education

SIXTH YEAR PROGRAM, MINNESOTA STATE UNIVERSITY, MANKATO

DOCTOR OF EDUCATION, BETHEL UNIVERSITY

BACHELOR OF SCIENCE, MINNESOTA STATE UNIVERSITY, MANKATO

**Anderson, Heather (2019)**

Adjunct Faculty

Education

EDUCATION SPECIALIST, SOUTHWEST MINNESOTA STATE UNIVERSITY

MASTER OF SCIENCE, SOUTHWEST MINNESOTA STATE UNIVERSITY

BACHELOR OF SCIENCE, SOUTHWEST MINNESOTA STATE UNIVERSITY

**Anderson, Jessica (2013)**

Director of Stewardship & Advancement

Foundation

BACHELOR OF ARTS, SOUTHWEST MINNESOTA STATE UNIVERSITY

**Anderson, Molli (2016)**

Transfer Specialist

Registration & Advising

MASTER OF BUSINESS ADMINISTRATION, SOUTHWEST MINNESOTA STATE UNIVERSITY

BACHELOR OF ARTS, UNIVERSITY OF MINNESOTA-MORRIS

**Arkell, Bridget (2002)**

Assistant Director of Financial Aid

Financial Aid

BACHELOR OF SCIENCE, SOUTHWEST STATE UNIVERSITY

**Baeker, Marilyn Dr. (2017)**

University Supervisor

Placement & Licensure

DOCTOR OF PHILOSOPHY, UNIVERSITY OF MINNESOTA, TWIN CITIES

**Baker, Lori Dr. (1997)**

Professor of English & Writing Center Director

English

DOCTOR OF PHILOSOPHY, PURDUE UNIVERSITY-MAIN CAMPUS

MASTER OF ARTS, PURDUE UNIVERSITY MAIN CAMPUS

BACHELOR OF ARTS, UNIVERSITY OF NEBRASKA AT KEARNEY

**Baun, Dan (1998)**

CIO

Provost/VP Academic and Student Affairs

MASTER OF ARTS, UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN

BACHELOR OF ARTS, SOUTHWEST STATE UNIVERSITY

**Bayerkohler, Glenn (1988)**

Professor of Accounting

Accounting

JURIS DOCTORATE, WILLIAM MITCHELL COLLEGE OF LAW

MASTER OF SCIENCE, UNIVERSITY OF SOUTH DAKOTA

BACHELOR OF SCIENCE, MANKATO STATE UNIVERSITY

**Beach, Michelle Dr. (2007)**

Professor of Education

Education

DOCTOR OF PHILOSOPHY, NORTH DAKOTA STATE UNIVERSITY

MASTER OF SCIENCE, ST. CLOUD STATE UNIVERSITY

BACHELOR OF SCIENCE, MOORHEAD STATE COLLEGE

**Beebout-Bladholm, Toni Dr. (2007)**

Adjunct Faculty

English

DOCTOR OF PHILOSOPHY, CAPELLA UNIVERSITY

MASTER OF SCIENCE, MINNESOTA STATE UNIVERSITY, MANKATO

BACHELOR OF SCIENCE, SOUTHWEST STATE UNIVERSITY

**Behning, Joshua (2020)**

Admission Counselor

Admission

BACHELOR OF SCIENCE, SOUTHWEST MINNESOTA STATE UNIVERSITY

**Bell, Jeffrey Dr. (2010)**

Professor of Exercise Science

Exercise Science

DOCTOR OF PHILOSOPHY, PURDUE UNIV WEST LAFAYETTE

MASTER OF ARTS, AUSTIN COLLEGE

MASTER OF SCIENCE, TEXAS A&M UNIVERSITY-COMMERCE

BACHELOR OF ARTS, AUSTIN COLLEGE

**Bemer, Amanda Dr. (2010)**

Professor of English

English

DOCTOR OF PHILOSOPHY, UTAH STATE UNIVERSITY

**Bentley, Jessica (2002)**

Assistant Director of Residential Life

Residence Life

BACHELOR OF ARTS, BUENA VISTA UNIVERSITY

**Bernhagen, Jenna (2018)**

Adjunct Faculty/Co-Facilitator

Education

MASTER OF SCIENCE, SOUTHWEST MINNESOTA STATE UNIVERSITY

BACHELOR OF ARTS, UNIVERSITY OF MINNESOTA-MORRIS

**Betker, Morgan Dr. (2018)**

Assistant Professor of Exercise Science

Exercise Science

DOCTOR OF PHILOSOPHY, UNIVERSITY OF MINNESOTA TWIN CITIES

MASTER OF SCIENCE, UNIVERSITY OF MINNESOTA TWIN CITIES

**Beyer, Noelle Dr. (2006)**

Associate Professor of Chemistry

Chemistry

DOCTOR OF PHILOSOPHY, UNIVERSITY OF MINNESOTA TWIN CITIES

BACHELOR OF SCIENCE, SOUTHWEST STATE UNIVERSITY

**Bigler, Brad (2005)**

Head Men's Basketball Coach

Men's Basketball

MASTER OF SCIENCE, SOUTHWEST MINNESOTA STATE UNIVERSITY

BACHELOR OF SCIENCE, SOUTHWEST MINNESOTA STATE UNIVERSITY

**Bingen, Charles Dr. (2019)**

Instructor/Math Learning Center Coordinator

Mathematics

DOCTOR OF EDUCATION, UNIVERSITY OF SOUTH DAKOTA

MASTER OF ARTS, UNIVERSITY OF SOUTH DAKOTA

BACHELOR OF SCIENCE, UNIVERSITY OF SOUTH DAKOTA

**Blanchard, Paul (1996)**

Associate Athletic Director/Head Men's Baseball Coach

Baseball

MASTER OF EDUCATION, UNIVERSITY OF MINNESOTA-TWIN CITIES

BACHELOR OF SCIENCE, UNIVERSITY OF MINNESOTA-TWIN CITIES

**Boddy, Tyler (2014)**

Assistant Volleyball Coach

SMSU Athletics

MASTER OF SCIENCE, SOUTHWEST MINNESOTA STATE UNIVERSITY

**Bonnstetter, Rhonda Dr. (2005)**

Professor of Education

Education

DOCTOR OF EDUCATION, UNIVERSITY OF SOUTH DAKOTA

MASTER OF SCIENCE IN EDUCATION, SOUTHWEST STATE UNIVERSITY

BACHELOR OF SCIENCE, SOUTHWEST STATE UNIVERSITY

**Borowske, Kate (2017)**

Assistant Professor of Library

McFarland Library

MASTER OF ARTS, UNIVERSITY OF IOWA

MASTER OF FINE ARTS, UNIVERSITY OF IOWA

MASTER OF ARTS, UNIVERSITY OF IOWA

BACHELOR OF ARTS, COLLEGE OF SAINT BENEDICT

**Bouman, Bailey (2018)**

Head Women's Softball Coach/Assistant Professor

Softball

MASTER OF SCIENCE, SOUTHWEST MINNESOTA STATE UNIVERSITY

**Brace, Pat Dr. (1988)**

Professor of Art

Fine Arts and Communications

DOCTOR OF PHILOSOPHY, OHIO UNIVERSITY MAIN CAMPUS

MASTER OF ARTS, OHIO UNIVERSITY MAIN CAMPUS

BACHELOR OF ARTS, SLIPPERY ROCK UNIVERSITY OF PENNSYLVANIA

**Brockman, Vicky Dr. (2000)**

Professor of Sociology

Sociology

DOCTOR OF PHILOSOPHY, UNIVERSITY OF MINNESOTA TWIN CITIES

MASTER OF ARTS, UNIVERSITY OF NORTH DAKOTA WILLISTON

BACHELOR OF ARTS, SOUTHWEST STATE UNIVERSITY

**Brown, Jay Dr. (1997)**

Professor of Chemistry

Chemistry

DOCTOR OF PHILOSOPHY, UNIVERSITY OF VERMONT

MASTER OF SCIENCE, STATE UNIVERSITY OF NEW YORK EMPIRE STAT

BACHELOR OF SCIENCE, STATE UNIVERSITY OF NEW YORK EMPIRE STAT

ASSOCIATE OF SCIENCE, STATE UNIVERSITY OF NEW YORK SYSTEM OFFI

**Bullerman, Levi (2018)**

Assistant Football Coach/Athletic Adminstration

Football

MASTER OF ARTS IN EDUCATION, GREENVILLE COLLEGE

BACHELOR OF SCIENCE, SOUTHWEST MINNESOTA STATE UNIVERSITY

**Butler, Corey Dr. (1997)**

Professor of Psychology

Psychology

DOCTOR OF PHILOSOPHY, UNIVERSITY OF MAINE

BACHELOR OF ARTS, KNOX COLLEGE

**Carmody, Pat (1985)**

Registrar

Registration & Advising

BACHELOR OF ARTS, SOUTHWEST STATE UNIVERSITY

**Chukwuba, Kenneth Dr. (2016)**

Assistant Professor Business Management  
Management and Marketing  
DOCTOR OF PHILOSOPHY, WALDEN UNIVERSITY

**Clarke, Katie Dr. (2018)**

Adjunct Faculty/University Supervisor  
Education  
DOCTOR OF EDUCATION, MINNESOTA STATE UNIVERSITY, MANKATO  
MASTER OF SCIENCE, MINNESOTA STATE UNIVERSITY, MANKATO  
BACHELOR OF SCIENCE-TEACHING, WINONA STATE UNIVERSITY

**Cleveland, Kris Dr. (2012)**

Associate Professor of Exercise Science  
Exercise Science  
DOCTOR OF PHYSICAL THERAPY, UNIV OF OSTEOPATHIC MED & HLTH SCI

**Condezo, Gustavo (2019)**

Admissions Counselor  
Admission  
MASTER OF SCIENCE, SOUTHWEST MINNESOTA STATE UNIVERSITY  
BACHELOR OF SCIENCE, SOUTHWEST STATE UNIVERSITY

