

SOUTHWEST

MINNESOTA STATE UNIVERSITY



2004-2006

Academic Catalog

Southwest Minnesota State University
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SMSU IN PERSPECTIVE

Southwest Minnesota State University was authorized by the 1963 Minnesota Legislature as the state's only four-year liberal arts and technical university. A 216-acre tract of land was donated to the state as the site for the new campus, and in 1964 the first president of the University was named. Ground was broken in 1966 for the first construction, and amid the noise of bulldozers and carpenters, the still unfinished college—called Southwest Minnesota State College at the time—opened its doors in 1967. The University's modern physical facilities incorporate distinctive, barrier-free architectural designs, providing greater access for students with disabilities. In 1975, the Minnesota Legislature authorized university status for individual colleges in the state system, and Southwest Minnesota State College became Southwest State University. In 2003, MnSCU approved the change to Southwest Minnesota State University. Today, the University has approximately 5,634 students and 156 teaching faculty, its academic, social, and cultural programs are flourishing, and the campus continues to grow.

SMSU's academic program is carried out through the Division of Academic Affairs. The University offers 46 baccalaureate majors, 4 associate degree majors, and 40 minors. In addition, it offers master's degree programs in business and education. Students can enter a four-year bachelor's degree program (bachelor of arts, bachelor of science, or bachelor of applied science), opt for a two-year associate degree (associate in science), or enter one of 16 pre-professional programs.

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

The Mission of

Southwest Minnesota State University

The mission of Southwest Minnesota State University is to provide high quality liberal arts, professional, and technical programs at the undergraduate and graduate level.

Southwest Minnesota State University is dedicated to excellence in teaching and to preparing students to be lifelong learners in a changing global, social, and natural environment. The University has a special commitment to the educational needs of people in its service region. This commitment is reflected in the curricula, cultural enrichment programs, cooperative relationships with other regional institutions, and in service and research contributions to both the public and private sectors of the region.

Goals

In order to achieve this mission, Southwest Minnesota State University will:

1. Give priority to the highest quality undergraduate teaching and learning by:
 - a) providing a core of liberal studies as a foundation for all undergraduate degrees.
 - b) providing technical programs.
 - c) providing liberal arts programs.
 - d) providing professional and pre-professional programs.
2. Develop new and creative means to bring graduate-level instruction and programs to southwestern Minnesota in response to demonstrated regional needs.
3. Cooperate with other colleges and universities and with vocational-technical colleges and institutes to develop educational programs which will meet the educational needs of Minnesota and the region.
4. Provide for the continuing educational needs of the region through special courses, conferences, institutes, non-credit courses, workshops, and seminars, as well as provide special programs to serve early childhood, elementary, secondary, and special education.
5. Place particular emphasis on programs which enable persons with physical disabilities to achieve their educational goals.
6. Place particular emphasis on programs for the gifted and talented.
7. Place particular emphasis on coursework, service, and research in rural studies, rural education, and agri-business.
8. Seek to enhance the intellectual, social, and physical development of each of its students.
9. Assume a leadership role in the development of projects and initiatives which will assist in developing the economic base of southwestern Minnesota.

Accreditations

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

The Marshall Community

Marshall, Minnesota (population 13,500) is a growth center in the 19-county, southwestern Minnesota area with a regional population of approximately 300,000. There are lakes, a beautiful countryside, a nearby state park and a county park that offer hunting, fishing, skating, hiking, horseback riding, biking, and cross-country skiing.

Surrounded by farms of corn, soybeans, and cattle-hog operations, Marshall has a 49-bed municipal hospital, a shopping mall, several major discount department stores, five city parks, athletic-recreational facilities, an 18-hole golf course, 18 churches, a fine arts association, a community theatre, a regional orchestra, a six-screen movie theater, five motels and numerous restaurants. One of the nation's largest diversified manufacturers and distributors of food products is located in Marshall.

ACADEMIC ORGANIZATION AND COURSES OF STUDY

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Academic Organization

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

Students declaring a major will be assigned an academic advisor in that program, except for pre-business administration students who will be assigned an academic advisor through the Advising Center. Post Secondary Enrollment Option (PSEO) students and undeclared students will receive initial advising through the Advising Center. Provisionally admitted students will receive initial advising through the Learning Resources Center.

Academic Departments

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

The College of Arts, Letters, and Sciences includes the following departments:

- Art, Music, Speech Communication, and Theatre
- English
- Humanities, Philosophy, and Foreign Language
- Science (*which includes Agronomy, Biology, Chemistry, and Environmental Science*)
- Social Science (*which includes Indigenous Nations & Dakota Studies, Anthropology, History, Justice Administration, Psychology, Social Work, and Sociology*)

The College of Business, Education, and Professional Studies includes the following departments:

- Business and Public Affairs (*which includes Accounting, Agribusiness, Business Administration, Marketing, Political Science, and Public Administration as well as the graduate business program*)
- Education (*which includes undergraduate teacher training and the on-campus graduate program*)
- Educator Development and Leadership (*off-campus graduate programs in education*)
- Mathematics and Computer Science
- Wellness and Human Performance, and
- the Center for Rural and Regional Studies.

Academic Programs and Degrees

Graduate Degrees

The following graduate programs have been approved by the Minnesota State Colleges and Universities Board:

Business Administration	M.B.A.
Education	M.S.
Management	M.S.
Special Education	M.S.

Undergraduate Degrees

Major Programs

	Degree
Accounting	A.S., B.S.
Agribusiness Management	A.S., B.S.
Art Education	B.S.
Art:	B.A.
Bachelor of Applied Science: Fire Administration	B.A.S.
Bachelor of Applied Science: Law Enforcement Administration	B.A.S.
Bachelor of Applied Science: Management	B.A.S.
Biology	B.A.
Biology Medtech/Cytotech Emphasis	B.A.
Biology Education	B.S.
Business Administration	A.S., B.S.
Chemistry	B.A., B.S.
Chemistry Education	B.S.
Communication Arts & Literature/Secondary Ed.	B.S.
Computer Science	B.S.
Early Childhood Education	B.S.
Elementary Education	B.S.
Environmental Science	B.S.
Health Education	B.S.
History	B.A.
Individualized Interdisciplinary	B.A., B.S.
Justice Administration	B.S.
Literature	B.A.
Literature & Communication Arts/Secondary Ed.	B.S.
Literature/Creative Writing	B.A.
Marketing	A.S., B.S.
Mathematics	B.A.
Mathematics Education	B.S.
Music	B.A.
Music Education	B.S.
Philosophy	B.A.
Physical Education	B.S.
Physical Education-Teaching	B.S.
Political Science	B.A.
Psychology	B.A.
Public Administration	B.A.
Social Work	B.S.
Sociology	B.A.
Spanish	B.A.
Speech Communication	B.A.
Speech Communication: Public Relations	B.A.
Speech Communication: Radio and Television	B.S.
Speech Communication/Theatre Arts	B.A.

Speech Communication/Theatre Arts Secondary Ed.
 Theatre Arts

B.S. Law
 B.A. Medicine
 Ministry
 Mortuary Science
 Nursing
 Occupational Therapy
 Optometry
 Pharmacy
 Physical Therapy
 Veterinary Medicine

Cooperative Major Programs

With the University of Minnesota, Crookston:
 -Hotel, Restaurant, & Institutional Management

B.S.

Minor Programs

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

Pre-professional Programs

Agriculture
 Chiropractic
 Dentistry
 Engineering
 Fishery and Wildlife Management
 Forestry

Key to Curriculum Prefixes

Prefix Code	Program Title
ACCT	Accounting
AGBU	Agribusiness Management
AGUM	Agromony: U of M
ANTH	Anthropology
ART	Art
BADM	Business Administration
BIOL	Biology
CHEM	Chemistry
COMP	Computer Science
ECON	Economics
ED	Education
EDFN	Education Foundation
EDL	Educator Dev. & Leadership
EDSP	Education: Special Education
ENG	English: American Language
ENVS	Environmental Science
FIRE	Fire Service Administration
FRLG	Foreign Language
FREN	French
GER	German
GLBL	Global Studies
GMGT	Graduate-Level Management
HLTH	Health
HIST	History
HRUM	Hotel/Restaurant: U of M
HUMT	Humanities
IDST	Interdisciplinary Studies
INDS	Indigenous Nations & Dakota Studies
JUAD	Justice Administration
LIT	Literature
MKTG	Marketing
MATH	Mathematics
MUS	Music
NSCI	Natural Science
PBAD	Public Administration
PE	Physical Education
PHIL	Philosophy
PHYS	Physics
POL	Political Science
PSYC	Psychology
RHUM	Rhetoric: U of M
RURL	Rural & Regional Studies
SWRK	Social Work

SOCI	.....	Sociology
SPAN	.....	Spanish
SPCH	.....	Speech Communication
THTR	.....	Theatre Arts
WHP	.....	Wellness & Human Performance

Pre-professional Programs

Students wishing to specialize in certain professional areas in which Southwest Minnesota State University does not offer professional degree programs may take sufficient pre-professional work to prepare for admission into a professional program.

Requirements vary significantly from institution to institution. Therefore, if you are interested in a pre-professional program, you should seek out an advisor in that program. That advisor can then discuss with you the specific details about courses and other requirements for the program and school(s) which interest you.

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

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

Honors Program

This program is designed for outstanding, highly motivated students and should ordinarily begin in the freshman year. Entering students are eligible if they have a sound high school record and high ACT scores, and can provide a recommendation from at least one high school teacher or counselor. In addition, students currently enrolled at SSW may apply for entrance to the program if they have not completed more than 10 hours of the standard Liberal Arts Curriculum and Rural Studies requirements, have earned a 3.3 grade point average, and can provide recommendations from advisors.

The program is a substitute for the standard Liberal Arts Curriculum program. All students are required to take three courses from the following list, plus a Senior Honors Seminar.

PHIL 330	History of Philosophy I	3 credits
PHIL 331	History of Philosophy II	3 credits
LIT 310	Greek Myth and Literature	3 credits
IDST 287	Honors Seminar I	3 credits
HIST 273	Intellectual & Cultural History of Modern Europe	3 credits
HIST 274	Social & Intellectual History of Contemporary Europe	3 credits
MATH 400	Foundations of Math	3 credits

The student, in consultation with his/her advisor and the Honors Review Board, designs his/her own program of Liberal Arts Curriculum and Rural Studies. The student may also enroll in a 3-8 hour honors project designed by the student and his/her major advisor. Each student will also successfully complete an honors senior dialogue involving at least three faculty members from among non-major disciplines plus the honors coordinator. This session is not graded.

To continue in the program, the student must maintain a 3.3 grade point average, overall. Students successfully completing the program will be designated "honors graduate" at the commencement exercises.

Any student who meets the qualifications specified above and who enjoys the challenge and excitement of helping to design his/her own course of Liberal Arts Curriculum should request further information from: Director, Honors Program, Southwest Minnesota State University, 1501 State Street, Marshall, MN 56258.

Honors Courses

Southwest State University offers special honors courses as follows:

ART 292	Honors Credit in Art, 1-2 credits
BIOL 292	Honors Credit in Biology, 1 cr.
CHEM 292	Honors Credit in Chemistry, 1 cr.
COMP 292	Honors Credit in Computer Science, 1-4 cr.
ED 292	Honors Credit in Education, 1-3 cr.
ENG 292	Honors Credit in American Language, 1 cr.
FREN 292	Honors Credit in French, 1 cr.
GER 292	Honors Credit in German, 1 cr.
HLTH 292	Honors Credit in Health, 1-4 cr.
HIST 292	Honors Credit in History, 1 cr.
HUM 292	Honors Credit in Humanities, 1 cr.
LIT 292	Honors Credit in Literature, 1 cr.
MATH 292	Honors Credit in Math, 1-4 cr.
MUS 292	Honors Credit in Music, 1-4 cr.
NSCI 292	Honors Credit in Natural Science, 1 cr.
PHIL 292	Honors Credit in Philosophy, 1 cr.
PE 292	Honors Credit in Physical Education, 1-4 cr.
PSYC 292	Honors Credit in Psychology, 1 cr.
POL 292	Honors Credit in Political Science, 1 cr.
SPAN 292	Honors Credit in Spanish, 1 cr.

- SPCH 292 Honors Credit in Speech
 Communication, 1-4 cr.
 THTR 292 Honors Credit in Theatre Arts, 1-4 cr.

These honors courses are designed primarily for honors program students and allow more in-depth or comprehensive study or research by certain students. Consent of the instructor and/or department is required prior to enrollment in the courses.

Individualized Interdisciplinary Major (IIM)

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

- a. An IIM shall consist of not less than a total of 36 credits chosen from the curricula of at least two disciplines currently offered at SSU. The 36 credits shall not include any Internship credits and shall include no more than 3 credits of Special Topics or Independent Study courses. If Internship credits or credits from Special Topics or Independent Study courses beyond the 3 credits stated above are to be required, they must be in addition to the 36 credits described above.
- b. The IIM shall not require more than 64 credits.
- c. To develop a plan for the IIM, the student will work with an advisory committee consisting of at least one faculty member from each program forming the IIM. The plan will be summarized on the IIM form, which will list the requirements of the IIM and explain the purpose for the IIM. The student must receive approval for the IIM plan from the assigned academic advisor, each member of the advisory committee, and each department involved. After the student obtains the signatures of advisors and departments involved, the student's academic advisor will forward a copy of the IIM plan to the Curriculum Committee, the appropriate academic dean (or deans), and the Registrar. The Registrar will keep an approved copy of the IIM form. Before the student graduates, the Registrar will determine whether the student has satisfied all the requirements on the IIM form.

- d. Ordinarily, a student will complete his/her plan for an IIM in the sophomore year. However, the latest time for filing such a plan is prior to the beginning of the final semester of the student's junior year. A student not meeting this deadline must complete the requirements for graduation by selecting and successfully completing a major other than the IIM. The student and his/her committee will select the degree appropriate for his/her IIM Plan (B.S. or B.A.)
- e. Any revision of the planned IIM must be approved by each advisor and each department involved.
- f. Each student with an IIM will complete a creative or scholarly project in his/her senior year. This project will be developed by the student with the aid of the advisory committee, which shall evaluate the project before awarding the IIM.
- g. Normally, at least half of the IIM will be in junior and senior level courses.

Interim and Summer Sessions

After graduation and before Summer Session, each year, the University will offer a variety of interim courses. Summer session is conducted as a regular part of the academic program. 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 Interim/Summer Session list which is published each Spring for current offerings.

Distance Learning

Special opportunities to participate in higher education are offered to adults throughout Minnesota through the Distance Learning program. Credit courses drawn from the Southwest Minnesota State University curriculum as well as non-credit courses in a variety of areas are offered. To accommodate students who work, these courses are generally offered evenings and weekends and may be located on or off campus. Course work is also being offered through the use of interactive television. To date, programs are available in Central Lakes College—Brainerd; Riverland Community College; Ridgewater College—Willmar and Hutchinson; and Alexandria Technical College; with new sites being developed. To determine what degrees are being offered and if there may be a site in your region, you may write to the Office of Distance Learning, Southwest Minnesota State University, or call (800) 642-0684, ext. 6251.

Minnesota residents 62 and older may enroll in credit courses at \$18 per credit hour, space permitting. Senior citizens may audit courses free of charge.

Special topics workshops are also scheduled, often cooperatively sponsored with other institutions or organizations. These workshops or courses are available from the Minnesota West Community and Technical College—Marshall Center. Call the Minnesota West office at (507) 537-7051. These courses and workshops for realtors, nurses, nursing home administrators, and other professionals are offered for fulfillment of certification requirements and are generally held on the SMSU campus.

International Programs/Study Abroad

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

Students have an opportunity for foreign travel and studies through this program described in the “Global Studies” section in Academic Programs.

Through the Common Market plan, SMSU students may apply to join overseas programs of other MnSCU universities. St. Cloud State University and Minnesota State University, Mankato, for example, have study programs in many other countries.

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

Groups of students with a common interest, (for example, in music, art, social science or foreign language) can receive help in organizing a group study tour. Such projects are most likely to be successful when planned in conjunction with a faculty member who has experience and contacts in the country or countries to be visited. Groups of SMSU students studying French have visited France, staying with families there. SMSU students studying Spanish have participated in South Dakota State University’s study program in Mexico, which includes courses at a Mexican university and an opportunity to live with a Mexican family.

Internships

Almost all of the majors offered at Southwest State offer internship opportunities to students. Internship coordinators within programs assist students in finding opportunities to obtain with work experience for credit. A wide variety of businesses and organizations, as well as locations, are part of this program. The work experience usually relates to the student’s curricular goals. The student needs to have

sufficient course work as background for the internship, so as to fulfill the needs of the internship. For more information, students should contact their department office and the Career Services Office (BA 156).

Cooperative Programs With Other Institutions

Common Market. The Common Market, coordinated by the Registration and Records Office, allows the student, by prearrangement, to study for one semester at another MnSCU four-year campus or for a total of two semesters at two different MnSCU four-year universities. Credits earned in this program are considered resident credit toward graduation at SMSU.

University Connection Program. Cooperative baccalaureate degree programs are available through SMSU and regional two-year colleges including: Riverland Community College, Ridgewater College, Alexandria Technical College, and Central Lakes College. Selected upper level courses, instructed by SMSU and adjunct faculty, including faculty from the local cooperating post-secondary institution, are offered on the off-campus sites. As a result, associate degree graduates can earn a bachelor’s degree. Requests for additional sites are being considered. For further information, please contact the Office of Distance Learning by calling (800) 642-0684, ext. 6251.

CORE CURRICULUM:
LIBERAL ARTS CURRICULUM,
MINNESOTA TRANSFER CURRICULUM,
RURAL STUDIES, AND
ADDITIONAL GRADUATION REQUIREMENTS

THE SMSU CORE CURRICULUM

Goals for these Curricular Requirements

Students seeking a degree from Southwest Minnesota State University must complete the Liberal Arts Curriculum (LAC), the Minnesota Transfer Curriculum (MTC), Rural Studies, and Additional Graduation Requirements. These curricula offer students the opportunity to obtain a sound general education in fundamental areas of human knowledge. When empowered with the knowledge in these curricula, students can understand, appreciate, and more effectively participate in the affairs of the community, nation, and the world.

Credit Requirements by Major Area of Study

Liberal Arts Curriculum (LAC)

Major Area of Study	Parts	Total Credits
Communication Skills	(a)= 6 cr./ (b)=3 cr.	9
Mathematical/ Logical Reasoning		3
Social Sciences	(a)=3 cr./ (b)=9 cr.	12
Humanities and Fine Arts	(a)=6 cr./ (b)=6 cr.	12
Sciences	(a)=4 cr./ (b)=4 cr.	8

SUBTOTAL 44

Minnesota Transfer Curriculum (MTC)*

Critical Thinking (T)	0 or 3
Human Diversity (D)	0 or 3
Global Perspective (G)	0 or 3
Civic and Ethical Responsibility (C)	0 or 3
People and the Environment (E)	0 or 3

Rural Studies Requirement*

Rural Studies (R)	0 or 3
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Additional Graduation Requirements*

Regional Studies (S)	0 or 3
Health and Wellness (W)	3
Major Capstone Course (M)	0, or 1 to 3

TOTAL CREDITS FOR LAC, MTC, R, S, W, and M Requirements (with "double counting") 47

*Requirements in the Minnesota Transfer Curriculum (MTC), Rural Studies (R), and Regional Studies (S) can be satisfied by selecting courses that "double count" in the LAC and in one of the MTC, R, or S areas of study. If a Major Capstone Course (M) is already required within a student's major, then that course also "double counts" to meet the graduation requirement for a capstone educational experience. The requirements in an MTC, R, or S area of study can also be met, if a course that "double counts" is taken as part of a student's major.

Suggested Guidelines for the Successful Completion of the LAC, MTC, Rural Studies, and Associated Graduation Requirements

- The minimum number of course credits required to complete the LAC at SMSU is 44 semester credits.
- The MTC at SMSU can be completed with no additional credits, because many courses required for the LAC also "double count" in an MTC category.
- In addition to the LAC and the MTC, there are nine credits of graduation requirements. "Double counting" can occur with six of these nine credits of graduation requirements. The remaining three credits are satisfied by taking approved courses in Wellness and Human Performance.
- A student can satisfy the graduation requirements, the LAC requirements, and the MTC requirements in a minimum of 47 credits, if opportunities for "double counting" are fully utilized.
- Rules for "Double Counting" of Course Credits:
 - If a course satisfies an LAC requirement, and if that course is designated to "double count" in up to two additional categories drawn from the MTC, the Rural Studies (R) curricula, or the Regional Studies (S) curricula, then a student chooses only ONE of those categories from any single course, for the purposes of "double counting."

Example: "Humanities (HUMT) 201: Origins of Western Civilization" satisfies requirements for the LAC, and for Critical Thinking (T) and Civic/Ethical Responsibility (C) in the MTC. A student who successfully completes HUMT 201 satisfies an LAC requirement, and also chooses whether the course has counted toward either the T or C category of the MTC. HUMT 201 cannot be used to satisfy both T and C.
 - There are a total of seven discipline categories where courses that are required in the LAC can also "double count" in either the MTC, Rural Studies (R), or Regional Studies (S):
 - Critical Thinking
 - Human Diversity
 - Global Perspective
 - Civic and Ethical Responsibility
 - People and the Environment
 - Rural Studies
 - Regional Studies
 - Students will take a total of 14 courses to meet the minimum credit requirements of the LAC. If a student is to meet the LAC, MTC, and graduation requirements within the 47 credit minimum, then 7 of those 14 courses must be carefully chosen such that each of the MTC, R, and S requirements is met with an LAC course that "double counts."
- If students take courses designated in the MTC, R, or S areas of study as part of the requirements for completing their majors, then the courses also "double count" in one of those areas.

LIBERAL ARTS CURRICULUM (LAC)

Specific Objective for SMSU's Liberal Arts Curriculum (LAC)

The objective of the Southwest Minnesota State University Liberal Arts Curriculum (LAC) is to expose the student to basic skills upon which all higher achievement and thought rest: to read, to communicate clearly, and to think objectively. The faculty at Southwest Minnesota State University has designed a curriculum that encourages critical and analytical thought which challenges the mind, body, and soul to develop intellectually, emotionally, socially, physically, and creatively. These requirements are a balance of traditional and classical study within a framework of electives and interdisciplinary course work.

Structure of LAC Disciplines, Courses, and Credit Requirements within Each Major Study Area

The objective of the LAC is implemented as students successfully earn semester credits in course work within five Major Areas of Study. The five major areas of study within SMSU's Liberal Arts Curriculum (LAC) are: Communication Skills, Mathematical/Logical Reasoning, Social Science, Humanities and Fine Arts, and Science.

Important Note: An LAC course can "double count" in Rural Studies and/or Regional Studies, or in the Minnesota Transfer Curriculum. If an LAC course counts in more than one major study area, then it will have up to two of the following single-letter designations, placed in parentheses (), following the name of the course: C, D, E, G, R, S, and/or T.

Key for the Code is:

- T = Critical Thinking**
- D = Human Diversity**
- G = Global Perspective**
- C = Civic/Ethical**
- E = People and the Environment**
- R = Rural Studies**
- S = Regional Studies**

If a course satisfies an LAC requirement, and if that course is designated to "double count" in up to two additional categories drawn from the Minnesota Transfer Curriculum, the Rural Studies (R) curricula, or the Regional Studies (S) curricula, then a student chooses only ONE of those categories from any single course, for the purposes of "double counting."

The structure of the disciplines and courses within the five major study areas that satisfy the SMSU's LAC are as shown in the following sections.

Communication Skills (9 Semester Credits Total)

Disciplines: English, Speech Communication

- a) **English** (6 Semester Credits)
 - ENG 102 Rhetoric: The Essay
 - ENG 103 Rhetoric: Critical Writing
- b) **Speech Communication** (3 Semester Credits)
 - SPCH 110 Fundamentals of Public Speaking

Mathematical/Logical Reasoning (3 Semester Credits Total)

Discipline: Mathematics

Mathematics (3 Semester Credits)

- MATH 101 Great Ideas of Mathematics
- MATH 103 Introduction to Mathematical Modeling
- MATH 115 Finite Mathematics
- MATH 127 Concepts of Mathematics
- MATH 140 Calculus: A Short Course
- MATH 150 Calculus I

Social Science (12 Semester Credits Total)

Disciplines: American Indian Studies/Dakota Studies, Anthropology, Economics, History, Justice Administration, Political Science, Psychology, Rural & Regional Studies, and Sociology

a) **History** (3 Semester Credits)

Take one of the following:

- HIST 201 Rural World (**E, R, S**)
- HIST 210 World History in the 20th Century (**G**)
- HIST 221 Early America: History of the U.S. from Colonial Period to the Civil War (**C, D**)
- HIST 222 Modern America: History of the U.S. from 1865 to the Present (**C, D**)
- HIST 242 European Civilization I (**G**)
- HIST 243 European Civilization II (**G**)

b) **American Indian Studies/Dakota Studies, Anthropology, Economics, Justice Administration, Political Science, Psychology, Rural & Regional Studies, and Sociology** (9 Semester Credits; at least three credits must be taken from three different disciplines)

Anthropology

- ANTH 101 General Anthropology (**G**)
- ANTH 116 Cultural Anthropology (**G**)
- ANTH 120 Introduction to Ethnicity

Economics

- AGBU 190 The Environment and Economics (**E**)
- ECON 201 Principles of Microeconomics (**T**)
- ECON 202 Principles of Macroeconomics (**T**)

Indigenous Nations & Dakota Studies

- INDS101 Introduction to Indigenous Nations & Dakota Studies (**D, R, S**)

Justice Administration

- JUAD 144 Introduction to Justice and Society (**C, D**)

Political Science

- POL 117 Introduction to Government and Politics (**C, G**)
- POL 120 American National Government (**C**)
- POL 200 International Politics (**G, T**)
- POL 221 State Government (**R, S**)
- POL 252 Introduction to Comparative Politics (**G, T**)

Psychology

- PSYC 101 General Psychology (**T**)

12 Core Curriculum**Rural & Regional Studies**

RURL 101 Introduction to Geography (R, S)

Sociology

SOC1 101 Introduction to Sociology (D)

SOC1 102 Introduction to Sociology: Rural
& Regional Perspective (R, S)**Humanities and Fine Arts**
(12 Semester Credits Total)*Disciplines: Literature, Humanities, Philosophy, Foreign Languages, Art, Music, Theatre, Dance***a) Literature, Humanities, and Philosophy** (6 Semester Credits)
(At least 3 credits taken from 2 different disciplines)**Literature**LIT 100 Literature: Human Diversity (D)
LIT 150 Literature: Global Perspective (G)
LIT 170 Literature: People & the Environment (E, S)
LIT 200 Literature: The Rural/Regional Experience (R, S)
LIT 261 Novel (T)
LIT 262 Short Story (T)
LIT 263 Poetry (T)
LIT 264 World Drama: The Global Perspective (G, T)
LIT 265 Literature and Film (T)
LIT 310 Greek Myth and Literature (T)
LIT 324 Shakespeare: Tragedies (T)
LIT 325 Shakespeare: Comedies (T)
LIT 350 Western American Literature (D, E)**Humanities**HUMT 201 Humanities: Origins of Western Civilization (C, T)
HUMT 202 Humanities: European Middle Ages to
Renaissance (C, T)
HUMT 203 Humanities: Modern Western Civilization (C, T)
HUMT 211 Humanities: The Ancient World (C, G)
HUMT 212 Humanities: The Modern World (C, G)**Philosophy**PHIL 100 Philosophical Perspectives (C, T)
PHIL 101 Critical Thinking (T)
PHIL 103 Ethics (C, T)
PHIL 107 Environmental Ethics (C, E)**b) Foreign Language or Art, Creative Writing, Dance, Music, or Theatre** (6 semester credits)**One of the following two options****Option 1:** Two courses in a single Foreign Language,
*OR***Option 2:** At least three credits from two of the following
disciplines: Art, Creative Writing, Dance, Music, or Theatre**Option 1—Foreign Language****French**FREN 101 Beginning French I (G)
FREN 102 Beginning French II (G)
FREN 201 Intermediate French I (G)
FREN 202 Intermediate French II (G)**German**GER 101 Beginning German I
GER 102 Beginning German II
GER 201 Intermediate German I
GER 202 Intermediate German II**Spanish**SPAN 101 Beginning Spanish I (G)
SPAN 102 Beginning Spanish II (G)
SPAN 201 Intermediate Spanish I (G)
SPAN 202 Intermediate Spanish II (G)**Latin**FRLG 111 Beginning Latin I
FRLG 112 Beginning Latin II
FRLG 211 Latin III
FRLG 212 Latin IV**Option 2—Art, Music, Theatre, or Dance****Art**ART 100 Introduction to Art (T)
ART 101 Foundations of Art and Design (T)
ART 150 Art History Survey
ART 250 Ancient Art History (T)
ART 251 Medieval Art History (T)
ART 255 American Art History (T, S)
ART 351 History of Graphic Design (T)**Creative Writing**

ENG 107 Introduction to Creative Writing

Dance

PE 100 Introduction to Arts: Dance

MusicMUS 100 Introduction to Music
MUS 101 Survey of World Music
MUS 102 American Music (R, S)**Theatre**THTR 100 Introduction to Theatre (T)
(Includes 15-hour lab component)**Science****(8 Semester Credits Total)**

(All Science courses in the LAC must include a lab.)

*Disciplines: Biology, Environmental Science, Agronomy, Chemistry, Physics***a) Select one, four-credit course (or a three-credit course with a one-credit lab) from the following Biological Science disciplines: *Biology, Environmental Science, Agronomy*****Agronomy**AGUM 121 Biology of Plant Food Systems and Environment
(E, T)**Biology**BIOL 100 Biology in the Modern World (E, T)
BIOL 200 Cell Biology**Environmental Science**

ENVS 180 Environmental Science (E, T)

b) Select one, four-credit course from the following Physical Science disciplines: *Agronomy, Chemistry, Environmental Science, Physics***Agronomy**

AGUM 251 Basic Soil Science (E, T)

Chemistry

CHEM 110 Our Chemical World (E)
 CHEM 111 Chemistry in our Daily Lives (R)
 CHEM 121 Basic Chemistry
 CHEM 231 General Chemistry (E, T)

Environmental Science

ENVS 101 Physical Geology (E)
 ENVS 251 Basic Soil Science (E, T)

Physics

PHYS 100 Our Physical Universe (T)
 PHYS 120 Introductory Physics (T)
 PHYS 121 Introduction to Astronomy(T)
 PHYS 141/142 College Physics I/II (T)
 PHYS 181/182 University Physics I/II (T)

THE MINNESOTA TRANSFER CURRICULUM (MTC)

Statewide, there are a total of 10 major study areas within the Minnesota Transfer Curriculum. Five of these 10 areas are already part of SMSU's Liberal Arts Curriculum: Communication Skills, Mathematical/Logical Reasoning, Social Science, Humanities and Fine Arts, and Science. The remaining five MTC areas are:

Critical Thinking (T)

Human Diversity (D)

Global Perspective (G)

Civic and Ethical Responsibility (C)

People and the Environment (E)

Because of SMSU's unique position within Southwest Minnesota, there are also requirements in Rural Studies (R) and Regional Studies (S). The MTC, R, and S categories create a total of seven major study areas. Students can complete these seven study areas by either taking courses that "double count" with requirements in the Liberal Arts Curriculum, or students can simply take one of the non-Liberal Arts Curriculum courses that fall within a particular MTC, R, or S category.

A student can satisfy only ONE category of an MTC, R, or S requirement with a single course. For example, the course "Political Science (POL) 356: Politics of the Global Economy" has approved designations in the Global Perspective (G) and Critical Thinking (T) categories. If a student successfully completed POL 356, then the student would have to select whether the course was to count toward the G or the T category.

The structure of the disciplines and courses that satisfy SMSU's MTC, R, and S requirements are listed below. If a course also "double counts" in the Liberal Arts Curriculum, then the following designation will appear after the course title:

LAC = Liberal Arts Curriculum

Critical Thinking (T)

(0 or 3 Semester Credits)

Note: If a course listed below is also included in SMSU's LAC, then the course "double counts," meaning that the course also satisfies the MTC requirement in Critical Thinking (T). Meeting this requirement need not increase a student's credit total.

Art

ART 100 Introduction to Art (LAC)
 ART 101 Foundations of Art and Design (LAC)
 ART 250 Ancient Art History (LAC)
 ART 251 Medieval Art History (LAC)
 ART 255 American Art History (LAC)
 ART 341 History of Graphic Design (LAC)

Economics

ECON 201 Microeconomics (LAC)
 ECON 202 Macroeconomics (LAC)

Humanities

HUMT 201 Humanities: Origins of Western Civilization (LAC)
 HUMT 202 Humanities: European Middle Ages to Renaissance (LAC)
 HUMT 203 Humanities: Modern Western Civilization (LAC)

14 Core Curriculum

Literature

LIT 261 Novel (LAC)
 LIT 262 Short Story (LAC)
 LIT 263 Poetry (LAC)
 LIT 264 World Drama: The Global Persp. (LAC)
 LIT 265 Literature and Film (LAC)
 LIT 310 Greek Myth and Literature (LAC)
 LIT 324 Shakespeare: Tragedies (LAC)
 LIT 325 Shakespeare: Comedies (LAC)
 LIT 375 Literature By and About Women

Mathematics and Computer Science

MATH 151 Calculus II
 MATH 200 Introduction to Statistics
 MATH 210 Discrete Mathematics
 COMP 160 Computer Science I

Philosophy

PHIL 100 Philosophical Perspectives (LAC)
 PHIL 101 Critical Thinking (LAC)
 PHIL 103 Ethics (LAC)
 PHIL 220 American Philosophy (or PHIL 320)

Political Science

POL 200 International Politics (LAC)
 POL 252 Intro to Comparative Politics (LAC)
 POL 356 Politics of the Global Economy
 POL 370 Government and Politics of Western Europe

Psychology

PSYC 101 General Psychology I (LAC)
 PSYC 201 Research Methods
 PSYC 250 Psychology of Women
 PSYC 341 Child and Adolescent Psychology

Science

BIOL 100 Biology in the Modern World (LAC)
 CHEM 231 General Chemistry (LAC)
 ENVS 180 Environmental Science (LAC)
 ENVS 251 Basic Soil Science (LAC)
 PHYS 100 Our Physical Universe (LAC)
 PHYS 120 Introductory Physics
 PHYS 121 Introduction to Astronomy (LAC)
 PHYS 141/142 College Physics I/II (LAC)
 PHYS 181/182 University Physics I/II (LAC)

Speech Communication

SPCH 200 Small Group Communication
 SPCH 256 Argumentation and Debate
 SPCH 303 Advanced Public Speaking
 SPCH 310 Persuasion
 SPCH 410 Communication Analysis

Theatre

THTR 100 Introduction to Theatre (LAC)
 THTR 101 Beginning Acting
 THTR 281 Acting in the Classroom
 THTR 340 Theatre History I
 THTR 341 Acting Techniques
 THTR 342 Advanced Acting
 THTR 440 Theatre History II

Human Diversity (D)**(0 or 3 Semester Credits)**

Note: If a course listed below is also included in SMSU's LAC, then the course "double counts," meaning that the course also satisfies the MTC requirement in Human Diversity (D). Meeting this requirement need not increase a student's credit total.

Anthropology

ANTH 316 Gender and Culture

Business Administration

BADM 420 Diversity Management

History

HIST 221 Early America: History of the U.S from Colonial Period to the Civil War (LAC)
 HIST 222 Modern America: History of the U.S. from 1865 to the Present (LAC)
 HIST 359 African American History
 HIST 360 American Women's History
 HIST 371 History of the American West

Indigenous Nations & Dakota Studies

INDS 101 Introduction to Indigenous Nations & Dakota Studies (LAC)
 INDS 230 Dakota History and Culture
 INDS 310 Indigenous Spirituality and World View

Justice Administration

JUAD 144 Introduction to Justice and Society (LAC)

Literature

LIT 100 Literature: Human Diversity (LAC)
 LIT 345 Chicano/a Literature
 LIT 350 Western American Literature (LAC)
 LIT 355 Native American Literature
 LIT 375 Literature By and About Women

Sociology

SOCI 101 Introduction to Sociology (LAC)
 SOCI 270 Gender Issues
 SOCI 331 Minorities in American Society

Speech Communication

SPCH 230 Interpersonal and Cross-Cultural Communication

Theatre

THTR 440 Theatre History II

Wellness & Human Performance

PE 260 Women in Sport

Global Perspective (G)**(0 or 3 Semester Credits)**

Note: If a course listed below is also included in SMSU's LAC, then the course "double counts," meaning that the course also satisfies the MTC requirements in Global Perspective (G). Meeting this requirement need not increase a student's credit total.

Anthropology

ANTH 101 General Anthropology (LAC)
 ANTH 116 Cultural Anthropology (LAC)
 ANTH 316 Gender and Culture

Computer Science

COMP 265 Computers and Society

Foreign Languages

FREN 101 Beginning French I (LAC)

FREN 102 Beginning French II (LAC)
 FREN 201 Intermediate French I (LAC)
 FREN 202 Intermediate French II (LAC)
 SPAN 101 Beginning Spanish I (LAC)
 SPAN 102 Beginning Spanish II (LAC)
 SPAN 201 Intermediate Spanish I (LAC)
 SPAN 202 Intermediate Spanish II (LAC)
 SPAN 311 Spanish Composition and Conversation
 SPAN 312 Spanish Composition and Conversation
 SPAN 321 Introduction to the Study of 20th Century Literary
 Movements
 SPAN 341 Spanish Culture and Civilization
 SPAN 342 Latin American Culture and Civilization

Global Studies

GLBL 199 Global Studies Seminar

History

HIST 210 World History in the 20th Century (LAC)
 HIST 242 European Civilization I (LAC)
 HIST 243 European Civilization II (LAC)
 HIST 251 The Origins of Islamic Civilization
 HIST 315 Mexico and Central America
 HIST 316 South America and the Caribbean

Humanities

HUMT 211 Humanities: The Ancient World (LAC)
 HUMT 212 Humanities: The Modern World (LAC)

Literature

LIT 150 Literature: Global Perspective (LAC)
 LIT 264 World Drama: Global Perspective (LAC)
 LIT 370 Contemporary World Literature

Political Science

POL 117 Introduction to Government and Politics (LAC)
 POL 200 International Politics (LAC)
 POL 252 Introduction to Comparative Politics (LAC)
 POL 355 World Political Geography
 POL 356 Politics of the Global Economy
 POL 370 Government and Politics of Western Europe
 POL 405 War and Peace

Psychology

PSYC 260 Cross-Cultural Psychology

Sociology

SOCI 270 Gender Issues

Civic and Ethical Responsibility (C)**(0 or 3 Semester Credits)**

Note: If a course listed below is also included in SMSU's LAC, then the course "double counts," meaning that the course also satisfies the MTC requirement in Civic and Ethical Responsibility (C). Meeting this requirement need not increase a student's credit total.

Agribusiness Management

AGBU 210 Introduction to Cooperatives

Computer Science

COMP 265 Computers and Society

History

HIST 221 Early America (LAC)
 HIST 222 Modern America (LAC)

Humanities

HUMT 201 Humanities: Origins of Western Civilization (LAC)
 HUMT 202 Humanities: European Middle Ages to
 Renaissance (LAC)
 HUMT 203 Humanities: Modern Western Civilization (LAC)
 HUMT 211 Humanities: The Ancient World (LAC)
 HUMT 212 Humanities: The Modern World (LAC)

Justice Administration

JUAD 144 Introduction to Justice and Society (LAC)

Philosophy

PHIL 100 Philosophical Perspectives (LAC)
 PHIL 103 Ethics (LAC)
 PHIL 107 Environmental Ethics (LAC)
 PHIL 220 American Philosophy (or PHIL 320)

Political Science

POL 117 Introduction to Government and Politics (LAC)
 POL 120 American National Government (LAC)
 POL 227 The Judicial Process
 POL 250 American Parties and Elections
 POL 351 Constitutional Law II: Civil Liberties
 POL 360 American Foreign Policy
 POL 405 War and Peace

Speech Communication

SPCH 200 Small Group Communication
 SPCH 330 Mass Media and Society

People and the Environment (E)**(0 or 3 Semester Credits)**

Note: If a course listed below is also included in SMSU's LAC, then the course "double counts," meaning that the course also satisfies the MTC requirements in People and the Environment (E). Meeting this requirement need not increase a student's credit total.

Economics

AGBU 190 The Environment and Economics (LAC)

History

HIST 201 Rural World (LAC)
 HIST 371 History of the American West

Literature

LIT 170 Literature: People and the Environment (LAC)
 LIT 350 Western American Literature (LAC)

Philosophy

PHIL 107 Environmental Ethics (LAC)

Psychology

PSYC 244 Environmental Psychology

Rural/Regional Studies

RURL 271 Environmental History

Sciences

BIOL 100 Biology in the Modern World (LAC)
 CHEM 110 Our Chemical World (LAC)
 CHEM 231 General Chemistry (LAC)
 ENVS 101 Physical Geology (LAC)
 ENVS 180 Environmental Science (LAC)
 ENVS 251 Basic Soil Science (LAC)

RURAL (R) STUDIES REQUIREMENTS

Background on Rural Studies

What is Rural Studies?

Rural Studies is an opportunity for students to:

- understand and appreciate their rural heritage and contemporary rural life;
- gain insights into present and future rural problems, and prospects for rural people; and
- appreciate, cultivate, and revitalize rural values for the sake of future generations.

Rural Studies (R) (0 or 3 Semester Credits)

Note: If a course listed below is also included in SMSU's LAC, then the course "double counts," meaning that it also satisfies the requirements in Rural Studies (R). Meeting this requirement need not increase a student's credit total. A course taken to fulfill the regional studies requirement cannot fulfill the rural requirement.

Agribusiness Management

AGBU 210 Introduction to Cooperatives

Education

ED 230 Education in Rural America

History

HIST 121 Local and Regional History (LAC)

HIST 201 Rural World (LAC)

Indigenous Nations & Dakota Studies

INDS 101 Introduction to Indigenous Nations & Dakota Studies (LAC)

INDS 217 Indigenous Peoples of Minnesota

INDS 230 Dakota History and Culture

INDS 310 Indigenous Spirituality and World View

Literature

LIT 200 Literature: The Rural/Regional Experience (LAC)

Music

MUS 102 American Music (LAC)

Political Science

POL 221 State Government (LAC)

POL 324 Local and Rural Politics

Rural/Regional Studies

RURL 101 Introduction to Geography (LAC)

RURL 103 Introduction to Rural and Regional Studies

RURL 351 Cultural Landscapes

Science

CHEM 111 Chemistry in our Daily Lives (LAC)

ENVS 120 Regional Geography of the U.S. and Canada

Sociology

SOCI 102 Introduction to Sociology: Rural and Regional Perspective (LAC)

SOCI 135 Rural Society

ADDITIONAL GRADUATION REQUIREMENTS

Regional Studies (S) Requirements (0 or 3 Semester Credits)

What is Regional Studies?

Regional Studies is an opportunity for students to:

- learn how "region" is a category of comprehension, analysis, and action,
- focus on the concept of region as a vital intellectual unit for understanding contemporary people, cultures, politics, economies, and environments, *and*
- reflect on southwest Minnesota and the larger Midwest to understand the meaning and significance of the changes occurring in the modern world.

Note: If a course listed below is also included in SMSU's LAC, then the course "double counts," meaning that the course also satisfies the requirements in Regional Studies (S). Meeting this requirement need not increase a student's credit total. A course taken to fulfill the rural studies requirement cannot fulfill the regional requirement.

Art

ART 255 American Art History (LAC)

Education

ED 230 Education in Rural America

History

HIST 201 The Rural World (LAC)

HIST 295 Minnesota History

HIST 359 African-American History

Indigenous Nations & Dakota Studies

INDS 101 Introduction to Indigenous Nations & Dakota Studies (LAC)

INDS 217 Indigenous Peoples Minnesota

INDS 230 Dakota History and Culture

INDS 310 Indigenous Spirituality and World View

Literature

LIT 170 Literature: People and the Environment (LAC)

LIT 200 Literature: The Rural/Regional Experience (LAC)

Music

MUS 102 American Music (LAC)

Political Science

POL 221 State Government (LAC)

POL 324 Local and Rural Politics

Rural/Regional Studies

RURL 101 Introduction to Geography (LAC)

RURL 103 Introduction to Rural and Regional Studies

RURL 351 Cultural Landscapes

Science

ENVS 120 Regional Geography of the U.S. and Canada

Sociology

SOCI 102 Introduction to Sociology: Rural and Regional Perspective (LAC)

Wellness and Health Requirements (W)

The knowledge and actual development of one's own personal health and wellness is an important complement to the purely academic pursuits in the Liberal Arts Core and Transfer Curriculum. The ancient Greek ideal of educating the whole individual, physically as well as mentally, is very applicable in our modern world. Study and participation in health and fitness education contributes to a positive state of physical, mental, and social well-being.

The Wellness and Health Graduation requirement is a total of three semester credits: students are required to complete a two-credit course from the Cognitive Domain of Wellness and Health, and a one-credit activity course from the Fitness Domain.

The structure of the domains and their associated courses that satisfy SMSU's Wellness and Health Requirement are listed below:

Cognitive Domain (2 Semester Credits)

Select one course (two credits each) from the following list:

- HLTH 100 Personal Health and Wellness
- HLTH 112 Nutrition and Wellness
- HLTH 220 Stress and Wellness
- PE 249 Physical Fitness Concepts

Fitness Domain (1 Semester Credit)

Select one course (one credit each) from the following list:

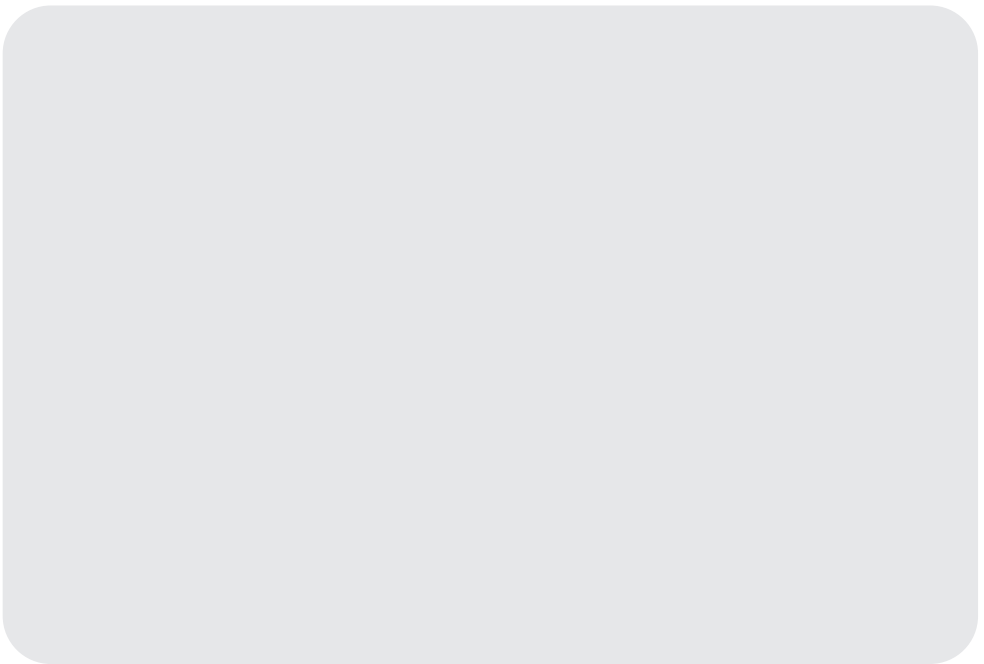
- PE 107 Walking for Wellness
- PE 109 Cross Training
- PE 139 Aerobics
- PE 149 Weight Training and Conditioning
- PE 154 Adapted Physical Education Activities
- PE 160 Flexibility Through Yoga
- PE 161 Swimmercize
- PE 170 Lifetime Fitness
- PE 171 Step Aerobics

Major Capstone Course Requirement (M)

Students aim to become very knowledgeable in a particular field of study when they select majors for their degrees. During a student's senior year, SMSU expects each student to take a capstone course where he/she demonstrates his/her mastery of the skills and knowledge in his/her own major. Students are given the opportunity to integrate the material they have learned about their field throughout their college careers. Most major programs have their own capstone courses. Students should consult the section of this catalog associated with their majors to determine which course in their programs is the major capstone course. If a program does not have a major capstone course, then a student will take a general capstone course approved by the SMSU faculty. To obtain information on a general capstone course, a student should contact his/her academic advisor.

LIBERAL ARTS CORE/TRANSFER CURRICULUM DISTRIBUTION REQUIREMENTS FOR THE BACHELOR OF APPLIED SCIENCE

- 1) Matriculating students with an A.A.S. degree shall choose, in conjunction with their B.A.S. advisor, a minimum 22 semester credit hours from the Liberal Arts Curriculum/Minnesota Transfer Curriculum, Distribution Requirements for the Bachelor of Arts and Bachelor of Science. The Dean shall give final approval.
- 2) Matriculating students with an A.S. degree shall choose, in conjunction with their B.A.S. advisor, 12 semester credit hours from the Liberal Arts Curriculum/Minnesota Transfer Curriculum, Distribution Requirements for the Bachelor of Arts and Bachelor of Science. In addition, the A.S. degree student shall, in consultation with his/her academic advisor, choose 10 semester credit hours of electives. The Dean shall give final approval.



ADMISSION

ADMISSION

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

Application for Freshman Admission

To be considered for admission to Southwest Minnesota State University, students must submit the following to the Office of Admission:

- Completed application for admission and a non-refundable application fee of \$20.00.
- Scores from the ACT (code number 2151) or the SAT (code number 6703).
- Official high school transcript.

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

Students may also apply online at www.SouthwestMSU.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 provisionally. Students may also apply online at www.SouthwestMSU.edu.

Application for 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 **each** post-secondary institution attended. Transcripts must be sent directly from each institution to the SMSU Office of Admission.

Students may also apply online at www.SouthwestMSU.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 Admission. Students may review transfer equivalency tables at www.mntransfer.org.

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

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

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.

Readmission to the University

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

Non-Traditional Student/GED Admission

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

Enrollment of Part-Time, Non-Degree Students

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

Enrollment of High School Students

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:

- Meet with the Director of Admission or his/her designee.
- High school seniors wishing to enroll must rank in the upper half of their class (juniors must rank in the upper one-third.)
- Submit a written statement of consent from parent or guardian.
- Submit a written recommendation from the high school supporting part-time or full-time enrollment (depending upon the status being sought by the student).

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.

Senior Citizens

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. 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.

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.

International students wishing to transfer to SMSU from

other U.S. colleges and universities must submit the following:

- University International Student application for admission and a \$20 non-refundable application fee.
- A minimum score of 500 on the written exam or 173 on the computerized exam on the Test of English as a Foreign Language (TOEFL), Michigan Test of English Proficiency with a minimum score of 80, or completion of level 109 from an English Language School Center.
- Official transcripts from all previously attended colleges, universities, or technical colleges and a minimum grade point average of 2.00 (on a 4.0 scale.)
- An International Student Transfer Form (available from the Office of Admission.)
- Documentation of evidence of financial support.
- In some cases, TOEFL may be waived for students transferring from another U.S. college or university. Please contact the Office of Admission for qualifications.

A PDF version of the International Student Packet is available at www.SouthwestMSU.edu

International students wishing to transfer to SMSU from colleges and universities **outside** the United States must submit the following:

- University International Student application for admission and \$20 non-refundable application fee.
- A minimum score of 500 on the written exam or 173 on the computerized exam on the Test of English as a Foreign Language (TOEFL), a minimum of 80 on the Michigan Test of English Proficiency or completion of level 109 from an 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 non-refundable 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.

Application for 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 Management, Special Education. These programs assist professionals/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: 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 or on weekends 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: 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.

Master of Science: Management: The Master of Science: Management degree prepares students for careers in research and academia. It also lays the foundation for students who plan to continue their education in a doctoral program in management. The program's curriculum is similar to the M.B.A. since it covers the broad range of management issues in marketing, finance, law, and other disciplines. It differs from the M.B.A. through its emphasis on research design and the publication of a thesis.

Master of Science: Special Education: 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).

Each of the programs listed above have individual entrance requirements. Students are encouraged to contact the Office of Admission for admission criteria for all Master's Programs.

ACADEMIC POLICIES

ACADEMIC POLICIES

Advisement

Each student at the University is assigned an academic advisor who assists the student in planning class schedules, checking progress toward completing graduation requirements, and long-range planning of programs. It is each student's responsibility to contact his/her advisor. Students may obtain the name and office location of their advisor by calling the Registration and Records Office.

Any student who is unable to contact his/her advisor or who has a problem or question that the advisor cannot solve should go to the academic department office or the Advising Center for assistance.

Academic Year

The academic year is divided into two semesters (fall, spring) of approximately 15 weeks each. In addition, there are two four-week summer sessions.

Unit of Credit

The unit of credit is the semester hour, which is usually equivalent to 50 minutes of class per week for a semester. Two or three hours of laboratory work a week will usually carry the same credit as one hour of class.

Course Load

The normal course load during a regular academic term is 16-17 credit hours. During the summer session, the normal course load is 6 credit hours. Course loads in excess of 20 credit hours (10 credit hours in summer) may be carried only with the approval of the student's advisor and the appropriate Dean located in BA 268.

Semester Classification

All students at Southwest Minnesota State University will be classified according to the number of credit hours that they have satisfactorily completed.

Semester hours	Classification
0-29	Freshman
30-59	Sophomore
60-89	Junior
90-plus	Senior

Graduation Requirements

Requirements for a Bachelor of Arts and a Bachelor of Science Degree

Successful completion of:

- _____ A minimum of 128 semester credit hours (SCH).
- _____ A minimum of 64 SCH at SMSU or other accredited, four-year institution.
- _____ A minimum of 32 SCH out of the last 64 SCH from SMSU or another state university under the Common Market Program.

- _____ A minimum of 27 SCH at the 300 or 400 level.
- _____ The requirements for an approved major, 14 SCH of which must be taken at SMSU.
- _____ The SMSU Core Curriculum requirements.
- _____ All coursework with a cumulative grade point average (GPA) of at least 2.00 for courses taken while enrolled at SMSU.

The following limitations also apply:

- a. No more than 6 SCH of courses numbered 050-099 and no SCH of course numbered 001-049 shall be counted toward graduation.
- b. No more than 20 SCH of credit/no credit (CR/NC) courses outside your major shall be counted toward graduation.

Requirements for a Bachelor of Applied Science Degree

The Bachelor of Applied Science (B.A.S.) degree program provides opportunities for individuals who have completed approved Associate of Applied Science degree programs, or a two-year Technical Diploma.

DEGREE REQUIREMENTS:

Successful completion of:

- ___ Additional Graduation Curriculum Requirements in current SMSU Academic Catalog.
- ___ A minimum of 42 SCH from SMSU or other accredited four-year institution.
- ___ A minimum of 30 SCH through SMSU.
- ___ A minimum of 40 SCH at the 300 or 400 level.
- ___ The requirements for an approved B.A.S. major.
- ___ All coursework with a cumulative grade point average (GPA) of at least 2.00 for courses taken while enrolled at SMSU.

Further requirements under one of the following three categories which apply to academic credentials at time of matriculation at SMSU:

1. ___ An A.A.S. degree at an accredited community, technical college or four-year college/university.
 - ___ An additional minimum of 64 SCH.
 - ___ The Minnesota General Education Transfer Curriculum or a minimum of 22 SCH from SMSU's Liberal Arts Curriculum/Minnesota Transfer Curriculum officially approved by the student's Degree Program Committee.

OR

2. ___ An A.S. degree at an accredited community, technical college or four-year college/university.
 - ___ An additional minimum of 64 SCH.
 - ___ The Minnesota General Education Transfer Curriculum or a minimum of 12 SCH from SMSU's Liberal Arts Curriculum/Minnesota Transfer Curriculum officially approved by the student's Degree Program Committee.

OR

The following limitations also apply:

- a. No more than 6 SCH of courses numbered 050-099 and no SCH of courses numbered 001-049 shall be counted toward graduation.
- b. No more than 10 SCH of credit/no credit (CR/NC) courses outside your major shall be counted toward graduation.

Requirements for an Associate Degree (A.S.)

Successful completion of:

- _____ A minimum of 64 semester credit hours (SCH).
- _____ A minimum of 32 SCH from SMSU or another State University under the Common Market Program.
- _____ The requirements for an approved major, of which 7 SCH must be taken at SMSU.
- _____ The Liberal Arts Curriculum requirements specified for the particular Associate Degree sought.
- _____ All coursework with a cumulative grade point average (GPA) of at least 2.00 for courses taken while enrolled at SMSU.

The following limitations also apply:

- a. No more than 6 SCH of courses numbered 050-099 and no SCH of courses numbered 001-049 shall be counted toward graduation.
- b. No more than 10 SCH of credit/no credit (CR/NC) courses outside your major shall be counted toward graduation.

Requirements for both the Bachelor's Degree and the Associate's Degree

- _____ Be enrolled at SMSU during the semester in which degree requirements are completed.
- _____ File a Degree Check, Application for Graduation, and Campus Clearance Form to be eligible for graduation.
- _____ Satisfy all financial and library obligations to the University before the end of the student's final semester.
- _____ Be approved by the Faculty Assembly for graduation with the degree sought.

Notes:

1. Some majors will not allow major courses for which the grade is less than "C-."
2. Some majors require a GPA above 2.00 in major courses or in pre-major course requirements.
3. A student may qualify for graduation under the graduation requirements of any year in which he/she has been a student of regular standing, provided that the catalog listing the requirements went into effect not more than seven years prior to the year of the student's graduation.
4. Under extenuating circumstances, the student, acting through his/her advisor, may petition his/her major department or program for a waiver of the requirement of enrollment at SMSU during the semester in which degree requirements are

completed. If the petition is approved by the department or program, the department chairperson will sign and forward the petition to the appropriate Dean, BA 268. Departmental approval means that a majority of all full-time faculty members in the department or program approve. If the petition is denied at the departmental or program level, the student may appeal by contacting the Provost. The Provost or Provost designee will transmit the appeal within three class days to the chairperson of the Academic Committee of the Faculty Association. The chairperson of the Academic Committee will notify the Provost and the Registration and Records Offices of its action on the waiver appeal within ten class days of the Academic Committee Chairperson's receipt of the appeal. The student will be notified of the status of the appeal by the Registration and Records Office. The Provost shall have the right to act on the appeal if the ten-day time limit for the appeal expires.

Degree Check/Application for Graduation

1. Normally the student completes the degree check form before completing 90 SCH, but no later than the first day of the semester prior to graduation. Degree check forms must be signed by the student's advisor and the appropriate department(s) and returned to the Registration and Records Office by the student during the degree check appointment.
2. Completed degree checks must list all courses required for the student's major/minor program. Up-to-date major/minor requirements shall be kept on file by the Registration and Records Office, which shall reconcile the degree check with the student's transcript(s). When the degree requirements and the transcript do not reconcile, the student will be informed by the Registration and Records Office.
3. The application for graduation must be completed and submitted with the degree check form. The Registration and Records Office shall be responsible for establishing that degree requirements have been completed.

Multiple Degrees

For graduates (Bachelor's degree) seeking a second, differing degree, the returning student must:

1. Have completed all the major and Liberal Arts Curriculum requirements for the second, differing degree as described above.
2. Have completed an additional minimum of 32 semester credit hours while enrolled at SMSU.

Multiple Majors

The student may elect the degree designation (B.A., B.S., B.A.S.) of his/her choice should the student have completed two or more majors under different degree designations.

Substitutions/Waivers/Appeals

Substitutions for, or waivers of, departmental, program, and/or institutional graduation requirements must be approved by the department(s) and/or program(s) involved, and/or by the Academic Committee of the Faculty Association, and/or by the Faculty Assembly using the process described below.

1. Substitutions for or waivers of major/minor requirements must be approved via the student petition form signed by the student's advisor and the major/minor department (or program) chairperson(s). Departmental or program approval means that a majority of all full-time faculty members in the department or program approve. The Department Chairperson must secure such approval before signing the substitution or waiver petition. Signed and approved student petition forms shall be returned to the Registration and Records Office by the department. Copies of all such petition forms shall be sent to the Faculty Association Academic Committee and the Provost's Office by the Registration and Records Office and kept as part of the student's record.
 2. There shall be no substitution for, or waiver of, Liberal Arts Curriculum requirements except in the case of transfer credits. However, under extenuating circumstances, substitutions/waivers may be requested via the student petition form. For Liberal Arts Curriculum, the form shall be signed by the student's advisor and by the departments offering the courses substituted and the courses substituted for or the course(s) waived. Departmental or program approval means that a majority of all full-time faculty members in the department or program approve. For Rural Studies, the signature of the Rural Studies director shall also be required. For the Honors Program, the signature of the director of the Honors Program shall also be required. If the petition is approved by the foregoing, the student should present the petition to the Deans' Office. If the petition is denied at the departmental level, the student may, within five class days, appeal by contacting the Provost. The Provost or Provost's designee will transmit the appeal within three class days to the chairperson of the Academic Committee of the Faculty Association. The Chairperson of the Academic Committee will notify the Provost's Office and the Registration and Records Office of its action on the appeal within ten class days of the
- Academic Committee Chairperson's receipt of the appeal. The student will be notified of the status of the appeal by the Registration and Records Office. The Provost shall have the right to act on the appeal if the ten-day time limit for the appeal to the Academic Committee expires. If the appeal is denied by the Academic Committee, it may be continued to the Faculty Assembly level by a letter in writing from the student to the Faculty Association President and at the same time, a copy of that letter to the Provost. Appeal to the Faculty Assembly must be within five days of the denial at the Academic Committee level. An appeal to the Faculty Assembly shall conform to the Student Appeal Process. The Faculty Assembly shall meet and act on the appeal within ten days of receipt by the Faculty Association President. Action taken by the Faculty Assembly on the appeal shall be sent to the Provost and the Registrar. The student will be notified of the status of the appeal by the Registration and Records Office. The Provost shall have the right to act on the appeal if the ten-day time limit for the appeal at the Faculty Assembly level expires.
3. The Registration and Records Office shall review all petition forms for appropriate completion and signatures. All appropriate signatures shall be required for completion of the form. Incomplete or inaccurate information or signatures shall render the petition invalid. The Registration and Records Office shall inform the student and the student's advisor of the invalidation and shall not complete the graduation process under such circumstances. Copies of all approved petition forms shall be sent by the Registrar to the chair of the Academic Committee.
 4. All petitions must be completely processed at least one semester before the date of expected graduation, except in cases when courses are canceled by the University.
 5. All approved waivers and substitutions shall become part of the student's permanent record in the Registration and Records Office.
 6. If all timelines for degree check, petition, and appeal processes have been met and if all petition and appeal processes have been certified by the Provost to have been exhausted, the student may make a final appeal for waiver of residence, major/minor, or Liberal Arts Curriculum requirements to the President of SMSU. If the President approves the appeal, copies of the appeal with an explanation for the approval shall be sent to the Faculty Association President, the Academic Committee, the Provost's Office, and the Registration and Records Office. The Registration and Records Office will record the approval as part of the student's record.

Graduation/Commencement Regulation

1. Associate, baccalaureate, and master's degrees shall be conferred by the University three times a year. The designated times shall be the end of the fall and spring semesters, and the end of the summer term.
2. Candidates for graduation shall be considered for approval by the Faculty Assembly three times per year corresponding to the times specified above.
3. "Conferring of degrees" is an official act by the University signifying that the student has completed all requirements for graduation and has been recommended by the faculty for a degree according to major/minor curricula.
4. Completion of graduation requirements includes completion of an approved major, completion of the Liberal Arts Curriculum, completion of the degree check process, completion of the application for graduation process, and satisfaction of all financial obligations to Southwest Minnesota State University.
5. Commencement is a ceremony during which graduates and spring semester candidates for graduation are publicly recognized. The Commencement ceremony shall be held annually near or at the conclusion of the spring semester. A graduation reception ceremony is held at the conclusion of the fall semester as well.

Grading System

Southwest Minnesota State University has adopted a varied grading system to assist students in receiving maximum educational benefits from each course. Courses can be graded on the CR/NC (Credit/No Credit) System, on the A-F System, or on an optional basis.

A-F	System
A	Excellent
B	Above average
C	Average
D	Below average
F	Failure

The course schedule for each term will indicate the grading system used in each course.

Students enrolled in an optionally graded course must inform the instructor during the first week of class whether they want to be graded on the CR/NC or the A-F system. Students must complete a form in the Registration and Records Office during the first two weeks of the semester in order to be graded on the CR/NC system.

No more than 20 credits outside the major with CR/NC grades shall be counted toward graduation. Plus (+) or minus (-) may be used with the A-D grades. The symbols which follow are used with all systems: I-Incomplete; AU-Audit; W-Withdrawn; IP-In Progress.

Grade-Point Average

To facilitate the averaging of grades, the following quality points are assigned to each grade—if the student first enrolled during the 1994 Fall Quarter or later:

For each hour of "A+"	-	4.00 points
For each hour of "A"	-	4.00 points
For each hour of "A-"	-	3.67 points
For each hour of "B+"	-	3.33 points
For each hour of "B"	-	3.00 points
For each hour of "B-"	-	2.67 points
For each hour of "C+"	-	2.33 points
For each hour of "C"	-	2.00 points
For each hour of "C-"	-	1.67 points
For each hour of "D+"	-	1.33 points
For each hour of "D"	-	1.00 points
For each hour of "D-"	-	0.67 points
For each hour of "F"	-	0.00 points
For each hour of "I"	-	0.00 points after the deadline for removal.

A student's grade point average (GPA) is obtained by dividing the total number of points earned by the total number of hours undertaken, excluding courses in which the marks "IP" or "W" are recorded. The hours for which a mark of "I" is recorded are excluded from grade-point average computation until the deadline for removal.

Incomplete Grade

The Incomplete is used when, for reasons beyond the student's control, the student has not completed specific course requirements, but has in other respects done passing work. The student must complete the course requirement(s) before the end of the next semester in which he/she is enrolled. If course requirements are not completed by that time, the "I" will be changed to an "F" if graded on the "A," "B," "C," "D," "F" System or to an "NC" if graded on the Credit/No Credit System. The instructor may extend the "I" grade for one semester. The instructor will file a copy of outstanding course requirements with the student, department office, and Registration and Records Office.

In-Progress Grade

The in-progress grade, "IP," is for use in those courses where it is expected that the student may not be able to complete the course in one semester. The student must complete the course requirement(s) within two years, regardless of enrollment. If course requirements are not completed by that time, the "IP" will be changed to an "F" if graded on the "A," "B," "C," "D," "F" System or to an "NC" if graded on the Credit/No Credit system. Subsequently, the student must repeat the course to receive credit. The instructor will file a copy of outstanding course requirements with the student, department office, and Registration and Records Office.

Academic Standing

To be in good academic standing, a student must maintain a 2.00 cumulative GPA on a 4.0 scale. Specific information regarding the academic standing procedures is provided in the *Student Handbook*.

Student Appeals

Students have the right to appeal academic and disciplinary decisions. These rights are elaborated in Southwest Minnesota State University Regulation G-.005. This regulation includes the following committees and functions:

1. Academic Standing Committee

The Academic Standing Committee shall hear appeals from students who are required to withdraw from the University for academic reasons and wish to be reinstated. It shall rule on all appeals involving admission and readmission to the University as well as those dealing with academic dishonesty.

2. Student Grade Appeals Committee

The Student Grade Appeals Committee shall hear requests from students who wish to appeal a grade received in a course.

3. President's Student Judiciary Board

The President's Student Judiciary Board shall hear student appeals from the Student Association Judiciary program and rule on all appeals involving student records.

Procedures for utilization of the Academic Standing Committee are available from the Office of the Provost; the Student Grade Appeals from the Deans' Office; the President's Student Judiciary Board from the Office of Student Affairs.

Repeating a Course

A student may repeat a course at any time regardless of the grade previously obtained in that course. After a course is repeated, both the old and new grades will appear on the official transcript. However, only the last grade obtained will be used in determining academic standing. Reference to the *Student Handbook* will give detailed information on this policy.

Dropping and Adding of Courses

If, after the initial registration in any term a student needs to make a course enrollment change, he/she may do so during the times designated for the particular academic term. The University refund policy is published in the semester course schedules. 100% refund will be given for courses dropped by the students, but the refund will be allowed only through the fifth (5th) instructional day. 100% refund of tuition is given for courses canceled by the University.

Course Numbering

Service and remedial courses carry course numbers of 001-099. Remedial courses are designed to help students develop basic academic skills required at the entry level expected for college performance. Remedial courses carry numbers 001-049 and will not count toward graduation. Service courses are designed to provide offerings that do not meet traditional academic standards or are designed to meet the needs of a specific clientele and carry course numbers 050-099, of which no more than six credits may be counted toward graduation requirements. Undergraduate courses are numbered 100-299 (lower division) and 300-499 (upper division). Graduate level courses carry numbers 500-699.

Credit by Examination

Departmental Credit by Examination

Southwest Minnesota State University offers credit by examination in many academic disciplines. Academic units have the responsibility for establishing credit by examination procedures in their respective areas and for establishing the credits which are acceptable in the evaluation of the examination. Students may contact the chairperson of the academic unit in which the course is offered to determine if such an examination is available. If it is, the student should make necessary arrangements and then contact the Registration and Records Office for complete details concerning the procedures to follow. A \$7.50 per credit fee is charged for each examination.

CLEP

(College Level Examination Program)

Southwest Minnesota State University grants a maximum of 32 credits for both the general and subject examinations. Some of the general examinations may be substituted for the Liberal Arts Curriculum requirements of the University. Subject examinations may be substituted for a college course upon recommendation of the specific program/department. A list of subject examination and general examination course equivalencies and required test scores is available from the Counseling and Testing Office.

Advanced Placement Policy

Southwest Minnesota State University participates in the Advanced Placement Program administered by the College Entrance Examination Board. Southwest Minnesota State University will award credit for the successful completion of an approved Advanced Placement Study program. Such programs are available to students in participating high schools. To receive Advanced Placement credit, the student must (1) have the approval of the high school, (2) complete the test with a score of 3 or higher, and (3) enroll at Southwest Minnesota State University following high school graduation. All records must be forwarded from the College Entrance Examination Board, and the University reserves the right to evaluate such records and determine the credit to be assigned. However, 3 semester hours of credits will be awarded per examination on which the student has a score of 3 or higher.

Change of Major, Minor or Preprofessional Program

At the time of application to Southwest Minnesota State University, a student may select a major or preprofessional program or choose the status of undeclared major. An advisor is assigned each student according to this choice by the Advising Center.

Students should review their major, minor, preprofessional and advisor status each semester. A change in status can be accomplished by filling out a Change in Permanent Record form available from the Registration and Records Office or the Advising Center.

Withdrawal from the University

Students who wish to withdraw from the University during the academic semester must complete a withdrawal form, which can be obtained at the Advising Center, located in Bellows Academic 156, ext. 537-6245. If a student withdraws from the University, refunds of tuition and fees will be made according to a schedule established by the MnSCU Board. Refunds of room and board are pro-rated on the unused portion of the room and board previously paid.

Transcripts

Any student may request a copy of his/her academic record by completing a transcript request form available at the Registration and Records Office. Unofficial transcript copies will usually be available the same day the request is made. Official transcript copies, which cost \$3.00 per copy, will require one day for delivery. The academic record is confidential information so the student must personally request a release of the transcript in writing.

Academic Honors

Dean's List. A Dean's List is published following fall

and spring semesters. Eligible students will be notified by letter from the appropriate Dean. The grade point average (GPA) for Dean's List eligibility will be based on grades submitted at the end of the semester. The criteria for eligibility includes a semester GPA of 3.5 or above and a minimum total course load of 12 credits graded A-F and/or CR, of which at least 8 credits are graded A-F and of which no credits are graded NC. The following will not be calculated in determining the GPA: "I," "IP," "AU," "W," "CR," and "NC."

Graduation with Honors. A student who has met requirements for a bachelor's degree at Southwest Minnesota State University and has a grade-point average between 3.30 and 3.49 is graduated *cum laude*; one with a grade-point average between 3.50 and 3.79 is graduated *magna cum laude*; one with a grade-point average between 3.8 and 4.0 is graduated *summa cum laude*. Only course work completed at Southwest Minnesota State University will be used to determine academic honors. To be eligible for graduation with honor, a student must have completed at least 46 semester hours of credit at Southwest Minnesota State University, of which at least 32 semester hours of credit must be in courses graded on the A-F grading system.

Anyone with a previously earned bachelor's degree is ineligible for graduation with honors. These awards apply only to students earning their first four-year degree.

Departments may award other honors to students who meet honors requirements established by those departments.

FINANCIAL INFORMATION

FINANCIAL INFORMATION

Tuition and Fees*

Tuition, fees, and board and room rates are established by the MnSCU Board of Trustees and are subject to revision.

The tuition rates effective with Fall Semester 2004 were as follows:

	Per Credit Hour
Undergraduate on-campus	\$151.25
Undergraduate off-campus	\$183.45
Graduate on-campus	\$233.20
Graduate off-campus	\$267.00

Students enrolling in courses on campus are assessed per-credit-hour fees for student activities, Student Center bond debt service, Student Center operations, health services, maintenance fee, and use of campus computer facilities. Full-time students, on average, are assessed \$375 (estimated) per semester. The exact dollar amount per credit hour and any limits are determined annually and are published in the semester course schedules. Special course fees may also be assessed for certain courses.

- Student Account information, charges, payments, and balances are available on the online registration system found at www.SouthwestMSU.edu
- Students should be aware that books and supplies are estimated at \$450 per semester and plan accordingly.
- Rates, tuition and fees are subject to change by action of the MnSCU Board of Trustees. Tuition rates are expected to increase in the 2004-2005 academic year and possibly in the 2005-2006 academic year.
- SMSU reserves the right to correct any clerical errors or inaccuracies.

Tuition Rates for SD, ND, WI and MSEP reciprocity students are based on negotiated reciprocity rates and may be different than the rates listed here. Tuition rates for classes held off-campus may also be different from the rates listed here. If you have questions, call 507-537-7157.

Reciprocity Benefits

Reciprocity: Residents from South Dakota and North Dakota who are transferring to SMSU must complete the Application for Reciprocity Form. All Wisconsin residents must complete the Application for Reciprocity Form. The application form can be obtained from the State Board of Regents in the state in which you are a resident or from the SMSU Office of Admission. Students from other states may be eligible for reciprocity benefits and should contact the Office of Admission for further information. Eligible reciprocity students who attended and earned credit(s) in 2003-2004 at SMSU will have their reciprocity benefits automatically renewed for 2004-2005 academic year.

Late Fee

All tuition and fees must be paid by the tenth class day

during regular academic terms and by the second class day during summer sessions. Unless prior arrangements have been made, students who have not paid their tuition and fees by these dates will be assessed a \$30 late fee. Dates may be subject to change. Payment due dates are published each semester in the registration course schedules.

Withdrawal

If you wish to withdraw entirely from the University during the academic semester, you must complete a withdrawal form, which can be obtained at the Advising Center located in Bellows Academic 156, phone 537-6245. Withdrawing students are encouraged to discuss their withdrawal plans with the Director of the Advising Center.

The date of an official withdrawal from the University is the earlier of the date that you began the University's withdrawal process or the date that you provided official notice to the Director of the Advising Center.

The University refund policy is published in the Registration Semester Course schedule. No refunds are given for courses dropped after the fifth (5) instructional day of the semester during the academic semesters or after the second instructional day of the summer sessions. A 100% refund is given on classes dropped up to and including the fifth (5) instructional day during the academic semesters and the first two days of the summer sessions. A full refund of tuition is given for courses cancelled by the University.

After the forty-fifth (45) instructional day of the fall or spring semester or the tenth (10) instructional day of the summer session, you cannot drop a course and receive a grade of "W" (Withdrawn). This includes those students withdrawing from the University. Students who withdraw entirely from the University may receive exception to this policy with approval from the Provost/VP for Academic and Student Affairs.

If a student withdraws entirely from the University, refunds of tuition and fees are made according to the following schedule:

(a) Regular Academic Year On-Campus Courses	
Date of withdrawal	Refund allowed
Up to and including 5th instructional day	100%
6th through 10th instructional day	75%
11th through 15th instructional day	50%
16th through 20th instructional day	25%
After the 20th instructional day	NONE
(b) Regular Academic Year Off-Campus Courses	
Date of withdrawal	Refund allowed
1st course meeting but before 2nd	100%
2nd course meeting but before 3rd.....	75%
3rd course meeting but before 4th	50%
4th course meeting but before 5th.....	25%
5th course meeting and after	NONE

(c) Summer Session

Date of withdrawal	Refund allowed
1st through 5th instructional day.....	100%
6th through 10th instructional day	50%
After 10th instructional day	NONE

The above refund schedule is set by the MnSCU Board and is subject to change.

Refunds of room and board are pro-rated on the unused portion of the room and board previously paid. Students withdrawing from the residence halls must withdraw at the appropriate Commons Building. The withdrawal will follow the terms of the Housing Contract.

Financial Aid

Financial aid is awarded on the principle that the basic financial responsibility rests with the student and his/her parents. When family resources are insufficient to meet the anticipated expenses of the school year, financial aid may be offered. Financial need means the difference between expenses and resources. The deadline for top consideration is approximately March 15 of each year.

Scholarships

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

Federal Perkins Loans

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

College Work-Study

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 checks on the bi-monthly 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)

These grants are for a limited number of students with exceptional financial need as determined by federal income guidelines. Grants may range from \$200 to \$1,000.

Federal PELL Grants

The Federal PELL Grant Program stipulates that every 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.

Minnesota State Scholarship and Grant-in-Aid Program

Awards ranging from \$100 to \$5,670 (maximum amounts change annually) are made each year by the Minnesota Higher Education Services Office to Minnesota residents who qualify.

Federal Stafford Student Loans

Long-term loans are available at a low variable rate of interest. Repayment and/or interest are deferred as long as the student carries at least a half-time credit load. When the student graduates or ceases to be enrolled half-time, a six-month grace period follows before interest and repayment begin.

Athletic Awards

Interested athletes should check with the appropriate coach regarding Men's Athletic Talent Grants and Women's Athletic Talent Grants.

Employment Opportunities

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
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
Marshall, MN 56258
Phone: (507) 537-6221

Application Procedure for Financial Aid

The student must first apply for admission to the University. Students and the parents of dependent students should apply for a PIN (Personal Identification Number) at www.pin.ed.gov. This PIN will serve as an electronic signature for financial aid purposes. The student and

parents must then complete and submit the Free Application for Federal Student Aid (FAFSA). The FAFSA form is available online at www.fafsa.ed.gov, a paper version may be obtained from high school counselors or from the Financial Aid Office. Students must also complete the SMSU Application for Financial Aid application, available on the SMSU website at www.SouthwestMSU.edu or from the Financial Aid and Admission Offices.

Important: To receive priority consideration, students should submit applications by March 15. Applications will be processed after this date, and awards will be announced in May (pending Federal and/or State appropriations).

Regional and area financial aid seminars for students, parents, and guidance counselors are given by Southwest State Minnesota University staff members to acquaint participants with the types of aid available and to instruct them in completing applications. Orientation programs for new students (entering freshmen and transfer students) are scheduled prior to the opening of the fall semester to

acquaint students with University policies and procedures. Program requirements may be changed by state and federal statute.

Financial Aid Satisfactory Academic Progress

To be eligible for Federal or State Financial Aid, you must maintain certain academic progress standards. To receive aid in any given year, you must have met specific standards in the previous year *even if you did not receive Financial Aid in the previous year*. Copies of the written policy are sent to all aid recipients with the award letter and are available from the Financial Aid Office or on the SMSU Web site at www.SouthwestMSU.edu.

STUDENT LIFE AND DEVELOPMENT

STUDENT LIFE AND DEVELOPMENT

The Campus

On one of the most modern campuses in the Midwest, Southwest Minnesota State University's contemporary architecture allows students to create a personal space and populate it with friends, recreation and special events. All academic buildings are connected by enclosed tunnels and hallways, and nearly barrier-free architecture accommodates students with disabilities. Academic facilities have ramps and elevators. Support services include audio-visual studios, duplicating and computer services, and radio/television labs with complete production capabilities. The library collections provide a diverse blend of print, non-print, video, CDs, microfilm/fiche, sound recordings, and electronic resources. Specialized instruction facilities include a planetarium, science museum, art and dance studios, art gallery, regional history center, writing center, GIS lab, and a greenhouse.

The outdoor athletic facilities include a 5,000-seat stadium, practice fields, and baseball/ softball/ soccer fields. There is also an all-weather track. Indoor facilities include a 2,000-seat gymnasium, racquetball/ handball courts and an Olympic-size pool and diving well. A new Recreation-Athletic Facility, with a 4,000-seat gymnasium, opened in the spring of 1996. The R/A Facility is home to Mustang basketball and volleyball games, plus wrestling and tennis matches. The facility also serves as a center for regional and community sporting competitions and other events.

Student Center Complex

In January 2002, a devastating fire destroyed the campus dining facility, Food Service East. Subsequent smoke damage gutted the existing Student Center and Student Center West giving SMSU the opportunity to begin a major renovation project. Plans consist of the complete renovation of the Student Center, Student Center West and the former site of Food Service East to create a new Student Center Complex.

The Student Center Complex will provide all of the previous services offered in the old facilities, plus many new and improved services for the campus and the community to enjoy. The Student Center Complex will continue to be the central hub for all members of the University: students, faculty, staff, alumni and guests, and serve the educational, social, recreational and cultural needs of the University community.

Architectural plans include the complete renovation of the existing ground-level Student Center which will become the food service area for student meal plans, a snack bar and coffee shop for commuters and campus employees, plus a University bookstore. Dining seating will

extend from the main floor to a new upper floor to be built on top of the original Student Center structure. This upper level will also include a game room, lounges, clubs and organizations meeting space; as well as the Student Center Complex and Student Activities administrative offices, Student Association offices, and the Housing Office. The conference services of Student Center West will be improved with the ground floor available to serve student activities and small conference needs, and the upper level redesigned as a large, open conference area. The former home of Food Service East will become a garden and drive-up entrance, an attractive main entrance to campus that is easily identified.

With the changes to the heart of the campus, the new Student Center Complex will assume its lead role in the campus master plan and will endure as "The People Place" at SMSU. Construction is underway with completion expected in early 2005.

Student Government

The Student Association is the student organization recognized to represent the interests of the student body in the University's governance structure, and is the communications vehicle to convey student views to the University administration relative to policy decisions (Student Senate), educational and entertainment programs, and activities (Student Activities Committee). The Student Association is also comprised of a Public Relations Committee which works with community projects such as the Red Cross Blood Drive and the Student Judicial Board, which is a major component of the University Community Expectations Program.

Student Activities

The University recognizes approximately 70 official clubs and organizations. Student activities range from intramural sports to dances, coffeehouses, concerts, film series, lectures, outdoor recreation, comedians, student volunteer programs, forensics, art, music groups (instrumental and vocal) and theatre. Student publications include the *Spur* (newspaper) and *Mindscapes* (literary magazine). Station KSSU provides both radio and television opportunities. Student activities are sponsored and funded by student activity fees. The Assistant Director for Student Development/Activities/Union serves as the resource person for student groups and assists in the coordination of campus events.

Student Health Center

The Health Center provides medical examinations, laboratory tests, medication and health insurance for University students. A portion of the activity fee each student pays at registration helps finance the operation of the Health Center. There is no charge for an office visit; however, students may be charged a minimal fee for medications, medical supplies, and laboratory procedures.

The University assumes the responsibility for referring any student to an appropriate health professional if it is deemed advisable for the welfare of the individual.

A physician is on campus at specific hours which are posted at the Health Center in Bellows Academic 158. Students are requested to make an appointment to be seen by the physician or the nurse by calling 537-7202.

Counseling and Testing Services

Individual and relationship counseling is available to assist students in dealing effectively with anxiety, academic difficulties, eating disorders, depression and other stressful and personal concerns. Personal growth groups, workshops, and seminars are also offered and focus on topics such as stress management, assertiveness training and communication skills.

A full range of testing and test information is available, including the College Level Examination Program, graduate school admission exams and other pertinent tests. Counseling and Testing Services, located in Bellows Academic 156, is open from 8 a.m. to 4:30 p.m., Monday through Friday and other hours by appointment.

Child Care Center

Southwest Minnesota State University provides on-campus child care service. The Child Care Center provides safe, quality, caring, and developmental child care for children between the ages of 6 weeks and 12 years (infants, toddlers, pre-schoolers, and school age children). The Center's staff and program reflect its strong commitment to each child's social-emotional, physical, and intellectual development. Hours of operation are from 7:00 a.m. until 6:00 p.m., Monday-Friday. Information on rates and application procedures is available on request at the Center, located at 1502 State State Street. The phone number is (507) 537-6014.

Cultural Diversity

The Office of Cultural Diversity provides a variety of services to students of color in general and the University as a whole. This office assists multicultural student groups in co-sponsoring ethnic celebrations and educational programs in support of Native American, African-American, Asian and Hispanic cultural awareness. Curriculum workshops for faculty are co-sponsored with academic departments and the Bush Faculty Development Grant. Staff provide individual attention to those students of color who may need assistance academically, financially, or personally. A university/community committee provides support for smooth transition to the Marshall area by students of color.