**Conteh, Lamine Dr. (2017)**

Assistant Professor of Accounting/Finance  
Finance  
DOCTOR OF BUSINESS ADMINISTRATION, OTHER FLORIDA

**Craner, Sandy Dr. (2002)**

Professor of Biology  
Biology  
DOCTOR OF PHILOSOPHY, EAST CAROLINA UNIVERSITY  
MASTER OF SCIENCE, UNIVERSITY OF CINCINNATI-MAIN CAMPUS  
BACHELOR OF ARTS, MIAMI UNIVERSITY-OXFORD

**Crowell, Laura (1995)**

Head Athletic Trainer  
Athletic Training  
MASTER OF SCIENCE, IOWA STATE UNIVERSITY OF SCIENCE AND TEC  
BACHELOR OF SCIENCE, IOWA STATE UNIVERSITY OF SCIENCE AND TEC

**Crowell, Scott (1994)**

Dean of Students/Associate VP for Student Affairs  
Student Center  
MASTER OF SCIENCE, IOWA STATE UNIVERSITY OF SCIENCE AND TEC  
BACHELOR OF SCIENCE, IOWA STATE UNIVERSITY OF SCIENCE AND TEC



**Cuder, Primavera Dr. (2019)**

Assistant Professor of Spanish

Spanish

DOCTOR OF PHILOSOPHY, FLORIDA INTERNATIONAL UNIVERSITY

DOCTOR OF PHILOSOPHY, UNIVERSIDAD DE JAÉN

MASTER OF ARTS, UNIVERSIDAD DE JAÉN

MASTER OF ARTS, FLORIDA INTERNATIONAL UNIVERSITY

**Culhane, Terry (2004)**

Head Women's Volleyball Coach/Assistant Professor

Volleyball

MASTER OF SCIENCE IN EDUCATION, SOUTHWEST STATE UNIVERSITY

BACHELOR OF ARTS, SOUTHWEST STATE UNIVERSITY

**Dahlager, Cori Ann (1998)**

Director of the School of Graduate Studies

Graduate Studies

MASTER OF SCIENCE, SOUTHWEST MINNESOTA STATE UNIVERSITY

BACHELOR OF SCIENCE, SOUTHWEST STATE UNIVERSITY

ASSOCIATE OF ARTS, CONCORDIA COLLEGE AT ST PAUL

**Dallenbach, Valerie (2012)**

Director of Health Services

Health Services

BACHELOR OF SCIENCE, SOUTH DAKOTA STATE UNIVERSITY

**Daniloff-Merrill, Mary Ellen Dr. (2003)**

Professor of English

English

DOCTOR OF PHILOSOPHY, PURDUE UNIVERSITY-MAIN CAMPUS

MASTER OF ARTS, SUNY AT BINGHAMTON

BACHELOR OF ARTS, SUNY AT BINGHAMTON

**Davis, Steve Dr. (2005)**

Professor of Agribusiness Mgmt/Economics

Economics

DOCTOR OF PHILOSOPHY, UNIVERSITY OF GEORGIA

MASTER OF SCIENCE, UNIVERSITY OF MAINE

BACHELOR OF SCIENCE, UNIVERSITY OF SOUTHERN MAINE

**Day, Stewart Dr. (1989)**

Associate Professor of Humanities

Philosophy

DOCTOR OF PHILOSOPHY, PENNSYLVANIA STATE UNIVERSITY MAIN CAMPUS

BACHELOR OF ARTS, CORNELL COLLEGE

**De Moraes, Daniel (2016)**

Adjunct Faculty

Exercise Science

MASTER OF SCIENCE, UNIVERSITY OF NORTH DAKOTA

BACHELOR OF SCIENCE, UNIVERSITY OF NORTH DAKOTA

**DeVos, Stephanie (2019)**

Adjunct Faculty

Education

MASTER OF SCIENCE, SOUTHWEST MINNESOTA STATE UNIVERSITY

**Dilley, Thomas Dr. (1999)**

Professor of Environmental Science

Environmental Science

DOCTOR OF PHILOSOPHY, UNIVERSITY OF ARIZONA

MASTER OF SCIENCE, UNIVERSITY OF ALASKA

BACHELOR OF SCIENCE, UNIVERSITY OF ALASKA

**Doise, Eric Dr. (2013)**

Associate Professor of English

English

DOCTOR OF PHILOSOPHY, UNIVERSITY OF FLORIDA

**Earl, Heather (2014)**

Adjunct Faculty

Management and Marketing

MASTER OF BUSINESS ADMINISTRATION, SOUTHWEST MINNESOTA STATE UNIVERSITY

BACHELOR OF SCIENCE, MINNESOTA STATE UNIVERSITY, MANKATO

**Ekstrom, Pam (1998)**

Director of Disability Services

Disability Services

BACHELOR OF ARTS, SOUTHWEST STATE UNIVERSITY

**Engstrom, John Dr. (1998)**

Associate Professor of Education

Education

DOCTOR OF PHILOSOPHY, SAINT MARYS UNIVERSITY OF MINNESOTA

MASTER OF SCIENCE IN EDUCATION, SOUTHWEST STATE UNIVERSITY

BACHELOR OF SCIENCE, UNIV OF WISC ALL CAMPUSES

**Ewing, Scott (1993)**

Assistant Director Student Activities

Student Union Administration

MASTER OF SCIENCE, EMPORIA STATE UNIVERSITY

BACHELOR OF ARTS, PITTSBURG STATE UNIVERSITY

**Fiene, Shannon Dr. (2015)**

Adjunct Faculty

Communication Studies

DOCTOR OF PHILOSOPHY, NORTH CAROLINA STATE UNIVERSITY AT RALEI

MASTER OF SCIENCE, NORTH CAROLINA STATE UNIVERSITY AT RALEI

**Fier, Sara Dr. (2000)**

University Counselor/Professor

Counseling and Testing Services

DOCTOR OF PHILOSOPHY, WALDEN UNIVERSITY

MASTER OF SCIENCE, SOUTH DAKOTA STATE UNIVERSITY

BACHELOR OF SCIENCE, SOUTHWEST STATE UNIVERSITY

**Finck, Gregory (2018)**

Adjunct Faculty/University Supervisor

Placement & Licensure

MASTER OF ARTS, UNIVERSITY OF MINNESOTA TWIN CITIES

**Flint, Shelby Dr. (2019)**

Assistant Professor of Biology

Biology

DOCTOR OF PHILOSOPHY, UNIVERSITY OF MINNESOTA TWIN CITIES

MASTER OF SCIENCE, UNIVERSITY OF NEW HAMPSHIRE-MAIN CAMPUS

BACHELOR OF ARTS, UNIVERSITY OF ARIZONA

**Fokken, Mark (1995)**

Associate Professor of Communication Studies

Fine Arts and Communications

MASTER OF ARTS, SOUTH DAKOTA STATE UNIVERSITY

MASTER OF ARTS, SOUTH DAKOTA STATE UNIVERSITY

BACHELOR OF ARTS, SOUTH DAKOTA STATE UNIVERSITY

**Franson, BC (2002)**

Associate Professor of Justice Administration

Justice Administration

JURIS DOCTORATE, UNIVERSITY OF SOUTH DAKOTA

BACHELOR OF ARTS, COLLEGE OF SAINT BENEDICT

**Frost, Stacy (2005)**

Interim Co-Executive Director for Advancement & Foundation

Development

MASTER OF ARTS, AUGSBURG COLLEGE

BACHELOR OF SCIENCE, SOUTHWEST STATE UNIVERSITY

**Fuerstenberg, Jodi (2006)**

Assistant Athletic Trainer

Athletic Training

MASTER OF SCIENCE, SOUTHWEST MINNESOTA STATE UNIVERSITY

BACHELOR OF ARTS, BUENA VISTA UNIVERSITY

**Gatchell, Melanie (2000)**

Adjunct Faculty

English

MASTER OF FINE ARTS, MINNESOTA STATE UNIVERSITY, MANKATO

BACHELOR OF ARTS, SOUTHWEST STATE UNIVERSITY

**Gaul, Brett Dr. (2007)**

Professor of Philosophy/Honors Prog Dir

Philosophy

DOCTOR OF PHILOSOPHY, UNIVERSITY OF IOWA

MASTER OF ARTS, WESTERN MICHIGAN UNIVERSITY

BACHELOR OF ARTS, SOUTHWEST STATE UNIVERSITY

**Gehle, Vaughn Dr. (1999)**

Associate Professor of Biology

Biology

DOCTOR OF PHILOSOPHY, UNIVERSITY OF CALIFORNIA, IRVINE

BACHELOR OF ARTS, SOUTHWEST STATE UNIVERSITY

**Giles, Kaitlyn (2019)**

Coordinator of Advising Services

Student Success & Advising Center

MASTER OF SCIENCE, MINNESOTA STATE UNIVERSITY, MANKATO

BACHELOR OF SCIENCE, MINNESOTA STATE UNIVERSITY, MANKATO

**Ginocchio, John Dr. (2006)**

Professor of Music

Fine Arts and Communications

DOCTOR OF ARTS, BALL STATE UNIVERSITY

MASTER OF MUSIC, BALL STATE UNIVERSITY

BACHELOR OF MUSIC, INDIANA UNIVERSITY-BLOOMINGTON

**Gladis, Pam (2012)**

Associate Professor/Librarian/Dept Chair