International Student Services

This office provides support to new international students entering the United States for the first time via SMSU international ambassadors and a thorough orientation

program. The office assists individual students in obtaining personal and academic counseling and support and assists in the facilitation of programs and activities, both on-campus and for the greater community to enhance greater international understanding. The office works closely with the International Student Organization (ISO). ISO is an active student group representing the interests of SMSU's international students and organizes programs and activities throughout the year. The International Student Services office is located in BA 265.

Non-Traditional Student Services

The Non-Traditional Student Resource Center is a friendly meeting place on campus for men and women who are combining the role of student with other major life responsibilities such as marriage, parenting and/or employment. A visitor to the Center would find many activities from group discussions of common problems, to exchange of ideas, to quiet studying and relaxation. Non-traditional students may receive assistance in obtaining academic and non-academic support services. The Center is located in Fine Arts 125.

Services for Students with Disabilities

The University believes that people with disabilities should have an equal opportunity to achieve academically and to participate in the full range of collegiate experiences. Reasonable and appropriate class-related accommodations as supported by documentation of disability are provided through the Learning Resources office at SMSU and include needs assessment, advocacy, test accommodations, alternate media, notetaking assistance, lab scribes, and amanuensis and priority registration. Physical therapy, adaptive physical education, and wheelchair and adaptive devices are provided through the Physical Medicine Office at SMSU. Attendant care is available from and coordinated with Prairie River Care Associates. Wheelchair basketball is an intercollegiate sport in Intercollegiate Athletics. The Access Association is a recognized student organization for students interested in access advocacy issues.

Housing and Residential Life

Students may live in on-campus residence halls, in off-campus (non-University) apartments or other housing, or they may commute. Beginning in the fall semester of 2004, freshmen are required to live on-campus. The University strongly encourages residence hall living since research indicates that students who live in the residence halls are generally more successful and feel more involved in University life.

Six of the seven residence halls consist of four connected, vertical units or houses, each accommodating approximately 45 students. The four connected houses are called residence halls or complexes. Each house unit has its own lounge, color television, individual mail boxes and student rooms. Each complex has a kitchen facility each

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equipped with counter space, sink, table and chairs, and electric range. At least one microwave is available in each complex. Accommodations include single, double, and multiple-as-double rooms, each of which is carpeted and provided with individual thermostat control, local telephone hook-up and service as well as TV-FM cable outlet and signal. All residence hall rooms have phone lines with voice mail service. The seventh complex, F-Hall, differs from the others in that it is comprised of three distinct house units built around a central core building; its rooms are uncarpeted but contain an in-room sink. F-Hall contains a kitchen and laundry facility. All rooms in F-Hall are Double as Single or Designated Single rooms. Students living in the residence halls eat their meals in the campus Mustang Terrace or State Street Cafe dining facility, and can choose from a variety of meal plan options.

Since 1999 state of the art wiring has been available in the residence halls for high-speed data transfer and internet connections in addition to expanded cable. SMSU was the first university in the state to make this cutting-edge technology available to all residence hall rooms.

Residence halls also have one commons area on each end of the residential area, Commons East and Commons West. These Commons contain a laundry facility, computer lab with printer, vending machines, and a Commons Office. Residents can utilize the Commons Office for many free services such as: checking out vacuums, cooking equipment, games, camping equipment, recreational items and much more. Students may also purchase stamps, drop off mail, pick up packages, or rent items including VCRs, bikes, and DVD players.

Both full-time professional and undergraduate student staff members live on campus to assist students with personal as well as academic concerns and questions. They also serve as a resource to students in planning and facilitating house recreational, social and educational programs, and assisting in the development of special interest and campus-wide activities.

Any enrolled student is eligible for on-campus housing and can secure a reservation by completing a residence hall contract and returning it with the necessary deposit to the Housing Office. Upon receipt of these items by the Housing Office, a student is then assured both an assigned space in the residence halls and meal plan option. Approximate residence hall room and board rates (which include \$150 Flex Dollars each semester, telephone costs, cable and unlimited internet use and reflect the 2004-2005 rate for the 14 meals/week board option) are:

<i>Room Type</i>	<i>Per Semester</i>
Designed single	\$2,909.00
Double room as a single	2,989.00
Double	2,403.00
Multiple as a double	2,720.00

Other meal plan options include 19, 14, and 10 meals-per-week plans, an "Any 120" meals per semester plan, and a Declining Balance (which are available to all returning residence hall students or a limited number of

commuter/off-campus students). Room-only contracts (without a meal plan) are available for a limited number of students. All plans also include additional Dining Dollars in tiers of \$100, \$150, or \$200 per semester, depending on the student's needs. Dining Dollars can be used in the Mustang Terrace and State Street Cafe. Rates are subject to change by the Minnesota State Colleges and Universities Board. For additional information, please contact the Housing Office, Southwest Minnesota State University, Marshall, Minnesota 56258 or phone (507) 537-6136 or check the Housing and Dining Web site at www.SouthwestMSU.edu.

Residence Hall Association

The Residence Hall Association (RHA) is the governing body of all students living in the residence halls. It provides a means for its members to voice their needs and concerns regarding issues affecting the quality of life for on-campus students. RHA consists of representatives from each house. A major function of RHA is to act as a center of communication among the individual houses and between residence hall students and the Residential Life and Housing staff.

Off-Campus and Married Student Housing

The Housing Office maintains a list of local realtors and apartment complexes whose facilities are available on a rental basis to students and will provide copies upon request.

Bookstore

The Barnes and Noble Campus Store serves students, faculty and staff with textbooks and school supplies necessary for academic instruction. It also carries soft goods, greeting cards, gift items, and other sundries. Hours are established for the convenience of the students.

Campus Religious Center

An ecumenical religious center immediately adjacent to the main campus has a staff composed of Roman Catholic and Lutheran personnel. In addition to religious worship services, the Center offers personal and marriage/pre-marriage counseling, Bible study, films, retreats, educational opportunities, fellowship activities, and various ecumenical and denominational programs. Parking permits for the CRC lot are available for purchase at the CRC office. (SSMU permits are not valid in this parking lot.)

Parking

There are seven hard-surfaced, well-maintained and lighted parking lots on the Southwest Minnesota State University campus for the convenience of students, faculty, staff and visitors. The lots will accommodate approximately 1,400 vehicles. Permits are required and are available during registration, or may be purchased at the Cashier's window in the Office of Business Services located in the Individualized Learning Building.

ACADEMIC SUPPORT SERVICES

ACADEMIC SUPPORT SERVICES

Advising Center

The Advising Center at Southwest Minnesota State University assists new students in their transition to the University, and provides advising and related services to all SMSU students. The Center is staffed with individuals who have a special concern for new and returning students. These individuals include the Director of the Advising Center, the Associate Director, and the Administrative Assistant who are responsible for the day-to-day operation of the Center, development of programs, the official office for a University Withdrawal, the Early Alert program, working with students who are on academic probation, and most importantly meeting with all students who have questions or concerns. The Advising Center staff also advises pre-business, undeclared and post-secondary enrollment option students. In addition, the staff also participates in the Orientation/Registration programs for new students.

The goals for the Advising Center include:

1. Serving as an information center for all students with questions or concerns
2. Provide developmental advising to the student populations that are advised through the Advising Center
3. Developing programs for new students that facilitate a successful transition to the University
4. Coordinating the assignment of advisors to all students.
5. Working with students on academic probation
6. Connecting students with their majors, or prospective major disciplines

All students are invited to take advantage of the services in the Advising Center. For more information, contact the Advising Center at (507) 537-6245.

New Student Registration/Orientation Programs

Southwest Minnesota State University's New Student Registration/Orientation Programs are one-day programs which focus on an initial orientation to Southwest Minnesota State University. These one-day programs include Web and E-mail training, a review of academic requirements, the Liberal Arts Core Curriculum requirements, student service information, and advisement and registration for fall semester classes.

These one-day New Student Registration/Orientation Days are offered in April, June, July and August. Along with students, family members are also invited to these one-day programs in April and June. This is an opportunity for family members to learn more about SMSU and share in the experience of orientation with their students.

Fall Orientation

All new students are invited to attend the Fall Orientation Program "Mustang Gold Rush Days" preceding Fall Semester. Fall Orientation is designed to facilitate a successful transition to the University. The program introduces the students to the campus, faculty, staff, and other students, and provides an opportunity for students to ask questions, meet new people, and become acquainted and comfortable in their new

environment. Also, included in Fall Orientation is a special program for non-traditional students, designed specifically to meet the needs of students who have been away from education for several years. For additional information concerning Fall Orientation, please contact the Office of Admission at 1-800-642-0684 ext. 6286.

Library Services

The Southwest Minnesota State University Library supports the university curriculum by teaching course-integrated library instruction and by providing a learning environment to support research in various disciplines. Research needs and questions are individually addressed at the reference desk and by phone or e-mail. Library faculty, staff and student assistants work together to purchase, organize, and provide access to information in many formats. Since much library research occurs beyond the library walls, the library faculty and staff have worked to create various access services to serve SMSU patrons wherever they work and study. The SMSU Library homepage www.SouthwestMSU.edu/library is often the starting point for identification of resources. In an electronic sense, the library never closes. Access to the electronic resources is possible at all hours through the SMSU proxy server: see off-campus access at www.SouthwestMSU.edu/library/index/databases.htm. Questions may be sent to askref@SouthwestMSU.edu.

The SMSU collections provide a diverse blend of print, non-print, video, CDs, microfilm/fiche, sound recordings, and electronic resources. Our state and federal selective depository status houses rich resources to meet the needs of SMSU students, the surrounding community, and the congressional district. Online links to government materials may be found at www.SouthwestMSU.edu/library/govinfo/index.htm

In addition to the SMSU collections, the library provides access to materials held in collections across the state, the nation, and the world through their home pages, the on-line catalog system, a variety of electronic databases, and the Internet. Extensive interlibrary loan arrangements and services make these far-flung materials readily available to students and faculty. The library is open 86 hours a week during the fall and spring semesters and reduced hours during the summer sessions.

Construction documents have been developed for a major renovation to the existing library facility. The plans include bringing the facility up-to-date to support changing technology uses and applications. Plans to improve the overall appearance and functionality of the facilities, to create a new library entrance, and to develop the library's identity as a regional destination support the campus master plan. The SMSU Library Renovation project was appropriated by the state legislature. Construction began in 2003 with completion expected in 2005.

Career Services

The Career Services staff provides assistance to SMSU students, alumni and community members who are interested in formulating and implementing career plans. Group and individual career counseling, testing, computer based career assessments, resume development and interview skills are offered at Career Services. In addition, Career Services provides job search assistance through job fairs, on-campus interviews and job opportunities online at the Career Services website.

Career Services also maintains an extensive career library for students to utilize as they determine their career path and employment search plans. The Career Services office is located in Bellows Academic 156. For more information, visit Career Services online in the Student Services section of the University Web site.

Computer Services

The Computer Services office is located in Bellows Academic 182. Help desk support is available from 8 a.m. until 5 p.m. Monday through Friday. This schedule will be altered to accommodate holidays as they occur.

E-mail addresses are available to all students. Students can look up E-mail address on the online registration system. Remote internet access is also available to students (in the Marshall local-calling area). Configuration information and/or disks can be checked out from the Computer Services Office in BA 182.

The academic computer equipment available for academic use consists of three types: Sun Unix, IBM-compatible, and Macintosh computer facilities. The Sun Unix system is located in BA 182 with the user terminals and printers located in BA 164 and SM230. The PC computers are located in BA229, BA230, CH 126, CH 102, and CH 104. Mac computers are located in CH 104 and CH 128. No classes are scheduled in CH 104. The IBM-compatible and Macintosh computers are equipped with Microsoft Office Professional. The open hours for the academic-use facilities are from 7:30 a.m. until 11 p.m. Monday through Friday. On weekends the facilities are open from 1 p.m. until 6 p.m. on Saturday and from 1 p.m. until 11 p.m. on Sunday. Adjusted hours are posted during the summer and holiday breaks. Laser printing is available in all Labs and Color Printing is available for a small fee in CH104.

Registration and Records Office

The Registration and Records Office coordinates registration procedures for each academic term, provides course schedules, maintains students' official academic records, and administers procedures for drop/add, degree checks and teacher certification. This office also verifies enrollment for student deferment or insurance, provides information to veterans regarding educational benefits and provides transcripts for graduates and currently enrolled students.

Learning Resources

Learning Resources is a comprehensive academic support center with resources to assist students in pursuing their academic goals. The services include:

A **Study Center** with peer and professional tutors provides drop-in assistance, assigned tutor services, study groups and Supplemental Instruction groups. Computer software, print, and web-based resources for improving academic skills are available for both PC and Mac computers. Workshops are available on learning strategies such as time management, organizing lecture and text notes for effective study and taking exams.

Academic Assessments in reading comprehension, mathematics, and English as well as assessments of English as a Second Language are administered to incoming students as a resource for academic planning. Students may also access computer test preparation programs such as those for the PPST, GRE, and others; use the computerized "Study Behavior Inventory" to pinpoint strengths and areas for improvement for university appropriate learning strategies.

The **Academic Opportunity FYE** is a first-year experience program which provides entering students a transition to the expectations and opportunities of a successful university experience. Student may apply for admission to the University and its Academic Opportunity FYE program which includes first semester enrollment in IDST 110: The University Experience (2 credits), plus a one-credit IDST course appropriate to the student's freshman block registration, and First Year Advisors/Success Coaches who will work with the student to achieve their academic and personal goals. Additional supports for academic success include assessment and development of portfolios for best strategies in meeting learning expectations, and in-depth experience in accessing and using the extensive resources of the SMSU Library and campus technology, Learning Communities for shared study, and opportunities to explore the recreational, arts, and guest lecture activities that being a part of a university community provides.

TRIO Success, a federally-funded program provides supportive services to students who meet first generation, low income and/or disability criteria. The Freshman Year Program of instruction, Learning Communities, advising and advocacy are combined with activities for cultural and academic enrichment, and TRIO Mentors for Academic Success to enhance the students' academic experience and retention for degree attainment. Summer "Jump Start" for new TRIO students and "Boost Your GPA" program for continuing TRIO students are also available.

The **Academic Accommodations for Students with Disabilities** program provides reasonable and appropriate class-related accommodations as supported by documentation of disability. Services include needs assessment, advocacy, test accommodations, alternate media, notetaking assistance, lab scribes, and amanuensis and priority registration. Accessible computers, technology and software with training for use are available in the joint TRIO/Assistive Technology Center. "Ben's Place," a reduced-distraction computer station is also available within the center.

Athletes' Academic Success provides services to assist student athletes in pursuit of a college degree while attempting to meet the demands of inter-collegiate sports participation; services include assessment, monitoring of academic progress, study assistance and support, plus first semester enrollment in the two-credit course IDST 110: The University Experience.

University Writing Center

The University Writing Center provides an opportunity for students to improve their writing skills. The faculty and student writing consultants offer tutoring for students who wish to discuss the drafting, revising, or editing of their written work. The staff will also offer students access to resources on documentation, explanatory worksheets on grammar and usage, and writing handbooks. The Writing Center services are free of charge to all SMSU students; the tutors can help student with any writing throughout their careers at SMSU.

Writing Lab

A Writing Lab of 50 IBM-compatible computers is located in BA 229 and 230. The hours for this facility are from 7:30 a.m. until 10 11 p.m. Monday through Friday. On weekends the Lab is open from 1 p.m. to 6 p.m. on Saturday and from 1 p.m. until 11 p.m. on Sunday. When not scheduled for class use, the Lab is open to walk-in SMSU students. Student lab assistants are available at all times to provide technical help; at scheduled times para-professionals are also available. Each computer is equipped with a variety of programs, including Microsoft Word; Excel; Powerpoint; Students who wish to save their work should bring their own 3 1/2" diskettes or ZIP disks.

Planetarium

This facility supports instruction in the Physics area. The Planetarium is also used extensively by public schools in the region. Thousands of elementary and secondary students visit the Planetarium annually as part of their astronomy education. Special programs are produced for the general public dealing with a variety of topics including planets, moons, stars, galaxies, constellations, and space exploration. Visits to the Planetarium can be coordinated with visits to the Science Museum, greenhouse and the Wildlife Area.

Natural Science Facilities

In addition to traditional laboratory spaces, science facilities include a Museum of Natural History, a Greenhouse, and a Wildlife Area. The Museum features hands-on exhibits of Minnesota flora and fauna. It serves, along with the Planetarium, as a programming facility for K-12 students, teachers, and other groups.

The Wildlife Area is a 27-acre site forming the northwest corner of the campus. It features a restored prairie, a coniferous and deciduous forest, and wetlands. A system of maintained trails makes it accessible for classroom purposes and personal enjoyment.

GIS Center

The Geographic Information Systems (GIS) Center is located in SM 208. Affiliated with the Center for Rural and Regional Studies, the GIS Center was established in 1999, and houses a network of computers and related equipment to serve the growing number of GIS users, both public and private, in southwest Minnesota. GIS provides digital tools to link location (spatial) and database (tabular) information to supply a new perspective on data analysis. The spatial analysis tools of GIS enable people to visualize patterns, relationships, and trends from diverse sets of data. The Center is available for use by students and faculty as part of regularly scheduled classes. Additionally, as a regional center in southwest Minnesota, the GIS Center is available for area residents as a resource to house data of significance and to provide technical support through consultation, customized applications, and workshops.

Southwest Minnesota Regional Research Center (History Center)

The Southwest Minnesota Regional Research Center is a repository of public documents and historical research library located in SS 141. In collaboration with the Center for Rural and Regional Studies, the History Center promotes the study and preservation of the historical, cultural, ethnic and religious heritage of southwestern Minnesota. Over the past 25 years, the Minnesota Historical Society has worked closely with the Center and often refers scholars and project ideas. Business, church, school, legislative, government, and immigration records are among the resources available to students, faculty, community members and scholars interested in the history of southwestern Minnesota. The Center's activities include collecting and preserving historical documents, recording oral histories, promoting and organizing conferences and lectures of regional interest, and disseminating information and knowledge. The research center also houses the Prairieland Genealogical Society.

Whipple Art Gallery

The William Whipple Gallery is located on the second floor of the Founders Hall Building but will be moved to the first floor of the library when renovations are completed in 2005. The gallery is a showcase for exhibiting the works of students, faculty, regional, national, and international artists. The gallery is open to the public throughout the year.

The Center for Rural and Regional Studies

The Center for Rural and Regional Studies (CRRS) was established in the fall of 1999. The Center maintains its own faculty and staff. The CRRS cooperates with the University's Southwest Minnesota Regional Research Center, collaborates with the Geographical Information Systems (GIS) Center, and works closely with the independent Society for the Study of Local and Regional History (SSLRH).

The CRRS fosters interdisciplinary research and teaching among University faculty and programs. The Center contributes to the University curriculum that requires students to select a three-credit course in Rural Studies for their liberal arts requirement and a three-credit semester Regional Studies graduation course. The courses are offered by departments and programs in the arts, humanities, sciences, and social sciences,

as well as through the Center.

The Center supports SMSU's founding mission to study, represent, and serve southwestern Minnesota. It is committed to the study and understanding of rural and regional society. Affirming the worth of rural and regional knowledge, the CRRS focuses on applied research. Its geographical scope includes southwestern Minnesota, the tallgrass prairie bioregion, and the central American grassland biome. The Center's work encompasses environmental, ecological, demographic, geographical, social, cultural, and historical studies. Topics of special interest include the upper Midwestern agricultural economy, the region's unique migrant streams, evolving ethnic communities, and the experiences and daily lives of its people.

The CRRS disseminates its research through the publication of books and essays on rural and regional life, through conferences (often in collaboration with other agencies and institutions), through undergraduate teaching, and through educational outreach. The Center invites cooperation with scholars and institutions whose work supplies fundamental knowledge and insights into the region. From 2000 to 2003, the Center sponsored a regional journalism project with a staff journalist, who wrote feature stories for dissemination in local and regional newspapers. Also, it has offered fellowships for advanced regional research and writing.

The Center's development has been supported by the University administration, the Gunlogson Regional Research Fund, the Minnesota Humanities Commission, the United States Department of Agriculture, and the Otto Bremer Foundation. The Center is located in the Science and Technology Building, Rooms 201-203 at Southwest State Minnesota University.

Area-wide Organizations

Several other organizations based at SMSU bring additional resources to the campus. The groups include:

Agricultural Utilization Research Institute (AURI)

AURI is a non-profit corporation created in 1987 by the Minnesota Legislature to promote the addition of value and the utilization of agricultural commodities through the development of new processing and product development technologies. AURI's mission is to foster long-term rural economic growth through the creation of new value-added products and by identification and development of new markets for food and industrial products made with Minnesota-grown agricultural commodities. AURI provides technology and marketing assessment and development and financial assistance via programs available to entrepreneurs and existing businesses, cooperatives and farm organizations. AURI's programs and technical services may be accessed through any regional office. Facility resources focusing on animal products, fats and oils, and analytical capabilities are housed in laboratory and pilot plant space at AURI's office on the campus of Southwest Minnesota State University. Faculty and students from science and business programs are often incorporated and involved in AURI projects. Commercial and private laboratory and business networks may also be accessed through AURI. AURI is a unique research and business development resource available to Minnesota entrepreneurs, businesses, cooperatives and commodity groups.

Southwest Area Multi-County, Multi-Type Inter-Library Exchange (SAMMIE) — a library cooperative covering eighteen counties in southwestern Minnesota. All types of libraries — public, academic, school, and special — participate in resource sharing projects which include: interlibrary loan, information retrieval, delivery, database development, communications, and continuing education.

ACADEMIC DEPARTMENTS AND PROGRAMS

ACCOUNTING

Office: Charter Hall 101, 537-6114

Faculty: Glenn Bayerkohler, Michael Boedigheimer, Ronald Douglas

Department: Business and Public Affairs

The primary objective of the Accounting Program is to prepare students for the full range of responsibilities which professional accountants are expected to assume. Fulfillment of these responsibilities requires both a high level of technical knowledge and a profound awareness of the context and consequences of professional decision-making.

Acquisition of both is expected to result from the following course of study:

1. 44 hours of Liberal Arts Curriculum courses;
2. 30 hours of Business Core studies;
3. 30 hours of study specific to the Accounting Major;
4. Elective courses sufficient to meet the 128 semester hour minimum for a bachelor's degree.

Further, the program satisfies the academic requirements to sit for the Certified Public Accountant (CPA) examination, the Certified Management Accountant (CMA) examination, and the Certified Internal Auditor (CIA) examination. A 150 Semester Hours Accounting Certificate is also offered for those planning to take the CPA exam for those states with a 150 semester hours requirement.

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 field.

ACCOUNTING

Bachelor of Science: Accounting (60 credits)

I. Business Core (30 credits):

ACCT 211	Principles of Accounting I	3
ACCT 212	Principles of Accounting II	3
BADM 230	Business Statistics I	3
BADM 380	Management Principles	3
BADM 390	Business Law I.....	3
ECON 201	Principles of Microeconomics	3
ECON 202	Principles of Macroeconomics	3

Choose one course from each of the following three groups:9

Group A.

POL 200	International Politics	3
POL 340	Public Policy and Administration.....	3
POL 356	The Politics of the Global Economy	3
ECON 470	International Business/Economics	3

Group B.

BADM 317	Business Communications	3
ENG 360	Scientific and Technical Writing	3
SPCH 200	Small Group Communication.....	3
SPCH 303	Advanced Public Speaking.....	3
SPCH 310	Persuasion.....	3
SPCH 300+	Any upper-division speech course	3

Group C.

BADM 320	Insurance & Risk Management	3
BADM 351	Corporate Finance	3
BADM 375	Investments.....	3
BADM 383	Organizational Behavior & Theory	3
BADM 391	Business Law II	3
BADM 425	Human Resource Management	3

BADM 426	Labor Relations	3
BADM 450	Real Estate	3
BADM 490	Business Policy	3
ECON 328	Money and Banking	3
MKTG 301	Principles of Marketing	3

II. Major Courses (30 credits):

ACCT 215	Microcomputers in Accounting	3
ACCT 311	Intermediate Accounting I	3
ACCT 312	Intermediate Accounting II	3
ACCT 340	Cost Accounting I	3
ACCT 350	Federal Tax I	3
ACCT 360	Accounting Information Systems	3
ACCT 401	Advanced Accounting	3
ACCT 421	Auditing I	3
ACCT 445	Senior Capstone	3
<i>One course from the following list:</i>		3
ACCT 330	Accounting for Governmental and Not-For-Profit Entities	3
ACCT 341	Cost Accounting II	3
ACCT 422	Auditing II	3
ACCT 440	Accounting Theory and Problems	3
ACCT 451	Federal Tax II	3

Total Credits:	60
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150 Semester Hours Accounting Emphasis

a. Bachelor of Science degree with an Accounting Major.....	128
b. An additional nine (9) credits of Accounting electives selected from the above listed major courses	
— ACCT 499 Internship in Accounting may count for up to 6 credits of the 9.....	9
c. One additional course from Group A or B (Listed under B.S. Accounting requirements)	3
d. An additional 6 credits selected from Group C (Listed under B.S. Accounting requirements)	6
e. 4 credits of open electives (additional internship credits do not count)	4

Total Credits:	150
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Transfer Policy

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.

GPA Requirements

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 and ACCT 310) 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.

Minor: Accounting (24 credits)

ACCT 211	Principles of Accounting I	3
ACCT 212	Principles of Accounting II	3
ACCT 311	Intermediate Accounting I	3
ACCT 312	Intermediate Accounting II	3
ACCT 340	Cost Accounting I	3
ACCT 350	Federal Tax I	3
<i>One of the following:</i>		3
ECON 201	Principles of Microeconomics	3
ECON 202	Principles of Macroeconomics	3
<i>One of the following:</i>		3
ACCT 215*	Microcomputers in Accounting	3
ACCT 330	Accounting for Governmental and Not-for-Profit Entities	3
ACCT 341	Cost Accounting II	3
ACCT 451	Federal Tax II	3
Total Credits:		24

* This course option (ACCT 215 Microcomputers in Accounting) is only available to nonbusiness-related majors and minors. Business-related majors include Agribusiness, Business Administration, Marketing, and related Interdisciplinary majors.

Associate in Science: Accounting (64 credits)**I. Accounting Core:**

ACCT 211	Principles of Accounting I	3
ACCT 212	Principles of Accounting II	3
ACCT 215	Microcomputers in Accounting	3
ACCT 311	Intermediate Accounting I	3
ACCT 312	Intermediate Accounting II	3
ACCT 340	Cost Accounting I	3
ACCT 350	Federal Tax I	3

II. Required Courses in Related Fields:

BADM 380	Management Principles	3
BADM 390	Business Law I	3
<i>Choose one of the following:</i>		3
ECON 201	Principles of Microeconomics	
ECON 202	Principles of Macroeconomics	
<i>Choose one course from any two of the following three groups</i>		6

Group A.

POL 200	International Politics	3
POL 340	Public Policy and Administration	3
POL 356	The Politics of the Global Economy	3
ECON 470	International Business and Economics	3

Group B.

BADM 317	Business Communications	3
ENG 360	Scientific and Technical Writing	3
SPCH 200	Small Group Communication	3
SPCH 303	Advanced Public Speaking	3
SPCH 310	Persuasion	3
SPCH 300+	Any upper-division Speech course (300 or 400 level)	3

Group C.

BADM 230	Business Statistics I	3
BADM 320	Insurance and Risk Management	3
BADM 351	Corporate Finance	3

BADM 375	Investments.....	3
BADM 383	Organizational Behavior and Theory	3
BADM 391	Business Law II	3
BADM 425	Human Resource Management	3
BADM 426	Labor Relations	3
BADM 450	Real Estate.....	3
BADM 490	Business Policy	3
ECON 328	Money and Banking	3
MKTG 301	Principles of Marketing	3

III. Liberal Arts Curriculum (LAC):

Communication Skills

ENG 102	Rhetoric: The Essay	3
ENG 103	Rhetoric: Critical Writing	3
SPCH 110	Fundamentals of Public Speaking	3

Mathematical/Logical Reasoning

Choose one of the following:

MATH 115	Finite Mathematics	3
	OR	3
MATH 140	Calculus: A Short Course	3

Social Science

	One course from the History discipline.....	3
	One course in Social Science area of LAC other than Economics*	3

Humanities and Fine Arts

	Two courses from the Humanities and Fine Arts area of the LAC.*	6
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Science

	One course (including a lab) from the Science area of the LAC.*	4
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IV. Transfer Curriculum Areas:

*Critical Thinking ***

Choose one of the following:

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

Total Credits: 64

* See the Core Curriculum section in the front of this catalog for a listing of courses included in the Liberal Arts Curriculum.

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

ACCOUNTING COURSES (ACCT)

100 Accounting for Non-Business Majors (3 credits)

Introduction to the field of accounting, uses of accounting information, and fundamentals of statement analysis for non-Business majors.

211 Principles of Accounting I (3 credits)

Introduction to reporting financial information regarding the operating, investing, and financing activities of business enterprises to present and 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. Prerequisite: MATH 110 or higher numbered MATH course, or consent of instructor.

212 Principles of Accounting II (3 credits)

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. Prerequisite: "C-" or better in ACCT 211.

215 Microcomputers in Accounting (3 credits)

This course involves the study of computer software packages such as Excel, PowerPoint, and Access. Prerequisite: "C-" or better in ACCT 211.

300 Hospitality Accounting (2 credits)

Financial management of hospitality accounting focusing on its special reports, planning, control, and budgeting. Prerequisite: "C-" or better in ACCT 212.

310 Managerial Accounting (3 credits)

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. Prerequisites: BADM 380; ECON 201 or 202; and "C-" or better in ACCT 212.

311 Intermediate Accounting I (3 credits)

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. Prerequisites: ECON 201 or 202; and "C-" or better in ACCT 212.

312 Intermediate Accounting II (3 credits)

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 cash flows. Prerequisites: ECON 201 and 202 or consent of instructor; ACCT 215; and "C-" or better in ACCT 311.

330 Accounting for Governmental and Not-For-Profit Entities (3 credits)

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. Prerequisite: ACCT 212.

340 Cost Accounting I (3 credits)

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. Prerequisites: ECON 201 or 202; and credit in ACCT 215 or consent of instructor.

341 Cost Accounting II (3 credits)

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. Prerequisites: BADM 380; and "C-" or better in ACCT 340.

350 Federal Income Tax I (3 credits)

Theory and principles involved in computation of federal income taxes for individuals are covered in this course. Prerequisite: credit in ACCT 215 or consent of instructor.

360 Accounting Information Systems (3 credits)

Principles and problems of accounting information and communications systems with emphasis on how computers are incorporated into business systems. Laboratory experience on advanced spreadsheets, general ledger, payroll, or other currently available software. Prerequisite: credit in ACCT 215.

385 Pre-Employment Seminar (1 credit)

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. Prerequisite: junior status.

401 Advanced Accounting (3 credits)

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. Prerequisite: ACCT 312 or consent of instructor.

421 Auditing I (3 credits)

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. Prerequisites: ACCT 312 and ACCT 340.

422 Auditing II (3 credits)

This course involves the in-depth study of auditing as it applies to external financial statements. Emphasis is placed on the application of Generally Accepted Auditing Standards, with special emphasis on field and reporting standards. An Audit Practice Case is included to provide students with additional awareness of the audit process. Prerequisite: ACCT 421.

440 Accounting Theory and Problems (3 credits)

An examination of various aspects of financial accounting theory, such as its history, the processes used in development of accounting theory, alternative measurement models, the conceptual framework and its value. Selected contemporary issues and standards will be used each semester to aid in total understanding. Prerequisite: ACCT 312.

445 (M) Senior Capstone (3 credits)

An integrated learning experience in the senior year including applications, research, and presentations. Prerequisites: ACCT 312, 340, 350, and 421; senior status.

451 Federal Tax II (3 credits)

This course involves the study of the taxation of partnerships, corporations, trusts, estates, and property transactions. Prerequisite: "C-" or better in ACCT 350.

486 Special Topics in Accounting (1-3 credits)**494 Independent Study in Accounting (1-3 credits)**

Prerequisite: consent of instructor.

499 Internship in Accounting (3, 6 or 9 credits)

This course involves on-the-job experience in the accounting field. Prerequisite: ACCT 385, GPA of 2.25 or higher in all ACCT courses, and consent of Internship Coordinator.

AGRIBUSINESS MANAGEMENT

Office: Science & Math Building 160, 537-6223

Faculty: Mark Goodenow, Raphael Onyeaghala

Department: Business and Public Affairs

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

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

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

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

Students intending to major in agribusiness management must meet certain requirements before being accepted into the major program. Transfer students must eliminate all deficiencies within two semesters of entry into the Agribusiness Management Program. A GPA of 2.35 in all major courses is required to graduate.

No more than three credits of AGBU 499 Internship can be used as agribusiness management elective credits.

Bachelor of Science: Agribusiness Management (59 Credits)

I. Pre-Agribusiness management courses (20–22 credits)

ENG 102	Rhetoric: The Essay	3
ENG 103	Rhetoric: Critical Writing	3
SPCH 110	Fundamentals of Public Speaking	3
Complete one course from each of the following groups (A-C)		
<i>Group A: (4 credits)</i>		
BIOL 100	Biology in the Modern World (Lecture/Lab:3/1)	4
	OR	4
BIOL 200	Cell Biology (Lecture/Lab:3/1)	4
<i>Group B: (4 credits)</i>		
CHEM 121	Basic Chemistry (Lecture/Lab:3/1)	4
	OR	4
CHEM 231	General Chemistry I (Lecture/Lab:3/1)	4
<i>Group C: (3-5 credits)</i>		
MATH 115	Finite Mathematics	3
MATH 140	Calculus: A Short Course	4
MATH 150	Calculus I	5

Total Credits: 20-22

II. Agribusiness Management Core (27 credits)

AGBU 220	Computer Applications in Agriculture	3
AGBU 360	Agricultural Finance	3
AGBU 440	Agricultural Marketing	3
AGBU 475	Agricultural and Food Policy (CAPSTONE)	3
BADM 230	Business Statistics I	3
BIOL 301	Zoology (Lecture/Lab:3/1)	4

BIOL 302	Botany (Lecture/Lab:3/1)	4
ENVS 180	Environmental Science (Lecture/Lab:3/1).....	4
III. Business Core (18 credits)		
ACCT 211	Accounting Principles I	3
ACCT 212	Accounting Principles II	3
BADM 317	Business Communications	3
BADM 390	Business Law I.....	3
ECON 201	Principles of Microeconomics	3
ECON 202	Principles of Macroeconomics	3
IV. Agribusiness Management Concentrations (15 credits)		
<i>Select one of the following three concentrations:</i>		
A. Farm Management		
AGBU 365	Farm and Ranch Management I.....	3
AGBU 366	Farm and Ranch Management II	3
BADM 380	Management Principles	3
Any two of the following five courses:		6
AGBU 210	Introduction to Cooperatives	3
AGBU 330	Commodity Futures and Options Trading	3
AGBU 350	Agricultural Law and Environment.....	3
AGBU 400	International Agricultural Development.....	3
AGBU 420	International Agribusiness	3
B. Agricultural Finance		
AGBU 365	Farm and Ranch Management I.....	3
ECON 328	Money and Banking	3
BADM 350	Managerial Finance	3
Any two of the following five courses:		6
AGBU 330	Commodity Futures and Options Markets	3
AGBU 350	Agricultural Law and Environment.....	3
AGBU 400	International Agricultural Development.....	3
AGBU 420	International Agribusiness	3
BADM 380	Management Principles	3
C. Agricultural Marketing and Procurement		
AGBU 330	Commodity Futures and Options Markets.....	3
AGBU 365	Farm and Ranch Management I.....	3
MKTG 301	Principles of Marketing	3
Any two of the following six courses:		6
AGBU 210	Introduction to Cooperatives	3
AGBU 350	Agricultural Law and Environment.....	3
AGBU 400	International Agricultural Development.....	3
AGBU 420	International Agribusiness	3
MKTG 331	Professional Selling	3
MKTG 470	International Marketing.....	3
		Total Credits: 59
Elective Agribusiness Courses		
AGBU 486	Special Topics (1-4 credits)	
AGBU 494	Independent Study (1-4 credits)	
AGBU 499	Internship (3, 6, 9, or 12 credits)	
Recommended Liberal Arts Core Courses for Agribusiness Majors and Minors		
ANTH 116	Cultural Anthropology	

56 Agribusiness Management

POL 117	Introduction to Government and Politics
RURL 101	Introduction to Geography
RURL 121	Introduction to Geographic Information Systems
RURL 251	Regional Geography of the World
PHIL 107	Environmental Ethic
HIST 210	World History in the 20th Century

Associate of Science: Agribusiness Management (66 Credits)

I. Pre-Agribusiness Management (20–22 credits)		
ENG 102	Rhetoric: The Essay	3
ENG 103	Rhetoric: Critical Writing	3
SPCH 110	Fundamentals of Public Speaking	3
Complete one course from each of the following groups (A-C)		
Group A: (4 credits).....		4
BIOL 100	Biology in the Modern World (Lecture/Lab:3/1)	4
BIOL 200	Cell Biology (Lecture/Lab:3/1)	4
Group B: (4 credits).....		4
CHEM 121	Basic Chemistry (Lecture/Lab:3/1)	4
CHEM 131	General Chemistry I (Lecture/Lab:3/1)	4
Group C: (3-5 credits)		3-5
MATH 115	Finite Mathematics	3
MATH 140	Calculus: A Short Course	3
MATH 150	Calculus I.....	5
	Total Credits:	20-22
II. Agribusiness Management Core (13 credits)		
AGBU 210	Introduction to Cooperatives	3
AGBU 220	Computer Applications in Agriculture.....	3
AGBU 440	Agricultural Marketing	3
BIOL 301	Zoology (Lecture/Lab:3/1)	4
	OR	4
BIOL 302	Botany (Lecture/Lab:3/1)	4
III. Business Core (12 credits)		
ACCT 211	Accounting Principles I	3
ACCT 212	Accounting Principles II	3
ECON 201	Principles of Microeconomics	3
ECON 202	Principles of Macroeconomics	3
IV. Agribusiness Management Concentration (12 credits)		
Required Courses		
AGBU 360	Agricultural Finance	3
AGBU 365	Farm and Ranch Management I.....	3
Choose two of the following five courses: (6 credits)		6
AGBU 330	Commodity Futures and Options Trading	3
AGBU 350	Agricultural Law	3
AGBU 366	Farm and Ranch Management II.....	3
AGBU 499	Internship.....	3
MKTG 301	Principles of Marketing	3

V. Liberal Arts Core (LAC) and MN Transfer Curriculum Courses (MTC) for the A.S. Degree in Agribusiness Management (Minimum of 9 additional Semester Credits)

	Credit Earned in LAC/MTC	Additional Credit Required
Communication Skills (<i>Minimum of 9 Credits</i>)	9	0
Mathematics (<i>Minimum of 3 Credits</i>)	3	0
History & Social Science (<i>Minimum of 9 credits in total, including at least 3 credits in History, and at least 3 credits from two different Social Science disciplines</i>)	3	3
Humanities and Fine Arts (<i>Minimum of 6 credits in total, with at least 3 credits from two different disciplines</i>)	0	6
Science (<i>Minimum of 4 credits, Note: Science Courses must include a laboratory component</i>)	8	0
Critical Thinking (<i>Minimum of 3 credits</i>)	3	0
Total Credits in LAC and MTC Elective Courses	26	9

Summary of Requirements for the A.S. Degree in Agribusiness Management

Pre-Agribusiness Management Courses: 20 – 22 credits [<i>20 credits count towards LAC/MTC</i>]	20
Agribusiness Management Core Courses: 13 credits	13
Business Core Courses: 12 credits [<i>6 credits count towards LAC/MTC</i>]	12
Agribusiness Management Concentration: 12 credits	12
Additional LAC/MTC Courses: 9 credits [<i>9 credits count towards LAC/MTC</i>]	9
Total of A.S. Degree Credits: 66 credits [<i>35 credits count towards LAC/MTC</i>]	66

Minor: Agribusiness Management (18-19 credits)

AGBU 330	Commodity Futures and Options Markets	3
AGBU 440	Agricultural Prices and Marketing	3
BADM 230	Business Statistics I	3
ECON 201	Principles of Microeconomics	3
Addition 6-7 credits from any Agribusiness Management courses		6-7
Total Credits:		<u>18-19</u>

AGRIBUSINESS MANAGEMENT COURSES (AGBU)

190 (LAC, E) The Environment and Economics (3 credits)

An introductory course for studying the application of economic concepts to environmental issues. Students will be introduced to basic economic concepts used in environmental economics. After this introduction to environmental economics, students will study how economic principles can be used to analyze rural and global environmental issues.

210 (C, R) Introduction to Cooperatives (3 credits)

This course examines the unique concepts and principles of the cooperative form of business. The nature and types of cooperatives, their historical development and growth, and the economic, social, legal, financial, management and organization of cooperatives are topics introduced.

220 Computer Applications in Agribusiness (3 credits)

This course familiarizes students with the basic operations of a Lotus 1-2-3 spreadsheet and the Internet. In addition, students will gain practical experience in problem-solving through the development and use of spreadsheets, plus identification of information sources on the Internet. Emphasis will be placed on the student learning to design and structure spreadsheets.

330 Commodity Futures and Options Trading (3 credits)

A study of how to use futures and options contracts to hedge price risk for agricultural commodities. Stress is placed on the use of these contracts by farmers and agribusiness working with farmers. Prerequisite: ECON 201 or consent of instructor.

350 Agricultural and Environmental Law (3 credits)

An examination of legal principles and environmental laws as applicable to agricultural enterprises ranging from family farms to agribusiness corporations and governmental regulatory agencies. Special emphasis will be on practical applications to agribusiness enterprises and government agencies.

360 Agricultural Finance (3 credits)

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. Prerequisite: ACCT 211.

365 Farm and Ranch Management I (3 credits)

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. Prerequisites: ACCT 211, ACCT 212, and AGBU 220.

366 Farm and Ranch Management II (3 credits)

Computer farm management aids, risk analysis, FIN PACK, farm business organization selection, income tax management, disinvestment, and estate planning. Prerequisites: AGBU 365 and BADM 230 or consent of instructor.

400 International Agricultural Development (3 credits)

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. Prerequisites: ECON 201 and ECON 202.

410 Cooperative and Agribusiness Management (3 credits)

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. Prerequisite: AGBU 210.

420 International Agribusiness Management (3 credits)

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. Prerequisite: ECON 201.

440 Agricultural Marketing (3 credits)

Analysis of farm prices and the effect of demand, supply and institutional forces on farm income and farm income policy. Prerequisites: AGBU 220 and BADM 230.