McFarland Library

MASTER OF SCIENCE, MINNESOTA STATE UNIVERSITY MOORHEAD

MASTER OF ARTS, THE UNIVERSITY OF IOWA

BACHELOR OF ARTS, SOUTHWEST MINNESOTA STATE UNIVERSITY

SPECIALIZED GRADUATE CERTIFICATE, ST. CLOUD STATE UNIVERSITY

**Gluck Peterson, Lynn Dr. (2020)**

Charter Certificate Community Liaison and Recruiter

Education

DOCTOR OF EDUCATION, CONCORDIA UNIVERSITY, ST PAUL

EDUCATION SPECIALIST, CAPELLA UNIVERSITY

MASTER OF ARTS, UNIVERSITY OF ST THOMAS

BACHELOR OF ARTS, WESTERN STATE COLORADO UNIVERSITY

**Goblish, Jenifer (2010)**

Faculty Advisor for CN/University Supervisor

Placement & Licensure

MASTER OF SCIENCE, MINNESOTA STATE UNIVERSITY, MANKATO

MASTER OF SCIENCE, SOUTHWEST MINNESOTA STATE UNIVERSITY

BACHELOR OF SCIENCE, SOUTHWEST STATE UNIVERSITY

**Gochenouer, Denise Dr. (2007)**

Professor of Marketing

Management and Marketing

DOCTOR OF PHILOSOPHY, SOUTH DAKOTA STATE UNIVERSITY

MASTER OF SCIENCE, SOUTHWEST MINNESOTA STATE UNIVERSITY

BACHELOR OF SCIENCE, BARRY UNIVERSITY

**Graven, Jennifer (2013)**

Director of Marketing and Promotions

SMSU Athletics

BACHELOR OF ARTS, UNIVERSITY OF ST THOMAS

BACHELOR OF SCIENCE, SOUTHWEST STATE UNIVERSITY

**Greenfield, Tony Dr. (2002)**

Professor of Biology/Dept Chair

Biology

DOCTOR OF PHILOSOPHY, UNIVERSITY OF SOUTH DAKOTA

BACHELOR OF SCIENCE, BUENA VISTA UNIVERSITY

**Guenther, Kimberly (2011)**

Director of Concurrent Enrollment

College Now

MASTER OF SCIENCE, MINNESOTA STATE UNIVERSITY, MANKATO

BACHELOR OF ARTS, SIMPSON COLLEGE

**Guertin, David (2008)**

University Supervisor

Placement & Licensure

MASTER OF SCIENCE IN EDUCATION, UNIVERSITY OF MINNESOTA, TWIN CITIES

**Haddud, Abu Dr. (2018)**

Assistant Professor of Management

Management and Marketing

DOCTOR OF PHILOSOPHY, EASTERN MICHIGAN UNIVERSITY

**Hale, Alma (2007)**

Professor of Art

Fine Arts and Communications

MASTER OF FINE ARTS, INDIANA STATE UNIVERSITY

BACHELOR OF APPLIED SCIENCE, ITT TECHNICAL INSTITUTE

ASSOCIATE OF ARTS, BRIGHAM YOUNG UNIVERSITY - IDAHO

**Hand, Patricia (2001)**

Adjunct Faculty

Fine Arts and Communications

MASTER OF FINE ARTS, SOUTHERN ILLINOIS UNIVERSITY-EDWARDSVILL

BACHELOR OF ARTS, SOUTHWEST STATE UNIVERSITY

BACHELOR OF SCIENCE, SOUTHWEST STATE UNIVERSITY

**Hansen, John Dr. (1985)**

Professor of Chemistry

Chemistry

DOCTOR OF PHILOSOPHY, UNIVERSITY OF CHICAGO

BACHELOR OF ARTS, UNIVERSITY OF MINNESOTA-TWIN CITIES

**Hanson, Mary (2008)**

Adjunct Faculty

Education

MASTER OF SCIENCE, SOUTHWEST MINNESOTA STATE UNIVERSITY

**Harms, Helen (2014)**

Adjunct Faculty

Placement & Licensure

MASTER OF SCIENCE IN EDUCATION, SOUTHWEST MINNESOTA STATE UNIVERSITY

BACHELOR OF SCIENCE, SOUTHWEST MINNESOTA STATE UNIVERSITY

**Hedman, Shawn (1986)**

Director of Academic/Administrative Computer Serv

Information Technology Services

BACHELOR OF SCIENCE, SOUTHWEST STATE UNIVERSITY

ASSOCIATE OF ARTS, WILLMAR COMMUNITY COLLEGE

**Hegazy, Mostafa (2016)**

Associate Professor of Exercise Science

Exercise Science

DOCTOR OF PHILOSOPHY, ARIZONA STATE UNIVERSITY-MAIN CAMPUS

**Hemp, Dave (1999)**

Director of Student Conduct/Environmental Health and Safety

University Public Safety

BACHELOR OF SCIENCE, SOUTHWEST STATE UNIVERSITY

**Henning, Teresa Dr. (2006)**

Professor of English

English

DOCTOR OF PHILOSOPHY, PURDUE UNIVERSITY-MAIN CAMPUS

MASTER OF ARTS, PURDUE UNIVERSITY-MAIN CAMPUS

BACHELOR OF ARTS, ILLINOIS STATE UNIVERSITY

**Herder, Richard Dr. (2010)**

Associate Professor of Communication Studies

Fine Arts and Communications

DOCTOR OF PHILOSOPHY, GEORGIA STATE UNIVERSITY

MASTER OF ARTS, UNIVERSITY OF MIAMI

BACHELOR OF SCIENCE, BEMIDJI STATE UNIVERSITY

**Hiller, Bryan (2018)**

Assistant Football Coach/Instructor

Football

MASTER OF EDUCATION, UNIV OF MINN-MPLS/ST PAUL

BACHELOR OF SCIENCE, UNIVERSITY OF WISCONSIN-OSHKOSH

**Hmielewski, Chris (1998)**

Director of Athletics

SMSU Athletics

MASTER OF SCIENCE, MINNESOTA STATE UNIVERSITY, MANKATO

BACHELOR OF SCIENCE, SOUTHWEST STATE UNIVERSITY

**Hoffman, Laura Dr. (2014)**

Adjunct Faculty

NURSING

DOCTOR OF NURSING PRACTICE, WALDEN UNIVERSITY

MASTER OF SCIENCE, WALDEN UNIVERSITY

BACHELOR OF ARTS, UNIVERSITY OF SOUTH DAKOTA

ASSOCIATE OF APPLIED SCIENCE, MINNESOTA WEST COMMUNITY & TECHNICAL COLLEGE

**Hofstetter, Mike Dr. (1998)**

Professor of History

History

DOCTOR OF PHILOSOPHY, NORTHWESTERN UNIVERSITY

MASTER OF ARTS, NORTHWESTERN UNIVERSITY

BACHELOR OF ARTS, GRINNELL COLLEGE

**Hooper, Valerie (2017)**

Adjunct Faculty

Placement & Licensure

MASTER OF SCIENCE, MINNESOTA STATE UNIVERSITY, MANKATO

BACHELOR OF SCIENCE, MINNESOTA STATE UNIVERSITY, MANKATO

**Horey, Scotty Dr. (2019)**

Adjunct Faculty

Fine Arts and Communications

DOCTOR OF MUSICAL ARTS, UNIVERSITY OF MINNESOTA TWIN CITIES

**Huang, Mu-wan Dr. (2009)**

Associate Professor of Mathematics

Mathematics

DOCTOR OF PHILOSOPHY, UNIVERSITY OF NEBRASKA AT LINCOLN

MASTER OF SCIENCE, UNIVERSITY OF NEBRASKA AT LINCOLN

BACHELOR OF SCIENCE, EASTERN MICHIGAN UNIVERSITY

**Huseby, Sarah Dr. (2013)**

Assistant Professor

Education

DOCTOR OF EDUCATION, MINNESOTA STATE UNIVERSITY, MANKATO

MASTER OF ARTS, ST. CATHERINE UNIVERSITY

BACHELOR OF ARTS, SOUTHWEST MINNESOTA STATE UNIVERSITY

**Hwang, Joyce Dr. (2015)**

Assoc Prof of Hospitality Management

Agriculture, Culinary, and Hospitality

DOCTOR OF PHILOSOPHY, IOWA STATE UNIVERSITY

**Hyatt, Meredith (2019)**

Director of Annual Giving

Foundation

BACHELOR OF ARTS, SOUTHWEST MINNESOTA STATE UNIVERSITY

**Jacobson, Timothy (2016)**

Adjunct Faculty

Education

MASTER OF SCIENCE, NORTH DAKOTA STATE UNIVERSITY

**Jans, Scott (2004)**

Practitioner Facilitator

Education

MASTER OF SCIENCE, SOUTHWEST MINNESOTA STATE UNIVERSITY

BACHELOR OF SCIENCE, SAINT CLOUD STATE UNIVERSITY

**Jeffers, Brent (1989)**

Associate Professor of Exercise Science

Exercise Science

MASTER OF SCIENCE, BEMIDJI STATE UNIVERSITY

BACHELOR OF ARTS, BEMIDJI STATE UNIVERSITY

**Johansen, Laurie Dr. (2014)**

Professor of Nursing/Dept Chair

Nursing

DOCTOR OF PHILOSOPHY, UNIVERSITY OF NORTH DAKOTA-MAIN CAMPUS

MASTER OF SCIENCE, SOUTH DAKOTA STATE UNIVERSITY

BACHELOR OF SCIENCE, SOUTH DAKOTA STATE UNIVERSITY

ASSOCIATE OF ARTS, UNIVERSITY OF SOUTH DAKOTA

**Johnson, Faith (2020)**

Assistant Professor of Nursing

Nursing

DIPLOMA, LUTHERAN DEACONESS HOSPITAL SCHOOL OF NURSING

DOCTOR OF EDUCATION, ST. CLOUD STATE UNIVERSITY

MASTER OF ARTS, BETHEL UNIVERSITY

BACHELOR OF ARTS, BETHEL COLLEGE, SAINT PAUL

**Jones, Kathryn (2009)**

Faculty Adv for College Now Prog

Mathematics

MASTER OF ARTS, EASTERN ILLINOIS UNIVERSITY

BACHELOR OF ARTS, UNIVERSITY OF DUBUQUE - COLLEGE OF LIBER

**Jones, Mary Dr. (2015)**

Director of Extended Learning&Academic Outreach

Online Learning & Transfer Partnerships

DOCTOR OF EDUCATION, UNIVERSITY OF SOUTH DAKOTA

**Jones, Susan Dr. (1996)**

Professor of Finance

Finance

DOCTOR OF PHILOSOPHY, SOUTH DAKOTA STATE UNIVERSITY

MASTER OF BUSINESS ADMINISTRATION, UNIVERSITY OF MINNESOTA-TWIN CITIES

BACHELOR OF SCIENCE, SOUTHWEST STATE UNIVERSITY



**Jung, Sang Dr. (2007)**

Assoc Prof of Ag Mgmt

Economics

DOCTOR OF PHILOSOPHY, TEXAS TECH UNIVERSITY

MASTER OF SCIENCE, WEST VIRGINIA UNIVERSITY

BACHELOR OF ARTS, OTHER INSTITUTION

**Kaiser, Dan Dr. (1998)**

Professor of Computer Science/Department Chair

Computer Science

DOCTOR OF PHILOSOPHY, UNIV OF NEBRASKA ALL CAMPUSES

MASTER OF SCIENCE, UNIV OF NEBRASKA ALL CAMPUSES

MASTER OF SCIENCE, UNIV OF NEBRASKA ALL CAMPUSES

BACHELOR OF ARTS, BENEDICTINE COLLEGE

**Kasmarik-Mallett, Erin (2015)**

Head Women's Soccer Coach/Assistant Professor

Women's Soccer

MASTER OF SCIENCE, SOUTH DAKOTA STATE UNIVERSITY

BACHELOR OF SCIENCE, SOUTH DAKOTA STATE UNIVERSITY

**Kerkaert, Deb (1990)**

VP for Finance & Administration

Finance

MASTER OF BUSINESS ADMINISTRATION, SOUTHWEST MINNESOTA STATE UNIVERSITY

BACHELOR OF SCIENCE, SOUTHWEST STATE UNIVERSITY

**Kingsbury, Maria Dr. (2007)**

Associate Professor of Library

McFarland Library

DOCTOR OF PHILOSOPHY, TEXAS TECH UNIVERSITY

MASTER OF ARTS, UNIVERSITY OF WISCONSIN-MADISON

BACHELOR OF ARTS, UNIVERSITY OF MINNESOTA-MORRIS

**Kingsbury, Stephen Dr (2011)**

Professor of Music

Fine Arts and Communications

DOCTOR OF MUSICAL ARTS, UNIVERSITY OF ILLINOIS AT URBANA

**Kline, Erin Dr. (2018)**

Assoc Dir of Equity & Inclusion/Assoc Dir of Mustang Pathway Program

Diversity and Inclusion

DOCTOR OF PHILOSOPHY, SOUTH DAKOTA STATE UNIVERSITY

MASTER OF ARTS, MINNESOTA STATE UNIVERSITY, MANKATO

BACHELOR OF ARTS, SOUTHWEST STATE UNIVERSITY

**Klinkner, Derek (2014)**

Wheelchair Basketball Coach

Wheelchair Basketball

MASTER OF SCIENCE, SOUTHWEST MINNESOTA STATE UNIVERSITY

BACHELOR OF SCIENCE, SOUTHWEST MINNESOTA STATE UNIVERSITY

**Knutson, Julie (2009)**

University Supervisor

Placement & Licensure

MASTER OF SCIENCE IN EDUCATION, UNIV OF MINN ALL CAMPUSES

**Koenig, Laura Dr. (2019)**

Assistant Professor

Psychology

DOCTOR OF PHILOSOPHY, UNIVERSITY OF MINNESOTA TWIN CITIES

MASTER OF ARTS, UNIVERSITY OF MINNESOTA TWIN CITIES

BACHELOR OF ARTS, LUTHER COLLEGE

**Kolnick, Jeff Dr. (1992)**

Professor of History

History

DOCTOR OF PHILOSOPHY, UNIVERSITY OF CALIFORNIA-DAVIS

MASTER OF ARTS, UNIVERSITY OF CALIFORNIA-LOS ANGELES

BACHELOR OF ARTS, UNIVERSITY OF CALIFORNIA-LOS ANGELES

**Kovar, Kristin Dr. (2015)**

Associate Professor of Agricultural Education

Agricultural Education

DOCTOR OF PHILOSOPHY, UNIVERSITY OF MISSOURI-COLUMBIA

MASTER OF AGRICULTURAL LEADERSHIP, UNIVERSITY OF GEORGIA

BACHELOR OF SCIENCE, BERRY COLLEGE

**Krull, Brittany (2004)**

Director of Student Success

Student Success & Advising Center

MASTER OF SCIENCE, SOUTHWEST MINNESOTA STATE UNIVERSITY

BACHELOR OF ARTS, SOUTHWEST MINNESOTA STATE UNIVERSITY

**Kurowski, Michael (2001)**

Coordinator of International Student Services

Disability Services

MASTER OF SCIENCE, UNIVERSITY OF WISCONSIN-LA CROSSE

BACHELOR OF ARTS, WINONA STATE UNIVERSITY

**Laleman, Josie (2019)**

Adjunct Faculty

Fine Arts and Communications

MASTER OF SCIENCE, SOUTHWEST MINNESOTA STATE UNIVERSITY

BACHELOR OF SCIENCE, SOUTHWEST MINNESOTA STATE UNIVERSITY

**Lamb, Dennis Dr. (2002)**

Professor of Education

Education

DOCTOR OF EDUCATION, UNIVERSITY OF SOUTH DAKOTA

MASTER OF ARTS, NORTHWEST MISSOURI STATE UNIVERSITY

BACHELOR OF ARTS, BUENA VISTA UNIVERSITY

**Landby, Janet (2015)**

University Supervisor

Placement & Licensure

MASTER OF ARTS, CONCORDIA UNIVERSITY, ST PAUL

**Langseth, Paul (2019)**

Assistant to the Director of Trio Upward Bound

Upward Bound

**Lee, Jay (2001)**

Director of Diversity and Inclusion

Diversity and Inclusion

MASTER OF SCIENCE, SOUTH DAKOTA STATE UNIVERSITY

BACHELOR OF ARTS, SOUTHWEST STATE UNIVERSITY

**Leibold, Nancyruth Dr. (2015)**

Associate Professor of Nursing

Nursing

DOCTOR OF EDUCATION, COLLEGE OF SAINT MARY

**Lenz, Mike (2015)**

Assistant Professor of Theatre

Fine Arts and Communications

MASTER OF FINE ARTS, PURDUE UNIV WEST LAFAYETTE

BACHELOR OF ARTS, SOUTHWEST STATE UNIVERSITY

**Lim, Yumi Dr. (2015)**

Assistant Professor of Hospitality Management

Hospitality

DOCTOR OF PHILOSOPHY, VIRGINIA POLYTECHNIC INSTITUTE AND STATE

MASTER OF SCIENCE, VIRGINIA POLYTECHNIC INST BLACKSBUR

**Linehan, Patricia Dr. (2011)**

Assistant Professor, Adult Education

Education

DOCTOR OF PHILOSOPHY, PURDUE UNIVERSITY-MAIN CAMPUS

BACHELOR OF ARTS, UNIVERSITY OF MONTANA SCH OF PHARM

**Locklear, Bruce Dr. (2017)**

Assistant Professor of Education

Education

DOCTOR OF EDUCATION, SAINT MARYS UNIVERSITY OF MINNESOTA

MASTER OF ARTS, UNIVERSITY OF NORTH CAROLINA AT CHAPEL H

BACHELOR OF ARTS, SAINT ANDREWS PRESBYTERIAN COLLEGE

**Loft, Kelly (1997)**

Athletic Communications Director

Athletic Communications

MASTER OF SCIENCE, SOUTHWEST MINNESOTA STATE UNIVERSITY

BACHELOR OF SCIENCE, SOUTHWEST STATE UNIVERSITY

**Losada-Montero, Jose Dr. (2015)**

Associate Professor of Spanish

Spanish

DOCTOR OF PHILOSOPHY, CUNY GRADUATE SCHOOL AND UNIVERSITY CENT

MASTER OF ARTS, CUNY GRADUATE SCHOOL AND UNIVERSITY CENT

**Lothringer, Peter Dr. (2000)**

Visiting Music Adjunct Faculty

Fine Arts and Communications

DOCTOR OF MUSICAL ARTS, UNIVERSITY OF ARIZONA

MASTER OF ARTS, WESTERN ILLINOIS UNIVERSITY