475 Agricultural and Food Policy (3 credits)

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. Prerequisite: ECON 201.

486 Special Topics (1-4 credits)**494 Independent Study (1-4 credits)**

Prerequisite: consent of instructor.

499 Internship (3, 6, 9, or 12 credits)

Practical business experience by work in agribusiness firms. No more than three credits can be used as agribusiness management electives. Prerequisites: consent of instructor; minimum of one semester in residence after internship; and 2.25 GPA.

ANTHROPOLOGY

Office: Social Science 103, 537-6224

Department: Social Science

The Anthropology curriculum extends the range of comprehension of human social and cultural life through comparative studies, permitting the student to become aware of the more profound significance of being "human" and to discover that there are many paths, reflected in many different cultures, directed toward the goal of living a full and satisfying human life. The Anthropology curriculum is linked closely with the Sociology curriculum, and a limited amount of coursework may be applied to satisfying requirements for the Sociology major. In addition, students may elect to complete an Anthropology minor.

Minor: Anthropology (18 credits)

ANTH 116	Cultural Anthropology	3
ANTH 418	Culture Change	3
Anthropology electives *	.....	12

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

Total Credits: 18

ANTHROPOLOGY COURSES (ANTH)

101 (LAC, G) General Anthropology (3 credits)

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

116 (LAC, G) Cultural Anthropology (3 credits)

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

117 World Prehistory (3 credits)

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

120 (LAC) Introduction to Ethnicity (3 credits)

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

215 Peoples and Cultures of Africa (3 credits)

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

216 Indians of North America (3 credits)

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

217 Indians of Minnesota (3 credits)

The pre-history, ethnohistory and major cultural characteristics of the dominant peoples of the state, including the study of the migration of people, the acculturative influence of the advancing non-Indian frontier and the situation and problems of the contemporary Indian population. Prerequisite: ANTH 216 or consent of instructor.

218 Peoples and Cultures of Southeast Asia (3 credits)

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

286 Special Topics (1-4 credits)

Designed to provide lower-division students an opportunity to experience a special or experimental curriculum enrichment course.

301 Cultural Geography (3 credits)

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

315 Culture through Film (3 credits)

This course surveys various cultures through examination of classic and contemporary ethnographic film essay, video studies, and a review of photography as a field method in the study and analysis of visual communication.

316 (D, G) Gender and Culture (3 credits)

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

318 Anthropology of Education (3 credits)

This course provides an exploration of education as a form of cultural transmission, cultural exchange, and cultural conflict. The course explores methods of education in the United States as well as selected countries throughout the world. Prerequisite: ANTH 116 or ANTH 101, or consent of instructor.

416 Anthropology of Religion (3 credits)

Religion and magic in culture, primarily in non-western societies, treating concepts of supernatural power and beings, religious specialists and the functions of ritual and belief under conditions of culture stability and culture change. Prerequisite: ANTH 116 or consent of instructor.

418 Culture Change (3 credits)

Innovation and acculturation in culture change, theories of culture change and the methods, problems and ethics of applied anthropology. Prerequisite: ANTH 116 or consent of instructor.

445 Class and Class Conflict (3 credits)

Class stratification in preindustrial, industrial, and post-industrial societies, institutionalized inequality, sources of strain and conflict, automation and the prospects for the industrial population. Prerequisite: SOCI 101 or consent of instructor.

450 Individual Study (1-3 credits)

Limited to 6 hours, not more than 3 hours in a given subject area. Prerequisite: consent of instructor.

485 Field Experience; Internship (3-12 credits)

Systematic field study in conjunction with formal academic work. Prerequisite: consent of instructor.

486 Special Topics (1-4 credits)

Designed to provide upper-division students with an opportunity to experience a special or experimental curriculum enrichment course.

ART

Office: Fine Arts 207, 537-7234

Faculty: Pat Brace, Robert Dorlac, Pat Hand, Raymond Kampf, John Sterner,
Jim Swartz, Michon Weeks

Department: Art, Music, Speech Communication and Theatre

The Art Program has several goals: (1) to enrich the educational experience of all students by providing them the opportunity to view, discuss and produce works of art; (2) provide quality baccalaureate degrees in art and art education; and (3) to provide a vocational orientation to art through preparation in such areas as art education and graphic design.

Students with all levels of experience may enroll in the Art Studio courses after completing ART 101: *Foundations of Art and Design*. All studio courses are variable (3-6) credit, unless listed otherwise. Students who wish to enroll for more than 3 credits are required to obtain instructor permission prior to registration, and will put in additional hours of studio work (over and above listed studio class hours). Studio courses encourage creativity and personal exploration of ideas, concepts, materials, form and content. Non-art majors who have completed ART 101 are encouraged to take art studio courses as electives to enrich their liberal arts educational experience. Non-art majors will have the option of taking studio art courses on a credit/no credit basis. **NOTE:** Non-majors who have not taken ART 101 as their LAC choice, but wish to take studio art courses as electives should see individual studio instructors for permission and availability.

Bachelor of Arts: Art (53 credits)

Foundation Requirements:

Art Core Courses: (15 credits)

ART 101	Foundations of Art and Design	3
ART 320	Drawing	3
ART 321	Painting	3
ART 330	Sculpture	3
ART 331	Ceramics	3
	OR	3
ART 332	Jewelry/Metalsmithing	3

Art History: (6 credits)

ART 150	Art History I	3
ART 151	Art History II	3

Review/Capstone Courses: (4 credits)

ART 260	Sophomore Review	0
ART 360	Junior Review	1
ART 400	Professional Practices Seminar	3

Emphasis Courses: (Choose Option I or Option II)

Option I: Studio Arts (28 credits)

ART	Art History Elective (Choose two courses from Art History elective list)	6
ART	Studio Electives (Choose courses from Studio electives list)	18
ART 460	Graduation Exhibition	1
PHIL201	Aesthetics	3

Option II: Graphic Design (28 credits)

ART 140	Digital Imaging	3
ART 141	Digital Publishing	3
ART 240	Concepts of Graphic Design	3
ART 340	Graphic Design Studio I	3
ART 341	Typography Survey	3
ART 342	Graphic Design Studio II	3
ART 351	History of Graphic Design	3

ART 461	Graphic Design Graduation Project	1
ART 499	Design Internship	3
BADM 101	Introduction to Business	3
Total Credits:		53

Available Electives:**Art History Electives:**

ART 250	Ancient Art History	3
ART 251	Medieval Art History	3
ART 252	History and Appreciation of Comic Books: A Misunderstood Media	3
ART 253	American Art History	3
ART 350	Contemporary Art History	3
ART 351	History of Graphic Design	3
ART 286	Topics in Art (History Focus)	3
ART 386	Topics in Art (History Focus)	3

Studio Electives:

ART 063	Art Galleries of Minnesota	1
ART 292	Honors Credit in Art	1-2
ART 320	Drawing	3-6
ART 321	Painting	3-6
ART 322	Printmaking	3-6
ART 323	Basic Black and White Art Photography	3-6
ART 324	Advanced Traditional Art Photography	3-6
ART 325	Fibers	3-6
ART 330	Sculpture	3-6
ART 331	Ceramics	3-6
ART 332	Jewelry/Metalsmithing	3-6
ART 343	Digital Art Photography	3-6
ART 344	Illustration	3-6
ART 394	Directed Studies	1-6
ART 286	Topics in Art (Studio Focus)	3-6
ART 386	Topics in Art (Studio Focus)	3-6

Bachelor of Science: Art Education (53 credits)**Foundation Requirements: (26 credits)****Art Core Courses: (15 credits)**

ART 101	Foundations of Art and Design	3
ART 320	Drawing	3
ART 321	Painting	3
ART 330	Sculpture	3
ART 331	Ceramics	3
	OR	3
ART 332	Jewelry/Metalsmithing	3

Art History: (6 credits)

ART 150	Art History I	3
ART 151	Art History II	3

Review/Capstone Courses: (5 credits)

ART 260	Sophomore Review	0
ART 360	Junior Review	1
ART 400	Professional Practices Seminar	3
ART 460	Graduation Exhibition	1
	OR	1
ART 461	Graphic Design Graduation Project	1

Art Education Required Courses: (9 credits)

PHIL 201	Aesthetics.....	3
ART 270	Art Education/Elementary	3
ART 370	Art Education/Secondary	3

Studio Courses Required for Major: (9 credits)

(Choose a minimum of three credits in one course from each category)

A. Graphic Arts: (3 credits)

ART 322	Printmaking	3
ART 323	Basic Black and White Art Photography.....	3
ART 324	Advanced Traditional Art Photography.....	3

B. Fiber Arts: (3 credits)

ART 325	Fibers	3
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C. Computer Graphics: (3 credits)

ART 140	Digital Imaging	3
ART 343	Digital Art Photography	3

Additional Studio Courses /Emphases: (9 credits)

Students must do both a 2-D and a 3-D area. The student chooses which of the two emphasis areas will be Area I and which will be Area II for them. These requirements are in addition to the Art Core courses.

Emphasis Area I: At least 6 credits

Emphasis Area II: At least 3 credits

Two-Dimensional (2-D) Arts:

Select courses from the following: (Studio courses may be repeated for additional credit)

ART 141	Digital Publishing	3
ART 240	Concepts of Graphic Design.....	3
ART 320	Drawing	3-6
ART 321	Painting.....	3-6
ART 322	Printmaking	3-6
ART 323	Basic Black and White Art Photography.....	3-6
ART 324	Advanced Traditional Art Photography.....	3-6
ART 325	Fibers	3-6
ART 343	Digital Art Photography	3-6
ART 344	Illustration	3-6
ART 394	Directed Studies	1-6

Three-Dimensional (3-D) Arts:

Select courses from the following: (Studio courses may be repeated for additional credit)

ART 330	Sculpture.....	3-6
ART 331	Pottery/Ceramics	3-6
ART 332	Jewelry/Metalsmithing.....	3-6
ART 394	Directed Studies	3-6

Total Credits: 27

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

Minor: Studio Arts (27 credits)

Art Core Courses: (15 credits)

ART 101	Foundations of Art and Design	3
ART 320	Drawing	3
ART 321	Painting	3
ART 330	Sculpture	3
ART 331	Ceramics	3
	OR	3
ART 332	Jewelry/Metalsmithing.....	3

Art History: (6 credits)

ART 150	Art History I	3
ART 151	Art History II	3

Elective Studio Courses: (6 credits)

ART	Studio Electives (Choose from Studio electives listed under Bachelor of Arts: Art) ...	6
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Total Credits: 27

Minor: Graphic Design (27 credits)

Art Core Courses: (6 credits)

ART 101	Foundations of Art and Design	3
ART 320	Drawing	3

Art History: (3 credits)

ART 351	History of Graphic Design	3
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Graphic Design Courses: (18 credits)

ART 140	Digital Imaging	3
ART 141	Digital Publishing	3
ART 240	Concepts of Graphic Design	3
ART 340	Graphic Design Studio I	3
ART 341	Typography Survey	3
ART 342	Graphic Design Studio II	3

Total Credits: 27

ART COURSES (ART)

063 Art Galleries of Minnesota (1 credit)

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

100 (LAC, T) Introduction to Art (3 credits)

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.

101 (LAC, T) Foundations of Art and Design (3 credits)

Designed to introduce basic studies students and beginning art/design students to the world of art practice. The course covers vocabulary and basic principles of art through a series of practical assignments designed to develop creative thinking and problem-solving skills. Career paths in art and design are discussed and the course introduces students to various art medias and studio/production methods. Personal expression and opinion sharing is encouraged and the group critique process is used as a means of learning and development.

140 Digital Imaging (3 credits)

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

141 Digital Publishing (3 credits)

An introduction to basic page layout, desktop publishing software. The history of desktop publishing is discussed and modern pre-press issues such as laser output, imagesetting technologies, and color separation are covered. Prerequisite: ART 140.

150 Art History I (3 credits)

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.

151 Art History II (3 credits)

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.

240 Concepts in Graphic Design (3 credits)

Intended as a fundamental graphic design course. Students will study traditional design aesthetics and methods. Topics will include newspaper design, magazine design, newsletters, advertising, and others. While basic skill-building assignments explore the design process through exercises on proportion systems, basic type selection, reductive process symbol/development, basic mark/logo-making and identity, and basic collateral business materials. Also included: design career practices, traditional production methods and the transition to digital technologies. Both handwork and computer work will be required. May include visitations to local printshops. Prerequisite: ART 101.

250 (LAC, T) Ancient Art History (3 credits)

A study of the major art works of the ancient world. Topics will include art of the prehistoric, Greek, and Roman periods.

251 (LAC, T) Medieval Art History (3 credits)

A study of the Middle Ages in art, including early Christian, Byzantine, Romanesque, and Gothic periods.

252 History and Appreciation of Comic Books: A Misunderstood Media (3 credits)

This course will explore the history of comics primarily in the United States from "The Funnies" to current industry trends, with some discussion of comics in Europe and Japan. The class will learn and discuss the elements of comics and investigate the artistic intricacies that make comics an art form and lead to a greater understanding of all visual communications. We will read and discuss the Pulitzer Prize winning *Maus* by Art Spiegelman and talk about comics as literature and their power to tell a story as compared to other media. Also discussed will be the comicbook's relationship to Hollywood through television and the movies, and the culture of comicbook Fan-dom.

255 (LAC, T, S) American Art History (3 credits)

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.

260 Sophomore Review (0 credits)

A formal faculty review of student progress.

270 Art Education/Elementary (3 credits)

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. Prerequisites: ED 201 and sophomore standing.

286 Topics in Art (3-6 credits)

To provide instruction in topics of special interest that will not be covered thoroughly in other ART courses.

292 Honors Credit in Art (1-2 credits)

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. Prerequisite: consent of instructor.

320 Drawing (3-6 credits)

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. Prerequisite: ART 101.

321 Painting (3-6 credits)

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. Prerequisite: ART 101.

322 Printmaking (3-6 credits)

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. Prerequisite: ART 101.

323 Basic Black and White Art Photography (3-6 credits)

Fundamentals of photographic theory and practice with emphasis upon the artistic, expressive use of the camera as an art-making tool. Camera handling and care, film types, composition, exposure determination, developing, printing, enlarging, and presentation techniques directed toward artistic expression are chief areas covered. Students must have a 35mm adjustable camera. Prerequisite: ART 101.

324 Advanced Traditional Art Photography (3-6 credits)

Emphasis is on refinement of artistic expression through the manipulation of advanced traditional chemical photographic techniques such as: cyanotype, gum bichromate, high contrast, tone-line, posterization, Sabattier effects, etc. Color photography is also covered. Creative, individual work is emphasized. Prerequisite: ART 323.

325 Fibers (3-6 credits)

A course for beginning and advanced students interested in creating with fibers. Preparing and spinning fibers as well as basic weaving techniques are introduced. The student is then guided in the direction he or she chooses. Prerequisite: ART 101.

330 Sculpture (3-6 credits)

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. Prerequisite: ART 101.

331 Ceramics (3-6 credits)

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. Prerequisite: ART 101.

332 Jewelry/Metalsmithing (3-6 credits)

A course for both beginning and advanced students interested in learning basic techniques to create original jewelry from precious and non-precious metal and stones. Both fabrication and casting techniques are covered as main topics as well as stone setting, electro processes, and kiln/heat processes. Prerequisite: ART 101.

340 Graphic Design Studio I (3 credits)

Students will study design aesthetics through a series of projects relating to designed graphics. Of emphasis in the course will be image creation and acquisition as applied to advertising, information and instructional graphics. The course will focus on individual projects using branding oriented design as a vehicle for practical explorations. Product design and advertising campaign building as well as instructional communications will be areas of particular attention. The work for this course will be aimed at portfolio development so a high level of performance is demanded. Prerequisites: ART 240, and ART 342 or concurrent enrollment.

341 Typography Survey (3 credits)

Intended as an introduction to typography, this course studies the fundamentals and development of typographic forms. Beginning with the development of alphabets, calligraphy, illuminated manuscripts, and moving through early mechanical font development, print typesetting methods, and finally, examining modern fonts and digital font handling. Students will learn font classification and examine developments of individual typographers. A series of practical assignments will familiarize students with font construction, using type for effect, matching typography to content, and font design. Also discussed are issues of readability and the communicative flexibility of letter forms. Prerequisite: ART 240 or consent of instructor.

342 Graphic Design Studio II (3 credits)

This course will focus on real-life design practice. Projects in the course will be held to a professional level of performance and will be fast-paced to parallel real life design situations. Of emphasis in the course will be packaging and promotional design, including: point-of-purchase, self-mailers, and self-promotion. Some time will be spent doing self-directed assignments aimed at augmenting personal portfolios. Prerequisites: ART 340 and ART 341.

343 Digital Art Photography (3-6 credits)

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

Prerequisite: ART 101.

344 Illustration (3-6 credits)

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. Prerequisite: ART 320.

350 Contemporary Art History (3 credits).

A study of the major movements, key artists and art theories appearing in the visual arts from the 1940's to the present.

351 (LAC, T) History of Graphic Design (3 credits).

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.

360 Junior Review (1 credit)

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.

370 Art Education/Secondary (3 credits)

Designed to provide the art education major with the applied psychological, philosophical, and educational information to effectively teach art in the secondary school. Prerequisites: ED 201 and sophomore standing, or consent of instructor.

386 Topics in Art (3-6 credits)

To provide instruction in topics of special interest that will not be covered thoroughly in other art courses.

394 Directed Studies (1-8 credits)

Course of study developed with supervising instructor. Prerequisites: consent of instructor and junior standing.

400 (M) Professional Practices Seminar (3 credits)

This is the capstone course for the major. A seminar course taught by a team of Art faculty members, each bringing in essential areas of expertise. Content of the course ranges from survival in the arts, evaluating one's own creative process and portfolio options, to graduate schools and other educational opportunities, legal and business considerations for the self employed artist and networking in the world of art. Prerequisites: completion of ART 260 and ART 360, senior standing or approval of the Art faculty.

460 Graduation Exhibition (1 credit)

Final performance course for Art: studio emphasis majors. Prerequisites: senior standing, consent of program, successful completion of ART 260, ART 360 and ART 400.

461 Graphic Design Graduation Project (1 credit)

Final performance course for graphic design emphasis majors. Prerequisites: senior standing, consent of program, successful completion of ART 260, ART 360 and ART 400.

499 Graphic Design Internship (3-6 credits)

Individually arranged internships within the broad area of design. Must be proposed and approved by instructor prior to enrollment.

BIOLOGY**Office:** Science and Math 178, 537-6178**Faculty:** Laren Barker, Sandra Craner, Elizabeth Desy, Vaughn Gehle,
Tony Greenfield, Pamela Sanders**Department:** Science

The Biology Program offers a diversified selection of courses in the life sciences. These courses are designed for students having specific degree objectives and for students interested in certain pre-professional programs. Degree programs available include Biology, Biology Education, and Biology-Medical Technology/Cytotechnology.

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

Bachelor of Arts: Biology (66 credits)**I. Required Courses in Biology: (22 credits)**

BIOL 200	Cell Biology (Lecture/Lab:3/1)	4
BIOL 287	Sophomore Biology Seminar.....	1
BIOL 301	Zoology (Lecture/Lab:3/1)	4
BIOL 302	Botany (Lecture/Lab:3/1)	4
BIOL 311	Ecology (Lecture/Lab:3/1)	4
BIOL 321	Genetics (Lecture/Lab:3/1).....	4
BIOL 487	Junior/Senior Biology Seminar	1

II. Biology Electives: (14 credits).....14*At least two must include a laboratory*

BIOL 303	Microbiology (Lecture/Lab:3/2)	5
BIOL 305	Anatomy and Physiology I (Lecture/Lab:3/1)	4
BIOL 306	Anatomy and Physiology II (Lecture/Lab:3/1)	4
BIOL 310	Natural History of the Vertebrates (Lecture/Lab:3/1)	4
BIOL 326	Behavior	3
BIOL 330	Advanced Physiology (Lecture/Lab:3/1)	4
BIOL 333	Histology (Lecture/Lab:2/1).....	3
BIOL 337	Medicinal Plants	3
BIOL 338	Plant Diversity (Lecture/Lab:3/1)	4
BIOL 351	Diagnostic Microbiology (Lecture/Lab:3/1)	4
BIOL 355	Plant Physiology (Lecture/Lab:2/1)	3
BIOL 377	Principles of Nutrition	3
BIOL 401	Evolution	3
BIOL 406	Limnology (Lecture/Lab:3/1).....	4
BIOL 411	Population Ecology	3
BIOL 421	Cell and Molecular Biology (Lecture/Lab:2/1).....	3
BIOL 439	Plant Ecology (Lecture/Lab:2/1).....	3
BIOL 451	Parasitology (Lecture/Lab:2/1)	3
BIOL 461	Immunology	3
BIOL 471	Virology (Lecture/Lab:2/1)	3
BIOL 486	Advanced Topics in Biology	1-4
ENVS 401	Wetland Ecology (Lecture/Lab:3/1).....	4
CHEM 473	Biochemistry (Lecture/Lab:3/1).....	4

III. Requirements in Related Fields: (30 credits)

CHEM	Four courses with labs numbered 230 or higher.....	19
PHYS	Two courses with labs numbered 140 or higher	8
MATH 200	Introduction to Statistics	3

Total Credits: 66

III. Restrictions for Bachelor of Arts Degree in Biology

1. Credits earned in either BIOL 494: Directed Studies and/or BIOL 499: Internship in Biology CANNOT be used to fulfill the Biology major requirements.
2. Students must have an **overall GPA of at least 2.0 in Biology courses** applied toward the major requirements.
3. Students must have an **overall GPA of at least 2.0 in Related Fields courses** required for the Biology major.

Bachelor of Arts: Biology-Medical Technology/Cytotechnology Emphasis (75-83 credits)

I. Required Courses in Biology: (23 credits)

BIOL 200	Cell Biology (Lecture/Lab:3/1)	4
BIOL 303	Microbiology (Lecture/Lab:3/2)	5
BIOL 305	Anatomy and Physiology I (Lecture/Lab:3/1)	4
BIOL 306	Anatomy and Physiology II (Lecture/Lab:3/1)	4
BIOL 333	Histology	3
BIOL 461	Immunology	3

II. Requirements in Related Fields: (20 credits)

CHEM 231	General Chemistry I (Lecture/Lab:3/1)	4
CHEM 232	General Chemistry II (Lecture/Lab:3/2)	5
Two additional semesters of chemistry above the 200 level CHEM 243 and CHEM 244 are recommended		8
MATH 200	Introduction to Statistics	3

III. Clinical Internship: (32 or 40 credits)

The student must complete an internship at the Mayo School of Health-Related Sciences in Rochester, Minnesota or the Sioux Valley Hospital in Sioux Falls, South Dakota.
These 12-month internship programs require formal application and acceptance.

Total Credits: 75-83

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

I. Required Courses in Biology: (31 credits)

BIOL 200	Cell Biology (Lecture/Lab:3/1)	4
BIOL 287	Sophomore Biology Seminar	1
BIOL 301	Zoology (Lecture/Lab:3/1)	4
BIOL 302	Botany (Lecture/Lab:3/1)	4
BIOL 303	Microbiology (Lecture/Lab:3/2)	5
BIOL 305	Anatomy and Physiology I (Lecture/Lab:3/1)	4
BIOL 311	Ecology (Lecture/Lab:3/1)	4
BIOL 321	Genetics (Lecture/Lab:3/1)	4
BIOL 487	Junior/Senior Biology Seminar	1

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

CHEM 121	Basic Chemistry (Lecture/Lab:3/1)	4
AND		
CHEM 122	Intro to Organic/Biochemistry (Lecture/Lab:3/1)	4
OR		8-9
CHEM 231	General Chemistry I (Lecture/Lab:3/1)	4
AND		
CHEM 232	General Chemistry II (Lecture/Lab:3/2)	5
ENVS 101	Physical Geology (Lecture/Lab:3/1)	4
ENVS 102	Historical Geology (Lecture/Lab:3/1)	4
MATH 200	Statistics	3
PHYS 100	Our Physical Universe (Lecture/Lab:3/1)	4

Total Credits: 54-55

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

BIOLOGY COURSES (BIOL)**100 (LAC, E, T) Biology in the Modern World (3 credits lecture/1 credit lab)**

A study of the major themes in biology including the nature of life, genetics, evolution, ecology and biological diversity.

101 Contemporary Gardening—“Special Plants and Places” (1 credit)

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.

104 Medical Terminology (1 credit)

A presentation of the basic principles inherent in the formation of medical terms. Students will develop a medical vocabulary of common and contemporary terms.

150 Physiological Anatomy for Non-Science Majors (3 credits lecture/1 credit lab)

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. Prerequisite: BIOL 100.

200 (LAC) Cell Biology (3 credits lecture/1 credit lab)

A study of the chemical and cellular aspects of life, cellular reproduction, development, Mendelian inheritance, evolution, and the diversity of living organisms. Prerequisite: high school chemistry, CHEM 121 or CHEM 231.

286 Topics in Biology (1-4 credits)**287 Sophomore Biology Seminar (1 credit)**

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.

292 Honors Credit in Biology (1 credit)

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. Prerequisite: consent of instructor.

301 Zoology (3 credits lecture/1 credit lab)

Survey of the major animal phyla including discussion of taxonomy, characteristics, life history, and evolutionary relationships. Prerequisite: BIOL 200.

302 Botany (3 credits lecture/1 credit lab)

Introduction to plant anatomy, physiology, growth, and development. Topics also include plant ecology, biotechnology, and human uses of plants. Prerequisite: BIOL 200.

303 Microbiology (3 credits lecture/2 credit lab)

Functional and structural diversity of bacteria, protozoans, fungi and viruses; environmental, economic, and pathogenic significance of representative forms. Prerequisite: BIOL 200.

305 Anatomy and Physiology I (3 credits lecture/1 credit lab)

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. Prerequisite: BIOL 200 and CHEM 121 or higher. Co-requisite: BIOL 305 Lab.

306 Anatomy and Physiology II (3 credits lecture/1 credit lab)

Lecture and lab exercises covering the cardiovascular, lymphatic, respiratory, immune, digestive, urinary, and reproductive systems; metabolism; fluid/electrolyte and acid/base balance. Prerequisite: BIOL 305.

310 Natural History of the Vertebrates (3 credits lecture/1 credit lab)

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. Prerequisite: BIOL 200.

311 Ecology (3 credits lecture/1 credit lab)

Discussion of ecosystem structure and function, population ecology, evolution, and applied ecology. Lab emphasizes field experiments. Prerequisites: BIOL 287 and BIOL 302, or consent of instructor.

321 Genetics (3 credits lecture/1 credit lab)

An analysis of hereditary principles covering classical Mendelian inheritance and recent advances in molecular genetics. Expression and inheritance of characteristics in eukaryotes. Prerequisite: BIOL 301.

326 Behavior (3 credits)

This course examines the mechanisms and processes that control behavior from a number of biological perspectives: ecological, evolutionary, physiological, and genetic. Prerequisites: BIOL 200 and PSYC 101.

**330 Advanced Physiology (3 credits lecture/
1 credit lab)**

Lecture and lab exercises covering basic physiology using a systems approach. Prerequisites: BIOL 305 and BIOL 306.

333 Histology (3 credits)

Histology techniques and microscopic anatomy of selected animal tissues. Prerequisites: BIOL 305 and BIOL 306.

337 Medicinal Plants (3 credits)

An investigation into the types of medicines derived from plants, how they work in our bodies, and the plants in which they are found. Topics include how plant-derived drugs are developed, how to evaluate information on herbal medicines, the role of chemicals in the plants themselves, and historical uses of medicinal plants. Prerequisite: BIOL 302 or consent of instructor.

338 Plant Diversity (3 credits lecture/1 credit lab)

A survey of the diversity of plants, their life cycles, evolutionary relationships among major groups as well as plant distribution and factors affecting distribution. Prerequisite: BIOL 302 or consent of instructor.

**351 Diagnostic Microbiology (3 credits lecture/
1 credit lab)**

A lecture-laboratory course designed to familiarize students with the major groups of pathogenic micro-organisms, the diseases they produce and laboratory methods of diagnosis. Prerequisite: BIOL 303.

355 Plant Physiology (2 credits lecture/1 credit lab)

Principles of plant function including nutrition, transport, water relations, metabolism, growth, and development. Prerequisites: BIOL 302; CHEM 122 or CHEM 351.

371 Food Microbiology (2 credits lecture/2 credits lab)

A lecture-laboratory course designed to study the role of micro-organisms in food spoilage, food preservation and micro-organisms as supplementary food. Standard methods of microbial analysis of foods will be studied. Prerequisite: BIOL 303.

377 Principles of Nutrition (3 credits)

Survey of the characteristics, metabolism, and absorption of essential nutrients; deficiency conditions; and the application of principles of nutrition to the requirements of normal individuals. Prerequisites: BIOL 200, CHEM 121 or CHEM 231.

401 Evolution (3 credits)

Introduction to the concept of evolution, origin and types of genetic variation, modes of selection, and evidence for the evolutionary process. Prerequisite: BIOL 321.

406 Limnology (3 credits lecture/1 credit lab)

Energetics, nutrient cycling, productivity and pollution of lakes and streams; abiotic and biotic diversity of aquatic ecosystems. Prerequisites: BIOL 301, BIOL 302, and junior standing.

**421 Cell and Molecular Biology (2 credits lecture/
1 credit lab)**

An advanced course in genetics covering gene structure, mutation and repair, gene expression, gene regulation, and recombinant DNA technology. Prerequisite: BIOL 321 or consent of instructor.

439 Plant Ecology (2 credits lecture/1 credit lab)

Interactions between plant populations and communities and their environment; community composition and structure. Prerequisite: BIOL 302.

451 Parasitology (2 credits lecture/1 credit lab)

The etiology, epidemiology, methods of diagnosis, control measures, and life histories of the common protozoan, helminth, and arthropod parasites of humans and domestic animals. Prerequisite: BIOL 301.

461 Immunology (3 credits)

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. Prerequisite: junior or senior standing and BIOL 200.

471 Virology (2 credits lecture/1 credit lab)

Course is designed to address the structure, classification, and diagnosis of major viral pathogens; and the viral diseases affecting humans and animals. Prerequisite: BIOL 303.

486 Advanced Topics in Biology (1-4 credits)**487 Junior/Senior Biology Seminar (1 credit)**

An applied learning experience which involves critical evaluation of biological research articles, scientific writing, and oral seminar presentation. Prerequisites: BIOL 287 and junior or senior standing.

494 Directed Studies in Biology (1-2 credits)

Independent research, directed by a faculty member, which may be laboratory research, library research, or other experiences approved by the Biology Program.
Prerequisite: consent of instructor.

499 Internship in Biology (1-15 credits)

Supervised experiences in learning situations that cannot be obtained on campus. Prerequisite: consent of instructor.

BUSINESS ADMINISTRATION

Office: Charter Hall 129, 537-6223

Faculty: Randy Abbott, Stacy Ball-Elias, Betsy Draper, Gary Frandson, John Gochenouer, Mark Goodenow, Elina Ibrayeva, Susan Jones, George Mitchell, George Seldat, Gerald Toland, Matthew Walker

Department: Business and Public Affairs

SMSU's Bachelor of Science in Business Administration (B.S. in BADM) degree is based on a strong traditional curriculum. Students in our major are provided with a comprehensive foundation in core business skills and with opportunities to choose areas of specialization best suited to their career goals. Our students select emphases in management, finance, or international business as part of their degree. Our major enables students to become well-grounded in the fundamental theories of business management, and also allows them to apply their knowledge in an ever-changing business environment. One very important option for hands-on experience is a business internship. We encourage our students to include an internship as part of their degree program.

In addition to a B.S. in BADM, our faculty also offers a Master of Business Administration (MBA) degree, a Master of Science in Management degree, a Bachelor of Applied Science in Management degree, a Bachelor of Applied Science in Fire Service Administration, a Bachelor of Applied Science in Law Enforcement Administration, a minor in Business Administration, and an Associate of Science degree in Business Administration.

Graduates in our majors have a wide variety of career options. Banking, sales, manufacturing, and financial services are a few of the possibilities. Other alternatives after graduation include starting a business or pursuing advanced studies such as an M.B.A., Ph.D., or a law degree.

Business Administration is one of seven majors within SMSU's Department of Business and Public Affairs; the other six include: Accounting; Agribusiness; Hotel, Restaurant, and Institutional Management; Marketing; Political Science; and Public Administration.

Pre-Business Requirements:

Students seeking a B.S. in Business Administration must complete the Pre-Business requirements. Pre-Business freshmen will be advised by faculty associated with the Advising Center. After the completion of the freshman year, students choose an advisor from the Business Administration faculty. Transfer students will have their transcripts similarly evaluated.

Pre-Business requirements for students accepted as majors in Business Administration (BADM) are:

1. Complete ENG 101 or otherwise satisfy the ENG 101 requirement.
2. Earn a grade of "C" or better in the following courses:
 - a. MATH 115 (Finite Mathematics) or MATH 140 (Calculus, A Short Course) or a higher-level calculus course.
 - b. ENG 102 (Rhetoric: The Essay)
 - c. ENG 103 (Rhetoric: Critical Writing)
 - d. SPCH 110 (Fundamentals of Public Speaking)
3. If a student earns a grade of "C-" or less in any of the above courses, then the student would be required to retake the course(s), and earn a grade of "C" or better prior to admission to the BADM program.
4. Prior to admission to the BADM program, a student must have earned a cumulative GPA of 2.5 or better within 27 credits of SMSU's Liberal Arts Curriculum (LAC). Of the 27 credits of LAC courses used to determine the GPA, the following courses must be included: MATH 115 or MATH 140 or higher-level calculus course; ENG 102; ENG 103; and SPCH 110. No courses outside the LAC will be used to determine the GPA for entry into the BADM major program.
5. The Business Administration faculty relies upon active advising and up-to-date record keeping to assure that qualified students are admitted as full BADM majors. Students who have not yet met the pre-business requirements are provided with advice and guidance to pursue entry into the program.
6. The above pre-business requirements for admission to the BADM program are separate from SMSU's Liberal Arts Curriculum (LAC) requirements. All students, including transfer and honor students, who plan to major in Business Administration must meet or exceed the Pre-Business requirements.
7. Students in the Honors Program at SMSU may satisfy the pre-business requirements for ENG 101, ENG 102 and ENG 103 by completing their approved Honors Curriculum. The other requirements, including MATH 115, MATH 140 or a higher-level calculus course, SPCH 110 and the requirements 3-6 above, must be completed as indicated.

Bachelor of Science: Business Administration

I. Management Emphasis: (51 Credits)

A. Business Core Courses: (36 credits)36

ACCT 211	Principles of Accounting I.....	3
ACCT 212	Principles of Accounting II.....	3
BADM 230	Business Statistics I.....	3
BADM 280	Computer Concepts and Applications.....	3
BADM 350	Managerial Finance.....	3
BADM 380	Management Principles.....	3
BADM 390	Business Law I.....	3
BADM 480	Production and Operations Management.....	3
BADM 490	Business Policy.....	3
MKTG 301	Marketing Principles.....	3
ECON 201	Principles of Microeconomics.....	3
ECON 202	Principles of Macroeconomics.....	3
BADM 495	Senior Examination.....	0

B. Restricted Business Electives: (9 credits)9

Three related upper-level business administration courses chosen from a list approved by the Business Administration faculty and approved by advisor. A list is available in the Department Office, CH 129.

C. Interdisciplinary Studies: (6 credits)

ECON 470	International Business & Economics	
	OR.....	3

Other international course from a list approved by the Business Administration faculty *

AND

One non-Business course from a list approved by the Business Administration faculty *3

* Lists are available in the Business and Public Affairs Department Office, CH 129.

Total Credits: 51

II. Finance Emphasis: (57 Credits)

A. Business Core Courses: (36 credits)

ACCT 211	Principles of Accounting I.....	3
ACCT 212	Principles of Accounting II.....	3
BADM 230	Business Statistics I.....	3
BADM 280	Computer Concepts and Applications.....	3
BADM 350	Managerial Finance.....	3
BADM 380	Management Principles.....	3
BADM 390	Business Law I.....	3
BADM 480	Production and Operations Management.....	3
BADM 490	Business Policy.....	3
BADM 495	Senior Examination.....	0
ECON 201	Principles of Microeconomics.....	3
ECON 202	Principles of Macroeconomics.....	3
MKTG 301	Marketing Principles.....	3

B. Finance Courses: (15 credits)

BADM 351	Corporate Finance.....	3
BADM 352	Analyzing Financial Statements.....	3
	One course from Option 1, one course from Option 2, and one course from either Option 1 or Option 2 for 9 total credits.....	9

Option 1

ECON 328	Money and Banking.....	3
BADM 460	Business Forecasting.....	3
BADM 470	Capital Budgeting.....	3
BADM 491	Senior Seminar.....	3

76 Business Administration**Option 2**

BADM 320 Insurance and Risk Management	3
BADM 375 Investments.....	3
BADM 391 Business Law II.....	3
BADM 450 Real Estate.....	3

C. Interdisciplinary Studies: (6 credits)

ECON 470 International Business & Economics	
OR	3
Other international course from a list approved by the Business Administration faculty *	
AND	

One non-Business course from a list approved by the Business Administration faculty *3

* Lists are available in the Business and Public Affairs Department Office, CH 129.

Total Credits: 57

III. International Business Emphasis: (57 credits)**A. Required Business Courses: (39 credits)**

ACCT 211 Principles of Accounting I.....	3
ACCT 212 Principles of Accounting II.....	3
BADM 230 Business Statistics I.....	3
BADM 280 Computer Concepts and Applications	3
BADM 350 Managerial Finance	3
BADM 380 Management Principles	3
BADM 390 Business Law I.....	3
BADM 490 Business Policy.....	3
BADM 495 Senior Examination	0
ECON 201 Principles of Microeconomics	3
ECON 202 Principles of Macroeconomics	3
MKTG 301 Marketing Principles.....	3
Two of the following courses:	6
BADM 420 Diversity Management	3
ECON 328 Money and Banking	3
ECON 390 Economic Development	3
ECON 470 International Business and Economics.....	3
MKTG 471 International Marketing.....	3

B. Foreign Language Requirement: (6 credits)6

Students must complete a minimum of 6 credits of 300 level or higher courses in one of the following:

French, Spanish, or German.

C. International Studies Requirements: (12 credits)

POL 200 International Politics.....	3
POL 355 World Political Geography	3

Two courses chosen from a list approved by the Business Administration faculty *6

* Lists are available in the Business and Public Affairs Department Office, CH 129.

Total Credits: 57

Majors in Business Administration and Interdisciplinary Studies with a major listed in any of the previously mentioned areas must meet the following requirements in order to graduate:

1. A grade point average of 2.50 in all major course work taken at SMSU and an overall GPA of 2.50 in major course work including courses transferred from other institutions. Any exceptions to this requirement must be approved by the faculty of the Business Administration program.
2. All major programs must have the approval of the student's advisor and the Business Administration faculty.
3. All BADM majors must take a comprehensive examination that will assess their basic knowledge and understanding gained in the BADM curriculum. The examination is given in the course, BADM 495, Senior Examination, which should be taken during the student's last semester before graduation.

Associate in Science: Business Administration (64 credits)

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

(34 credits meet LAC/MTC requirements.)

Basic Courses (12 credits meet LAC/MTC requirements.)	12 or 13
Business Core Courses (6 credits meet LAC/MTC requirements.)	27
Electives	8 or 9
Additional Liberal Arts Curriculum (LAC)/Minnesota Transfer Curriculum(MTC) Courses (16 credits meet LAC/MTC requirements.)	16

Total Credits: 64

A. Basic Courses: (12 or 13 credits)

ENG 101* Fundamentals of College Writing	0 or 1
ENG 102 Rhetoric: The Essay	3
ENG 103 Rhetoric: Critical Writing	3
SPCH 110 Fundamentals of Public Speaking	3
MATH 110 Finite Math	3
OR	3
MATH 140 Calculus: A Short Course	3

Basic Course Credits: 12 or 13

B. Business Core Courses: (27 credits)

ACCT 211 Principles of Accounting I	3
ACCT 212 Principles of Accounting II	3
BADM 280 Computer Concepts and Applications	3
BADM 350 Managerial Finance	3
BADM 380 Management Principles	3
BADM 390 Business Law I	3
MKTG 301 Marketing Principles	3
ECON 201 Principles of Microeconomics	3
ECON 202 Principles of Macroeconomics	3

Business Core Courses: 27

C. Electives: (8 or 9 credits)

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

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

Elective Courses: 8 or 9

D. Additional LAC/MTC Courses: (16 additional credits minimum)

	Credits Earned in Basic or Core	Additional Credits Required
Communication Skills (9 credits minimum.)	9	0
Mathematics (3 credits minimum)	3	0
History and Social Science (9 credits total; at least 3 in history, and at least 3 credits from two different Social Science disciplines.)	3	6
Humanities and Fine Arts (6 credits total; at least 3 credits from two different disciplines)	0	6
Science (4 credits minimum, include lab component)	0	4
Critical Thinking (3 credits minimum)	3	0
Total LAC/MTC Courses	18	16

Additional LAC/MTC Credits: 16

Total Credits: 64

E. Additional Requirements:

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

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

Minor: Business Administration for Business-Related Majors (30 credits)

For majors in business-related programs including Accounting; Hotel, Restaurant and Institutional Management; Marketing; Agribusiness Management; and related Interdisciplinary Majors.

A. Business Core Courses: (24 credits)

ACCT 211	Principles of Accounting I	3
ACCT 212	Principles of Accounting II	3
BADM 280	Computer Concepts and Applications	3
BADM 350	Managerial Finance	3
BADM 380	Management Principles	3
BADM 390	Business Law	3
ECON 201	Principles of Microeconomics	3
	One upper level Business Administration or Economics course	3

B. Interdisciplinary Studies: (6 credits)

ECON 470	International Business & Economics	
	OR	3
	Other international course from a list approved by the Business Administration faculty *	3
	One non-Business course from a list approved by the Business Administration faculty *	3

* Lists are available in the Business and Public Affairs Department Office, CH 129.

Total Credits: 30

Minor: Business Administration for Non-Business Majors (24 credits)

For majors in non-Business related programs.

ACCT 211	Principles of Accounting I	3
ACCT 212	Principles of Accounting II	3
BADM 280	Computer Concepts and Applications	3
BADM 350	Managerial Finance	3
BADM 380	Management Principles	3
BADM 390	Business Law I.....	3
ECON 201	Principles of Microeconomics	3
MKTG 301	Marketing Principles.....	3

Total Credits: 24

Note: The student must have a GPA of 2.0 or higher in the courses required for a Business Administration Minor.

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:

Successful completion of:

- A. Additional Graduation Curriculum Requirements in the Core Curriculum section of the online catalog.