BACHELOR OF ARTS, WESTERN ILLINOIS UNIVERSITY

**Lucas, Lisa (2012)**

Assistant Professor of English

English

MASTER OF ARTS, UNIVERSITY OF NORTHERN IOWA

MASTER OF FINE ARTS, MINNESOTA STATE UNIVERSITY, MANKATO

BACHELOR OF ARTS, UNIVERSITY OF NORTHERN IOWA

**Man, Shushuang Dr. (1999)**

Professor of Computer Science

Computer Science

DOCTOR OF PHILOSOPHY, UNIVERSITY OF SOUTH CAROLINA AT COLUMBIA

MASTER OF SCIENCE, SHANDONG UNIVERSITY

**Matzner, Alan (2010)**

Dir of Inst Research & Reporting

Data Mgmt and Inst Research

MASTER OF ARTS, COLLEGE OF WM & MARY ALL CAMPUSES

**Mayer, Jeannie (2018)**

Adjunct Faculty/Cofacilitator

Education

MASTER OF SCIENCE, SOUTHWEST MINNESOTA STATE UNIVERSITY

**McClure, Shay (2019)**

Assistant Football Coach (Defensive Coordinator)/Instructor

Football

MASTER OF SCIENCE, SOUTHERN OREGON UNIVERSITY

BACHELOR OF SCIENCE, SOUTHERN OREGON UNIVERSITY

**McCoss-Yerigan, Tanya Dr. (1998)**

Professor of Education

Education

DOCTOR OF PHILOSOPHY, CAPELLA UNIVERSITY

MASTER OF SCIENCE IN EDUCATION, SOUTHWEST STATE UNIVERSITY

BACHELOR OF SCIENCE, SOUTHWEST STATE UNIVERSITY

**McKittrick, Taylor (2020)**

Admission Counselor

Admission

BACHELOR OF SCIENCE TEACHING, WINONA STATE UNIVERSITY

**Meiners, Jay (2010)**

Practitioner Facilitator

Education

MASTER OF SCIENCE, SOUTHWEST MINNESOTA STATE UNIVERSITY

BACHELOR OF ARTS, CONCORDIA COLLEGE AT MOORHEAD

**Mensink, Jessica (2006)**

Assistant Director of College Now

College Now

MASTER OF SCIENCE, SOUTHWEST MINNESOTA STATE UNIVERSITY

BACHELOR OF SCIENCE, SOUTHWEST MINNESOTA STATE UNIVERSITY

**Miessner, Riley (2019)**

Assistant Track & Field Coach/Instructor

Track & Field

MASTER OF ARTS, DAKOTA WESLEYAN UNIVERSITY

BACHELOR OF SCIENCE, BLACK HILLS STATE UNIVERSITY

**Mischke, Lisa (2020)**

Director of Placement and Licensure

Placement & Licensure

MASTER OF SCIENCE, SOUTHWEST MINNESOTA STATE UNIVERSITY

BACHELOR OF SCIENCE, MINNESOTA STATE UNIVERSITY, MANKATO

**Monson, Allison (2016)**

Assoc Dir of Athletics/Compl Coord/Dir of Stud Ath

SMSU Athletics

MASTER OF SCIENCE, WAYNE STATE COLLEGE

BACHELOR OF SCIENCE, UNIVERSITY OF NEBRASKA AT KEARNEY

**Moreland, Heather Dr. (2013)**

Associate Professor of Mathematics

Mathematics

DOCTOR OF PHILOSOPHY, MONTANA STATE UNIVERSITY-BOZEMAN

MASTER OF SCIENCE, OREGON STATE UNIVERSITY

**Mortezapour, Kourosh (1988)**

Professor of Computer Science

Computer Science

MASTER OF SCIENCE, UNIVERSITY OF OKLAHOMA NORMAN CAMPUS

BACHELOR OF SCIENCE, NATIONAL UNIVERSITY OF IRAN

**Moua-Vue, May Lee Dr. (2020)**

Director of International Student Services and Global Studies

Center for International Education

DOCTOR OF EDUCATION, NORTHERN KENTUCKY UNIVERSITY

MASTER OF SCIENCE IN EDUCATION, UNIVERSITY OF WI - PLATTEVILLE

BACHELOR OF SCIENCE, UNIVERSITY OF WI - PLATTEVILLE

**Muller, Rolly (1986)**

Assistant to the Deans

Academic Deans' Office

BACHELOR OF SCIENCE, SOUTHWEST STATE UNIVERSITY

ASSOCIATE IN SCIENCE, SOUTHWEST STATE UNIVERSITY

**Mulso, Bill (1993)**

VP for Government Affairs, Communication & Marketing  
Foundation

MASTER OF SCIENCE, MINNESOTA STATE UNIV MANKATO

BACHELOR OF SCIENCE, SOUTHWEST STATE UNIVERSITY

**Munford, Mike (1999)**

Dir of Public Safety

University Public Safety

MASTER OF SCIENCE, SOUTHWEST MINNESOTA STATE UNIVERSITY

BACHELOR OF SCIENCE, SHORTER COLLEGE

**Munsterman, Debra (2010)**

Adjunct Faculty

Management and Marketing

DOCTOR OF PHILOSOPHY, SOUTH DAKOTA STATE UNIVERSITY

MASTER OF SCIENCE, SOUTHWEST MINNESOTA STATE UNIVERSITY

BACHELOR OF SCIENCE, SOUTHWEST STATE UNIVERSITY

**Murphy, Ken Dr. (1999)**

Professor of Physics/Planetarium

Physics

DOCTOR OF PHILOSOPHY, NORTH DAKOTA STATE UNIV

MASTER OF SCIENCE, NORTH DAKOTA STATE UNIV

BACHELOR OF ENGINEERING, SOUTHWEST STATE UNIVERSITY

BACHELOR OF ENGR/TECH, SOUTHWEST STATE UNIVERSITY

**Myhre, Jason (2019)**

Assistant Director of Athletics for Game Env, Ticketing & Ath Dept  
Athletic Administration

MASTER OF SCIENCE, SOUTHWEST MINNESOTA STATE UNIVERSITY

**Myrvik, Patricia (2003)**

Assistant Athletic Trainer

Athletic Training

MASTER OF SCIENCE, SOUTHWEST MINNESOTA STATE UNIVERSITY

BACHELOR OF SCIENCE, SOUTHWEST STATE UNIVERSITY

BACHELOR OF ARTS, SOUTHWEST STATE UNIVERSITY

**Nault, Catherine (2002)**

Adjunct Faculty/University Supervisor

Education

SIXTH YEAR PROGRAM, SAINT CLOUD STATE UNIVERSITY

MASTER OF SCIENCE, SAINT CLOUD STATE UNIVERSITY

BACHELOR OF ARTS, SAINT CLOUD STATE UNIVERSITY

**Nauman, Kirk (2019)**

Head Cross Country/Track & Field Coach/Asst Prof  
Track&Field/Cross Country  
MASTER OF ARTS, MINNESOTA STATE UNIVERSITY, MANKATO

**Nelson, Darcy (2020)**

Adjunct Faculty of Nursing  
Nursing  
DIPLOMA, HUTCHINSON-WILLMAR REGIONAL TECH COLLEGE  
DOCTOR OF PHILOSOPHY IN EDUCATION, CAPELLA UNIVERSITY  
MASTER OF SCIENCE NURSING, WALDEN UNIVERSITY  
ASSOCIATE OF SCIENCE, EXCELSIOR COLLEGE  
ASSOCIATE OF ARTS, ROCHESTER COMMUNITY & TECHNICAL COLLEGE

**Nelson, Jesse (2007)**

Head Wrestling Coach/Assistant Professor  
SMSU Athletics  
MASTER OF ARTS, MINNESOTA STATE UNIVERSITY, MANKATO  
BACHELOR OF SCIENCE, ST. CLOUD STATE UNIVERSITY  
ASSOCIATE OF ARTS, RIDGEWATER COLLEGE

**Nemitz, Amy (2005)**

Director of TRIO Upward Bound  
Upward Bound  
MASTER OF SCIENCE, SOUTHWEST MINNESOTA STATE UNIVERSITY  
BACHELOR OF ARTS, SOUTHWEST MINNESOTA STATE UNIVERSITY

**Noles Stevens, Kandy Dr. (2015)**

Assistant Professor of Education/College Now  
Education  
DOCTOR OF EDUCATION, UNIVERSITY OF SOUTH DAKOTA  
MASTER OF SCIENCE IN EDUCATION, SOUTHWEST STATE UNIVERSITY  
BACHELOR OF SCIENCE, MAYVILLE STATE COLLEGE-MAYVILLE, ND  
BACHELOR OF SCIENCE, MAYVILLE STATE UNIVERSITY

**Nubile, Tony (2019)**

Director of Facilities  
Facilities & Physical Plant  
,

**Nwachukwu, Stella (2020)**

Nursing Student Services Coordinator  
Nursing  
DIPLOMA, MINNESOTA WEST COMMUNITY AND TECHNICAL COLLEGE  
BACHELOR OF SCIENCE IN NURSING, SOUTHWEST MINNESOTA STATE UNIVERSITY  
ASSOCIATE IN SCIENCE, MINNESOTA WEST COMMUNITY AND TECHNICAL COLLEGE  
ASSOCIATE IN ARTS, MINNESOTA WEST COMMUNITY AND TECHNICAL COLLEGE