B. The following:

- A minimum of 42 semester credit hours (SCH) at accredited four-year institutions.
- A minimum of 30 SCH through Southwest Minnesota State University.
- A minimum of 27 SCH at the 300 or 400 level.
- The requirements for an approved B.A.S. major.
- All the course work with a cumulative GPA of at least 2.0 for courses taken while enrolled at SMSU.

C. Further requirements under one of the following three categories: (Categories apply to academic credentials at time of matriculation at SMSU.)

1. - A.A.S. degree at an accredited community, technical college or four-year college/university;
 - Additional minimum of 64 SCH;
 - Minnesota General Education Transfer Curriculum or a minimum of 22 SCH from SMSU's Liberal Arts Curriculum/Minnesota Transfer Curriculum officially approved by the student's Degree Program Committee.
- OR
2. - A.S. degree from an accredited community, technical college or four-year college/university;
 - Additional minimum of 64 SCH;
 - Minnesota General Education Transfer Curriculum or a minimum of 12 SCH from SMSU's Liberal Arts Curriculum/Minnesota Transfer Curriculum officially approved by the student's Degree Program Committee.
- OR
3. - A MnSCU approved two-year technical diploma at an accredited community, technical college or four-year college/university.
 - Additional minimum of 86 SCH;
 - Minnesota General Education Transfer Curriculum or SMSU's Liberal Arts Curriculum/Minnesota Transfer Curriculum.

The following limitations also apply:

- a. No more than 6 SCH of courses numbered 059-099 and no SCH courses numbered 001-049 shall count toward graduation.
- b. No more than 10 SCH of credit/no credit (credit/NC) courses outside your major shall count toward graduation.

Bachelor of Applied Science–Management Requirements:**A. Basic Courses: (18 credits)**

ACCT 211	Principles of Accounting I	3
ACCT 212	Principles of Accounting II	3
BADM 230	Business Statistics I	3
BADM 280	Computer Concepts and Applications	3
ECON 201	Principles of Microeconomics	3
ECON 202	Principles of Macroeconomics	3

B. Upper-Division Courses: (21 credits)

BADM 350	Managerial Finance	3
BADM 380	Management Principles	3
BADM 383	Organizational Behavior and Theory	3
BADM 390	Business Law I	3
BADM 425	Human Resource Management	3
BADM 490	Business Policy	3
BADM 495	Senior Exam	0
MKTG 301	Marketing Principles	3

C. Elective Courses: (Minimum of 3 credits)

BADM 320	Insurance and Risk Management	3
BADM 352	Analyzing Financial Statements	3
BADM 384	Interpersonal Skills in Organizations	3
BADM 385	Supervisory Management	3
BADM 391	Business Law II	3
BADM 411	Management Information Systems	3
BADM 426	Labor Relations	3
BADM 480	Production and Operations Management	3
BADM 491	Senior Seminar	3

ECON 470	International Business and Economics.....	3
MKTG 321	Retail Management	3
MKTG 341	Sales Management.....	3
MKTG 381	Advertising Management	3
PHIL 105	Ethical Issues in Business	3
PSYC 358	Industrial/Organizational Psychology	3

Notes:

1. If any course in Category A has already been taken as part of the A.A.S. or A.S., a course from the elective category must be substituted.
2. Total of all categories must be 42 semester credit hours.
3. Before entering the B.A.S.–Management major, students would be expected to meet one of the following categories of GPA requirements, depending on their academic credentials at the time of their matriculation at SMSU:
 - a. Students who have an A.A.S. degree and are seeking entry into the B.A.S.–Management major must earn a cumulative GPA of 2.50 or better within the additional 22 semester credit hours of the Minnesota General Education Transfer Curriculum needed to complete the B.A.S.–Management degree.
 - b. Students who have an A.S. degree and are seeking entry into the B.A.S.–Management major must earn a cumulative GPA of 2.50 or better within the additional 12 semester credit hours of the Liberal Arts Curriculum or within the additional 12 semester credit hours of the Minnesota General Education Transfer Curriculum needed to complete the B.A.S.–Management degree.
 - c. Students who have a two-year technical college diploma and are seeking entry into the B.A.S.–Management major must earn a cumulative GPA of 2.50 or better within a minimum of the additional 22 semester credit hours of the Liberal Arts Curriculum or within the additional 22 semester credit hours of the Minnesota General Education Transfer Curriculum needed to complete the B.A.S.–Management degree.
 - d. In items a, b, and c listed above, courses that do not fall within either the Liberal Arts Core Curriculum or the Minnesota Transfer Curriculum cannot be used to determine the minimum GPA for admission into the major.
 - e. Active academic advising from the Business Administration faculty will assist students as they apply for admission to the program.
4. A grade point average of 2.5 is a graduation requirement for courses comprising the management major.
5. A minimum of 27 credits (toward the B.A.S.) must be at 300 level or above.
6. The student and his/her academic advisor shall decide on the actual elective courses to take.
7. The additional 10 credit hours of elective credit (see the Core Curriculum section of the online catalog for the Liberal Arts Curriculum requirements for the B.A.S.), that the student with the A.S. degree must take, shall also be planned by the student and his/her academic advisor and may include courses from the list above or may be general electives.
8. Final approval of a student’s degree program shall rest with the advisor and the Department of Business and Public Affairs.

Bachelor of Applied Science: Fire Service Administration (42 credits)

The B.A.S. degree is built on a “2+2” platform. During the first two years (64 credits), a student completes an Associate of Applied Science (A.A.S.) degree in Fire Service Technology. This two-year technical degree is offered at Hennepin Technical College in Hopkins, MN; Lake Superior College in Duluth, MN; and Northwest College in East Grand Forks, MN. In the final two years (64 credits) of SMSU’s B.A.S. program, a student takes a 42-semester credit major (described below) in Fire Service Administration, and 22 semester credit hours (SCH) of general education and related courses. A large number of the courses in this program will be available via the Internet.

To earn the B.A.S. in Fire Service Administration, a student will:

1. Complete the degree requirements for an A.A.S. degree in Fire Science.
2. Meet the requirements listed above as “Notes 1, 2, 3a, 3d and 4–8” under the B.A.S. in Management.

3. Consult with an SMSU faculty advisor, and then take 22 additional SCH of courses from the Liberal Arts Curriculum/Minnesota Transfer Curriculum.
4. Meet the graduation requirements of Southwest Minnesota State University.
5. Complete the 42-credit major in Fire Service Administration as outlined below.

Bachelor of Applied Science–Fire Service Administration Requirements:

A. Fire Service Component: (15 credits)	
FIRE 101 Literature, Methods and Statistics for the Fire Service	3
FIRE 301 Fire Prevention Management.....	3
FIRE 302 Fire Service Health and Safety	3
FIRE 303 Fire Service Leadership	3
FIRE 401 Community Risk Management.....	3
B. Administrative Component: (24 credits)	
BADM 380 Management Principles	3
BADM 422 Human Resource Development: Training and Organizational Development	3
BADM 424 Leadership and Team Management	3
BADM 496 Senior Capstone	3
PBAD 325 Administrative Law	3
PBAD 350 Public Budgeting	3
<i>One of the following two courses:</i>	
BADM 425 Human Resource Management	3
OR	3
PBAD 410 Public Personnel and Management	3
<i>One of the following two courses:</i>	
BADM 420 Diversity Management	3
OR	3
SOC 331 Minorities in American Society.....	3
C. Restricted Elective Courses (Minimum of 3 credits)	3
A restricted elective course is selected in consultation with the faculty advisor.	

Total Credits:	42
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Note: More information about the Fire Service Administration major can be obtained from the Business and Public Affairs Department at Southwest Minnesota State University or by contacting MnSCU at:

Minnesota State College and Universities
 Fire/EMS/Safety Center
 1450 Energy Park Drive, Suite 100-B
 St. Paul, MN 55108-5265
 Phone: 651-649-5410
 Fax: 651-649-5409

Bachelor of Applied Science: Law Enforcement Administration (42 credits)

The B.A.S. degree is built on a “2+2” platform. During the first two years (64 credits), a student completes an Associate of Applied Science (A.A.S.) degree in Law Enforcement Administration. In the final two years (64 credits) of SMSU’s B.A.S. program, a student takes a 42-semester credit major (described below) in Law Enforcement Administration, and 22 semester credit hours (SCH) of general education and related courses. A large number of the courses in this program will be available via the Internet.

To earn the B.A.S. in Law Enforcement Administration, a student will:

1. Complete the degree requirements for an A.A.S. degree in Law Enforcement.
2. Consult with an SMSU faculty advisor, and then take 22 additional SCH of courses from the Liberal Arts Curriculum/Minnesota Transfer Curriculum.
3. Meet the graduation requirements of Southwest Minnesota State University.
4. Complete the 42-credit major in Law Enforcement Administration as outlined below.

Bachelor of Applied Science–Law Enforcement Administration Requirements:

General Recommended LAC/MTC requirements (minimum 22 credits)

All students enrolled in a Bachelor of Applied Science degree will be required to complete a minimum of 22 General Education credits. These additional courses will be determined by an evaluation of the General Education courses taken within the A.A.S. degree.

A. Social Science Component: (21 credits)

POL 324	Local and Rural Politics	3
SOCI 331	Minorities in America	3
SWRK 340	Human Behavior in the Social Environment.....	3
	OR	3
PHIL 305	Law, Liberty, and Morality	3
PSYC 335	Abnormal Psychology	3
JUAD 442	Court and Corrections Management	3
JUAD 448	White Collar Crime	3
JUAD 498	Senior Seminar (Capstone Course).....	3

B. Administrative Component: (21 credits)

BADM 380	Management Principles	3
BADM 420	Diversity Management	3
BADM 422	Human Resource Development: Training and Organizational Development	3
BADM 424	Leadership and Team Management	3
BADM 425	Human Resource Management.....	3
PBAD 325	Administrative Law	3
PBAD 350	Public Budgeting	3

C. Graduation Requirements

Wellness and Health Requirement
Regional Studies Requirement
Capstone Course (See Above)

Total Credits:	42
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BUSINESS ADMINISTRATION COURSES (BADM)**091 Employment Skills (1 credit)**

This course addresses researching career opportunities of interest, resume writing, the employment search, interviewing, dining etiquette, fashions, job markets and employment trends, third party recruiting, and legal issues in hiring. Developing a career plan of action will be required.

100 Vital Issues in America (1 credit)

This course provides an examination of critical topics in business, law, and politics.

101 Introduction to Business (3 credits)

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.

105 Personal Development (1 credit)

Focuses attention on personal habits, characteristics, and traits that assist an individual to achieve success by utilizing his/her full potential.

230 Business Statistics I (3 credits)

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. Prerequisite MATH 110 or equivalent.

232 Building Software Skills (3 credits)

Development of proficiency in using microcomputer software such as spreadsheets and database managers. Use of software for business problem-solving. Prerequisite: MATH 115, 110, or 140.

250 Business and Society (3 credits)

Nature of business and its environment; social, cultural, and economic considerations; governmental interrelations.

280 Computer Concepts and Applications (3 credits)

Introduction to computers and digital computing, problem-solving using computers, and applications to management problem-solving.

286 Special Topics (1-4 credits)**301 Critical Issues in America (2 credits)**

An examination of contemporary controversies in American business, politics, and law. Course includes debates, discussions, and readings. Prerequisite: BADM 100 or POL 100.

312 Project Management (3 credits)

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. Prerequisite: MATH 200 or BADM 230 or PSYC 200.

317 Business Communications (3 credits)

The analysis, interpretation, presentation, and effective writing of letters, memos, reports, and other types of business documents. Prerequisites: ENG 101, 102, 103; and junior standing.

320 Insurance and Risk Management (3 credits)

Risk, insurance, types of carriers, types of insurance contracts, and risk management for both personal and business use.

331 Business Statistics II (3 credits)

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. Prerequisite: BADM 230.

332 Introduction to Management Science (3 credits)

Quantitative techniques in business decision-making, problem formulation, various mathematical models and their application, linear programming, and queuing theory. Prerequisites: BADM 230 and MATH 115.

340 Advanced Computer Applications (3 credits)

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. Prerequisite: BADM 280 or COMP 105.

350 Managerial Finance (3 credits)

Financial planning and analysis, capital budgeting, management of working capital, management of long-term funds, promotion, expansion, and evaluation. Prerequisites: ACCT 211 and 212.

351 Corporate Finance (3 credits)

Quantitative and theoretical examination of topics in corporate finance. Topics include debt policy, dividend policy, portfolio theory, valuation techniques, and leases. Prerequisites: BADM 230 and 350.

352 Analyzing Financial Statements (3 credits)

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. Prerequisites: BADM 230 and 350.

354 Working Capital Management (3 credits)

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. Prerequisite: BADM 350.

360 Legal Environment of Business (3 credits)

The legal system and government regulation of business activities affecting the physical environment, consumers, employees, competitors, and society as a whole.

365 Personal Financial Planning (3 credits)

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.

375 Investments (3 credits)

Principles of investments with emphasis on security appraisal and portfolio composition. Prerequisite: BADM 350.

380 Management Principles (3 credits)

Principles of management applicable to all types of organizations: planning, organizing, supervising, and controlling.

383 Organizational Behavior and Theory (3 credits)

Development and application of concepts and theories of organizational behavior in business organizations. Behavior will be analyzed from an individual, group, and organizational perspective. Prerequisite: BADM 380.

384 Interpersonal Skills in Organizations (3 credits)

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. Prerequisite: BADM 380.

385 Supervisory Management (3 credits)

A basic course in supervisory management for the working supervisor. Topics to be discussed include: planning, organizing, controlling, communication, motivation, standards, performance appraisal, and decision-making. Prerequisite: currently employed as a supervisor or manager.

388 Theories of Leadership (3 credits)

Introduction to various theories of leadership that will provide students with the necessary framework from which to begin their thinking on leadership. Trait Theories, Power and Influence Theories, Behavioral Theories, Contingency Theories, Cultural and Symbolic Theories, as well as emerging leadership and “anti-leadership” theories will be explored. Prerequisite: sophomore standing or consent of instructor.

390 Business Law I (3 credits)

Introduction to legal systems, torts, property, contracts, agency, and partnerships.

391 Business Law II (3 credits)

Corporations, securities regulations, sales, commercial property and credit. Prerequisite: BADM 390.

411 Management Information Systems (3 credits)

Examines the role of information systems in management decision-making, systems theory, and current issues in information systems. Prerequisite: BADM 280, and 380.

412 Simulation of Industrial and Management Systems (3 credits)

Methods of simulating industrial and management systems. Computer simulations of business and management decision-making. Prerequisites: BADM 230, and 280.

420 (D) Diversity Management (3 credits)

A study of management issues associated with a diverse workforce. Topics include history, legal perspective, kinds of diversity, and management/organizational initiatives for diversity.

422 Human Resource Development: Training and Organizational Development (3 credits)

A study of the issues associated with the training and development of the existing workforce in an organization. Includes organizational development issues. Prerequisite: BADM 380.

424 Leadership and Team Management (3 credits)

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.

425 Human Resource Management (3 credits)

Personnel management, including job analysis, selection and placement, training and development, evaluation, safety, and health. Prerequisite: BADM 380.

426 Labor Relations (3 credits)

This course examines behavior by individuals and groups in unions, management, and government. Prerequisite: junior standing.

430 Financial Management for Small Business (3 credits)

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. Prerequisite: MKTG 420.

450 Real Estate (3 credits)

Property rights, financing, brokerage, property valuation, and planning. Prerequisite: BADM 350.

460 Business Forecasting (3 credits)

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. Prerequisites: BADM 230 and ECON 201 or consent of instructor.

470 Capital Budgeting (3 credits)

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. Prerequisites: BADM 230, 350 and 351.

480 Production and Operations Management (3 credits)

Strategic importance of operations. Inventory control, production planning, production control, plant layout, plant location, and quality control. Prerequisite: BADM 230 and 380.

486 Special Topics (1-4 credits)**490 (M) Business Policy (3 credits)**

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. Prerequisites: MKTG 301; ECON 201; BADM 230, 280, 350, 380, and 390.

491 Senior Seminar (3 credits)

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. Prerequisite: senior standing.

494 Independent Study (1-3 credits)

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. Prerequisite: junior standing.

495 Senior Examination (0 credits)

A comprehensive examination covering the Business Administration major. Prerequisites: Admission to the Business Administration major and senior standing.

499 Business Administration Internship and Seminar (1-9 credits)

Prerequisites: junior standing, consent of instructor, minimum of one semester in residence after internship, 2.25 GPA.

FIRE SERVICE ADMINISTRATION COURSES (FIRE)**101 Literature, Methods and Statistics for the Fire Service (3 credits)**

An introduction to fire service literature, research tools and methods of identifying and acquiring necessary information. Statistical analysis of fire service problems and the application of data to decision-making. This course includes significant applied research and writing projects. Prerequisite: Technical Writing and Composition

301 Fire Prevention Management (3 credits)

Planning, promoting and managing fire prevention functions. Topics include needs assessment, legal responsibilities, negotiation, planning, management techniques and evaluation. Arson management, public fire safety education, inspection and enforcement management are key components of this course. Identifying at-risk populations and targeting outreach programs will be examined. Prerequisite: FIRE 101

302 Fire Service Health and Safety (3 credits)

Occupational hygiene as applied to the unique and peculiar needs of the emergency services. This focus will be on fire departments in emergency and non-emergency settings. In addition to regulatory compliance issues, students will examine risk analysis and management. Wellness, employee assistance and stress management programs will be examined. Prerequisite: FIRE 101

303 Fire Service Leadership (3 credits)

Leadership, project management, strategic planning, project implementation and evaluation. Subjects include various approaches to leadership including Traditional, Transactional, Feminist, and Transformational philosophies as applied to fire service organizations. Prerequisite: FIRE 101

401 Community Risk Management (3 credits)

Comprehensive, multi-jurisdictional, multidisciplinary approach to community threat analysis, disaster planning and response. Strategies for dealing with dwindling resources and expanding expectations. Included are building coalitions to accomplish the changing mission of the public services and identifying and analyzing potential for natural and human-made disasters. Prerequisite: FIRE 101

496 (M) Senior Capstone (3 credits)

The student will work closely with the instructor to identify a service-learning opportunity in which the student can experience both administrative and leadership opportunities in his/her community, related to administration of a public service agency (fire service or law enforcement). The student will submit regular, written progress reports and a final report. Prerequisites: BADM 380, 422, 424; PBAD 325, 350; and either BADM 425 or PBAD 410.

BUSINESS: GRADUATE PROGRAMS

Office: Charter Hall 129, 537-6223

Department: Business and Public Affairs

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

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 or on weekends 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.

For information about this program, visit the Southwest Minnesota State University Web site at www.SouthwestMSU.edu.

Prerequisites:

GMGT 501	Business Concepts (For those with non-Business undergraduate degrees).....	3
GMGT 502	Statistical Concepts (For those without undergraduate statistics)	1

Required Courses: (27 credits).....27

GMGT 505	Organizational Values	3
GMGT 506	Accounting for Managers	3
GMGT 507	Strategic Marketing Management	3
GMGT 509	Management of Production and Operations	3
GMGT 560	Legal Environment of Management.....	3
GMGT 570	Financial Analysis	3
GMGT 581	International Business and Leadership	3
GMGT 584	Managerial Economics	3
GMGT 585	Strategic Management and Policy	3

Elective Courses: (9 credits).....9

A minimum of three of the following courses:

GMGT 503	Organizational Behavior	3
GMGT 504	Industrial/Organizational Psychology	3
GMGT 510	Interpersonal and Managerial Skills in Organizations	3
GMGT 530	Application of Management Decision Instruments.....	3
GMGT 550	Staffing, Training and Development	3
GMGT 551	Leadership and Team Management.....	3
GMGT 580	Technology Management	3
GMGT 582	Diversity Management	3
GMGT 586	Seminar in Management Issues.....	3

Total Credits: 36-40

Master of Science: Management (MSM) (36-40 credits)

The Master of Science: Management degree prepares students for careers in management-related careers and applied research. It also lays the foundation for students who plan to continue their education in a doctoral program in management.

The program's curriculum is similar to the M.B.A. since it covers the broad range of management issues in marketing, finance, law, and other disciplines. It differs from the M.B.A. through its emphasis on research design and the publication of a thesis.

For information about this program, visit the Southwest Minnesota State University Web site at www.SouthwestMSU.edu.

Prerequisites for non-Business majors: (One or both)

GMGT 501	Business Concepts and Terminology	3
GMGT 502	Statistical Concepts and Terminology	1

Required Courses: (27 credits)

GMGT 505	Organizational Values.....	3
GMGT 506	Accounting for Managers.....	3
GMGT 507	Strategic Marketing Management	3
GMGT 560	Legal Environment of Management.....	3
GMGT 570	Financial Analysis	3
GMGT 581	International Business and Leadership.....	3
GMGT 585	Strategic Management and Policy	3
GMGT 590	Research Methodology	3
GMGT 595	Professional Research in Management	3

Elective Courses: (9 credits)

Three of the following courses:

GMGT 503	Organizational and Managerial Behavior	3
GMGT 504	Industrial/Organizational Psychology	3
GMGT 509	Management of Production and Operations.....	3
GMGT 510	Interpersonal and Managerial Skills in Organizations	3
GMGT 530	Application of Management Decision Instruments.....	3
GMGT 550	Staffing, Training and Development	3
GMGT 551	Leadership and Team Management.....	3
GMGT 580	Technology Management	3
GMGT 582	Diversity Management	3
GMGT 584	Managerial Economics	3
GMGT 586	Seminar in Management Issues.....	3
GMGT 599	Internship.....	3

Total Credits: 36-40

The Higher Learning Commission has accredited SMSU's Master of Business Administration and the Master of Science in Management Program.

GRADUATE BUSINESS AND MANAGEMENT COURSES (GMGT)

501 Business Concepts and Terminology (3 credits)

Required for graduate 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 Science: Management degree. In addition, terminology presented in this course will allow nonbusiness graduates to speak the same professional language as students who have degrees in one of the business areas.

502 Statistical Concepts and Terminology (1 credit)

Required for graduate students who have had no previous statistics classes. It presents concepts in statistics that are essential for the student to have in order to complete BADM 590 Research Methodology. It enables business managers to understand the research reports of others.

503 Organizational and Managerial Behavior (3 credits)

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.

504 Industrial/Organizational Psychology (3 credits)

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

505 Organizational Values (3 credits)

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

506 Accounting for Managers (3 credits)

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.

507 Strategic Marketing Management (3 credits)

Stresses analysis, planning, implementation, and control of an integrated marketing program with special attention to product development, pricing, promotion, and distribution.

509 Management of Production and Operations (3 credits)

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.

510 Interpersonal and Managerial Skills in Organizations (3 credits)

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.

530 Application of Management Decision Instruments (3 credits)

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.

550 Staffing, Training and Development (3 credits)

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

551 Leadership and Team Management (3 credits)

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.

560 Legal Environment of Management (3 credits)

Examines the role and impact of governmental, legal, and social systems upon organizations and managerial decision-making. Emphasis is placed upon the challenges with legal and social issues. Objectives include an understanding of employer/employee rights and responsibilities, general tort and product liabilities, and environmental and other regulatory law requirements.

570 Financial Analysis (3 credits)

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.

580 Technology Management (3 credits)

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.

581 International Business and Leadership (3 credits)

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.

582 Diversity Management (3 credits)

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.

584 Managerial Economics (3 credits)

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.

585 Strategic Management and Policy (3 credits)

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.

586 Seminar in Management Issues (3 credits)

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."

590 Research Methodology (3 credits)

Applies theories and quantitative methods to the formulation and analysis of various research questions and practices.

595 Professional Research in Management (3 credits)

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

599 Internship (3 credits)

The internship is for persons in a nonbusiness career. The student is responsible for finding a company that will sponsor a semester-long project that will significantly enhance the student's business experience. At the end of the semester, the student will write a report on these experiences and the supervising person will also prepare an evaluation.

CHEMISTRY

Office: Science and Math Building 178, 537-6141

Faculty: Jay Brown, Edward Carberry, Robert Eliason, John Hansen, Lee Sanow

Department: Science

The overall quality of the Chemistry Program has been approved through its accreditation by the American Chemical Society. The program offers lecture and laboratory courses in support of a variety of professional, pre-professional, liberal arts, and technical curricula. A bachelor of science or a bachelor of arts degree in Chemistry may be earned. In addition, a bachelor of science degree in Chemistry Education is available.

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

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

Bachelor of Science: Chemistry (67-69 credits)

I. Chemistry Core: (41 credits)

CHEM 231	General Chemistry I (Lecture/Lab:3/1)	4
CHEM 232	General Chemistry II (Lecture/Lab:3/2)	5
CHEM 243	Quantitative Analytical Chemistry (Lecture/Lab:3/1)	4
CHEM 244	Instrumental Analysis (Lecture/Lab:3/1)	4
CHEM 333	Intermediate Inorganic Chemistry (Lecture/Lab:3/1)	4
CHEM 351	Organic Chemistry I (Lecture/Lab:3/2)	5
CHEM 352	Organic Chemistry II (Lecture/Lab:3/2)	5
CHEM 364	Chemical Thermodynamics and Kinetics	3
CHEM 365	Quantum Chemistry and Spectroscopy	3
CHEM 366	Physical/Instrumentation Laboratory	4

II. Advanced Courses in Chemistry: (8 credits)

CHEM 420	Chemistry Seminar	1
CHEM 473	Biochemistry (Lab not required)	3
	One additional 4-credit lecture/laboratory course at the 400-level	4

III. Courses in Related Fields: (18-20 credits)

MATH 150/151	Calculus I/ II	10
PHYS 141/142	College Physics I/II	8
	OR	8-10
PHYS 281/282	University Physics I/II (recommended)	10

IV. Additional recommendations:

At least one additional mathematics course is recommended, especially one chosen from:
MATH 252, 345, 350 or 360.

 67-69

Bachelor of Arts: Chemistry (31-33 credits)

I. Chemistry Core: (24 credits)

CHEM 231	General Chemistry I (Lecture/Lab:3/1)	4
CHEM 232	General Chemistry II (Lecture/Lab:3/2)	5
CHEM 351	Organic Chemistry I (Lecture/Lab:3/2)	5
CHEM 352	Organic Chemistry II (Lecture/Lab:3/2)	5
CHEM 363	Basic Physical Chemistry (Lecture/Lab:3/1)	4
CHEM 420	Chemistry Seminar	1

92 Chemistry**II. Chemistry Option: (4 credits)**

One additional four-credit course in Chemistry at the 200-level or above
with a laboratory component other than those listed in Part II above.....4

III. Required Courses in Related Fields: (3-5 credits)

MATH 140 Calculus: A Short Course3
OR3-5
MATH 150 Calculus I.....5

31-33

Bachelor of Arts: Chemistry, Environmental Emphasis (35-37 credits)**I. Chemistry Core: (27 credits)**

CHEM 231 General Chemistry I (Lecture/Lab:3/1)4
CHEM 232 General Chemistry II (Lecture/Lab:3/2)5
CHEM 244 Instrumental Analysis4
CHEM 351 Organic Chemistry I (Lecture/Lab:3/2)5
CHEM 352 Organic Chemistry II (Lecture/Lab:3/2)5
CHEM 363 Basic Physical Chemistry (Lecture/Lab:3/1)4

II. Required Courses in Related Fields: (8-10 credits)

ENVS 180 Environmental Science* (Lecture/Lab:3/1).....4
ENVS 420 Environmental Science Seminar1
MATH 140 Calculus: A Short Course3
OR3-5
MATH 150 Calculus I.....5

35-37

* ENVS 180 should be taken as part of LAC to satisfy major requirements without additional course work.

Bachelor of Science: Chemistry Education (39-43 credits)**I. Chemistry Requirements: (28 credits)**

CHEM 231 General Chemistry I (Lecture/Lab:3/1)4
CHEM 232 General Chemistry II (Lecture/Lab:3/2)5
CHEM 243 Quantitative Analysis4
CHEM 351 Organic Chemistry I (Lecture/Lab:3/2)5
CHEM 352 Organic Chemistry II (Lecture/Lab:3/2)5
CHEM 363 Basic Physical Chemistry (Lecture/Lab:3/1).....4
CHEM 420 Chemistry Seminar1

II. Additional Requirements: (11-15 credits)

PHYS 141/142 College Physics I/College Physics II (Lecture/Lab:3/1)8
OR8-10
PHYS 181/182 University Physics I/University Physics II (Lecture/Lab:3/1)10
MATH 140 Calculus: A Short Course3
OR3-5
MATH 150 Calculus I.....5

Total Credits: 39-43

III. Education Requirements:

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

CHEMISTRY COURSES (CHEM)**104 General Glassblowing (2 credits)**

The fundamentals of glassblowing and flameworking with applications to the design and construction of decorative glass pieces.

105 Scientific Glassblowing (2 credits)

The fundamentals of glassblowing and flameworking with applications to the construction and repair of scientific glassware.

110 (LAC, E) Our Chemical World (3 credits lecture/1 credit lab)

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.

111 (LAC, R) Chemistry in our Daily Lives (3 credits lecture/1 credit lab)

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.

121 (LAC) Basic Chemistry (3 credits lecture/1 credit lab)

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. Prerequisite: two years of high school mathematics or MATH 045.

122 Introductory Organic/Biochemistry (3 credits lecture/1 credit lab)

For students interested in agriculture, foods, health, or technology. Brief study of organic and biochemistry with an emphasis on applications to the above areas. Prerequisite: CHEM 121.

231 (LAC, E, T) General Chemistry I (3 credits lecture/1 credit lab)

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. Prerequisite: three years of high school mathematics or MATH 110.

232 General Chemistry II (3 credits lecture/2 credits lab)

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. Prerequisite: CHEM 231.

243 Quantitative Analytical Chemistry (4 credits lecture/laboratory)

Applications of chemical equilibrium calculations to procedures for quantitative analysis. Prerequisite: CHEM 232 or concurrent enrollment.

244 Instrumental Analysis (4 credits lecture/ lab)

Basic principles of instrumentation. Spectroscopic and chromatographic methods of quantitative and qualitative analysis. Prerequisite: CHEM 232 or concurrent enrollment.

286 Special Topics (1-4 credits)**292 Honors Credit in Chemistry (1 credit)**

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 chemistry course. Prerequisite: consent of instructor.

333 Intermediate Inorganic Chemistry (4 credits lecture/laboratory)

Transition metal complexes and recent advances in inorganic chemistry. Prerequisite: CHEM 232.

351 Organic Chemistry I (3 credits lecture/2 credits lab)

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. Prerequisite: CHEM 232.

352 Organic Chemistry II (3 credits lecture/2 credits lab)

Continuation of CHEM 351. Prerequisite: CHEM 351.

363 Basic Physical Chemistry (3 credits lecture/1 credit lab)

Principles of chemical thermodynamics and kinetics and their application to biological systems. Prerequisites: CHEM 232 and MATH 140 or 150.

364 Chemical Thermodynamics and Kinetics (3 credits)

An introduction to chemical thermodynamics and its applications; chemical kinetics; and the kinetic theory of gases. Prerequisites: CHEM 232, MATH 151, and one year of physics.

365 Quantum Chemistry and Spectroscopy (3 credits)

Quantum mechanics and its applications to molecular structure and spectroscopy; statistical mechanics of molecules; and chemical reaction dynamics. Prerequisites: CHEM 232, MATH 151, and one year of physics.

366 Physical/Instrumental Laboratory (1-4 credits)

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

Prerequisite: CHEM 232, MATH 151, and one year of physics.

420 Chemistry Seminar I (1 credit)

Use of the chemical literature, current developments in research, technical speaking and writing. Prerequisite: CHEM 363 or 364 or 365 or concurrent enrollment.

437 Advanced Inorganic Chemistry (4 credits lecture/lab)

A study of advanced topics in inorganic chemistry, focusing on the development of and current trends in main group and transition-metal organometallic chemistry. Topics may include a survey of organometallic compounds of various elements from Groups 1, 2, 13, 14, 15, 16; the 18-electron rule, transition metal-carbon σ complexes, transition metal-carbon π complexes, metal-metal bonds and clusters, organometallics reactions, and organometallic catalysis. Prerequisites: CHEM 333; and CHEM 364 or 365 or concurrent enrollment.

447 Advanced Analytical Chemistry (4 credits lecture/lab)

Advanced theory and application of topics introduced in Instrumental Analysis (CHEM 244) and Quantitative Analytical Chemistry (CHEM 243). Subjects may include electrochemistry, chromatography, and Nuclear Magnetic Resonance (NMR) spectroscopy. Prerequisites: CHEM 243, CHEM 244, and CHEM 364 or 365 or concurrent enrollment.

457 Advanced Organic Chemistry (4 credits lecture/lab)

Transition states, reactive intermediates, free energy relationships, and kinetic isotope effects in the elucidation of reaction mechanisms. Prerequisites: CHEM 352; and CHEM 364 or 365 or concurrent enrollment.

467 Computational Chemistry (4 credits lecture/lab)

An introduction to current quantum mechanical methods of computing molecular structure and spectra as well as chemical reaction dynamics. Common semi-empirical methods are discussed as are Hartree-Fock and density-functional methods. Both theory and practical experience with computer calculations are included. Prerequisite: CHEM 364 or 365 or concurrent enrollment.

470 Advanced Laboratory (1 credit)

Study of chemical systems as described in the primary literature and an introduction to the integrated practice of chemical science. Prerequisite: consent of instructor. May be repeated for a maximum of four credits.

473 Biochemistry (3 credits lecture/1 credit lab)

Structure, reactions and metabolism of biologically important compounds. Prerequisite: CHEM 352.

486 Advanced Topics (1-4 credits)

Organometallics, nonaqueous solution reactions, solid-state chemistry, polymers, computers in chemistry, environmental chemistry, or similar topics. Prerequisite: consent of instructor. May be repeated for a maximum of 8 credits.

499 Internship in Chemistry (1-16 credits)

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. Prerequisite: consent of Chemistry Program faculty.

CLASSICAL STUDIES

For Classical Studies information, requirements, and courses, please see section entitled "Foreign Languages."

COMPUTER SCIENCE

Office: Science and Math 178, 537-6141

Faculty: Daniel Kaiser, Shushuang Man, Kourosh Mortezapour

Department: Mathematics and Computer Science

The Computer Science Program is designed to meet the needs of students desiring careers in business, industry, and government as well as preparation for advanced studies at the graduate level. Students majoring in Computer Science may apply their technical strengths to second majors in many programs such as accounting, business administration, mathematics, science, and education. The faculty of the Computer Science Program have been selected to provide quality instruction in all branches of Computer Science.

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

Bachelor of Science: Computer Science (57 credits)

I. Required Computer Science Courses:

COMP 130	Preview of Computer Science	3
COMP 165	Fundamentals of Programming	4
COMP 166	Data Structures	4
COMP 233	Computer Organization and Architecture	4
COMP 306	Object-Oriented Programming and the Web	4
COMP 324	Design and Analysis of Algorithms	3
COMP 368	Information and Knowledge Management	3
COMP 377	Operating Systems and Networks.....	3
COMP 390	Professional Issues Seminar	1
COMP 425	Software Engineering	3
COMP 492	Capstone Project	1
COMP 493	Capstone Project	1

II. Computer Science Electives:

Six (6) additional credits in Computer Science courses:
(COMP courses numbered 300 through 490 or MATH 345).....6

III. Required Mathematics Courses:

A minimum of 17 credits of Mathematics including the following		17
MATH 140	Calculus: A Short Course	3
OR		
MATH 150	Calculus I.....	5
MATH 200	Statistics	3
MATH 210	Discrete Mathematics	3
MATH 315	Combinatorics	3

Total Credits: 57

Minor: Computer Science (23-25 credits)

I. Required Courses:

COMP 130	Preview of Computer Science	3
COMP 165	Fundamentals of Programming	4
COMP 166	Data Structures	4
MATH 210	Discrete Mathematics	3

II. Computer Science Electives:

Nine to eleven (9-11) additional credits in Computer Science courses:
One COMP course numbered 200 or above:3-4
Two COMP courses numbered 300 or above:6-7

Total Credits: 23-25

COMPUTER SCIENCE COURSES (COMP)**105 Introduction to Computers (3 credits)**

An overview of mainframe and personal computers. Topics include: application software, the Internet, hardware components and peripheral devices, and data processing.

130 Preview of Computer Science (3 credits)

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

165 Fundamentals of Programming (4 credits)

An introduction of the science and art of problem solving through computer programming. Topics include problem solving methods, program design strategies, selection structures, iteration structures, sub-programs, recursion, arrays, records and pointers. Student will use a popular high-level programming language to write, compile, debug, and document software. Hands-on laboratory exercises will be integrated into the course. Prerequisite: Three years of high school mathematics or MATH 110 and COMP 105 or equivalent.

166 Data Structures (4 credits)

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

189 Introduction to GIS Software (3 credits)

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

199 Field Experience in Computer Applications (1-3 credits)

On-the-job, supervised experience and study dealing with the applications of computers. Prerequisite: consent of Mathematics and Computer Science program faculty.

201 Windows Programming (3 credits)

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. Prerequisite: COMP 165 or equivalent.

233 Computer Organization and Architecture (4 credits)

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. Prerequisite: MATH 210 (may be taken concurrently) and COMP 130 and COMP 165.

265 (C, G) Computers and Society (3 credits)

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

286 Topics in Computer Science (1-4 credits)

A study of computer science topics not ordinarily covered in established courses. Prerequisite: consent of the program faculty.

292 Honors Credit in Computer Science (1-4 credits)

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. Prerequisites: consent of instructor and program faculty.

306 Object-Oriented Programming and the Web (4 credits)

An introduction to Web-based programming using object-oriented methods. Topics include: abstraction, composition, inheritance, polymorphism, UML design, threads and sockets, graphic elements, user interface design and event handling. Prerequisites: COMP 166.

324 Design and Analysis of Algorithms (3 credits)

A study of algorithms. Topics include: analysis and verification techniques, divide and conquer, dynamic programming, greedy, backtracking, and problem complexity. Prerequisites: COMP 130, COMP 166, MATH 210 and either MATH 140 or 150.

328 Theory of Computation (3 credits)

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. Prerequisite: MATH 210.

351 Programming Languages (3 credits)

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. Prerequisites: COMP 166, COMP 233, and COMP 328 or consent of instructor.

368 Information and Knowledge Management (3 credits)

An introduction to the storage and organization of information. Topics include: database management, data mining, intelligent systems, networked databases, and human-computer interaction. Prerequisites: COMP 166 and MATH 210.

377 Operating Systems and Networks (3 credits)

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. Prerequisites: COMP 233.

385 Computer Graphics (3 credits)

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. Prerequisites: MATH 151 and COMP 166.

390 Professional Issues Seminar (1 credit)

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. Prerequisites: junior standing and COMP 306 or consent of instructor.

425 Software Engineering (3 credits)

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. Prerequisites: COMP 324, COMP 368, and COMP 377 or consent of instructor. One of the prerequisite courses may be taken concurrently with COMP 425.

435 Artificial Intelligence (3 credits)

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. Prerequisite: COMP 324.

455 Compiler Construction (3 credits)

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. Prerequisites: COMP 324 and COMP 328.

486 Advanced Topics in Computer Science (1-4 credits)

A study of computer science topics not ordinarily covered in the established courses. Prerequisite: consent of Computer Science Program faculty.

492, 493 Capstone Project (1 credit)

Students will work in teams to design, develop, and implement a significant software or hardware project. Two-semester sequence. Prerequisite: senior standing and COMP 425 or consent of Computer Science Program faculty.

494 Independent Studies (1-3 credits)

An independent study of a computer science topic not covered elsewhere. Prerequisite: consent of instructor.

499 Internship in Computer Science (1-16 credits)

On-the-job supervised experience and study dealing with applications of computer science. Prerequisite: consent of the Mathematics and Computer Science Program faculty.

CRIMINAL JUSTICE

Office: Social Science 103, 537-6224

Faculty: BC Franson, Hee-Jong Joo

Department: Social Science

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

Minor: Criminal Justice (27 credits)

I. Criminal Justice Core: (18 credits)

SOCI 101	Introduction to Sociology (prerequisite for required courses).....	3
JUAD 144	Introduction to Justice and Society.....	3
JUAD 450	Criminal Law.....	3
POL 328	Constitutional Law I: Criminal Justice.....	3
	OR.....	3
POL 415	Law and Society.....	3
SOCI 244	Sociology of Deviant Behavior.....	3
SOCI 344	Criminology (Prerequisite: SOCI 144).....	3

II. Electives: (9 credits).....9

Choose **one** course (3 credits) from **each** of the following three categories:

1.	JUAD 242	Corrections Systems.....	3
	JUAD 442	Court and Corrections Management.....	3
	JUAD 444	Juvenile Justice.....	3
	JUAD 448	White Collar Crime.....	3
	JUAD 499	Field Experience/Internship *.....	3
2.	PHIL 205	Law, Liberty, and Morality.....	3
	POL 351	Constitutional Law II: Civil Liberties.....	3
	PSYC 335	Abnormal Psychology.....	3
	PSYC 341	Child and Adolescent Psychology.....	3
	PSYC 465	Behavior Modification.....	3
	SPCH 230	Interpersonal and Cross-Cultural Communication.....	3
3.	INDS 326	Decolonization, Recovery, and Indigenous Peoples.....	3
	HIST 363	A History of Social Welfare in the United States.....	3
	SOCI 270	Gender Issues.....	3
	SOCI 331	Minorities in American Society.....	3
	SOCI 499	Field Experience/Internship *.....	3

* Note: Only one internship course is allowed.

Students who wish to major in Sociology and minor in Criminal Justice are required to complete the Sociology core courses (25 credits) and five electives (15 credits) for the Sociology major in addition to the above minor. Students may count SOCI 244 Sociology of Deviant Behavior, as one of the five electives for the major. They may also count SOCI 331 Minorities in American Society as one of the five electives for the major. Together, the total number of credits for a Sociology major and a Criminal Justice minor ranges from 61 to 67 credits. Students with other majors complete the minor as shown above.

SOCIOLOGY AND CRIMINAL JUSTICE COURSES (SOCI)

101 (LAC, D) Introduction to Sociology (3 credits)

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.

102 (LAC, R, S) Introduction to Sociology: Rural and Regional Perspective (3 credits)

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

135 (R) Rural Society (3 credits)

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.

161 Relationship Violence: Causes, Consequences, Treatment, and Prevention (1 credit)

This course introduces facts, concepts and theories that provide a foundation for understanding the kinds of violence that may occur regularly in relationships. Topics include: violence in dating relationships and acquaintance rape, partner abuse and rape, child abuse and incest, and elder abuse. Multidisciplinary perspectives provide a broad introductory overview of these issues.

200 Social Statistics (4 credits)

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. Prerequisite: MATH 110 or three years of high school math.

211 Marriage and Family (3 credits)

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. Prerequisite: SOCI 101.

218 Self and Society (3 credits)

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. Prerequisite: SOCI 101.