**Olson, Christine Dr. (1999)**

Professor of Psychology

Psychology

DOCTOR OF PHILOSOPHY, ARIZONA STATE UNIVERSITY-MAIN CAMPUS

MASTER OF SCIENCE, KANSAS STATE UNIVERSITY, MANHATTAN

BACHELOR OF ARTS, BETHANY COLLEGE

**Olson, Marcy (1993)**

Assistant Director of Communications & Marketing

Communications & Marketing

MASTER OF BUSINESS ADMINISTRATION, SOUTHWEST MINNESOTA STATE UNIVERSITY

BACHELOR OF ARTS, SOUTHWEST STATE UNIVERSITY

**Olson, Nancy (2015)**

Chief Human Resources & Affirmative Action Officer

Human Resources

MASTER OF ARTS, ASHFORD UNIVERSITY

**Onyeaghala, Raphael Dr. (2002)**

Dean of Business, Education, Grad & Prof Studies

Academic Deans' Office

DOCTOR OF PHILOSOPHY, UNIVERSITY OF ILLINOIS AT URBANA

MASTER OF SCIENCE, UNIVERSITY OF LONDON, WYE COLLEGE

MASTER OF SCIENCE, UNIV OF IBADAN, NIGERIA

BACHELOR OF SCIENCE, UNIVERSITY OF MAIDUGURI, NIGERIA

**Pacheco, Steve (2011)**

Associate Professor of English

English

MASTER OF FINE ARTS, UNIVERSITY OF MINNESOTA TWIN CITIES

**Parker, Jon (2020)**

Head Women's Tennis Coach/Admission Counselor/Instructor

SMSU Athletics

MASTER OF SCIENCE, EMPORIA STATE UNIVERSITY

**Pederson, Amanda (2020)**

Adjunct Faculty

Education

EDUCATION SPECIALIST, SOUTHWEST MINNESOTA STATE UNIVERSITY

MASTER OF SCIENCE, SOUTHWEST MINNESOTA STATE UNIVERSITY

BACHELOR OF SCIENCE, SOUTHWEST MINNESOTA STATE UNIVERSITY

**Peterson, Scott Dr. (2005)**

Professor of Psychology

Psychology

DOCTOR OF PHILOSOPHY, GEORGIA INSTITUTE OF TECHNOLOGY MAIN CAM

MASTER OF SCIENCE, PURDUE UNIVERSITY-MAIN CAMPUS

BACHELOR OF SCIENCE, MINNESOTA STATE UNIVERSITY MOORHEAD



**Pichaske, David Dr. (1981)**

Professor of English

English

DOCTOR OF PHILOSOPHY, OHIO UNIVERSITY MAIN CAMPUS

MASTER OF ARTS, OHIO UNIVERSITY MAIN CAMPUS

BACHELOR OF ARTS, WITTENBERG UNIVERSITY

**Podoll, Daniel (2019)**

Director of Development

Development

MASTER OF BUSINESS ADMINISTRATION, UNIVERSITY OF MINNESOTA TWIN CITIES

BACHELOR OF ARTS, UNIVERSITY OF MINNESOTA TWIN CITIES

**Polfliet, Nathan (2020)**

Co-Executive Director for Advancement and Foundation

Foundation

**Quisley, Christine (2020)**

Assistant Professor of Education

Education

EDUCATION SPECIALIST, DRAKE UNIVERSITY

MASTER OF ARTS, IOWA STATE UNIVERSITY

BACHELOR OF SCIENCE, IOWA STATE UNIVERSITY

**Raappana, Saara (2016)**

Adjunct Faculty

English

MASTER OF FINE ARTS, UNIVERSITY OF FLORIDA

**Reese, Lori Dr. (2020)**

Assistant Professor of Special Education

Education

DOCTOR OF PHILOSOPHY, UNIVERSITY OF SOUTH FLORIDA

**Reuvekamp, Olga (2015)**

Executive Director of MARL

MARL

BACHELOR OF ARTS, OTHER INSTITUTION

**Richardson, Lon Dr. (1997)**

Professor of Education

Education

DOCTOR OF PHILOSOPHY, UNIVERSITY OF GEORGIA

MASTER OF SCIENCE, MANKATO STATE UNIVERSITY

BACHELOR OF SCIENCE, MANKATO STATE UNIVERSITY

BACHELOR OF SCIENCE, WINONA STATE UNIVERSITY

**Rickgarn, Heather Dr. (2016)**

Assistant Professor of Management

Management and Marketing

POST-MASTER'S, OTHER ARIZONA

DOCTOR OF PHILOSOPHY, OTHER ARIZONA

MASTER OF BUSINESS ADMINISTRATION, SOUTHWEST MINNESOTA STATE UNIVERSITY

BACHELOR OF ARTS, SOUTHWEST MINNESOTA STATE UNIVERSITY

BACHELOR OF SCIENCE, SOUTHWEST MINNESOTA STATE UNIVERSITY

**Rieppel, Daniel Dr. (1998)**

Professor of Music

Fine Arts and Communications

DOCTOR OF MUSICAL ARTS, UNIV OF MINN ALL CAMPUSES

MASTER OF MUSIC, INDIANA UNIVERSITY OF PENNSYLVANIA

BACHELOR OF MUSIC, CLEVELAND INST OF MUSIC

**Risacher, Mary Dr. (2009)**

Associate Professor of Education

Education

DOCTOR OF EDUCATION, UNIVERSITY OF SOUTH DAKOTA

MASTER OF SCIENCE, SOUTHWEST MINNESOTA STATE UNIVERSITY

BACHELOR OF ARTS, COLLEGE OF SAINT BENEDICT

**Robinson, Rick Dr. (1996)**

Professor of Social Work

Social Work

DOCTOR OF PHILOSOPHY, UNIVERSITY OF UTAH

MASTER OF SOCIAL WORK, WALLA WALLA COLLEGE

BACHELOR OF ARTS, OKLAHOMA CITY UNIVERSITY

**Roelike, Laura (2018)**

Adjunct Faculty/CoFacilitator

Education

MASTER OF SCIENCE, SOUTHWEST MINNESOTA STATE UNIVERSITY

BACHELOR OF SCIENCE, MINNESOTA STATE UNIVERSITY MOORHEAD

**Rohlik, Lindsay (2019)**

Assistant Professor

Nursing

MASTER OF SCIENCE NURSING, MINNESOTA STATE UNIVERSITY, MANKATO

BACHELOR OF SCIENCE IN NURSING, SOUTH DAKOTA STATE UNIVERSITY

**Rouhoff, Linda (2015)**

University Supervisor

Placement & Licensure

MASTER OF SCIENCE, WINONA STATE UNIVERSITY

BACHELOR OF SCIENCE-TEACHING, WINONA STATE UNIVERSITY

**Rudoi, Brittany (2020)**

Adjunct Faculty/Applied Voice

Education

,

**Samson, Britt (2018)**

Adjunct Faculty/cofacilitator

Education

MASTER OF SCIENCE, SOUTHWEST MINNESOTA STATE UNIVERSITY

BACHELOR OF ARTS, UNIVERSITY OF WYOMING

**Sauter, Cory (2008)**

Head Football Coach

SMSU Athletics

MASTER OF EDUCATION, UNIVERSITY OF MINNESOTA TWIN CITIES

BACHELOR OF SCIENCE, UNIVERSITY OF MINNESOTA TWIN CITIES

**Schindler, Frank Dr. (2006)**

Associate Professor of Chemistry

Chemistry

DOCTOR OF PHILOSOPHY, SOUTH DAKOTA STATE UNIVERSITY

MASTER OF SCIENCE, NORTH DAKOTA STATE UNIV

BACHELOR OF SCIENCE, UNIVERSITY OF MINNESOTA TWIN CITIES

ASSOCIATE OF SCIENCE, UNIVERSITY OF MINNESOTA TWIN CITIES

**Schmidt, Nadine (2004)**

Professor of Theatre

Fine Arts and Communications

MASTER OF FINE ARTS, UNIVERSITY OF ARKANSAS AT FAYETTEVILLE

BACHELOR OF ARTS, HARVARD UNIVERSITY

**Schmuhl, Sarah (2012)**

Credential Evaluator

Registration & Advising

MASTER OF SCIENCE, SOUTHWEST MINNESOTA STATE UNIVERSITY

BACHELOR OF SCIENCE, SOUTHWEST MINNESOTA STATE UNIVERSITY

**Scholten, Melissa (2016)**

Director of Career Services

Career Services

MASTER OF ARTS, NORTHWESTERN UNIVERSITY

BACHELOR OF ARTS, SOUTHWEST MINNESOTA STATE UNIVERSITY

**Schoolmeester, Wendy Dr. (2002)**

Professor of Education

Education

DOCTOR OF EDUCATION, UNIVERSITY OF SOUTH DAKOTA

MASTER OF SCIENCE IN EDUCATION, SOUTHWEST STATE UNIVERSITY

BACHELOR OF SCIENCE, SOUTHWEST STATE UNIVERSITY

**Seeger, Kristen (2017)**

University Supervisor

Education

MASTER OF SCIENCE, SOUTHWEST MINNESOTA STATE UNIVERSITY

**Servais, Benjamin (2019)**

Director of Strength and Conditioning

Athletic Training

MASTER OF SCIENCE, HUMBOLDT STATE UNIVERSITY

BACHELOR OF SCIENCE, HUMBOLDT STATE UNIVERSITY

**Shahin, Sami Dr. (2006)**

Professor of Mathematics

Mathematics

DOCTOR OF PHILOSOPHY, KANSAS STATE UNIVERSITY

MASTER OF SCIENCE, COLORADO STATE UNIVERSITY

**Shearer, Richard (2019)**

Interim Exec Director of Enrollment Management

Admission

MASTER OF EDUCATION, NORTH DAKOTA STATE UNIVERSITY

BACHELOR OF SCIENCE-TEACHING, NORTHERN MONTANA COLLEGE

BACHELOR OF SCIENCE-TEACHING, NORTHERN MONTANA COLLEGE

**Shen, Peiyi Dr. (2019)**

Assistant Professor of Culinology

Culinology

DOCTOR OF PHILOSOPHY, UNIVERSITY OF MASSACHUSETTS-AMHERST

MASTER OF SCIENCE, NANCHANG UNIVERSITY

BACHELOR OF SCIENCE, NANCHANG UNIVERSITY

**Shouse, Aimee Dr. (2017)**

Dean of Arts, Letters and Sciences

Academic Deans' Office

DOCTOR OF PHILOSOPHY, VANDERBILT UNIVERSITY

**Sieling, Amanda (2018)**

Assistant Professor of Justice Administration

Justice Administration

JURIS DOCTORATE, UNIVERSITY OF SOUTH DAKOTA

**Simon, Douglas Dr. (1998)**

Professor of Political Science/Department Chair

Management and Marketing

DOCTOR OF PHILOSOPHY, SOUTH DAKOTA STATE UNIVERSITY

JURIS DOCTORATE, UNIVERSITY OF SOUTH DAKOTA

MASTER OF PUBLIC ADMINISTRATION, UNIVERSITY OF SOUTH DAKOTA

MASTER OF LAWS, US ARMY JUDGE ADVOCATE GENERAL

BACHELOR OF ARTS, SOUTHWEST STATE UNIVERSITY

**Simon, Molly (2010)**

Adjunct Faculty

Political Science

JURIS DOCTORATE, HAMLINE UNIVERSITY SCHOOL OF LAW

**Skar, Sherwin Dr. (2012)**

Faculty Adv for College Now Prog

Mathematics

DOCTOR OF PHILOSOPHY, IOWA STATE UNIVERSITY OF SCIENCE AND TEC

MASTER OF SCIENCE, TRUMAN STATE UNIVERSITY

MASTER OF ARTS IN TEACHING, COLLEGE OF SAINT THOMAS

BACHELOR OF ARTS, GUSTAVUS ADOLPHUS COLLEGE

**Smalley, James Dr. (2017)**

Associate Professor of Social Work

Social Work

DOCTOR OF PHILOSOPHY, CAPELLA UNIVERSITY

MASTER OF SOCIAL WORK, UNIV OF MINN MINNEAPOLIS CAMPUS

**Smisek, Connie (1989)**

Assistant Director of Financial Aid

Financial Aid

BACHELOR OF ARTS, AUGSBURG COLLEGE

**Smith, Neil Dr. (2005)**

Professor of English

English

DOCTOR OF PHILOSOPHY, UNIVERSITY OF SOUTHERN MISSISSIPPI

MASTER OF ARTS, UNIVERSITY OF SOUTHERN MISSISSIPPI

BACHELOR OF ARTS, UNIVERSITY OF SOUTHERN MISSISSIPPI

**Smith, Nick (2017)**

Asst Men's Basketball Coach/Instructor

SMSU Athletics

MASTER OF BUSINESS ADMINISTRATION, SOUTHWEST MINNESOTA STATE UNIVERSITY

BACHELOR OF SCIENCE, SOUTHWEST MINNESOTA STATE UNIVERSITY

**Spath, Gregory (2019)**

Adjunct Faculty/University Supervisor

Placement & Licensure

SIXTH YEAR CERTIFICATE, MINNESOTA STATE UNIV MANKATO

BACHELOR OF SCIENCE (TEACHING), DAKOTA STATE UNIV

**Steinbach, Tim (2004)**

Associate Dir of Athletics for External Affairs

SMSU Athletics

MASTER OF SCIENCE, SOUTH DAKOTA STATE UNIVERSITY

BACHELOR OF ARTS, SAINT JOHNS UNIVERSITY

**Sterner, Michele (2008)**

Assoc Dir/Acad Spec: Acad Counselor

Access, Opportunity, & Success

BACHELOR OF ARTS, MINNESOTA STATE UNIVERSITY MOORHEAD

**Stier, Melanie (2009)**

Practitioner Facilitator

Education

MASTER OF SCIENCE, SOUTHWEST MINNESOTA STATE UNIVERSITY

BACHELOR OF SCIENCE, MINNESOTA STATE UNIVERSITY MOORHEAD

**Stoks, Laura (2019)**

Adjunct Faculty

Nursing

MASTER OF SCIENCE, MINNESOTA STATE UNIVERSITY MOORHEAD

BACHELOR OF SCIENCE IN NURSING, MINNESOTA STATE UNIVERSITY MOORHEAD

BACHELOR OF SCIENCE, MINNESOTA STATE UNIVERSITY MOORHEAD

ASSOCIATE IN SCIENCE, MINNESOTA WEST COMMUNITY & TECHNICAL COL

ASSOCIATE IN ARTS, MINNESOTA WEST COMMUNITY AND TECHNICAL COLLEGE

ASSOCIATE OF APPLIED SCIENCE, MINNESOTA WEST COMMUNITY AND TECHNICAL COLLEGE

**Strate, Marilyn (1988)**

Associate Professor of Physical Education

Education

MASTER OF SCIENCE, WAYNE STATE COLLEGE

BACHELOR OF ARTS, WAYNE STATE COLLEGE

**Strautz, Susan (2019)**

Adjunct Faculty

Education

MASTER OF ARTS, WINONA STATE UNIVERSITY

**Sturrock, David Dr. (1996)**

Professor of Political Science

Political Science

DOCTOR OF PHILOSOPHY, UNIVERSITY OF CALIFORNIA, RIVERSIDE

MASTER OF ARTS, SAN JOSE STATE UNIVERSITY

BACHELOR OF SCIENCE, SAN JOSE STATE UNIVERSITY

**Suby, Matthew (2006)**

Director of Admission

Admission

MASTER OF SCIENCE, SOUTHWEST MINNESOTA STATE UNIVERSITY

BACHELOR OF ARTS, AUGUSTANA COLLEGE

**Swenson, Rick (2020)**

University Supervisor

Placement & Licensure

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**Syring, LeAnne Dr. (2014)**