220 Social Problems (3 credits)

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. Prerequisite: SOCI 101.

244 Sociology of Deviant Behavior (3 credits)

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. Prerequisite: SOCI 101.

100 Criminal Justice

270 (D, G) Gender Issues (3 credits)

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.

286 Special Topics (1-4 credits)

This course is designed to provide lower-division students with an opportunity to experience a special or experimental curriculum course.

314 Sociological Theory (3 credits)

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.

315 Applied Social Research Methods (3 credits)

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. Prerequisites: SOCI 101, 200, and 314, or senior standing.

318 Forces for Social Change (3 credits)

Changing technology, collective behavior, reform and revolution; causes and consequences of social change, creative and destructive consequences of changing social patterns; and the relevance of history to social process. Prerequisites: SOCI 101 and one other sociology course.

331 (D) Minorities in American Society (3 credits)

Causes and consequences of prejudice, discrimination, and segregation; relationships of ethnic, racial, and religious minorities to dominant categories in the United States; and remedial programs to reduce racial, ethnic, and religious tensions. Prerequisite: SOCI 101.

344 Criminology (3 credits)

Explanation and critical analysis of criminology theory. Also, the course examines major types of crimes, victims, and criminal behavior in the contemporary United States. Topics include definitions; incidence and trends in criminal behavior; roles of police and judicial personnel; and justifications for punishment. Prerequisite: SOCI 144.

354 The Holocaust, Genocide, and Human Rights (3 credits)

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. Prerequisite: junior or senior standing, or consent of instructor.

415 Formal Organizations, Bureaucracies, Corporations (3 credits)

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. Prerequisite: SOCI 101.

420 Sociology of Work (3 credits)

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. Prerequisite: SOCI 101.

435 Rural Development (3 credits)

A critical analysis of research goals and methods currently applied to rural development; review and analysis of the future of small rural communities; and the benefits and costs of rural industrialization and its full social consequences. A major content requirement is a research paper. Prerequisite: one sociology or history course from the Rural Studies course list (See Core Curriculum section.)

440 Human Communities: Structure and Change (3 credits)

Sociological analysis of community structure, community development, and change. Focus on grassroots movements and community organizing. Critiques of community planning will be reviewed. Consideration of applicability of community development in less developed countries to North America. Prerequisite: SOCI 101, ANTH 116, or consent of instructor.

450 Individual Readings (1-3 credits)

Prerequisite: consent of instructor.

486 Special Topics (1-4 credits)

This course is designed to provide upper-division students with an opportunity to experience a special or experimental curriculum enrichment course.

495 Senior Seminar in Sociology (3 credits)

This course is designed to integrate previous sociology study by reviewing basic concepts and theories, reading and discussing selected topics not covered in the regular curriculum, and completing a research project begun in Applied Social Research Methods. Prerequisites: SOCI 315 and consent of instructor.

499 Field Experience/Internship (3-12 credits)

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, and applied sociology. Prerequisites: Sociology major or minor, Justice Administration major, Anthropology minor, or Criminal Justice minor; and SOCI 315; or consent of instructor.

ECONOMICS

Office: Charter Hall 129, 537-6223
Faculty: Raphael Onyeaghala, Gerald Toland
Department: Business and Public Affairs

Economics is the study of how societies use scarce resources to produce, allocate, and distribute valued goods and services. SMSU's Economics Program provides students with the opportunity to understand how important factors such as scarcity, growth, and technology affect the performance of individual markets, national economies, and global economic conditions.

ECONOMICS COURSES (ECON)

110 The Real World of Economics (3 credits)

This course is offered for the nonbusiness/economics major who wishes to examine the economic problems facing the United States. A nonmathematical analysis is presented on such topics as supply and demand; competition, monopoly power, and government regulation; energy and shortages of other vital resources; pollution; the role of government in the economy; taxation; determinants of the level of economic activity; investment; unemployment and inflation; poverty; and international economic problems. This course is not open to business majors. Prerequisite: nonmajor or consent of instructor.

201 (LAC, T) Principles of Microeconomics (3 credits)

Introduction to supply and demand analysis; study of competition and monopoly power; resource allocation, pricing and the market system; business and labor regulation; and income distribution. Prerequisites: MATH 045, or equivalent, and sophomore standing or consent of instructor.

202 (LAC, T) Principles of Macroeconomics (3 credits)

National income analysis; determinants of GNP and the level of economic activity; unemployment; inflation and non-inflationary full employment; government spending and taxation; the monetary system and Federal Reserve policy; international trade; and how other economic systems work. Prerequisites: MATH 045 and sophomore standing or consent of instructor.

301 Microeconomic Analysis and Policy (3 credits)

A continuation of the study of efficiency and equity raised in ECON 201. Competition, monopoly, undesirable effects of monopoly power, and inefficiencies in the economy are discussed. Prerequisites: MATH 140 or 150; and ECON 201, 202; or consent of instructor.

302 Macroeconomic Analysis and Policy (3 credits)

A continuation of the study of aggregate economic behavior. The level of economic activity, employment, inflation, unemployment, and monetary and fiscal policy will be discussed. Prerequisites: MATH 140 or 150; and ECON 201, 202; or consent of instructor.

310 Manpower Economics and Policy Issues (3 credits)

The course will present basic labor market analysis and manpower policy issues. Prerequisite: ECON 201 or consent of instructor.

315 Applied Microeconomics: Consumers, Producers, and Markets (3 credits)

Intermediate microeconomic theory, its application focusing on both consumer/producer decisions. Topics include: theory of supply and demand, market structure and conduct, general equilibrium and welfare, effects of government regulations, and market failures. Prerequisites: ECON 201 and ECON 202.

320 Resource Economics (3 credits)

Use, availability, control, and conservation of natural resources; analysis of policies to reduce or prevent shortages of fuels, water, and minerals; analysis of the uses of agricultural output and how the agricultural sector can help solve such problems as energy availability, water, and air pollution. Prerequisites: ECON 201, BADM 230; equivalents; or consent of instructor.

328 Money and Banking (3 credits)

Monetary system and monetary policy, including aggregate economic activity, economic policy and goals, and intermediate finance. Prerequisites: ECON 201, 202; or consent of instructor.

330 Rural Economics (3 credits)

The course will acquaint the student with the problems of rural America and present solutions to these problems. Prerequisites: ECON 201, 202, BADM 230; or consent of instructor.

380 Public Finance (3 credits)

The course is a study of government expenditures, fiscal principles, shifting and incidence of taxes, distribution of tax burden, types of taxation (income, consumption, wealth, sales, value-added), and debt policy for economic stabilization. Prerequisites: ECON 201, 202, or consent of instructor.

390 Economic Development (3 credits)

The course is a study of the theory of economic growth and development of less developed countries, and policy implications; an examination of the history of the process of economic development for a number of countries. Prerequisites: ECON 201, 202, or consent of instructor.

394 Directed Study in Economics (3 credits)

Prerequisite: consent of instructor.

410 Managerial Economics (3 credits)

The course studies applications of economic analysis to managerial decision-making, demand analysis, short-range forecasting involving supply-and-demand concepts, cost-benefit analysis; and economic optimization techniques. Prerequisites: ECON 201; BADM 230 or equivalent; MATH 140 or consent of instructor.

470 International Business and Economics (3 credits)

Doing business in and with other countries; why countries engage in international trade; financing international transactions; international banking; government policy and international trade and finance. Prerequisites: ECON 201, 202, and consent of instructor.

486 Special Topics in Economics (1-4 credits)

Prerequisite: consent of instructor.

EDUCATION

Office: Individualized Learning 229, 537-7115

Faculty: Wendy Claussen, Guy Gilberts, JoAnne Glasgow, Dennis Lamb, Verna Nassif, Lloyd Petersen, Eleanor Pobre, Karen Sterner, Deborah Van Overbeke, Paulette Stefanick, Eileen VanWie, Debra Wallace-Hasskamp, Loren Wiger

Department: Education

The Mission

The mission of the teacher education program at Southwest Minnesota State University is to create communities of practice where each learner is an active participant in the development of learning, teaching, and leadership processes by engagement in inquiry, critical reflection, and study of educational theory, research, and practice in pursuit of excellence.

Communities of Practice Investigating Learning and Teaching

Each student admitted to Teacher Education receives a Program Handbook, which identifies outcomes of the program and describes the research base for the theme, "Communities of Practice Investigating Learning and Teaching." The student handbook for Teacher Education is available online at www.SouthwestMSU.edu on the Education Department page.

Learning Center for Teacher Education

The Learning Center for Teacher Education includes a curriculum library, instructional media laboratory, and other material which directly supports the Teacher Education Program.

Graduate courses in Education. Please see subsection: "Master of Science: Education" and "Master of Science: Special Education."

Programs Offered

The Education Department offers Bachelor of Science degrees in Early Childhood Education (Birth-Grade 3); Elementary Education with a specialty in Preprimary education or a specialty in grades 5-8. A non-licensure minor in Special Education is also available. Secondary Education candidates earn a Bachelor of Science degree through their content area departments.

Teacher Licensure Programs

The Education Department provides teacher licensure programs in a variety of areas. Grades K-12 licensure combinations are available in Visual Art, Music, Physical Education, and World Languages and Cultures–Spanish. Grades 5-8 licensure is available in General Science. Grades 5-12 secondary licensure is available in Communication Arts/Literature, Health, Mathematics, and Social 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).

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.

Education Foundation Block

Students interested in an Education or Education-related major should take the Education Foundation Block. This is a block of courses that includes Liberal Arts Curriculum courses and education courses for a total of 16 credits. The education courses introduce the student to themes that continue throughout the program: developing communities of teachers and learners, content knowledge, inquiry into teaching and learning (action research), diversity, technology, learning/teaching processes, decision-making, ethics, school and society, the Minnesota academic standards, and advisory groups. Provision is made for transfer students to take these required courses in a nonblock format if necessary.

Grade Requirements

All grades received in education (ED), education foundation (EDFN), and specialty courses must be “C” or higher.

Application to Teacher Education Program

Students working toward licensure in Early Childhood Birth to Grade 3, Elementary or Secondary/K-12 must make formal application for admission to the Teacher Education Program.

The application/enrollment process for Teacher Education is described in more detail on the application forms available in the Education Department Office.

An applicant must meet the criteria listed below. Approval by the Teacher Education Screening Committee is required for acceptance into the program.

Applicants must:

1. Have completed at least 45 semester credits prior to applying and show evidence that a minimum of 60 semester credits will be satisfactorily completed at the end of the semester in which the application is being made.
2. The minimum GPA requirement can be met by option A or B:
 - A. 2.8 cumulative GPA from all transcripts from all colleges and universities attended. The cumulative GPA requirement for admission to Teacher Education is different from the transfer of credits and grades for admission to Southwest MN State University. Students may plan with an Education advisor to retake at SMSU courses taken at SMSU or other colleges or universities in order to improve the cumulative GPA.
 - B. 2.8 GPA for at least two of the most recent four terms of college or university work. These two terms must each have a minimum of 10 semester credits of letter graded non-education courses. To be eligible for this option, the cumulative GPA from all transcripts must be at least 2.0.
3. Have completed ENG 101 Fundamentals of College Writing (if applicable) with a minimum of “B-” grade, and the following courses (or the equivalents) with a minimum grade of “B-”: ENG 102 Rhetoric: The Essay, ENG 103 Rhetoric: Critical Writing, and SPCH 110 Fundamentals of Public Speaking.
4. Present biographical data.
5. Demonstrate competency in written communication by writing an essay which describes his/her commitment to teaching. The essay will be reviewed for correctness in mechanics and spelling as well as for the ability to express ideas clearly.
6. Receive three positive recommendations; one Academic Reference Form, one Classroom Experience Reference Form from a supervisor where the applicant has worked with infants, toddlers, or very young children if applying for ECE or one from a supervisor where the applicant has worked with children and adolescents if applying for Elementary or Secondary/K-12, and one Diversity Field Experience Reference Form from a supervisor where the applicant has completed the diversity field experience (see item #10 below.)
7. Complete the Teacher Education Readiness Inventory for the purpose of self-evaluation.
8. Present evidence of liability coverage. All SMSU Education students must hold personal liability insurance in an amount comparable to professional standards (minimum of \$1,000,000). Students must have this coverage throughout their program in Teacher Education.
9. For Early Childhood Education applicants only: Become a member of the National Association for the Education of Young Children (NAEYC) and the state affiliate of your choice. Please provide the Education Department with a copy of this form along with a copy of your payment or a copy of your current membership card.
10. Submit verification of 15 hours of experience with students and/or families from a culture different from one’s own. The purpose of the experience is to build rapport with one student and/or family. Verification must be from a supervisor/professional who is familiar with you and your goals for this experience. (Transfer students may present verification of experience for review during the application process, or may be given an Individualized Education Plan for this experience during the first semester at SMSU.)
11. Submit results of the PRAXIS I Pre-Professional Skills Test (PPST).

Additional Information

Undergraduate Students/Degreed Students without Licensure: Any undergraduate student or degreed student who does not hold a teaching license must meet the admissions criteria given above and be accepted into the program before taking any 300 or 400 level course toward the licensure program.

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

Testing: The Minnesota Board of Teaching requires that effective September 1, 2001, all applicants for initial teaching licensure in Minnesota shall provide evidence of having successfully completed the Pre-Professional Skills Test, a test of basic skills in reading, writing, and mathematics. Students interested in Teacher Education may take this examination any time after enrolling at Southwest Minnesota State University. Notification of testing dates and sites will be posted in the Education Department and in Career Services. Applicants for Teacher Education must submit the examination results as part of the application materials. The process is as follows:

- 1) must take the PRAXIS I Pre-Professional Skills Test (PPST) prior to application to Teacher Education,
- 2) must pass both the PRAXIS I Pre-Professional Skills Test and the Praxis II Pedagogy and Content Examination(s) appropriate to applicant's major(s) prior to application for initial teaching licensure.

Transfer Students: Transfer students and students with previous degrees may find it necessary to take additional liberal arts courses to meet Minnesota licensure requirements. Students requesting transfer of early childhood, elementary or secondary/K-12 credits from other colleges and universities may request a review of all transcripts at any time.

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

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

Deadlines: Each program has four opportunities to submit application materials for a given academic year. These deadlines are published in the cover letter for the application.

GPA in Program/Major: Secondary applicants for a B.S. degree in Mathematics Education must also fulfill a GPA requirement and course requirements set by the program/major.

Student Teaching

Approval for Student Teaching— all programs:

The approval process for student teaching includes verification of the following:

1. Formal acceptance into the Teacher Education Program.
2. Senior standing.
3. Complete application for student teaching on file.
4. Maintain a 2.8 G.P.A.
5. No education grades less than a "C".
6. Satisfactory evaluation from Pre-Student Teaching Experience (or equivalent).
7. Satisfactory completion of the Human Relations requirement for licensure.
8. All "IP" and "I" grades satisfactorily completed.
9. Degree check completed with Registrar's Office.

Note: Additional student teaching is required for each additional teaching major or licensure area. Consult the Education Department for further information.

Approval for Student Teaching—Elementary Applicants:

1. Completion of the following courses with a "C" grade or above: ED 201, ED 220, ED 280, EDSP 290, ED 345, ED 355, ED 360, ED 372, and a "C" grade or above in ED 425 when taken before student teaching.
2. Recommendation from advisor in Elementary Education.

Approval for Student Teaching—Secondary/K-12 Applicants:

1. Completion of all methods courses (K-12) with no grades lower than "C".
2. Recommendation from major advisor.
3. Recommendation from Education advisor.
4. List of courses taken in major field.

Graduation Requirement—All Programs

All Teacher Education students are required to complete a portfolio for demonstration of program outcomes and for reflection on development as a teaching candidate. The portfolio will be presented during a peer review, an exit interview with faculty, and the student teacher evaluation conference. More information on the portfolio requirement is found in the Program Handbook: Communities of Teachers and Learners.

EDUCATION PROGRAM REQUIREMENTS:

Bachelor of Science: Elementary Education , K-6 + Specialty (85 credits minimum)

I. Elementary Education major core course requirements: (64 credits)

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.)

EDFN 102	Technology: Classroom Applications	1
EDFN 111	Human Relations I and Lab	2
EDFN 201	Introduction to Education and Lab	2

The following course is recommended during the freshman year:

HLTH 110	First Aid and Safety/CPR	2
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The following courses are taken as a block by sophomore students:

Students register for all courses in “01” sections or all courses in “02” sections.

(Transfer students and interns may take them separately if necessary.)

ED 112	Human Relations II and Lab	2
ED 251	Introduction to Child Growth & Development: Teaching Birth - Grade 8.....	3
ED 280	Educational Diversity: Birth - Grade 8.....	3
EDSP 290	Introduction to Special Needs and Lab.....	3

The following courses may be taken concurrently or after ED 112, 251, 280, and EDSP 290:

ED 220	Language Development, Methods, & Assessment: Birth - Grade 8.....	3
HLTH 225	Alcohol, Narcotics, and Tobacco.....	2
MATH 128	Mathematics for Elementary Teachers	3

*It is recommended that the following courses be taken **after** the student has been admitted to the Teacher Education Program:*

ART 270	Art Education/Elementary	3
MUS 391	Teaching Music in Elementary Schools	3
PE 381	Elementary School Physical Education	2

The following courses may be taken only after the student has been admitted to the Teacher Education Program:

(Refer to the current Teacher Education application packet for information about the application process and criteria.)

The junior mentoring year includes: ED 355 Lab, ED 360 Lab, and ED 422.

ED 345	Social Studies Methods and Assessment,* Children’s Literature.....	3
ED 355	Developmental Reading Methods and Assessment and Lab	3
ED 360	Mathematics and Science Methods and Assessment: K-6 and Lab.....	4
ED 372	Elementary Clinical in Team Teaching.....	2
ED 422	Pre-Student Teaching Experience	1
ED 425	Health Methods and Assessment: Performance Assessment.....	2
ED 439	Philosophy of Education/Action Research	2

Twelve (12) credits of student teaching are required for a semester-length experience:

(Student teaching includes two placements.)

ED*	Student Teaching	12
ED 496	Student Teaching Seminar: Elementary Education	1

* Refer to Elementary Education advising information in the Education Department.

Total Core Courses: 64

II. Elementary Education Specialties

A. Communication Arts/Literature: Grades 5-8 (28 credits)

The following required Liberal Arts Curriculum courses are the foundation for competencies developed further in the specialty:

ENG 102	Rhetoric: The Essay
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- ENG 103 Rhetoric: Critical Writing
- SPCH 110 Fundamentals of Public Speaking
- One of the following in the Humanities and Fine Arts Area:
LIT 261 Novel, LIT 262 Short Story, LIT 263 Poetry, LIT 264 World Drama

Specialty Requirements: (Sophomore-Level Courses)

ENG 207	Writers' Workshop	4
LIT 250	Critical Approaches to Literature	3
SPCH 200	Small Group Communication	3
SPCH 215	Oral Interpretation	3
<i>Specialty Requirements: (Junior-Level Courses)</i>		
ED 404	Middle-Level Communication Arts/Literature Methods	3
ENG 361	Advanced Composition	3
ENG 365	Modern Grammar	3
LIT 410	Literacy and Literature for Adolescents	3
SPCH 330	Mass Media and Society	3

Total Credits: 28

B. Mathematics: Grades 5-8 (22 credits)

MATH 150	Calculus I	5
MATH 151	Calculus II	5
MATH 200	Introduction to Statistics	3
MATH 210	Discrete Mathematics	3
<i>Six additional credits in MATH from the following list:</i>		6
MATH 115	Finite Mathematics	3
MATH 300	Modern Geometry	3
MATH 305	History of Mathematics	3
MATH 310	Number Theory	3
MATH 360	Linear Algebra	3
MATH 320	Foundations of Mathematics	3

Total Credits: 22

C. Social Science: Grades 5-8 (30 credits)

ANTH 116	Cultural Anthropology	3
ECON 201	Principles of Microeconomics	3
HIST 210	World History in the 20th Century	3
HIST 222	Modern America: History of the U.S. from 1865-Present	3
POL 117	Introduction to Government and Politics	3
OR		3
POL 120	American National Government	3
POL 221	State Government	3
OR		3
POL 324	Local and Rural Politics	3
PSYC 101	General Psychology	3
PSYC 341	Child and Adolescent Psychology	3
RURL 101	Introduction to Geography	3
SOCI 101	Introduction to Sociology	3

The following courses are not counted in the Social Science Specialty total, but are the courses already counted in the LAC/MTC requirements of the Core Curriculum:

ENVS 180	Environmental Science (Lecture/ Lab:3/1)	4
PHIL 103	Ethics	3

Total Credits: 30

D. World Languages and Culture-Spanish: Grades K-8 (22 credits)

NOTE: A methods course for teaching Spanish Grades K-8 is required. Please meet with advisors in Education and Spanish if interested in this specialty.

SPAN 201	Intermediate Spanish I	4
SPAN 202	Intermediate Spanish II	4

SPAN 311	Spanish Composition and Conversation I	3
SPAN 312	Spanish Composition and Conversation II	3
ED 409	K-12 Methods: World Language/Culture-Spanish	2
<i>Choose six (6) credits from the following courses:.....</i>		<i>6</i>
SPAN 321	Introduction to the Study of 20th Century Literary Movements.....	3
SPAN 341	Spanish Culture and Civilization.....	3
SPAN 342	Latin American Culture and Civilization	3
SPAN 465	Independent Studies in Spanish	1-3
Total Credits:		22

E. Middle School Science: Grades 5-8 (28 credits)

All courses involve 3 credits lecture and 1 credit laboratory study.

Earth Science (8 credits)

ENVS 101	Physical Geology	4
ENVS 102	Historical Geology.....	4

Physical Science (8 credits)

CHEM 121	Basic Chemistry.....	4
PHYS 100	Our Physical Universe	4

Life Science (12 credits)

BIOL 200	Cell Biology.....	4
BIOL 301	Zoology	4
	OR	4
BIOL 302	Botany	4
ENVS 180	Environmental Science	4

Total Credits: 28

F. Preprimary Education: For ages 3-5 years (22 credits)

ED 275	Foundations: Parent-Child Relationships	2
ED 315	Play and Creative Activities: Facilitating Child-Centered Learning	3
ED 316	Play and Creative Activities Lab	1
ED 330	Curriculum, Methods and Assessment: Early Childhood.....	3
ED 333	Curriculum, Methods and Assessment Lab	1
ED 455	Leadership Issues in Early Childhood	3
EDSP 470	Home-School-Community Partnerships in Consultation/Collaboration	3
HLTH 290	Wellness, Safety and Nutrition: Birth to Grade 3	3
One of the following:		
SOC 211	Marriage and Family	3
	OR	3
PSYC 341	Child and Adolescent Psychology	3

Total Credits: 22

NOTE: Teacher licensure requirements given in this catalog are subject to change without notice to accommodate the requirements of licensure and accrediting agencies. These changes may be applied to students currently enrolled in the program. Students seeking a teaching license must complete a program approved by the Minnesota Board of Teaching; the University will then recommend that an appropriate license be issued. Students interested in Teacher Education should ask for the most up-to-date information on teaching licensure requirements in the Education Department Office.

Bachelor of Science: Early Childhood Education (80 credits)

I. Required Courses in Education:

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.

EDFN 102	Technology: Classroom Applications	1
EDFN 111	Human Relations I and Lab	2
EDFN 201	Introduction to Education and Lab	2

The following course is recommended during the freshman year:

HLTH 110	First Aid and Safety/CPR	2
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The following courses are taken as a block by sophomore students:

Students register for all courses in "01" sections or all courses in "02" sections.

(Transfer students may take them separately if necessary.)

ED 112	Human Relations II and Lab	2
ED 251	Introduction to Child Growth and Development: Teaching Birth-Grade 8	3
ED 280	Educational Diversity: Birth-Grade 8	3
EDSP 290	Introduction to Special Needs and Lab	3

The following courses may be taken concurrently with or after ED 112, 251, 280, and EDSP 290.

ED 220	Language Development, Methods and Assessment: Birth-Grade 8	3
ED 275	Foundations: Parent-Child Relationships	2
ED 315	Play and Creative Activities: Facilitating Child-Centered Learning	3
ED 316	Play and Creative Activities: Facilitating Child-Centered Learning Lab	1
EDSP 470	Home-School-Community: Partnerships in Consultation/Collaboration	3
HLTH 225	Alcohol, Narcotics, and Tobacco	2
HLTH 290	Wellness, Safety and Nutrition from Birth to Grade 3	3
SOCI 211	Marriage and Family	3

The following courses are taken after the student has been admitted to the Teacher Education Program:

(See the Teacher Education application packet for admission process and criteria.)

ED 330	Curriculum, Methods and Assessments: Early Childhood	3
ED 333	Curriculum, Methods and Assessments in ECE Lab	1
ED 345	Social Studies Methods and Assessments and Children's Literature and Lab	3
ED 355	Developmental Reading Methods & Assessment and Lab	3
ED 360	Mathematics and Science Methods & Assessment and Lab	4
ED 442	Creating Community in Early Childhood Environments	3
ED 455	Leadership Issues in Early Childhood	3
ED 456	Leadership Issues Internship	2
ED 471	Seminar in Action Research: Early Childhood Education	1
EDSP 331	Programming and Assessment of Infants and Toddlers	3
EDSP 335	Programming and Assessments of Infants and Toddlers Lab	1
PSYC 341	Child and Adolescent Psychology	3

Twelve (12) credits of student teaching are required for a semester-length experience:

(Student Teaching includes two placements.)

ED 474	Early Childhood Education Student Teaching: Grade 1-3	6
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And one of the following: (Choose level not selected for year-long placement in ED 316/333 labs)

ED 470	Early Childhood Education Student Teaching: Pre-Kindergarten	
	OR	6
ED 472	Early Childhood Education Student Teaching: Kindergarten	

Total Credits: 80

Secondary Education Majors: K-12 or 5-12 Licensure (28-41 credits)

Secondary Majors:

- 9-12 Biology
- 9-12 Chemistry
- 5-12 Communication Arts: Literature or Speech
- 5-12 Health
- 5-12 Mathematics
- 5-8 General Science Licensure

K-12 Majors:

- K-12 Music: Instrumental or Vocal
- K-12 Physical Education
- K-12 Visual Arts
- K-12 World Languages & Cultures: Spanish

5-12 Majors: Social Science Licensure with Content Major:
(history, psychology, political science, or sociology)
Contact the Education Department for licensure

requirements.

I. Professional Secondary Education Sequence: (28-41 credits)

EDFN 102	Technology: Classroom Applications (Fall and Spring).....	1
EDFN 111	Human Relations I and Lab (Fall and Spring).....	2
EDFN 201	Introduction to Education and Lab (Fall and Spring).....	2
ED 112	Human Relations II and Lab (Fall and Spring).....	2
HLTH 225	Alcohol, Narcotics and Tobacco (Fall and Spring).....	2
ED 280	Educational Diversity (K-12 licensure only) * (Fall and Spring).....	3
EDSP 290	Introduction to Special Needs and Lab (K-12 licensure only) * (Fall and Spring).....	3
PSYC 341	Child and Adolescent Psychology (5-12 Licensure & Spanish only).....	3
	(Spring guaranteed and Summer I if enough students enroll)	
ED 301	The Teaching and Learning Process: Secondary and Lab (Fall and Spring).....	3
ED 422	Pre-Student Teaching Experience (Interim or TBA).....	1
ED 466/469	Student Teaching (Fall and Spring).....	12

* At the time of the printing, these have been proposed for K-12 Spanish only, but are highly recommended for all other 5-12/K-12 majors.

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: (3-6 credits)

The appropriate discipline methods course(s) is (are) intended to be taken prior to Student Teaching.

Taking this course concurrently with ED 422 Pre-Student Teaching is recommended.

Discipline Methods Course(s).....	3-6
ART 270 Art Education/Elementary (Fall and Spring).....	3
ART 370 Art Education/Secondary (Spring).....	3
ED 405 Secondary Methods: Language Arts (Fall).....	3
ED 406 Secondary Methods: Mathematics (Spring).....	3
ED 407 Secondary Methods: Science (Spring).....	3
ED 408 Secondary Methods: Social Science (Fall).....	3
ED 409/509 K-12 Methods: World Languages and Cultures-Spanish (Spring).....	4
HLTH 492 Organization and Methods: Health Education (Spring).....	3
MUS 392 Elementary School Music Methods & Materials (Every 2 years, S.04) ...	2
MUS 393 Secondary School Music Methods & Materials (Every 2 years, F.04).....	2
PE 401 K-12 Special Methods: Physical Education (Fall).....	3

Total Credits: 28-41

IV. Requirements of major and/or minor fields of study:

See descriptions listed under program areas in this catalog. See the Education Department for requirements for Social Science, General Science, and World Languages and Culture-Spanish licensure requirements.

NOTE: Teaching reading in the content areas is a new licensure requirement of the State of Minnesota. See Education Department for further details.

Minor: Special Education (18 Credits)

This is a non-licensure minor that may lead to teaching licensure in Special Education.

I. Prerequisites: (3 credits)

EDSP 290	Introduction to Special Needs.....	3
EDSP 290	Introduction to Special Needs Lab	0
EDSP 400	Field Experience in Special Education *.....	0-4
	* (May be needed for transfer students without a lab experience.)	

Special Education Core: (9-12 credits)9-12

Choose 9-12 credits from the following courses:

EDSP 403	Behavioral Theories and Practices in Special Education	3
EDSP 423	Integration of Methods, Materials, and Technologies for Diverse Populations.....	3
EDSP 440	Assessment	2

EDSP 440 is taken with or prior to at least one of the following four labs:

EDSP 441	Assessment Lab: Developmental Disabilities	1
EDSP 442	Assessment Lab: Early Childhood Special Education	1
EDSP 443	Assessment Lab: Emotional Behavioral Disorders	1
EDSP 444	Assessment Lab: Learning Disabilities	1
EDSP 470	Home-School-Community: Partnerships in Consultation/Collaboration..	3
EDSP 480	Legal/Professional Issues in Special Education	3

Elective Courses: (3-6 credits)3-6

Choose 3-6 credits from the following courses:

BADM 105	Personal Development.....	1
EDSP 331	Programming and Assessment of Infants and Toddlers	3
EDSP 335	Programming and Assessment of Infants and Toddlers Lab	1
HRUM 1112	Sanitation and Safety.....	2
HRUM 1123	Fundamentals of Nutrition	3
PE 481	Adapted Physical Education Application	3
PHIL 103	Ethics	3

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.

K-12 Reading Licensure: (15 credits)*

ED 446/546	Advanced Developmental Reading Methods and Research	3
ED 447/547	Teaching of Literacy	3
ED 450/550	Reading Assessment and Evaluation	3
ED 451/551	Practicum in Reading Instruction	3
ED 492/592	Organization and Administration of Reading Programs.....	3

Total Credits: 15

102 Technology: Classroom Applications (1 credit)

Educational use of technology is the focus of this course. Students will explore computer applications as tools for their own learning, as well as the ethics of electronic communications. Exposure to multiplatform technology. Taken concurrently with EDFN 111, EDFN 201 — courses in the Education Foundation Block.

111 Human Relations I (2 credits)

An introductory course emphasizing communications skills, values, conflict resolution, life goal-setting, and developing teaching and learning communities. Combines with ED 112 Human Relations II to meet Minnesota Department of Education licensure regulation.

111 Human Relations Lab (0 credits)

Students will be in advisory groups for applying human relations concepts, for exploring the relationship of theory and practice in teacher development, and for building a community of teachers and learners using cooperative learning. Taken concurrently with EDFN 111.

201 Introduction to Education (2 credits)

An introduction to early childhood, elementary, and secondary education specifically for freshmen and sophomores interested in a teaching career. Students will explore their potential for teaching in light of the admission criteria and licensure requirements. Includes the study of historical and social foundations of education, and topics such as inquiry in the teaching and learning process, schooling in a multicultural society, and the profession of teaching.

201 Introduction to Education Lab (0 credits)

The lab for 201 is a field experience of half-day a week for 5 weeks or 20 hours in an area education program or classroom. The focus of this field experience is development of observation skills for understanding such themes as relationships in a community of teachers and learners, and inquiry in the teaching and learning process. The SMSU Education student will reflect on her/his readiness to develop self as learner into teacher as learner.

EDUCATION COURSES (ED)**112 Human Relations II (2 credits)**

Concepts and ideas which enable the student to recognize and identify oppression. Participants interact in a group setting with discussion and activities centered around pluralistic society with its great variety of cultures, value systems and life styles. Combines with Human Relations I to meet Minnesota Department of Education Human Relations licensure regulation. Prerequisite: EDFN 111.

112 Human Relations II Laboratory (0 credits)

This lab is for a fifteen-hour community service project designed to give pre-service teachers knowledge of and empathy for the life experiences of the students they will be teaching. The goal of the lab is personal affirmation of linguistic and cultural diversity. To be taken concurrently with ED 112 Human Relations II, ED 251, 280, EDSP 290 and lab. Prerequisites: EDFN 102, 111 and 201 and lab.

115 Understanding and Preventing Violence and Abuse (1 credit)

This course introduces facts, concepts, and theories that provide a foundation for understanding the kinds of violence and abuse that may occur in society. Topics include violence in dating relationships, acquaintance rape, partner abuse and rape, child abuse and incest, and elder abuse.

205 Internet for Educators (2 credits)

This course is designed to promote the effective integration of Internet technologies into classroom curriculum. Through individual and online collaborative projects, participants will explore the nature of the Internet, available Internet services, sites of interest to educators and students, Netiquette, Acceptable Use policies, Internet access issues, Internet software, methods for communicating information, effective Internet search strategies, Web publishing tools and techniques, as well as instructional activities.

208 Digital and Graphic Design (2 credits)

This course is designed to prepare the student to design and develop digital images for a variety of classroom applications. Through individual, online, and group collaborative projects, participants will explore digital capture, imaging, and integration into photo manipulation software such as Photoshop, as well as into Web-based programs.

220 Language Development, Methods, and Assessment: Birth-Grade 8 (2-3 credits)

The course enables the early childhood and elementary teacher to improve communication adequacy as language develops in the child from birth to adolescence. Explores the process of language development and appropriate strategies to stimulate and encourage the continuation of language growth. Students will complete an 8-hour field experience concurrently with the course. Prerequisites: EDFN 102, 111, and 201. (Note: Student takes course for 3 credits unless permission granted for 2 credits due to acceptance of transfer credits.)

230 (R, S) Education in Rural America (3 credits)

A survey course in rural education which deals with the historical, sociological, political, and economic factors which determine the character and function of the local school. In addition to viewing rural education from a general, national perspective, this course will address specific concerns of rural education in Minnesota.

251 Introduction to Child Growth and Development: Teaching Birth to Grade 8 (3 credits)

An introductory study in child growth and development from conception through age 14, with emphasis on teaching applications. Topics will be based on contemporary research and evidence from field experiences with children in a variety of environments. To be taken concurrently with ED 112 and 112 Lab, ED 280, EDSP 290 and 290 lab. Prerequisites: EDFN 102, 111, 111 Lab, 201 and 201 Lab.

275 Foundations: Parent-Child Relationships (2 credits)

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. Prerequisite: ED 251 or concurrent enrollment.

280 Educational Diversity: Birth-Grade 8 (3 credits)

This course prepares teachers to meet the needs of children, birth to grade 8, in multicultural settings. Resources and instructional approaches that respect cultural and linguistic diversity are explored in-depth. To be taken concurrently with ED 112, 112 Lab, 251, EDSP 290 and 290 Lab. Prerequisites: EDFN 102, 111, 111 Lab, 201 and 201 Lab.

286 Special Topics in Education (1-4 credits)

This course is designed to provide an opportunity for students to experience a special or experimental curriculum enrichment course. Prerequisite: consent of instructor.

292 Honors Credit in Education (1-3 credits)

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. Prerequisite: consent of department.

296 Workshop in Education (1-4 credits)

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

301 The Teaching and Learning Process: Secondary (5-12/K-12) (3 credits)

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. Prerequisites: EDFN 102 and lab, EDFN 111 and lab, and EDFN 201 and lab; admission to the Teacher Education Program.

303 Professional Development (1-2 credits)

This elective course will help the teacher education student begin a plan for professional development. A portfolio will be an ongoing project of the course, as well as discussions and activities related to preparing for the teaching profession. Prerequisite: ED 201 or concurrent enrollment. May be repeated up to 2 credits.

315 Play and Creative Activities: Facilitating Child-Centered Learning (3 credits)

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. Prerequisites: completion of EDFN 102, 111 and 201 and completion or concurrent enrollment in ED 112, 251, 280, and EDSP 290, or consent of instructor. Concurrent enrollment in ED 316 (lab/fieldwork portion) is required.

316 Play and Creative Activities: Facilitating Child-Centered Learning Lab (1 credit)

For this junior-level field experience students will be placed in either a kindergarten or pre-kindergarten/preschool classroom setting for a minimum of 30 hours. Students will be in the same setting for ED 333 Lab the following semester. Opportunities to interact with young children to facilitate their growth and development through play and creative/expressive activities are the heart of this experience. Prerequisites: completion of EDFN 102, 111, 201 and completion of or concurrent enrollment in ED 112, 251, 280, and EDSP 290. To be taken concurrently with ED 315 or with consent of instructor.

330 Curriculum, Methods and Assessment: Early Childhood (3 credits)

One of two early childhood courses that focus on curriculum; this offering builds on the knowledge, skills, and dispositions of other required methods courses. Various developmentally appropriate and best practice curricula in the field of early childhood education, in which instructional strategies, theories of curriculum development, and integrated curriculum from 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. Prerequisites: EDFN 102, 111, 201 and completion or concurrent enrollment in ED 112, 251, 280, EDSP 290 and completion of ED 316 and 316, or consent of instructor. Concurrent enrollment in ED 333 (lab/fieldwork portion) is required.

333 Curriculum, Methods, and Assessment: Early Childhood Laboratory (1 credit)

For this junior level field experience students will be placed in either a kindergarten or pre-kindergarten/preschool classroom setting for a minimum of 30 hours. Students will have been in the same setting for the ED 316 lab the previous semester. Prerequisites: EDFN 102, 111, 201 and ED 315/316 and completion of or concurrent enrollment in ED 112, 251, 280, EDSP 290. To be taken concurrently with ED 330 or with consent of instructor.

345 Social Studies Methods and Assessment and Children's Literature (2-3 credits)

(Course is taken for three credits unless permission is granted by Education Department to take for two credits.) This course includes the study of teaching strategies and assessments for social studies concepts at preprimary, kindergarten, and elementary levels, and the study of children's literature for preprimary, kindergarten, and elementary levels. Take concurrently with ED 372. Prerequisites: Application/Admission to Teacher Education Program, consent of instructor and EDFN 102, 111, ED 112, 201, 220, 251, 280, and EDSP 290.

355 Developmental Reading Methods and Assessment (3 credits)

This course addresses the total spectrum of a developmental literacy program. Included is the study of phonemic, graphemic, and semantic systems, as well as strategies for teaching comprehension skills to children. Prerequisite: EDFN 102, 111, 201 and ED 112, 220, 251, 280, EDSP 290, application/admission to Teacher Education program. Concurrent enrollment in ED 355 Developmental Reading Lab is required.

355 Developmental Reading Methods and Assessment Laboratory (0 credits)

This lab is taken concurrently with course ED 355. Eight classroom visits have structured assignments for teaching reading skills to children grades K-6.

360 Mathematics and Science Methods and Assessment: K-Grade 6 (4 credits)

This course focuses on the central concepts and tools of inquiry for effective mathematics and science instruction for kindergarten–grade 6. The course will address concept development, skill attainment, and problem-solving in math and science at the kindergarten and elementary level. Lesson planning, assessment procedures, and techniques for accommodating different learning styles will be explored. Standards-based teaching and learning is the basis for developing curriculum in math and science.

360 Mathematics and Science Methods and Assessment Lab (0 credits)

Students will be placed in a classroom environment for six classroom visits for guided practice using appropriate methods. Students will teach a unit in both content areas. Taken concurrently with ED 360.

372 Elementary Clinical in Team Teaching (2 credits)

A study of team planning and teaching with multi-age grouping. Students team plan and team teach content and skill objectives during a special clinical experience in a nearby elementary school. Prerequisites: ED 102, 111, 112, 201, 220, 251, 280, EDSP 290, and application/admission to Teacher Education Program.

392 Multicultural Clinical Experience (1-3 credits)

This clinical experience is designed to provide a teaching/learning experience in a diverse setting such as an urban school, alternative learning center, charter school, Native-American school, community organization, or other approved setting. This clinical will include involvement in a school and/or community site. Course content relates to understanding diverse needs of students, their families, and communities, and applying this understanding to the setting. Thirty hours per credit includes class time and a clinical field experience. Length of the experience will vary. There may be expenses for travel and housing. Prerequisite: approved application for Multicultural Clinical Experience.

404 Middle Level Communication Arts/Literature Methods (3 credits)

An introduction to the special literacy needs of middle level students. There will be specific focus on reading, writing, speaking, and listening methods for middle school teachers. The course will provide pre-service teachers with the background to work with middle-level students. They

will develop a working knowledge of Communication Arts/Literature with the appropriate research base and strategies. Evaluation procedures, classroom, and technology appropriate for middle level students will be studied. Prerequisite: Application/admission to Teacher Education Program.

405 Secondary Methods: Language Arts (3 credits)

Study of rationale, curriculum, and special methods relevant to teaching language arts, grades 5-12. Prerequisite: ED 301.

406 Secondary Methods: Mathematics (3 credits)

Study of rationale, curriculum, and special methods relevant to teaching mathematics, grades 5-12. Prerequisite: ED 301.

407 Secondary Methods: Science (3 credits)

Study of rationale, curriculum, and special methods relevant to teaching science, grades 5-12. Prerequisite: ED 301.

408 Secondary Methods: Social Science (3 credits)

Study of rationale, curriculum, and special methods relevant to teaching the social sciences, grades 5-12. Prerequisite: ED 301.

409/509 K-12 Methods: World Languages and Cultures—Spanish (2-4 credits)

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). 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. Prerequisites: application/admission to the Teacher Education Program, ED 301 and at least one Spanish class at the 300 level.

411 Human Relations for Teachers (4 credits)

Concepts and ideas which enable the student to recognize and identify oppression. The class participants interact in a group setting with discussion and activities centered around our pluralistic society with its great variety of cultures, value systems, and life styles. This course meets Minnesota Department of Education Human Relations licensure regulation. Prerequisite: consent of instructor.

421 Media and Methods (2 credits)

The course seeks to provide an in-depth experience for pre-service and in-service teachers in general audio-visual/media areas. The use of modern media extends the senses of the learner and brings a great variety of realistic options involved in the learning process.

422 Pre-Student Teaching Experience (1 credit)

The Pre-Student Teaching Experience is the field experience for Elementary, Secondary, and K-12 Education candidates that needs to be successfully completed prior to Student Teaching. General goals are to practice using the knowledge, skills, and dispositions that support the learning of all P-12 students in a classroom setting and to assess readiness for student teaching. A minimum of 10 days is required. Prerequisites: Elementary Candidates: ED 345 and ED 360; Secondary and K-12 Candidates: ED 301.

425 Health Methods & Assessment: Performance Assessment (2 credits)

Health methods is a process that involves an integrated approach with intellectual, physical, psychological, social, and spiritual dimensions relating to learning experiences which increase the abilities of students to make positive lifestyle choices affecting their personal, family, and community well-being. The focus on health education is to motivate students to assume more responsibility for personal health and the health of their family and community. Health education should provide a positive contribution to the health promotion and wellness activities of each student.

431 Creating Instructional Materials (3 credits)

Total effort in this class is directed toward making games and activity-based materials and units for use in the classroom instruction of different subject matter areas.

435 Parent Education/Group Dynamics (3 credits)

This course examines various approaches to parent education. Concepts of adult development and group dynamics will be the basis of planning a variety of methods for working with parents and parent groups. Use of community services, child development theory, child care guidelines, and behavior modification will be discussed within the context of parent education programs. Prerequisites: application/admission to the Teacher Education Program, ED 201, 251, 275.

439 Philosophy of Education/Action Research (2 credits)

Students will prepare their philosophy of education for their working portfolio, and present it in an exit interview. Students will use the inquiry process to investigate a curriculum, school, or community topic. Under the guidance of the University instructor and school personnel, students will cooperatively develop and implement a plan

of action, and present the results. Prerequisites: senior standing; and application/admission to Teacher Education Program.

442 Creating Community in Early Childhood Environments (3 credits)

Topics included in this course will be related to creating and maintaining a classroom climate—physical (indoor and outdoor), social, emotional, and intellectual—conducive to child development and learning. Theory and appropriate practice from the following areas will be included: discipline and guidance, self-learning space, and contemporary issues. Approaches for 'bringing the community in' to the classroom/program and for reaching out into the community will be explored. Students will have the opportunity to evaluate an environment using a valid and reliable instrument. Prerequisites: completion of freshman and sophomore blocks, junior standing, completion or concurrent enrollment in ED 316 and/or ED 333 [the year-long ECE lab/field experience], or consent of the instructor.

445 Adult Education in Early Childhood: Methods and Materials (2 credits)

This course examines adult development theory (men, women, minority) as applicable to learner-centered models of teaching adults (parents, volunteers, staff members) in early childhood. Topics will include program development, creating a conducive learning environment, topic selection, learner-centered models of teaching, learner assessment, and program evaluation. Principles of adult education will be modeled by the instructor. Students will develop a practical, theoretically-based curriculum unit. Prerequisite: ED 275.

446/546 Advanced Developmental Reading Methods and Research (3 credits)

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.

447/547 Teaching of Literacy (3 credits)

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.

450/550 Reading Assessment and Evaluation (3 credits)

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 background and skills.

451/551 Practicum in Reading Instruction (3 credits)

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

455 Leadership Issues in Early Childhood (3 credits)

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. Prerequisites: ED 275 and ED 330.

456 Leadership Issues Internship (2 credits)

Students will complete an extended supervised field experience in an agency that serves young children and their families. Placement of 100 hours will be scheduled over a minimum of six (6) weeks. Students will have opportunities to understand the infrastructure of the Early Childhood field and to demonstrate professional and ethical behaviors. Development of a program, manual, or project for the agency that is consistent with its philosophy is required. Prerequisites: ED 251, 275, 280, 315, 316, 330, 333, EDSP 290, EDSP 290 Lab, and senior standing, or consent of instructor

459 Pre-Internship (2-4 credits)

This field experience is designed to integrate theory and practice for pre-service teachers. The intern is placed with a master teacher for varying lengths of time to demonstrate program outcomes. The pre-internship takes place the semester before the student teaching or internship experience. Two credits represents two days per week in the school; three credits represents three days per week; four credits represents four or five days per week in the school. Prerequisites: senior standing; application/admission to the Education Program.

464 Workshop in Education (1-4 credits)

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

465 Secondary Student Teaching: Grade 5-12 (12 credits)

A full semester of practice teaching in an elementary or secondary school. Prerequisite: application/admission to Teacher Education Program.

466 K-12 Student Teaching (12 credits)

Supervised, extended field experience for a semester in kindergarten–grade 12 classrooms (beginning and ending dates posted for each semester at Education Department Office). Required for K-12 licensure fields. Students demonstrate Teacher Education Program outcomes. Evaluation by classroom supervisor and University supervisor. Portfolio presented at final conference. Prerequisites: ED 422, application/admission to Teacher Education Program.

467 Advanced Student Teaching (6 credits)

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.

468 Advanced Practicum (6 credits)

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.

469 Secondary Student Teaching: Grade 5-12 (12 credits)

Supervised, extended field experience for a semester in grade 5-12 classrooms (beginning and ending dates posted for each semester at the Education Department Office.) Required for Secondary (5-12) licensure fields. Students demonstrate Teacher Education Program outcomes. Evaluation by classroom supervisor and University supervisor. Portfolio presented at final conference. Prerequisites: ED 422, and application/admission to Teacher Education Program.

470 Early Childhood Education Student Teaching: Pre-Kindergarten (6 credits)

Supervised, extended, optional field experience for a half-semester in pre-kindergarten setting (beginning and ending dates posted for each term at Education Department Office). Students demonstrate Teacher Education Program outcomes. Evaluation by classroom supervisor and University supervisor. Portfolio presented at final conference. Prerequisite: application/admission to Teacher Education Program.

471 Seminar in Action Research: Early Childhood Education (1 credit)

The student uses an inquiry process to investigate an early childhood-related topic in student teaching site(s). Site and University supervisors approve topic and research design. Students will develop a plan of action, implement plan in each student teaching site, and evaluate results of implementation. Concurrent enrollment during semester-length student teaching.

472 Early Childhood Education Student Teaching: Kindergarten (6 credits)

Supervised, extended field experience for a half-semester in kindergarten classroom (beginning and ending dates posted for each term at Education Department Office). Students demonstrate Teacher Education Program outcomes. Evaluation by classroom supervisor and University supervisor. Portfolio presented at final conference. Prerequisite: application/admission to Teacher Education Program.

474 Early Childhood Education Student Teaching: Grades 1-3 (6 credits)

Supervised, extended field experience for a half-semester in a primary classroom; required for B.S. degree in Early Childhood Education (beginning and ending dates posted for each term at Education Department Office). Students demonstrate Teacher Education Program outcomes. Evaluation by classroom supervisor and University supervisor. Portfolio presented at final conference. Prerequisite: application/admission to Teacher Education Program.

476 Advanced Teaching of Reading (3 credits)

This course is devoted to a study of how to individualize reading in the elementary classroom. Materials, techniques, learning options and the use of activity-based materials are included.

476 Advanced Teaching of Reading Lab (0 credits)**486/586 Special Topics in Education (1-4 credits)**

This course is designed to provide an opportunity for students to experience a special or experimental curriculum enrichment course. Prerequisite: consent of instructor.

488 Assistantship (1-3 credits)

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. Prerequisite: consent of instructor.

490 Peer Coaching (1-2 credits)

Peer coaches will participate with Education Department faculty in team planning and teaching of peers. This may include pre-conferencing, observing, writing feedback and post-conferencing during field experiences for education students.

491 Elementary Student Teaching: Grades 1-3 (6 credits)

Supervised, extended field experience for a half-semester in a primary (grades 1-3) classroom (beginning and ending dates posted for each term at Education Department Office). Students demonstrate Teacher Education Program outcomes. Evaluation by classroom supervisor and University supervisor. Portfolio presented at final conference. Prerequisites: application/admission to Teacher Education Program.

492/592 Organization and Administration of Reading Programs (3 credits)

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.

493 Elementary Student Teaching: Grades 4-6 (6 credits)

Supervised, extended field experience for a half-semester in a grade 4-6 classroom (beginning and ending dates posted for each term at Education Department Office). Students demonstrate Teacher Education Program outcomes. Evaluation by classroom supervisor and University supervisor. Portfolio presented at final conference. Prerequisites: application/admission to Teacher Education Program.

494 Independent Study (1-4 credits)

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

495 Elementary Student Teaching: Pre-Kindergarten (6 credits)

Supervised, extended field experience for a half-semester in a pre-kindergarten setting for Elementary Education majors in the Preprimary specialty (beginning and ending dates posted for each term at Education Department Office). Students demonstrate Teacher Education Program outcomes. Evaluation by classroom supervisor and University supervisor. Portfolio presented at final conference. Prerequisite: application/admission to Teacher Education Program.

496 Student Teaching Seminar: Elementary Education (1 credit)

The main objective of the seminar is to provide a sharing experience for all pre-service teachers. The course offers information on application of education theory, lesson and unit planning, and assessment for diverse learners; home-school-community relationships; professional collaboration, ethics, and relationships. Taken concurrently with semester-length student teaching.

497 Elementary Student Teaching: Kindergarten (6 credits)

Supervised, extended field experience for a half-semester in a kindergarten setting for Elementary Education majors in the Preprimary specialty. (Beginning and ending dates posted for each term at Education Department Office). Students demonstrate Teacher Education Program outcomes. Evaluation by classroom supervisor and University supervisor. Portfolio presented at final conference. Prerequisites: application/admission to Teacher Education Program.

498 Elementary Student Teaching: Grades 7-8 (6 credits)

Supervised, extended field experience for a half-semester in a grade 7-8 classroom for Elementary Education majors choosing a grade 5-8 specialty (beginning and ending dates posted for each term at Education Department Office). Students demonstrate Teacher Education Program outcomes. Evaluation by classroom supervisor and University supervisor. Portfolio presented at final conference. Prerequisite: application/admission to Teacher Education Program.

499 Internship - Field Experience - Field Study (1-12 credits)

Field experience designed by the requesting student and the faculty member who has agreed to help structure and supervise the experience. Prerequisites: application, junior standing.

**SPECIAL EDUCATION COURSES (EDSP)
286/486/586 Special Topics in Special Education (1-4 credits)**

This course is designed to provide an opportunity for students to experience a special or experimental curriculum enrichment course. Prerequisite: consent of instructor.

290 Intro to Special Needs (3 credits)

This course provides information on the various exceptionalities and facilitates understanding of the basic special needs education services provided to children with disabilities. Topics include federal and state mandates, early intervention, planning with parents, the team approach, teaching methodologies, and curriculum adjustment. To be taken concurrently with the ED 112/112 Lab, 251, and 280. Prerequisites: EDFN 102, 111 /111 Lab, and 201/201 Lab.

290 Introduction to Special Needs Lab (0 credits)

A field experience to assist the education student in valuing diversity and inclusion. The student will complete a portfolio as part of this lab. A reflective journal is a requirement of the lab. To be taken concurrently with EDSP 290 course.

331 Programming and Assessment of Infants & Toddlers (3 credits)

Develops identification, assessment, and programming of infants and young children. Experience with a variety of assessment tools, intervention strategies, and integrated educational settings will be given. Taken concurrently with EDSP 335 Lab. Prerequisites: ED 251 and EDSP 290.

335 Programming and Assessment of Infants & Toddlers Lab (1 credit)

Students will observe, assess, and participate in both a home-based (Birth-2 years) and center-based setting (3-6 years). A visit to a neonatal intensive care unit is also planned. Taken concurrently with EDSP 331. Pre- or co-requisites: ED 315/316, ED 330/333, or consent of instructor.

400/500 Lab (0-4 credits)

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 credit (undergraduate or graduate) in different settings. Prerequisite: consent of instructor.

403/503 Behavioral Theories and Practices in Special Education (3 credits)

A dynamic course in the assessment and management of the behaviors of children and youth in educational settings. Prerequisites: ED 251, EDSP 290, or consent of instructor.

423/523 Integration of Methods, Materials, & Technologies for Diverse Populations (3 credits)

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. Prerequisites: EDSP 290 and consent of instructor.

440/540 Assessment (2 credits)

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. This course is intended to be taken with or prior to an assessment lab in a chosen specialty, including a choice of EDSP 4/541, 4/542, 4/543, 4/544, or PE 445.

441/541 Assessment Lab: Developmental Disabilities (DD) (1 credit)

This course provides an opportunity to administer and employ, for the purpose of programming, assessment instruments specific to the needs of students with developmental disabilities, K-12. Pre- or co-requisite: EDSP 440/540.

442/542 Assessment Lab: Early Childhood Special Education (ECSE) (1 credit)

This course provides an opportunity to administer and employ, for the purpose of programming, assessment instruments specific to the needs of young children, birth to 6 years old. Pre- or co-requisite: EDSP 440/540.

443/543 Assessment Lab: Emotional Behavioral Disorders (EBD) (1 credit)

This course provides an opportunity to administer and employ, for the purpose of programming, assessment instruments specific to the needs of students with emotional behavioral disorders, K-12. Pre- or co-requisite: EDSP 440/540.

444/544 Assessment Lab: Learning Disabilities (LD) (1 credit)

This course provides an opportunity to administer and employ, for the purpose of programming, assessment instruments specific to the needs of students with learning disabilities, K-12. Pre- or co-requisite: EDSP 440/540.

470/570 Home-School-Community: Partnerships in Consultation/Collaboration (3 credits)

An exploration of the principles, resources, and techniques of communication, collaboration, consultation, and transitions for children, their families, educational settings, the community, and society as a whole. Family systems theory, children with special needs, and cross-cultural sensitivity are included. Prerequisite: EDSP 290 or consent of instructor.

480/580 Legal/Professional Issues in Special Education (3 credits)

This course provides an in-depth study of the philosophical foundations, legal bases, and a historical background of special education. An overview of disabling conditions and their implications; the availability of resources; and advocacy. Prerequisite: EDSP 290 or consent of instructor.

494 Independent Study (1-4 credits)

This course allows students to do an in-depth, independent exploration of a topic for a better understanding in the field of special education. Prerequisite: consent of instructor.

499 Internship (1-6 credits)

This course involves on-the-job experience. It requires discussions 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. Prerequisite: consent of instructor.

EDUCATION: GRADUATE PROGRAM

Office: Social Science 231, 537-7171

Faculty: Guy Gilberts, JoAnne Glasgow, Verna Nassif, Lloyd Petersen,
Eleanor Pobre, Eileen VanWie, Debbie Van Overbeke

Department: Education

MASTER OF SCIENCE: EDUCATION

The Education Department offers the Master of Science (MS) with a major in education that emphasizes educational leadership in the candidate's professional field. This program supports the concept of "Communities of Practice Investigating Learning and Teaching." The National Board of Professional Teaching Standards are embedded in the competencies of this program of study. Participants will build knowledge in subject matter, instructional practices, and the learning/teaching process. Participants will integrate current research into effective practices and develop the leadership capacities necessary to implement effective educational practices in local settings. When participants complete the program, they continue to take responsibility to expand their own learning and leadership capacity.

The education courses are offered as a balance of on-campus class time and on-line Internet time. The online portion offers learning modules, journal/research links, online discussion groups, and real time chats. Courses are offered in blocks to meet the unique needs of candidates who are currently engaged in teaching. Please visit the SMSU Web site or contact the Education Graduate Office at (507) 537-7171 or msed@SouthwestMSU.edu for the most current information and course offerings.

The SMSU Education Department also offers a Master of Science degree with a major in special education. For information on the program, see page 223.

The Vision:

The SMSU Professional Education Unit is a community of learners dedicated to the continuous development of quality practice, personal/professional growth, and leadership.

The Mission:

The mission of Professional Education at SMSU is to create a community of learners where each learner is an active participant in the development of learning, teaching, and leadership processes by engagement in inquiry, critical reflection, and study of educational theory, research, and practice in pursuit of excellence.

SMSU Master Educator Standards:

These standards are adapted from the National Board for Professional Teaching Standards.

1. Teachers are committed to students and their learning.
 - 1.1 Teachers recognize individual differences in their students and adjust their practice accordingly.
 - 1.2 Teachers have an understanding of how students develop and learn.
 - 1.3 Teachers treat students equitably.
 - 1.4 Teachers' mission extends beyond developing cognitive capacity of their students.
 - 1.5* Teachers affirm the commonalties and differences of students and all humans.
2. Teachers know the subjects they teach and how to teach those subjects to students.
 - 2.1 Teachers appreciate how knowledge in their subjects is created, organized, and linked to other disciplines.
 - 2.2 Teachers command specialized knowledge of how to convey a subject to students.
 - 2.3 Teachers generate multiple paths to knowledge.
 - 2.4* Teachers use instructional technology effectively.
3. Teachers are responsible for managing and monitoring student learning.
 - 3.1 Teachers call on multiple methods to meet their goals.
 - 3.2 Teachers orchestrate learning in group settings.
 - 3.3 Teachers place a premium on student engagement.
 - 3.4 Teachers regularly assess student progress.
 - 3.5 Teachers are mindful of their principal objectives.
4. Teachers think systematically about their practice and learn from experience.

- 4.1* Teachers regularly model ethically reasoned judgments as they engage in daily decision-making within their learning community.
 - 4.2 Teachers seek the advice of others and draw on education research and scholarship to improve their practice.
 - 4.3* Teachers make decisions based on knowledge of the historical, philosophical, and social foundations of education.
 - 5. Teachers are members of learning communities.
 - 5.1 Teachers contribute to school effectiveness by collaborating with other professionals.
 - 5.2 Teachers work collaboratively with parents.
 - 5.3 Teachers take advantage of community resources.
- * *The SMSU Education Department has added or revised these indicators to the NBPTS (as of June 4, 1997).*

Admission Requirements

1. Complete the application form with a \$20.00 nonrefundable processing fee and submit to the Office of Admissions. Checks may be written to SMSU.
2. With your application form, include your academic vita and a one-page letter of application that indicates your career goals. An academic vita outline is available on the SMSU web site.
3. A Bachelor's Degree (B.S. or B.A.) from an accredited college or university.
4. A minimum GPA of 3.0 (on a 4.0 scale) for the last two years of undergraduate study (64 semester credits or 96 quarter credits).
5. Official transcript stating undergraduate degree is submitted with the application for admission to Southwest Minnesota State University. (Students wishing to transfer graduate credits to the program should provide one official copy of all post-secondary institutions where credit has been earned.)
6. Two letters of recommendation, with one being from a person who is qualified (an administrator or a university professor who has reviewed your work over an extended period of time) to discuss your academic potential.

Program Description:

The program consists of two components; the Professional Education Core and Professional Field Emphasis. The Professional Education Core (16 credit) builds the foundation for knowledge about the relationship between academic learning and informed pedagogical practice and building communities of learners and teachers. The Professional Field Emphasis (18 credits) focuses on subject matter knowledge, leadership and advocacy, and an action research project in the participant's professional field. The Professional Field Emphasis is selected by the participant in an academic level; early childhood, elementary, middle level, secondary, or post secondary education. A professional emphasis in an area of curriculum and instruction may also be available for selected content areas, such as math or music. Please contact the Education Department for available options for an emphasis in an area of curriculum and instruction.

Graduate communities of teachers and learners develop leadership capacity and transform education through implementing change in classrooms and/or work settings.

Graduate students set their own goals, conduct action research, and produce educational materials, which are used in their classrooms and/or work environments. During this process, advisory groups provide support and validation using the National Board of Professional Teaching Standards, research, and experience as guides for assessing development. Participants develop a portfolio for self-assessment, which documents achievement of personal goals and the standards of the community.

Master of Science: Education (34 credits)**Professional Education Core: (16 credits)**

ED 600	Research Seminar	1
ED 610	Professional Development for Meaningful Learning	3
ED 614	Critical Analysis of Teaching and Learning	3
ED 612	Democracy, Diversity, and Education	3
ED 554	Professional Development through Collaboration	3
ED 558	Educators as Change Agents.....	3

Professional Field Emphasis: (18 credits)

ED 636	Current Issues in Education.....	3
ED 560	Linking Content, Pedagogy, and Assessment.....	3
ED 690	Research Design	3
ED 699	Action Research Project	3
ED XXX	Electives	6

Total Credits:	34
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COURSE SEQUENCE:

The following is the sequence of course offerings. The on-campus program encourages a cohort model to provide on-going professional growth and support for community members. Participants are encouraged to enroll in courses as listed to complete the program in two years with a cohort of learners/teachers. However, individual courses may be selected and enrolled in according to the need and circumstances of the participant.

SEMESTER ONE: Fall

ED 600	Research Seminar	1
ED 610	Professional Development for Meaningful Learning.....	3
ED 614	Critical Analysis of Teaching and Learning	3

SEMESTER TWO: Spring

ED 600	Research Seminar (If not taken in the fall)	1
ED 560	Linking Content, Pedagogy, and Assessment.....	3
ED 636	Current Issues in Education.....	3
ED XXX	Elective.....	3

SUMMER SESSION:

ED 690	Research Design	3
ED XXX	Elective	3-6

SEMESTER THREE: Fall

ED 554	Professional Development through Collaboration	3
ED 699	Action Research Project	3
ED XXX	Elective.....	3

SEMESTER FOUR: Spring

ED 612	Democracy, Diversity, and Education	3
ED 558	Educators as Change Agents	3

MASTER OF SCIENCE: EDUCATION COURSES (ED)

ED 554 Professional Development through Collaboration (3 credits)

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.

Prerequisite: Bachelor's Degree and admission to the Master's program.

ED 558 Educators as Change Agents (3 credits)

Students will explore advocacy and leadership skills and their role and value in the educational setting and community. Students will engage in active leadership roles and professional development within their educational contexts. Prerequisite: Bachelor's Degree and admission to the Master's program.

ED 560 Linking Content, Pedagogy, and Assessment (3 credits)

Students develop and refine the form and way curriculum is organized and covered using research-based instructional practices in his/her content area. Students will develop a process to assess student learning and program standards. Prerequisite: Bachelor's Degree and admission to the Master's program.

ED 575 Principles of Middle Level Education (3 credits)

This course provides a comprehensive look at middle level education. Topics to be studied are: the historical development, goals, and philosophy of middle schools; developmental characteristics and instructional needs of adolescents and diverse adolescent learners; middle school curricular structures (interdisciplinary and exploratory curriculum), assessment/evaluation methods; parent and community partnerships; and the role of technology in middle level education. Emphasis: MLE and all C & I areas.

ED 586 Special Topics in Education (1-4 credits)

This course is designed to provide an opportunity for students to experience a special or experimental curriculum enrichment course. Prerequisite: consent of instructor.

ED 600 Research Seminar (1 credit)

This course will assist the graduate student in the American Psychological Association (APA) publication style, choosing a research topic, conducting a review of literature, and organizing an action research project, the capstone activity for the graduate program.

ED 610 Professional Development for Meaningful Learning (3 credits)

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. Prerequisite: Bachelor's Degree and admission to the Master's program.

ED 612 Democracy, Diversity, and Education (3 credits)

Students are challenged to critically examine a diversity of culturally embedded beliefs, knowledge, processes, and organizational structures. Students will identify and demonstrate an understanding of various dimensions of inclusive, multicultural, and global education. Prerequisite: Bachelor's Degree and admission to the Master's program.

ED 614 Critical Analysis of Teaching and Learning (3 credits)

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. Prerequisite: Bachelor's Degree and admission to the Master's program.

ED 636 Current Issues in Education (3 credits) - number/name change pending

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. Prerequisite: Bachelor's Degree and admission to the Master's program.

ED 680 Organizational Management and Leadership in Academic Settings (3 cr.)

This course provides students with a comprehensive overview of organization and management theory that will form the framework for sound organizational and management practices for administration in various academic settings. Emphasis: All academic levels and all C & I areas.

ED 690 Research Design (3 credits)

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.

Prerequisite: Bachelor's Degree and admission to the Master's program.

ED 692 Graduate Project (1-3 credits)

This course will assist the graduate student in completing the action research project, the capstone activity for the graduate program. This is a variable credit option intended for graduate students who have initiated the graduate project and are returning to complete their action research project. Candidates may enroll in up to 6 credits in graduate project. Candidates who have not taken credits in ED 692 should enroll in 699.

ED 699 Graduate Research Project (3 credits)

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. Prerequisite: Bachelor's Degree, admission to the Master's program, ED 690, and approval of the Graduate Program Director.

EDUCATOR DEVELOPMENT AND LEADERSHIP

Office: Social Science 220, 537-7030

Faculty: Deb Buerkley, John Eller, John Engstrom, Sharon Kabes, Lon Richardson,
Tanya Yerigan

Department: Educator Development and Leadership

Description of Program

The Department of Educator Development and Leadership (EDL) offers the Master of Science (MS) with a major in education and a specialization in educational leadership. This off-campus, graduate program provides Midwest educators an opportunity to pursue graduate study while building valuable professional relationships with fellow educators. The EDL faculty at Southwest Minnesota State University collaborates with regional educator practitioners to establish learning communities throughout the Midwest region. Learning Communities are conveniently located at off-campus sites in locations close to where educators live and work. Each Learning Community studies together for two academic years, meeting an equivalent of twenty times, or ten weekend meetings each year. Meeting dates are determined by the members of the Learning Community and usually are scheduled during the academic year (August-June).

The curriculum of the program provides educators with an in-depth understanding of educational issues pertinent to quality instruction and school renewal. Collaborative study and research, reflective teaching, action-based research projects, and active leadership provide the foundation for professional growth. The learning community environment encourages the application of current research in both pedagogy and content areas into effective school practice.

Vision and Philosophy:

The Master of Science Learning Community Program has been designed to meet the professional development needs of educators. The program focuses on educational renewal which begins in the local classroom, school district, and community, and expands from there to encourage involvement with state and national educational institutions and standards. First and foremost, the master's program offered by Southwest Minnesota State University emphasizes educational renewal based upon inquiry, practitioner-sponsored learning, and critical reflection.

The faculty members of the Department of Educator Development and Leadership (EDL) believe that authentic educational renewal can only be accomplished when individual educators assume ownership of their personal and professional development. Likewise, in order to meet the demanding and ever-changing challenges of educating all students and to promote positive transformation of educational programs, educators must also accept responsibility of personal and group involvement beyond the immediate context of their workplace.

To these ends, the philosophy of Southwest Minnesota State University's Master of Science Learning Community Masters Program is based on the following ten propositions:

1. The program focuses on transformational professional development.

Professional development is a process through which critically reflective educator practitioners transform their understanding of and responsibility for educating by active participation and shared ownership. The participants in this program are not spectators. They are active agents of their educational endeavors. Professional growth and developmental insights of educational practice take place as the individual educator reflects and acts upon education and social issues pertinent to quality education. The faculty within the Department of Educator Development and Leadership work as a collaborative team to shape educational experiences and to engage educators in critical conversations about perspectives of educational theory and practice.

The Master of Science (MS) in Education Learning Community Program is transformational in nature. Professional growth and development is based upon a dynamic process of transformation through critical inquiry, reflective practice, and action-based research. The program is designed to facilitate professional involvement, community interaction through inquiry, and reflective teaching practices in the context of the workplace and the larger community. The transformation educators experience through engagement in the MS Program is the result of three important outcomes of the program which make it powerful, distinct, and unique:

a. Capacity-Building

Educators in the MS Program experience a broad range of growth and development in their pedagogical understandings and methods as they assume ownership of their professional development.

b. Leadership

Educators in the MS Program develop a desire to continue their quest for knowledge and improvement of practice as they assume responsibility for taking an active role in promoting the change required for true renewal of their classrooms, schools, and the larger community.

c. Transportability

Local classrooms and schools serve as a learning laboratory in the MS Program, enabling practicing educators to effectively transfer their ideas and processes from their collegiate studies in the program to their classrooms, site schools, school systems, and communities in which they live and work.

2. The program is accessible to educators.

Southwest Minnesota State University delivers the MS Program to educators locally, on-site, in a learning community format. This enhances access to educators who live in predominantly rural areas across the region served by Southwest Minnesota State University.

3. The program meets the individual needs of all educators.

Thirty-four semester hours comprise the master's degree. In addition, each educator constructs personal goals consistent with personal/professional needs and local, state and national standards. The accomplishment of these goals is assessed through the development of a professional portfolio which is both peer reviewed and facilitator reviewed for quality.

4. The program models current research on teaching/learning and best practices.

In traditional masters program educators often find the "do as I say, not as I do" model of instruction. Not so in the MS Program format. In the MS Program, current classroom research and best practices are modeled and discussed by all educators.

5. The program is developed by practitioners through student-directed learning and continuous student feedback.

To enhance student ownership of their own professional development, the program must begin with the interests, needs, and goals of the participants in the program. To that end, educators in the MS Program develop an individual professional development plan as the basis for their portfolios, have input into learning community agenda-setting, inquire into core educational topics of personal interest, and experience a democratic classroom context. Further, students in the MS Program have on-going input into the development and delivery of the MS Program.

6. The program focuses on leadership skills and community involvement which enable the process of true educational renewal.

The study of pedagogical practices must be accompanied with leadership preparation and community involvement if education reformers expect educators to positively impact schools and communities. For this reason the MS Program incorporates leadership skills and promotes educator involvement in both school and the larger community.

7. The program is based on an inquiry approach to learning.

When teachers engage in reflective, critical inquiry to improve pedagogical practice, they develop essential learning processes that enable them to become lifelong learners in the context of their educational setting. These learning processes are essential to inquiring into and adapting learning environments to meet learner needs and interests, and in traveling the life-long journey to best practice.

8. The program emphasizes professional scholarship as a vehicle for involvement within the larger educational community.

Becoming a producer and generator of innovative ideas and practices rather than simply being a consumer of knowledge produced by "outside experts" is essential in the development and perpetuation of "best practice" and in participating in the larger educational community. In the MS Program we require educators to:

- a. develop site-based action research projects,
- b. integrate their action research into their workplace,
- c. practice and develop expertise in a repertoire of instructional methodology to effectively design and execute learning programs for students,
- d. write papers suitable for publication in a journal related to their area of expertise, and

- e. communicate their talent development and research findings with the larger professional community at professional education conferences.

9. The program incorporates local, state and national standards.

For any program to be successful in addressing true educational reform it must incorporate local, state, and national standards which are consistent with current research on teaching and learning. To that end, the MS Program allows educators to set personal/professional goals which are aligned with local, state and national standards. The National Board for Professional Teaching Standards are incorporated throughout the program.

10. The program focuses on the retention of currently-practicing educators.

When a challenging, relevant and meaningful learning environment is created, students will remain personally involved. Personal involvement in a community of like-minded professionals is a necessary component of any program wishing to develop a high retention rate. A retention rate of over 96% is clear evidence that most educators who begin the MS Program complete the program while simultaneously developing a renewed involvement with their profession.

National Board of Professional Teaching Standards:

The National Board for Professional Teaching Standards seeks to identify and recognize teachers who effectively enhance student learning and demonstrate the high level of knowledge, skills, abilities and commitments reflected in the following five core propositions.

The Five Propositions of Accomplished Teaching:

1. Teachers are committed to students and their learning.
2. Teachers know the subjects they teach and how to teach those subjects to students.
3. Teachers are responsible for managing and monitoring student learning.
4. Teachers think systematically about their practice and learn from experience.
5. Teachers are members of learning communities.

National Partnership for Excellence and Accountability in Teaching (NPEAT):

Characteristics of Effective Professional Development

1. The content of professional development focuses on what students are to learn and how to address the different problems students may have in learning the material.
2. Professional development should be based on analysis of the differences between the following:
 - a. actual student performance, and
 - b. goals and standards for student learning.
3. Professional development should involve teachers in the identification of what they need to learn and in the development of the learning experiences in which they will be involved.
4. Professional development should be primarily school-based and built into the day-to-day work of teachers.
5. Professional development should be organized around collective problem-solving.
6. Professional development should be continuous and ongoing, involving follow-up and support for further learning including support from sources external to the school that can provide necessary resources and new perspectives.
7. Professional development should incorporate evaluation of multiple sources of information on the following:
 - a. outcomes for students, and
 - b. the instruction and other processes that are involved in implementing the lessons learned through professional development.
8. Professional development should provide opportunities to gain an understanding of the theory underlying the knowledge and skills being learned.
9. Professional development should be connected to a comprehensive change process focused on improving student learning.

Admission to the Master of Science Program

The following are the Admission requirements for the Off-Campus Master of Science (M.S.) Program offered by the Department of Educator Development & Leadership:

1. A Bachelor Degree (B.S. or B.A.) from an accredited college or university.
2. A minimum GPA of 3.0 (on a 4.0 scale) for the last two years of undergraduate study (64 semester credits or 96 quarter credits). The application for admission to Southwest Minnesota State University be accompanied by one official transcript which states the undergraduate degree earned by the applicant. (Students wishing to transfer graduate credits to the program should provide one official copy of transcripts from all post-secondary institutions where credit has been earned).

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3. A personal statement of qualifications and career objectives (one or two pages, double-spaced, word processed) in which the student explains how this program will contribute to his/her professional growth.
4. An immunization record is required.
5. There is a \$20.00 non-refundable fee for processing the application.

Qualifying Admission Status

Because the Department of Educator Development and Leadership recognizes that all individuals are learners and learning is a lifelong process, candidates who do not meet the requirement of a 3.0 GPA in the last two years of undergraduate study may demonstrate eligibility for this program in any one of the following ways:

- a. Verify 12 completed graduate semester credits with grades of "B" (not B-) or above. (These credits must meet the same standards as designated in the transfer credit policy.)
- b. Submit a GRE score with a minimum of 1000.
- c. Complete eight graduate credits in the current SMSU program with grades of "B" (not B-) or above.
- d. Submit a Professional Portfolio containing the following:
 1. Your philosophy of learning and how you translate it into practice.
 2. Evidence demonstrating your commitment to education.
 3. A short summary of the last three books you have read that have significantly influenced your philosophy.
 4. Two peer critiques which address your commitment to education.

Transfer Credit Policy & Procedure

Following the Transfer Credit Policy and Procedure guidelines, a maximum of three graduate semester credits [with grade(s) of "B" (not "B-") or above] from other accredited universities may be transferred to meet the requirement for EDL 636 Current Issues in Education (workshops, continuing education courses and in-service training are not accepted). Appeals are subject to the Department of Educator Development & Leadership and Southwest Minnesota State University policies as published.

While the acceptance of transfer credits results in a reduction of fees for the candidate, the candidate is expected to complete the entire program as described below. The Transfer Credit form is available from the Department of Educator Development and Leadership (507) 537-7030.

Master of Science: Educator Development and Leadership Program (34 credits)

The Master of Science (MS) Program at Southwest Minnesota State University consists of 34 semester hours of coursework which make extensive use of educators' work sites as learning laboratories. The 34 semester hours consist of the following sequence of courses, organized into four semesters over a two-year time period:

SEMESTER 1: 9 CREDITS**EDL 556 Historical Perspectives and Critical Theory of Education (3 Credits)**

Students engage in a critical study of current organizational processes and contextual practices in education. Students identify cultural and historical influences which have shaped, and continue to shape, educational organizations, processes, and individual actions. Reasons are identified for related underlying cultural beliefs, knowledge, action, and social structures.

EDL 612 Democracy, Diversity, and Education (3 Credits)

Students are challenged to critically examine a diversity of culturally embedded beliefs, knowledge, processes, and organizational structures. Students are challenged to both deconstruct existing systems to recognize the social construction of difference that produces patterns of domination and subordination and to reconstruct contextual systems following democratic principles.

EDL 614 Critical Analysis of Teaching and Learning (3 Credits)

Students focus on an in-depth examination of their personal beliefs, values, and professional knowledge, and how they impact their professional thinking and actions. In critiquing current theories of learning and teaching, students conduct field studies in which they integrate current research on human learning into their contextual professional practice and study of practice. Students utilize reflective self-study to direct insights gained from these processes toward further inquiry into their students learning and its relationship to their teaching practices.

SEMESTER 2: 8 CREDITS

EDL 636 Current Issues in Education (3 Credits)

Students examine current issues, trends, and reform efforts affecting education. Through an examination of the literature, collegial discussion, personal reflection on experience, dialogue with “outside experts,” facilitators, and colleagues, students create and incorporate appropriate strategies in their classroom, school, and/or community that integrate the current thinking with local contextual needs regarding the identified issues.

EDL 618 Methods of Inquiry (3 Credits)

Students focus on a study of educational research as a means of interpreting, improving, and substantiating educational practices. Through first-hand exploration of methods of inquiry in local educational contexts, students gain professional understandings of multiple research approaches, learn how various methodologies can be incorporated to enhance action research design implementation, data collection and analysis, interpretation, and presentation.

EDL 610 Personal/Professional Planning and Assessment (2 Credits)

Students engage in experiences that enhance their personal and professional goal-setting skills, monitor processes of attaining their goals, and determine the accuracy of assessing self and peers in this process. Experiences include: developing learner autonomy, setting effective goals, designing vision and mission statements, recording and reflecting on professional growth through authentic assessment (rubrics, work products, portfolios, human agency), refining decision-making processes, and aligning personal and professional goals with local, state, and national standards. Educators also engage in the identification, development, and assessment of interpersonal and professional development skills, and how these skills are integral to examining the qualities of well-functioning organizations.

SEMESTER 3: 8 CREDITS

EDL 554 Professional Development Through Collegial Interaction (3 Credits)

Students study theories and practices of leadership, of the school as a social learning organization, and the evolution of educator talent development. To this end, students engage in methods of self-study, organizational study, and collegial dialogue in multiple study groups and within coaching and mentoring contexts. Students investigate and generate contextually meaningful personal and social processes of learning and teaching on the individual level, among their students and their peers, and within and across communities.

EDL 690 Action Research: Project Design (2 Credits)

Students identify problematic issues related to an instructional, organizational, or community process of interest to the student. The action research project engages the educator in the change process. After the focus is identified, students initiate their project, conduct a review of the literature, examine and select a research design, determine data collection tools, and apply analytical processes appropriate to the initial and emerging needs of the project. Also, students take the necessary steps to assure the validity and reliability of their action research project.

EDL 620 Linking Pedagogy and Content (3 Credits)

Students examine and connect current research in learning and in their content areas so that they are able to make more effective instructional decisions. Students create 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. In this course, students develop a consistent and coherent position from which to make informed decisions regarding quality learning and teaching.

SEMESTER 4: 9 CREDITS**EDL 558 Educators as Change Agents (3 Credits)**

To better understand educational leadership, students explore multiple organizational theories and practices, compare and contrast organizational theories and practices, and assess their value in the educational contexts. Students engage in active leadership roles in the learning community and within their educational contexts.

EDL 560 Content Development and Enhancement (3 Credits)

Students develop and refine curriculum using research-based instructional practices. They research the connection between recent findings in human learning and how these findings translate into more effective quality learning and teaching practices in their specific content areas. Students dialogue with their professional organizations, peers, facilitators, administrators, parents and learners to identify learning and teaching practices that are effective across disciplines, age groups, and diverse socio-cultural groups.

EDL 692 Action Research: Project Implementation (3 Credits)

Students engage in the action research process. They collect data specified in the research design of the study. The data is analyzed, interpreted, and reported. Implications for future action research efforts are identified. Students are responsible for presenting the findings of their action research project in a paper suitable for publication and in an effective presentation to their colleagues.

ENGLISH**Office:** Bellows Academic Center 223, 537-7155**Faculty:** Douglas Anderson, Lori Baker, Suzanne Black, Elizabeth Blair, Philip Dacey, Mary Ellen Daniloff-Merrill, Viet Dinh, Jack Hickerson, Mary Hickerson, Bill Holm, Adrian Louis, Jill McCartney, Susan McLean, David Pichaske, Lupe Solis, Ruthe Thompson, Judy Wilson, James Zarzana, Marianne Zarzana**Department:** English

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.

Bachelor of Arts: Literature (49 credits)**I. Literature Requirements:**

LIT 250	Critical Approaches	3
LIT 263	Poetry	3
<i>Two of the following:</i>		6
LIT 261	Novel	3
LIT 262	Short Story.....	3
LIT 264	World Drama: The Global Perspective	3
One author course or three short courses		3
One survey course		4

II. American Language Requirements: *9-11

ENG 362	History and Structure of the English Language	3
One advanced writing course		3-4
One American Language elective		3-4

III. Electives in Literature: *14-16**IV. Capstone Course**

LIT 495	Senior Seminar	2
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V. Requirements in Related Fields:.....3

History or Anthropology (300 or 400 level)		3
PHIL 201	Aesthetics	3
PHIL 210	Philosophy in Literature	3

Total Credits: 49

* **Restrictions:** Total number of credits for sections II and III combined must be 25 credits. An overall total of 20 literature credits must be at the 300 or 400 level. Literature courses must include 9 credits British Literature, 9 credits American Literature, and 6 credits World Literature (from LIT 264, LIT 310, LIT 360, LIT 370, or LIT 261, 262, 386 when designated as World Literature courses). No courses with "D" grades will count towards the major. A GPA of 2.5 must be maintained in major courses. Literature majors should choose the A-F grade option for major courses, except for Senior Seminar, which is credit/no credit.

Additional information regarding suggestions and recommendations are available in the English office in BA 223.

Bachelor of Arts: Literature/Creative Writing (49 credits)

I. Creative Writing Requirements:

ENG 207 Writers' Workshop4

II. Creative Writing Electives:16

III. Literature Requirements:7

LIT 250 Critical Approaches to Literature3
 LIT 306 Craft and Theory4

IV. Literature Electives:

Courses to include at least 9 credits at the 300 / 400 level.....20

V. Capstone Course:

ENG 495 Senior Portfolio Workshop2

Total Credits: 49

The Creative Writing Program balances writing practice and literary study in the context of a liberal arts education. Students work closely with our faculty of published writers and often have the opportunity to work with writers who visit the campus as part of our reading series.

The flexibility of the program allows students to choose courses which suit their needs, goals, and interests. Specific courses will be chosen with the advice and approval of their advisors and the Director of Creative Writing. No courses with "D" grades will count toward the major. A GPA of 2.5 must be maintained in major courses. Majors should choose A-F grading option for major courses, except for Senior Portfolio, which is credit/no credit.

Additional information regarding suggestions and recommendations are available in the English office in BA 223.

Bachelor of Science: Communication Arts and Literature/Secondary Education (49 credits) *

I. Literature/English Requirements:

(All students in this major must take LIT 263: Poetry as the LAC "Literature/Humanities" class.)