Associate Professor of Special Education

Education

DOCTOR OF PHILOSOPHY, NORTHCENTRAL UNIVERSITY

MASTER OF SCIENCE, SOUTHWEST MINNESOTA STATE UNIVERSITY

BACHELOR OF SCIENCE, SOUTHWEST MINNESOTA STATE UNIVERSITY

**Tabaka, Jim (2008)**

Adjunct Faculty

Fine Arts and Communications

DOCTOR OF PHILOSOPHY, THE UNIVERSITY OF AUCKLAND

MASTER OF ARTS, UNIVERSITY OF NEW HAMPSHIRE-MAIN CAMPUS

**Tabaka, Sheila (1998)**

Professor of Theatre

Fine Arts and Communications

MASTER OF FINE ARTS, MINNESOTA STATE UNIVERSITY, MANKATO

BACHELOR OF ARTS, UNIV OF WISCONSIN-STEVENSON POINT

**Tate, Jim (1999)**

Director of Communications & Mktg

Communications & Marketing

BACHELOR OF ARTS, HURON UNIVERSITY

**Tauer, Jackie (2000)**

State University Mgmt Officer

Business Services

BACHELOR OF SCIENCE, SOUTHWEST STATE UNIVERSITY

**Tauer, Samantha Dr. (2018)**

Adjunct Faculty

Education

DOCTOR OF EDUCATION, UNIVERSITY OF SOUTH DAKOTA

MASTER OF SCIENCE, SOUTHWEST MINNESOTA STATE UNIVERSITY

BACHELOR OF SCIENCE, MINNESOTA STATE UNIVERSITY MOORHEAD

**Taylor, Diane (2011)**

University Supervisor

Placement & Licensure

MASTER OF ARTS, UNIVERSITY OF MINNESOTA-DULUTH

**Taylor, George Dr. (2020)**

Assistant Professor of Management

Management and Marketing

DOCTOR OF MANAGEMENT, UNIVERSITY OF PHOENIX

MASTER OF BUSINESS ADMINISTRATION, WEBSTER UNIVERSITY

**Thomas, Will Dr. (2006)**

Professor of Accounting/Department Chair

Accounting

DOCTOR OF PHILOSOPHY, UNIVERSITY OF NORTH CAROLINA AT CHAPEL H

BACHELOR OF ARTS, WOFFORD COLLEGE

**Thompson, Ruthe Dr. (1997)**

Professor of English

English

DOCTOR OF PHILOSOPHY, UNIVERSITY OF ARIZONA

MASTER OF ARTS, WESTERN ILLINOIS UNIVERSITY

BACHELOR OF ARTS, UNIVERSITY OF CALIFORNIA-BERKELEY

**Toland, Gerald Dr. (1990)**

Professor of Economics/Department Chair

Economics

DOCTOR OF PHILOSOPHY, MICHIGAN STATE UNIVERSITY

MASTER OF SCIENCE, MICHIGAN STATE UNIVERSITY

BACHELOR OF SCIENCE, PENNSYLVANIA STATE UNIVERSITY MAIN CAMPUS

**Tolliver, David Dr. (2020)**

Assistant Director of Student Success and Advising Center

Student Success & Advising Center

TECHNICAL MILITARY TRAINING, COMMUNITY COLLEGE OF THE AIR FORCE

LEVEL 1 TEACHING CERTIFICATE, GRAMBLING STATE UNIVERSITY

DOCTOR OF PHILOSOPHY, PURDUE UNIVERSITY-MAIN CAMPUS

DOCTOR OF PHILOSOPHY, UNIVERSITY OF ARKANSAS

MASTER OF EDUCATION, UNIVERSITY OF LOUISIANA AT MONROE

BACHELOR OF BUSINESS ADMINISTRATION, UNIVERSITY OF LOUISIANA AT MONROE

**Tuff, Valorie (2015)**

University Supervisor

Education

MASTER OF EDUCATION, UNIVERSITY OF MINNESOTA-MORRIS

**Tutt, Samuel (2016)**

Adjunct Faculty

Agricultural Education

MASTER OF SCIENCE, UNIVERSITY OF WYOMING

**Ulbrich, Jason (2020)**

Adjunct

Education

SIXTH YEAR PROGRAM, SAINT CLOUD STATE UNIVERSITY

MASTER OF SCIENCE, SAINT CLOUD STATE UNIVERSITY

BACHELOR OF SCIENCE, SAINT CLOUD STATE UNIVERSITY

**Ullian, Joseph Dr. (2015)**

Associate Professor of Communication Studies

Fine Arts and Communications

DOCTOR OF PHILOSOPHY, UNIVERSITY OF ILLINOIS UNIVERSITY ADMINISTRATION

**Van Drehle, Michael (2010)**

Director of Alumni

Alumni

MASTER OF BUSINESS ADMINISTRATION, SOUTHWEST MINNESOTA STATE UNIVERSITY

BACHELOR OF SCIENCE, SOUTHWEST MINNESOTA STATE UNIVERSITY

**Van Heukelom, Ruth Dr. (2014)**

Assistant Professor

Nursing

DOCTOR OF NURSING PRACTICE, MINNESOTA STATE UNIVERSITY, MANKATO

MASTER OF SCIENCE, SOUTH DAKOTA STATE UNIVERSITY

BACHELOR OF SCIENCE, GRACELAND COLLEGE



**Van Roekel, Chelsea (2018)**

Adjunct Faculty/Cofacilitator

Education

MASTER OF SCIENCE, SOUTHWEST MINNESOTA STATE UNIVERSITY

**VanOverbeke, Debbie Dr. (2003)**

Professor of Education

Education

DOCTOR OF EDUCATION, UNIVERSITY OF SOUTH DAKOTA

MASTER OF SCIENCE IN EDUCATION, SOUTHWEST STATE UNIVERSITY

BACHELOR OF SCIENCE, SOUTHWEST STATE UNIVERSITY

**Vaughan, Elliot Dr. (2020)**

Assistant Professor of Environmental Science

Environmental Science

DOCTOR OF PHILOSOPHY, UNIVERSITY OF WISCONSIN-MADISON

MASTER OF SCIENCE, UNIVERSITY OF WISCONSIN-MADISON

**Vierstraete, Sonya Dr. (2010)**

Professor of Education/Department Chair

Education

DOCTOR OF EDUCATION, UNIVERSITY OF SOUTH DAKOTA

MASTER OF SCIENCE IN EDUCATION, SOUTHWEST STATE UNIVERSITY

BACHELOR OF ARTS, COLLEGE OF SAINT BENEDICT

**Wagner, Marly (2017)**

Assistant to the Director of Trio Upward Bound

Upward Bound

MASTER OF BUSINESS ADMINISTRATION, SOUTHWEST MINNESOTA STATE UNIVERSITY

BACHELOR OF ARTS, SOUTHWEST MINNESOTA STATE UNIVERSITY

**Wahle, Charlotte (2018)**

Admission Counselor

Admission

BACHELOR OF ARTS, RIPON COLLEGE

**Wahle, Marty (2018)**

Head Women's Swimming and Diving Coach/Assistant Professor

Athletic Administration

MASTER OF SCIENCE, MISERICORDIA UNIVERSITY

**Walker, Benjamin (2013)**

Associate Professor of Communication Studies

Fine Arts and Communications

MASTER OF FINE ARTS, MINNESOTA STATE UNIVERSITY, MANKATO

BACHELOR OF SCIENCE IN EDUCATION, UNIVERSITY OF WISCONSIN-WHITEWATER

**Walker, Julie (2014)**

Assistant Professor of Communication Studies

Fine Arts and Communications

MASTER OF ARTS, MINNESOTA STATE UNIVERSITY, MANKATO

BACHELOR OF ARTS, MINNESOTA STATE UNIVERSITY, MANKATO

**Walker, Ronald (2020)**

Adjunct Faculty

Culinology

ASSOCIATE OF ARTS, THE ART INSTITUTE OF ATLANTA

**Ward, Jacqueline (2015)**

Practitioner Facilitator

Education

MASTER OF SCIENCE, SOUTHWEST MINNESOTA STATE UNIVERSITY

BACHELOR OF SCIENCE, SOUTHWEST MINNESOTA STATE UNIVERSITY

ASSOCIATE OF ARTS, CENTRAL LAKES COLLEGE

**Wastvedt, Ross Dr. (2020)**

Provost/Vice President for Academic and Student Affairs

Provost/VP Academic and Student Affairs

DOCTOR OF PHILOSOPHY, UNIVERSITY OF NORTH CAROLINA AT CHAPEL H

MASTER OF ARTS, UNIVERSITY OF NORTH CAROLINA AT CHAPEL H

BACHELOR OF ARTS, GUSTAVUS ADOLPHUS COLLEGE

**Webb, Tom (2016)**

Head Women's Basketball Coach/Assistant Professor

Women's Basketball

MASTER OF SCIENCE IN EDUCATION, NORTHERN STATE UNIVERSITY

**Webskowsky, Heather (2019)**

Adjunct Faculty

Education

MASTER OF SCIENCE, SOUTHWEST MINNESOTA STATE UNIVERSITY

BACHELOR OF SCIENCE, SOUTHWEST MINNESOTA STATE UNIVERSITY

**Webskowsky, Ross (2003)**

Assoc Dir of Ath/Fin & Op & Head Wm's Golf Coach

Women's Golf

MASTER OF SCIENCE, SOUTHWEST MINNESOTA STATE UNIVERSITY

BACHELOR OF SCIENCE, SOUTHWEST STATE UNIVERSITY

**Wedler, Anne (2018)**

Assistant Professor of Art

Art

MASTER OF FINE ARTS, INDIANA UNIVERSITY-BLOOMINGTON

BACHELOR OF FINE ARTS, MISSOURI STATE UNIVERSITY

**White, Miriam Dr. (2019)**

Adjunct Faculty/University Supervisor

Education

MASTER OF SCIENCE, BEMIDJI STATE UNIVERSITY

BACHELOR OF SCIENCE, BEMIDJI STATE UNIVERSITY

**Wiese, Brittani (2016)**

Asst Wm's Basketball Coach/Instr/Fitness Ctr Dir

Women's Basketball

MASTER OF SCIENCE IN EDUCATION, NORTHERN STATE UNIVERSITY

**Wiggins, Mara (2002)**

Collection Mgmt-E-Resources Librarian/Assoc Prof

McFarland Library

MASTER OF LIBRARY SCIENCE, UNIVERSITY OF IOWA

BACHELOR OF ARTS, CAMERON UNIVERSITY

**Wijesiri, Wije Dr. (1999)**

Professor of Mathematics

Mathematics

DOCTOR OF PHILOSOPHY, UNIVERSITY OF IDAHO

MASTER OF SCIENCE, PURDUE UNIVERSITY-MAIN CAMPUS

BACHELOR OF SCIENCE, UNIVERSITY OF COLOMBO, SRI LANKA

**Williford, Tom Dr. (2005)**

Professor of History/Department Chair

History

DOCTOR OF PHILOSOPHY, VANDERBILT UNIVERSITY

MASTER OF ARTS, OTHER INSTITUTION

BACHELOR OF ARTS, GEORGETOWN UNIVERSITY

**Wilson, Judy Dr. (2002)**

Professor of English/Director of Creative Writing

English

DOCTOR OF PHILOSOPHY, UNIVERSITY OF SOUTHERN MISSISSIPPI

MASTER OF ARTS, UNIVERSITY OF SOUTHERN MISSISSIPPI

BACHELOR OF ARTS, UNIVERSITY OF SOUTHERN MISSISSIPPI

**Wright, Lon (1988)**

Visiting Music Adjunct Faculty

Fine Arts and Communications

BACHELOR OF SCIENCE, AUGUSTANA COLLEGE

**Wyffels, Ian (2017)**

Asst Dir of Mrketing, Recruitment & Outreach for Ag

Admission

BACHELOR OF SCIENCE, NORTH DAKOTA STATE UNIVERSITY MAIN CAMPUS

**Wynia, Lori Dr. (1996)**

Asst Director of Extended Learning & Acad Outreach

Online Learning & Transfer Partnerships

DOCTOR OF EDUCATION, UNIVERSITY OF SOUTH DAKOTA

MASTER OF EDUCATION, SOUTH DAKOTA STATE UNIVERSITY

BACHELOR OF SCIENCE, SOUTH DAKOTA STATE UNIVERSITY

**York, Joan (2012)**

University Supervisor

Placement & Licensure

MASTER OF ARTS, INDIANA UNIVERSITY-BLOOMINGTON

MASTER OF SCIENCE IN EDUCATION, SOUTHWEST MINNESOTA STATE UNIVERSITY

BACHELOR OF ARTS, SOUTHWEST MINNESOTA STATE UNIVERSITY

**Yrjo, Donald (2014)**

University Supervisor  
Placement & Licensure  
MASTER OF SCIENCE, MINNESOTA STATE UNIVERSITY, MANKATO

**Zabka, Matthew Dr. (2016)**

Assistant Professor of Mathematics  
Mathematics  
DOCTOR OF PHILOSOPHY, WAYNE STATE UNIVERSITY

# Academic Calendar 2020-2021

*August 2020–January 2021*

## AUGUST

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

### AUGUST 2020

- 17 Faculty Meetings and Preparation
- 18 Professional Development & Assessment
- 20 Gold Rush Days Begin (Aug 20-23)
- 21 Convocation
- 24 Classes Begin
- 28 Last Day to Add Classes
- 28 Last Day to Drop w/Refund

## SEPTEMBER

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

### SEPTEMBER 2020

- 7 **Labor Day (No Classes)**

## OCTOBER

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

### OCTOBER 2020

- 10 Homecoming
- 15 Mustang Days (Oct 15-16)
- 19 **Fall Break Oct. 19-20 (No Classes)**
- 28 All Student Advising (Classes Held 5:30 PM on)
- 29 Registration Begins

## NOVEMBER

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

### NOVEMBER 2020

- 11 **Veteran's Day (No Classes)**
- 21 A Day at SMSU
- 24 Last Day to drop with a "W" (full semester courses)
- 25 **Thanksgiving Break (Nov 25-27)**

## DECEMBER

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

### DECEMBER 2020

- 2 Undergraduate Research Conference
- 11 New Student Registration
- 11 Last Day of Classes
- 14 Final Exams (14-17)
- 18 Grading Day
- 22 Grades Due

## JANUARY

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

### JANUARY 2021

- 6 Faculty Preparation
- 7 Professional Development
- 8 New Student Registration
- 11 Classes Begin
- 15 Last Day to Add Classes
- 15 Last Day to Drop w/Refund
- 18 **MLK Day (No Classes)**

## Academic Calendar 2020-2021

February 2021–July 2021

### FEBRUARY

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

#### FEBRUARY 2021

- 6 Hawaiian Night Open House
- 15 **Presidents' Day (No Classes)**
- 22 Admitted Student Days
- 26 Admitted Student Days

### MARCH

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

#### MARCH 2021

- 8 **Spring Break (March 8-12)**
- 17 All Student Advising (Classes Held 5:30 pm on)
- 18 Fall 2021 Registration begins
- 20 Junior Visit Day

### APRIL

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

#### APRIL 2021

- 9 Transfer Priority Registration
- 12 Freshmen Priority Registration
- 13 Last Day to drop with a "W" (full semester courses)
- 14 Faculty/Student Assessment Day (Classes Held 5:30 pm on)
- 16 Freshmen Priority Registration
- 19 Freshmen Priority Registration
- 23 Freshmen Priority Registration
- 30 Last Day of Classes

### MAY

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

#### MAY 2021

- 3 Finals (May 3-6)
- 8 Commencement
- 10 Grading Day (May 10-11)
- 11 Grades Due by 5:00 p.m.
- 24 Summer Session (May 24–July 23)
- 31 **Memorial Day (No Classes)**

### JUNE

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

#### JUNE 2021

- 21 New Student Registration

### JULY

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

#### JULY 2021

- 5 **Independence Day Observed (No Classes)**
- 19 New Student/Transfer Registration
- 23 End of Summer Session