LIT 250 Critical Approaches to Literature3
 LIT 410 Literature and Literacy for Adolescents3
 ENG 361 Advanced Composition3
 ENG 365 Modern Grammar3
 ENG 490 Contemporary Composition: Theory and Pedagogy3
One of the following:3
 LIT 261 Novel3
 LIT 262 Short Story.....3
 LIT 264 World Drama: The Global Perspective3
One British survey:.....4
 LIT 322 British Literature: Nineteenth and Twentieth Centuries.....4
One American survey:4
 LIT 331 American Literature: Beginning through Realism and Naturalism4
 LIT 332 American Literature: Modern and Contemporary.....4
 LIT 308 Authors: Short Course **1
One of the following courses with a diversity designation:3
 LIT 345 Chicano/a Literature3
 LIT 350 Western American Literature.....3
 LIT 355 Native American Literature3
 LIT 375 Literature By and About Women.....3
 One credit of LIT at 300 level or writing at 200 level **1

II. Speech Communication Requirements:

SPCH 200 Small Group Communication3
 SPCH 215 Oral Interpretation3
 SPCH 230 Interpersonal and Cross-Cultural Communication3

SPCH 256	Argumentation and Debate	3
SPCH 330	Mass Media and Society	3
SPCH 450	Secondary Teaching Methods: Speech	3
Total Credits:		49

* This degree when coupled with professional education requirements can be used to obtain secondary education licensure in Communication Arts and Literature from the Minnesota State Board of Teaching. This degree has an emphasis in English and Literature. Licensure may also be obtained with a degree that has an emphasis in Speech Communication; see the Speech Communication section of this catalog for more information.

Please see the Education Department for current licensure requirements.

** Students may take LIT 309 Authors course, LIT 324 Shakespeare: Tragedies, or LIT 325 Shakespeare: Comedies for 3 credits course and fulfill the one-credit requirement in the degree, but will have extra credits.

No courses with “D” grades will count toward the major. A GPA of 2.5 must be maintained in major courses.

Additional information regarding suggestions and recommendations are available in the English office in BA 223.

Minor: Literature (22 credits)

I. Literature Requirements:

LIT 250	Critical Approaches to Literature	3
<i>One of the following:</i>		3
LIT 261	Novel	3
LIT 262	Short Story	3
LIT 263	Poetry	3
LIT 264	World Drama: The Global Perspective	3
<i>One survey course:</i>		4
LIT 321	British Literature: Beginning through Restoration and 18th Century	4
LIT 322	British Literature: Nineteenth and Twentieth Century	4
LIT 331	American Literature: Beginning through Realism and Naturalism	4
LIT 332	American Literature: Modern and Contemporary	4
LIT 370	Contemporary World Literature	4

II. Writing Requirements:

<i>One of the following:</i>		3-4
ENG 204	Basic Print Journalism	4
ENG 207	Writers' Workshop	4
ENG 301	Poetry Workshop	4
ENG 302	Fiction Workshop	4
ENG 303	Screenwriting	4
ENG 305	Literary Non-Fiction Workshop	4
ENG 310	Writing for Magazines	4
ENG 360	Scientific and Technical Writing	3
ENG 361	Advanced Composition	4
ENG 401	Advanced Poetry Workshop	4
ENG 404	Advanced Fiction Workshop	4
ENG 410	Advanced Print Journalism	4

III. Elective Courses: (300 level or above)

Total Credits:	22
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No courses with “D” grades will count toward the minor. A GPA of 2.5 must be maintained in the minor courses.

Additional information regarding suggestions and recommendations are available in the English office in BA 223.

Minor: Writing (20 credits)

I. Required courses: (3-4 credits)

ENG 207	Writers' Workshop	4
	OR	3-4
ENG 361	Advanced Composition	3

II. Elective courses: (16-17 credits)16-17

a. Creative Writing Option: (Suggested Courses)

ENG 286	Special Topics in Writing	1-4
ENG 301	Poetry Workshop	4
ENG 302	Fiction Workshop	4
ENG 303	Screenwriting	4
ENG 305	Literary Non-Fiction Workshop	4
ENG 310	Writing for Magazines.....	4
ENG 401	Advanced Poetry Workshop.....	4
ENG 404	Advanced Fiction Workshop	4
ENG 486	Advanced Topics in Writing	1-4

b. Professional, Technical, or Scientific Writing Option: (Suggested Courses)

ENG 200	Student Publications.....	1-3
ENG 204	Basic Print Journalism.....	4
ENG 286	Special Topics in Writing	1-4
ENG 305	Literary Non-Fiction Workshop	4
ENG 310	Writing for Magazines.....	4
ENG 360	Scientific and Technical Writing	3
ENG 410	Advanced Print Journalism	4
ENG 486	Advanced Topics in Writing	1-4
ENG 490	Contemporary Composition: Theory and Pedagogy	3
BADM 317	Business Communication	3
SPCH 260	Introduction to Public Relations Writing	3

Total Credits: 20

* At least 12 credits must be at the 300 or 400 level. No courses with "D" grades will count toward the minor. A GPA of 2.5 must be maintained in minor courses.

Additional information regarding suggestions and recommendations are available in the English office in BA 223.

LITERATURE COURSES (LIT)

100 (LAC, D) Literature: Human Diversity (3 credits)

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 diverse groups in the United States, focusing, for example, on race, gender and/or class. Does not count toward a Literature major.

150 (LAC, G) Literature: Global Perspective (3 credits)

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.

170 (LAC, E, S) Literature: People and the Environment (3 credits)

This course is an introduction to literature through the study of works which have as their subject matter nature and the environment. The course will cover several literary genres and may include both U.S. and non-U.S. writers and environments and how nature and the environment affect people and other living things. Does not count toward a Literature major.

200 (LAC, R, S) Literature: The Rural/Regional Experience (3 credits)

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, Siouland, etc.) which demonstrates the importance of environment and region on the human condition. Does not count toward a Literature major.

250 Critical Approaches to Literature (3 credits)

This course offers tools for literary analysis in understanding and writing about literature.

261 (LAC, T) Novel (3 credits)

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

262 (LAC, T) Short Story (3 credits)

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

263 (LAC, T) Poetry (3 credits)

This course introduces students to poetry as a literary form.

264 (LAC, G, T) World Drama: The Global Perspective (3 credits)

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

265 (LAC, T) Literature and Film (3 credits)

An introduction to American film as cultural text, and to the study of its literary forebearers. Texts may include the following filmic and literary genres: Western, musical (book and film), action, quest, horror, feminist, classical, and film adaptation. Students will learn about the technical and social factors in film production and examine the cultural work of both literature and film in the United States. Prerequisite: freshman or sophomore status.

286 Special Topics in Literature (1-4 credits)

These courses are studies in topics of special interest. Consult the semester schedule of classes for the selected topic for a given term. Prerequisite: freshman or sophomore status.

292 Honors Credit in Literature (1 credit)

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 Literature course. Prerequisite: consent of instructor.

306 Craft and Theory: Prose and Poetry (4 credits)

This class is designed for students interested in the craft and theory issues relating to the construction of literary prose and poetry. The class will focus on the author's style within the context of the different historical literary movements and social/cultural influences. The main emphasis of this class is the analysis of the processes of literary prose and poetry, and not necessarily the critical interpretation of literature. This class is repeatable up to 8 credits. Prerequisite: ENG 102 and 103 or consent of instructor.

303 British Authors: Short Course (1 credit)

A study of one British author's work in-depth. Consult the semester course schedule for the author to be studied. No more than a total of 4 credits may be used toward a Literature major.

304 American Authors: Short Course (1 credit)

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.

305 World Authors: Short Course (1 credit)

A study of one World author's work in-depth. Consult the semester course schedule for the author to be studied. No more than a total of 4 credits may be used toward a Literature major.

309 Authors (3 credits)

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. Prerequisites: ENG 102 and ENG 103, or consent of instructor.

310 (LAC, T) Greek Myth and Literature (3 credits)

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. Prerequisites: ENG 102 and ENG 103, or consent of instructor.

321 British Literature: Beginning through Restoration and Eighteenth Century (4 credits)

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. Prerequisites: ENG 102 and ENG 103, or consent of instructor.

322 British Literature: Nineteenth and Twentieth Century (4 credits)

This course covers the literature of the Romantic and Victorian Periods, including Wordsworth, Coleridge, Byron, Shelley, Keats, Tennyson, and the Brownings. The course also covers such writers as Lawrence, Joyce, Woolf, Yeats, Shaw, Waugh, and Drabble. Prerequisites: ENG 102 and ENG 103, or consent of instructor.

324 (LAC, T) Shakespeare: Tragedies (3 credits)

This course focuses on selected examples of Shakespeare's tragic drama, including the historical tragedies. Prerequisites: ENG 102 and ENG 103, or consent of instructor.

325 (LAC, T) Shakespeare: Comedies (3 credits)

This course focuses on selected examples of Shakespeare's comic drama, including representative "romances."
Prerequisites: ENG 102 and ENG 103, or consent of instructor.

331 American Literature: Beginning through Realism and Naturalism (4 credits)

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.
Prerequisites: ENG 102 and ENG 103, or consent of instructor.

332 American Literature: Modern and Contemporary (4 credits)

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. Prerequisites: ENG 102 and ENG 103, or consent of instructor.

345 (D) Chicano/a Literature (3 credits)

This course covers a wide range of Chicano/a Literature including contemporary literary criticism and theory. Students will examine the history of the Chicano/a Movement and its connection to the "Chicano/a Canon;" the "Pre-Chicano/a Novel;" along with the "Chicanosque" novel. Prerequisites: ENG 102 and ENG 103, or consent of instructor.

350 (LAC, D, E) Western American Literature (3 credits)

This course covers representative literature of the American westering experience and includes such topics as the mountain man, the pioneer, the Native American, the homesteader and the ecologist in the modern West.
Prerequisites: ENG 102 and ENG 103, or consent of instructor.

355 (D) Native American Literature (3 credits)

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. Prerequisites: ENG 102 and ENG 103, or consent of instructor.

360 Chinese Literature (3 credits)

This course is an introduction to basic ideas, philosophies, and works of literature in Chinese culture. It includes a description of the Chinese language and some examples of contemporary literature, for example, BiBai, TuFu, Laotze and GuHua. Prerequisites: ENG 102 and ENG 103, or consent of instructor.

365 Auto/Biography (3 credits)

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. Prerequisites: ENG 102 and ENG 103, or consent of instructor.

370 (G) Contemporary World Literature (3 credits)

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. Prerequisites: ENG 102 and ENG 103, or consent of instructor.

375 (D, T) Literature By and About Women (3 credits)

This course introduces students to literature written by and about women from various time periods and cultures.
Prerequisites: ENG 102 and ENG 103, or consent of instructor.

410 Literacy and Literature for Adolescents (3 credits)

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.
Prerequisites: ENG 102 and ENG 103, or consent of instructor.

486 Special Topics in Literature (1-4 credits)

These courses are advanced studies in topics of special interest. Consult the semester schedule of classes for the selected topic for a given term. Prerequisite: junior or senior status.

494 Directed Studies in Literature (1-4 credits)

Independent work is available only to students with special needs or exceptional ability. Prerequisite: consent of instructor. Only four (4) credits may count toward a Literature major.

495 (M) Senior Seminar (2 credits)

The capstone class for senior Literature students in which they demonstrate through a collection of their best written work their mastery of literary studies and/or teaching skills. See separate department handout. Prerequisite: senior status and consent of the department. Credit/no credit only.

AMERICAN LANGUAGE COURSES (ENG)**100 Basic Writing Skills (3 credits)**

This course is designed to prepare students for the American Language Skills sequence (ENG 102-103). Therefore, it is required that this course be taken simultaneously with ENG 101: Fundamentals of College Writing. This course may be required of students identified through placement procedures of the University or the English Department. May be repeated once.

101 Fundamentals of College Writing (1 credit)

An introduction to the grammatical elements of college writing.

102 (LAC) Rhetoric: The Essay (3 credits)

Students develop skills involved in writing the traditional essay. Prerequisite: score of 70% or better on the English Placement Exam or enrollment in ENG 101 Fundamentals of College Writing simultaneously with ENG 102.

103 (LAC) Rhetoric: Critical Writing (3 credits)

The course focuses on developing students' ability to reason, to read and to write critically. Prerequisite: ENG 102.

107 (LAC) Introduction to Creative Writing (3 credits)

This course is designed to introduce students to the art and crafting of poetry and prose. Students will be asked to analyze and imitate prose and poetry. Though this is not a 'workshop,' the student will have the opportunity to share and receive feedback on his/her work. The main focus of this course is the text.

150 Academic English Communication Skills (3 credits)

This course will provide the opportunity for non-native speakers to practice the written, comprehension, and speaking skills necessary in various academic discourse situations. Prerequisite: ENG 103 or consent of instructor. May be repeated.

200 Student Publications (1-3 credits)

This course is open to students who work on the student newspaper and/or the student literary magazine. Prerequisite: consent of instructor.

204 Basic Print Journalism (4 credits)

This course is an introductory level course for students interested in journalism. The course introduces students to markets, styles, and audiences for non-fiction writing, focusing on writing of articles for all print journalism. The course may be repeated up to a maximum of 8 credits. Prerequisites: ENG 102 and 103, or consent of instructor.

207 Writers' Workshop (4 credits)

This course is designed for students interested in writing poetry and fiction. Assumes the student has had an introductory course in creative writing. Prerequisite: ENG 107 or consent of instructor.

286 Special Topics in Writing (1-4 credits)

These courses are studies in writing topics of special interest. Consult the semester schedule of classes for the selected topic for a given term.

292 Honors Credit in American Language (1 credit)

This course allows more in-depth or comprehensive study or research by students concurrently enrolled in at least one other American Language course. Prerequisite: consent of instructor.

301 Poetry Workshop (4 credits)

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. Prerequisite: ENG 207 or consent of instructor.

302 Fiction Workshop (4 credits)

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. Prerequisite: ENG 207 or consent of instructor.

303 Screenwriting (4 credits)

This course is for students interested in writing screenplays and/or scripts. Students' written work is the subject of the course. The course may be repeated up to a maximum of 8 credits.

304 Special Projects (1-4 credits)

This course involves advanced work, primarily tutorial, and an individual writing project of some complexity. Prerequisite: consent of instructor.

305 Literary Non-Fiction Workshop (4 credits)

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.

310 Writing for Magazines (4 credits)

This course introduces students to the varied styles of magazine writing. Students will concentrate on identifying an audience, developing a focus, and writing one or more magazine-length articles during the course.

325 Scientific and Technical Presentations (3 credits)

Oral presentation skills specific to scientific or technical topics. Techniques for visual communication, audience analysis, organizing a presentation, and presenting complex material. Emphasis on the use of computers.

360 Scientific and Technical Writing (3 credits)

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 resumé and cover letter, a summary of a scholarly article, a set of instructions, a Web site, a proposal, and a report. Prerequisites: ENG 102 and 103; open to all majors.

361 Advanced Composition (3 credits)

Required of all Literature/Language Arts Education majors and minors (but open to all non-majors), this course studies writing more intensively than the introductory rhetoric sequence permits. It focuses especially on matters of organization, style, and syntax. Useful for pre-law and other pre-professional majors. Prerequisites: ENG 102 and 103.

365 Modern Grammar (3 credits)

This course, required of all Literature/Language Arts Education majors, but open to majors, non-majors, and minors, focuses on traditional grammar as well as brief introductions to structural and transformational grammar. The course includes both theory and application of grammar.

401 Advanced Poetry Workshop (4 credits)

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. Prerequisite: ENG 301 or ENG 302 or consent of instructor.

404 Advanced Fiction Workshop (4 credits)

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. Prerequisite: ENG 301 or ENG 302 or consent of instructor.

410 Advanced Print Journalism (4 credits)

This course is for students who have taken Basic Print Journalism and wish to research and write articles beyond the introductory level. Course will include story development, crime reporting, in-depth news, and feature writing, journalism ethics and libel law, and portfolio preparation.

480 Tutoring Writing (1 credit)

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. Prerequisite: ENG 102, ENG 103, and junior standing or consent of instructor.

486 Advanced Topics in Writing (1-4 credits)

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. Prerequisite: junior or senior standing.

490 (M) Contemporary Composition Theory and Pedagogy (3 credits)

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. Prerequisites: junior standing and consent of instructor.

494 Directed Studies in Writing (1-4 credits)

Independent work is available only to students with special needs or exceptional ability. Prerequisite: consent of instructor. Only four (4) credits may count toward a writing major.

495 (M) Senior Portfolio Workshop (2 credits)

This workshop is required of all creative writing majors. It involves assembling and revising a substantial and representative sampling of the student's best work in fiction, poetry, play writing, and/or essays. This course is for credit/no credit only. Prerequisite: consent of instructor.

499 Internship (3-12 credits)

The internship is designed for students who wish to do internships in journalism or in other job-related fields. Prerequisite: consent of the English Department.

ENVIRONMENTAL SCIENCE

Office: SM 178, 537-6178
Faculty: Emily Deaver, Thomas Dilley
Department: Science

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.

Bachelor of Science: Environmental Science, Natural Science Option (71-74 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: (61-62 credits)

BIOL 200	Cell Biology (Lecture/Lab:3/1)	4
BIOL 301	Zoology (Lecture/Lab:3/1)	4
BIOL 302	Botany (Lecture/Lab:3/1)	4
BIOL 311	Ecology (Lecture/Lab:3/1)	4
CHEM 231	General Chemistry I (Lecture/Lab:3/1)	4
CHEM 232	General Chemistry II (Lecture/Lab:3/2)	5
ENG 360	Scientific and Technical Writing	3
	OR	3
ENG 325	Scientific and Technical Presentations	3
ENVS 101	Physical Geology (Lecture/Lab:3/1)	4
ENVS 102	Historical Geology (Lecture/Lab:3/1)	4
ENVS 180	Introduction to Environmental Science (Lecture/Lab:3/1)	4
ENVS 251	Basic Soil Science (Lecture/Lab:3/1)	4
ENVS 400	Environmental Data Analysis and Presentation (Capstone)	1
MATH 140	Calculus: A Short Course	3
	OR	3
MATH 200	Statistics *	3
PHIL 107	Environmental Ethics	3
PHYS 141	College Physics I (Lecture/Lab:3/1)	4
PHYS 142	College Physics II (Lecture/Lab:3/1)	4
RURL 121	Introduction to Geographic Information Systems	3
	OR	2-3
ENVS 105/106	Introduction/Intermediate ArcView	2
	OR	
ENVS 107	Introduction to ArcGIS	2

* May substitute other statistics course with program approval

II. Restricted Electives:* (10-12 credits)

Take at least ONE course from each group (A-C); at least ONE must include a laboratory:

Group A. Physical Science

CHEM 244	Instrumental Analysis	4
ENVS 221	Meteorology	3
ENVS 302	Geomorphology	3
ENVS 310	Hydrology (Lecture/Lab:3/1)	4
ENVS 311	Environmental Geology	3
ENVS 352	Plant Nutrients in the Environment	3
ENVS 426	Soil Morphology and Genesis (Lecture/Lab:3/1)	4
ENVS 450	Environmental Instrumentation and Analysis	3

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BIOL 303	Microbiology (Lecture/Lab:3/1).....	4
BIOL 310	Natural History of the Vertebrates (Lecture/Lab:3/1).....	4
BIOL 321	Genetics (Lecture/Lab:3/1).....	4
BIOL 338	Plant Diversity (Lecture/Lab:3/1).....	4
BIOL 355	Plant Physiology (Lecture/Lab:2/1).....	3
BIOL 406	Limnology (Lecture/Lab:3/1).....	4

Group C. Environmental Systems and Policy

AGBU 350	Agricultural and Environmental Law	3
ENVS 351	Environmental Toxicology	3
ENVS 353	Soil Conservation and Land Use	3
ENVS 401	Wetland Ecology (Lecture/Lab:3/1)	4
RURL 271	Environmental History	3

Total Credits: 71-74

* Some of these courses may require prerequisites.

Bachelor of Science: Environmental Science, Humanity and Environment Option (66-69 credits)

This option is designed primarily as a major for students interested in careers in environmental law, environmental journalism, environmental education, or public service. This option is also a good choice as an add-on (second) major for students who major in such areas as business, English, education, or political science.

I. Core Requirements: (44-45 credits)

BIOL 200	Cell Biology (Lecture/Lab:3/1)	4
BIOL 302	Botany (Lecture/Lab:3/1)	4
CHEM 121	Basic Chemistry I* (Lecture/Lab:3/1).....	4
CHEM 122	Introduction Organic/Biochemistry* (Lecture/Lab:3/1)	4
ENG 360	Scientific and Technical Writing	3
	OR	3
ENG 325	Scientific and Technical Presentations	3
ENVS 101	Physical Geology (Lecture/Lab:3/1)	4
ENVS 102	Historical Geology(Lecture/Lab:3/1)	4
ENVS 180	Introduction to Environmental Science (Lecture/Lab:3/1).....	4
ENVS 251	Basic Soil Science (Lecture/Lab:3/1)	4
ENVS 400	Environmental Data Analysis and Presentation (Capstone).....	1
MATH 140	Calculus: A Short Course	3
	OR	3
MATH 200	Statistics **	3
PHIL 107	Environmental Ethics	3
RURL 121	Introduction to Geographic Information Systems	3
	OR	2-3
ENVS 105/106	Introduction/Intermediate ArcView.....	2
	OR	
ENVS 107	Introduction to ArcGIS.....	2

Total Credits: 66-69

* May substitute CHEM 231, 232 (9 credits)

** May substitute other statistics course with program approval

II. Restricted Science Electives: * (7-8 credits)

Take TWO of the following; at least ONE must include a laboratory:

BIOL 301	Zoology (Lecture/Lab:3/1)	4
BIOL 310	Natural History of the Vertebrates (Lecture/Lab:3/1).....	4
BIOL 338	Plant Diversity (Lecture/Lab:3/1).....	4
BIOL 406	Limnology (Lecture/Lab:3/1)	4
ENVS 210	Rocks and Minerals I (Lecture/Lab:2/1)	3
ENVS 221	Meteorology.....	3

ENVS 302	Geomorphology	3
ENVS 311	Environmental Geology	3
ENVS 351	Environmental Toxicology	3
ENVS 352	Plant Nutrients in the Environment	3
ENVS 401	Wetland Ecology (Lecture/Lab:3/1)	4

III. Restricted Humanities Electives:* (15-16 credits)

Take TWO from each group (A and B); plus ONE additional course from either group:

Group A. Diversity and Culture

ANTH 301	Cultural Geography	3
HIST 362	Making of Modern America, 1890-1920	3
HIST 371	History of the American West	3
INDS 325	Genocide, Survival, and the Indigenous Peoples	3
INDS 326	Decolonization, Recovery, and the Indigenous Peoples	3
POL 355	World Political Geography	3
PSYC 244	Environmental Psychology	3
PSYC 317	Social Psychology	3
PSYC 325	Attitudes, Beliefs, and Behavior	3
SOCI 318	Forces for Social Change	3
SOCI 331	Race and Ethnicity	3

Group B. Environmental Policy, Communication, and Education

AGBU 350	Agricultural and Environmental Law	3
ED 230	Education in Rural America	3
ENG 204	Basic Print Journalism	4
ENG 361	Advanced Composition	3
INDS 344	Imperialism, Federal Policy, and Indigenous Peoples	3
POL 320	Political Economy of the Third World	3
POL 324	Local and Rural Politics	3
POL 356	Politics of the Global Economy	3
RURL 271	Environmental History	3
SPCH 230	Interpersonal and Cross-Cultural Communication	3
SPCH 303	Advanced Public Speaking	3

* Some of these courses may require prerequisites.

Bachelor of Science: Environmental Science, Geology option (72-75 credits)

The Geology option provides the student with a strong background in the physical science of Earth's hydrosphere and lithosphere (land, sediment, and rocks) as they relate to life. This option was designed to prepare students for employment as environmental consultants, specialists, engineers; the curriculum also prepares students for graduate work.

I. Core Requirements: (61-62 credits)

CHEM 231	General Chemistry I (Lecture/Lab:3/1)	4
CHEM 232	General Chemistry II (Lecture/Lab:3/2)	5
ENG 360	Scientific and Technical Writing	3
ENVS 101	Physical Geology (Lecture/Lab:3/1)	4
ENVS 102	Historical Geology (Lecture/Lab:3/1)	4
ENVS 120	Regional Geography of the U.S. & Canada	3
ENVS 180	Introduction to Environmental Science (Lecture/Lab:3/1)	4
ENVS 210	Rocks and Minerals I (Lecture/Lab:2/1)	3
ENVS 251	Basic Soil Science (Lecture/Lab:3/1)	4
ENVS 302	Geomorphology	3
ENVS 310	Hydrology (Lecture/Lab:3/1)	4
ENVS 311	Environmental Geology	3
ENVS 400	Environmental Data Analysis and Presentation (Capstone)	1
MATH 140	Calculus: A Short Course	3
	OR	3
MATH 200	Statistics *	3
PHIL 107	Environmental Ethics	3
PHYS 141	College Physics I (Lecture/Lab:3/1)	4

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PHYS 142	College Physics II (Lecture/Lab:3/1)	4
RURL 121	Introduction to Geographic Information Systems	3
	OR	2-3
ENVS 105/106	Introduction/Intermediate ArcView.....	2
	OR	
ENVS 107	Introduction to ArcGIS.....	2

* May substitute other statistics course with program approval

II. Restricted Electives.* (10-12 credits)

Take at least ONE course from each group (A-C); at least ONE must include a laboratory:

Group A. Physical Science		
CHEM 244	Instrumental Analysis	4
ENVS 211	Rocks and Minerals II (Lecture/Lab:3/1)	3
ENVS 221	Meteorology.....	3
ENVS 321	Structural Geology (Lecture/Lab:3/1)	4
ENVS 331	Invertebrate Paleontology (Lecture/Lab:3/1)	3
ENVS 341	Stratigraphy and Sedimentation (Lecture/Lab:3/1)	4
ENVS 352	Plant Nutrients in the Environment (Lecture/Lab:3/1).....	4
ENVS 426	Soil Morphology and Genesis	3
ENVS 450	Environmental Instrumentation and Analysis.....	3
PHYS 121	Astronomy (Lecture/Lab:3/1).....	4
Group B. Life Science		
BIOL 301	Zoology (Lecture/Lab:3/1)	4
BIOL 302	Botany (Lecture/Lab:3/1)	4
BIOL 310	Natural History of the Vertebrates (Lecture/Lab:3/1).....	4
BIOL 338	Plant Diversity (Lecture/Lab:3/1).....	4
BIOL 406	Limnology (Lecture/Lab:3/1)	4
BIOL 439	Plant Ecology (Lecture/Lab:2/1)	3
Group C. Environmental Systems and Policy		
AGBU 350	Agricultural and Environmental Law	3
ENVS 351	Environmental Toxicology	3
ENVS 353	Soil Conservation and Land Use	3
ENVS 401	Wetland Ecology (Lecture/Lab:3/1)	4

Total Credits: 72-75

* Some of these courses may require prerequisites.

Minor: Environmental Science (29-32 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: (23-24 credits)

ENVS 101	Physical Geology (Lecture/Lab:3/1)	4
ENVS 180	Introduction to Environmental Science (Lecture/Lab:3/1).....	4
ENVS 400	Environmental Data Analysis and Presentation (Capstone).....	1

Take ONE course from each group (A-D):

Group A.		
BIOL 100	Biology in the Modern World (Lecture/Lab:3/1)	4
BIOL 200	Cell Biology (Lecture/Lab:3/1)	4

Group B.		
CHEM 121	Basic Chemistry (Lecture/Lab:3/1)	4
CHEM 231	General Chemistry I (Lecture/Lab:3/1)	4

Group C.		
MATH 140	Calculus: A Short Course.....	3
MATH 200	Statistics.....	3
BADM 230	Business Statistics.....	3
PSYC 200	Statistics for the Behavioral Sciences.....	3

Group D.

ENVS 102	Historical Geology (Lecture/Lab:3/1)	4
ENVS 120	Regional Geography of the U.S. & Canada.....	3
ENVS 210	Rocks and Minerals I (Lecture/Lab:3/1)	3
ENVS 221	Meteorology.....	3
ENVS 251	Basic Soil Science (Lecture/Lab:3/1)	4
ENVS 310	Hydrology (Lecture/Lab:3/1)	4
RURL 121	Introduction to Geographic Information Systems	3

II. Restricted Electives:* (6-8 credits)

Select ONE of the following options after consultation with an appropriate advisor in the ENVS Program.

Natural Science Option:

Choose TWO courses; ONE must include a laboratory:

BIOL 301	Zoology (Lecture/Lab:3/1)	4
BIOL 302	Botany (Lecture/Lab:3/1)	4
BIOL 311	Ecology (Lecture/Lab:3/1)	4
BIOL 338	Plant Diversity (Lecture/Lab:3/1).....	4
BIOL 339	Plant Geography	2
BIOL 406	Limnology (Lecture/Lab:3/1)	4
ENVS 302	Geomorphology	3
ENVS 311	Environmental Geology.....	3
ENVS 353	Soil Conservation and Land Use	3
ENVS 401	Wetland Ecology (Lecture/Lab:3/1)	4

Social Environment Option:

Choose TWO of the following:

AGBU 350	Agricultural and Environmental Law	3
ANTH 301	Cultural Geography	3
ECON 320	Resource Economics.....	3
HIST 362	Making of Modern America, 1890-1920	3
HIST 371	History of the American West.....	3
INDS 325	Genocide, Survival, and the Indigenous Peoples	3
INDS 326	Decolonization, Recovery, and the Indigenous Peoples.....	3
INDS 344	Imperialism, Federal Policy, and Indigenous Peoples	3
PHIL 107	Environmental Ethics	3
POL 320	Political Economy of the Third World.....	3
POL 324	Local and Rural Politics	3
POL 356	Politics of the Global Economy	3
RURL 271	Environmental History	3

Total Credits: 29-32

* Some of these courses may have prerequisites.

Minor: Geology (28 credits)

The Geology Minor provides an opportunity to study earth science processes, problems and solutions from several points of view. Students completing the Geology Minor will have a solid core of physical environmental science. This minor is suitable for both science and non-science majors.

I. Required Courses: (28 credits)*

ENVS 101	Physical Geology (Lecture/Lab:3/1)	4
ENVS 102	Historical Geology (Lecture/Lab:3/1)	4
ENVS 120	Regional Geography of the United States and Canada.....	3
ENVS 210	Rocks and Minerals I (Lecture/Lab:2/1)	3
ENVS 251	Basic Soil Science (Lecture/Lab:3/1)	4
ENVS 302	Geomorphology	3
ENVS 310	Hydrology (Lecture/Lab:3/1)	4
ENVS 311	Environmental Geology.....	3

Total Credits: 28

* Some of these courses may have prerequisites.

ENVIRONMENTAL SCIENCE COURSES (ENVS)

100 Introductory Earth/Space Science (3 credits)

Introductory course covering the fundamentals of astronomy, meteorology, physical geology, oceanography, and earth history.

101 (LAC, E) Physical Geology (3 credits lecture/1 credit lab)

The study of the earth and the forces that shape it, including minerals and rocks, landforms, and geological processes.

102 Historical Geology (3 credits lecture/1 credit lab)

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. Prerequisite: ENVS 100 or 101, or consent of instructor.

105 Introduction to ArcView (1 credit)

Introduction to the basic features of ArcView GIS software with hands-on exercises in a computer lab setting.

106 Intermediate ArcView (1 credit)

This course provides hands-on exercises in a computer lab setting using ArcView GIS software. Topics will include creation, editing, manipulation, and conversion of spatial data; using ArcView Spatial Analyst, 3-D Analyst, and Network Analyst extensions; and understanding ArcView project files and layout features. Prerequisite: ENVS 105 or consent of the instructor.

107 Introduction to ArcGIS (2 credits)

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.

120 (R, S) Regional Geography of the U.S. and Canada (3 credits)

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.

180 (LAC, E, T) Environmental Science (3 credits lecture/1 credit lab)

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.

200 Environmental Science Seminar (1 credit)

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.

210 Rocks and Minerals I (2 credits lecture/1 credit lab).

An introduction to the identification and classification of minerals and rocks. Prerequisites: ENVS 101, CHEM 131, or consent of instructor.

211 Rocks and Minerals II (2 credits lecture/1 credit lab).

An in-depth study of mineral- and rock-forming processes. Prerequisite: ENVS 210.

221 Understanding Weather: Meteorology (3 credits)

An introduction to weather, its atmospheric phenomena, composition, physical processes, air masses, frontal systems and stability.

251 (LAC, E, T) Basic Soil Science (3 credits lecture/1 credit lab)

Basic physical, chemical, and biological properties of soil. Soil genesis, classification, and principles of soil fertility.

270 Soil Profile Description (1 credit)

This is a field course used to prepare students for intercollegiate soil judging contests. Prerequisite: ENVS 251.

271 Collegiate Soil Judging (1 credit)

Methods of soil profile description and field interpretation of landscapes. Participation in soil judging team during regional or national contests is required. Prerequisite: ENVS 251.

286 Special Topics (1-3 credits)

292 Honors Credit in Earth/Space Science (1 credit)

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 Earth/Space Science course. Prerequisite: consent of instructor.

302 Geomorphology (3 credits)

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. Prerequisite: ENVS 101.

310 Hydrology (3 credits lecture/1 credit lab)

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. Prerequisites: CHEM 121 or 131, ENVS 101, and MATH 110.

311 Environmental Geology (3 credits)

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. Prerequisite: ENVS 100 or 101 or consent of instructor.

321 Structural Geology (3 credits lecture/1 credit lab)

Classification of major and minor features of crustal deformation; laboratory solutions of three-dimensional structural problems. Prerequisites: ENVS 102; knowledge of trigonometry.

331 Invertebrate Paleontology (2 credits lecture/1 credit lab)

The taxonomy, morphology and paleoecology of invertebrate fossils. Prerequisite: ENVS 102 or Biology major.

341 Stratigraphy and Sedimentation (2 credits lecture/2 credits lab)

Sedimentary processes and environmental principles of stratigraphic classification and correlation. Prerequisite: ENVS 102.

351 Environmental Toxicology (3 credits)

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. Prerequisites: ENVS 180, BIOL 200, and CHEM 121.

352 Plant Nutrients in the Environment (3 credits)

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. Prerequisite: ENVS 251.

353 Soil Conservation and Land Use Management (3 credits)

Soil erosion and land degradation processes on rural and urban landscapes. Technical, historical, economic, social, and international considerations of soil conservation. Land-use management practices of soil conservation and methods of natural resource assessment. Prerequisite: ENVS 251.

400 (M) Environmental Data Analysis and Presentation (1 credit)

This is the capstone course for the environmental science major; it provides students with the experience of assimilating data for oral and written presentation.

401 Wetland Ecology (3 credits lecture/1 credit lab)

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. Prerequisite: CHEM 131.

426 Soil Morphology and Genesis (3 credits lecture/1 credit lab)

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. Prerequisite: ENVS 251.

450 Environmental Instrumentation and Data Analysis (3 credits)

In this course, students study how environmental samples are collected and analyzed for specific environmental components and characteristics biota. Planning and sample design accompanied with discussions of quality assurance and quality control are reviewed. Specific techniques for sampling water, air, soils, and biota are reviewed and conducted by students. Prerequisites: BIOL 200, CHEM 121, and MATH 200, PSYC 200, or BADM 230.

486 Advanced Special Topics (1-3 credits)**494 Independent Study (1-3 credits)**

Independent research, directed by a faculty member, which must be laboratory research, library research, or other experiences approved by the Environmental Science program. Prerequisite: consent of instructor.

499 Internship in Environmental Science

(1- 15 credits)

Supervised experiences in learning situations that cannot be obtained on campus. Prerequisite: consent of instructor.

FIRE SERVICE ADMINISTRATION

For Fire Service Administration information, requirements, and course descriptions, please see the section entitled "Business Administration" under the program heading "Bachelor of Applied Science: Fire Service Administration."

FOREIGN LANGUAGES

Office: Bellows Academic Center 109, 537-7206

Faculty: Elma Dassbach, Cornelia Evans, Chris French, Diane Leslie, Lloyd White,
Elise Seymour

Department: Humanities, Philosophy, and Foreign Languages

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.

French

Minor: French (12 credits)

French courses at the 300 level or above12

German

Minor: German (12 credits)

German courses at the 300 level or above.....12

Spanish

Bachelor of Arts: Spanish (32 credits)

SPAN 201* Intermediate Spanish4

SPAN 202* Intermediate Spanish4

Spanish courses at the 300 level or above24

Total Credits: 32

* Students with appropriate preparation and/or background may be exempt from SPAN 201 and SPAN 202. Please contact the Spanish faculty for more information.

Minor: Spanish (12 credits)

Spanish courses at the 300 level or above12

For students interested in completing a foreign-language minor within a broader international business preparation, see the Business Administration section.

PLEASE NOTE: Students interested in meeting the Minnesota professional teaching licensure requirements should contact an advisor in the SMSU Education Department.

Classical Studies

Minor: Classical Studies (21 credits)

I. Basic Requirements: (18 credits)

FRLG 111, 112 Beginning Latin6

FRLG 211, 212 Intermediate Latin.....6

LIT 310 Greek Myth and Lit3

HIST 242 European Civilization I.....3

II. Three credits chosen from the following courses:3

ART 250 Ancient Art History3

FRLG 494 Independent Study in Foreign Languages3

MATH 350 History of Mathematics3

PHIL 330 History of Philosophy I: Values3

150 Foreign Languages

PHIL 331	History of Philosophy II: Human Institutions	3
PHIL 432	History of Philosophy III: Knowledge and Reality	3
POL 331	Western Political Theory	3
THTR 340	Theatre History	3

Total Credits:	21
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FOREIGN LANGUAGES COURSES (FRLG)**111 (LAC) Beginning Latin I (3 credits)**

This is an introductory course in Latin grammar. The focus of the course is on learning the language so that students can begin to read classical and medieval Latin literature. The course also provides an introduction to the history and culture of ancient Rome and the European Middle Ages.

111-30 Latin Lab (1 credit)

This is an optional, one-credit laboratory course for students enrolled in Beginning Latin I (FRLG 111). The purpose of the course is to provide additional drill in Latin grammar and syntax.

112 (LAC) Beginning Latin II (3 credits)

This is a second course in Latin grammar. The focus of the course is on learning the languages so that students can begin to read classical and medieval Latin literature. The course also provides an introduction to the history and culture of ancient Rome and the European Middle Ages. Prerequisite: Beginning Latin I or equivalent.

112-30 Latin Lab (1 credit)

This is an optional, one-credit laboratory course for students enrolled in Beginning Latin II (FRLG 112). The purpose of the course is to provide additional drill in Latin grammar and syntax.

121 English as a Second Language (1-3 credits).

This course is designed to give students additional preparation in reading and aural comprehension of English.

130, 131 Beginning Norwegian I, II (3 credits each)

Fundamentals of speaking, reading, and writing simple Norwegian, with an emphasis on conversation. Prerequisite: FRLG 130 for FRLG 131.

150 Beginning Sign Language I (3 credits)

The course will give students basic skills for sign language communications.

151 Beginning Sign Language II (3 credits)

Continues the work of FRLG 150. Prerequisite: FRLG 150 or consent of instructor.

211 (LAC) Latin III (3 credits)

This course provides a review of Latin grammar and an introduction to Latin literature. Students may read works of a single author or selected works from a particular period. Texts will be discussed in their historical and cultural background. Prerequisite: one year college Latin or equivalent.

212 (LAC) Latin IV (3 credits)

This is a course in Latin literature. Students read a major work of classical antiquity or the European Middle Ages. Prerequisite: three semesters college Latin or equivalent.

250 English Word Origins (1-2 credits)

This is a course in vocabulary building. Students learn the origin of words, especially those that have come into English from ancient Greek and Latin; begin building a basic vocabulary based on Latin and Greek derivatives; and learn to recognize Latin and Greek roots, prefixes, and suffixes.

286 Special Topics (1-4 credits)**292 Honors Credit in Latin (1 credit)**

An independent study designed primarily for Honors Program students to allow more in-depth or comprehensive study for students concurrently enrolled in Latin course(s). Prerequisite: consent of instructor.

486 Special Topics (1-4 credits)**494 Independent Study in Foreign Language (1-4 credits)****FRENCH COURSES (FREN)****101 (LAC,G) Beginning French I (3 credits)**

This course will introduce students to speaking, reading, and writing in the French language. It will also introduce students to some representative works of French literature (in translation), art, and music from one particular century in French history. The course will demonstrate how language, art, and literature form a cultural context for an understanding of the ideas and values of French society.

102 (LAC,G) Beginning French II (3 credits)

This course will continue building language skills of speaking, listening comprehension, pronunciation, reading, and writing in the French language. It will also introduce students to some representative works of French literature (in translation), art, and music from one particular century in French history. Prerequisite: FREN 101 or test out.

201, 202 (LAC,G) Intermediate French I, II (4 credits each)

These courses will review the fundamentals of French grammar and will continue to build language skills of speaking, listening comprehension, pronunciation, reading, and writing in the French language. They will also introduce students to representative works of French literature (some in translation), art, and music from two centuries in French history. Prerequisites: FREN 102, or three years of high school French and demonstrated proficiency for 201; FREN 201 or FREN 202.

286 Special Topics (1-4 credits)**292 Honors Credit in French (1 credit)**

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 French course. Prerequisite: consent of instructor.

310 Conversation and Composition I (3 credits)

Study of advanced grammar, with extensive speaking practice. Writing of sustained passages of expository French prose. Prerequisite: FREN 202 or equivalent (four to five years of high school French). Offered in alternate years.

311 Conversation and Composition II (3 credits)

Study of advanced grammar, with extensive speaking practice. Writing of sustained passages of expository French prose. Prerequisite: FREN 202 or equivalent (four to five years of high school French). Offered in alternate years.

321 French Culture Through the Renaissance (3 credits)

Survey of French history, geography, art and literature from the Prehistoric Period through the French Renaissance. Prerequisites: FREN 310, 311 or equivalent preparation.

322 Contemporary France (3 credits)

Survey of contemporary French society and culture. Prerequisites: FREN 310, 311, or equivalent preparation.

331 Introduction to the Study of French Literature (3 credits)

Introductory study of French literature, covering poetry, drama and one or more short novels. Prerequisite: FREN 310, 311, or equivalent preparation.

332 Special Area Studies in French (3 credits)

In-depth study of selected topics, such as French film, the Quebec experience, the European Community, or the French presence in Africa. Prerequisites: FREN 310, 311, or equivalent preparation.

384 Study Abroad (3 credits)

Offers students studying or traveling in French-speaking countries the opportunity to earn three credits toward the French Minor. Prerequisite: consent of the Foreign Language Program prior to registration and departure.

486 Special Topics (1-4 credits)**494 Independent Studies in French (1-3 credits)**

Seeks to develop in each student an acceptable proficiency in the listening, speaking, reading and writing skills of a second language, and introduce the student to the literature and contemporary civilization of the country. Prerequisite: consent of instructor.

GERMAN COURSES (GER)**101 (LAC) Beginning German I (3 credits)**

An introduction to German, working toward the ability to communicate with German speaking people in matters affecting everyday life.

102 (LAC) Beginning German II (3 credits)

Continuation of GER 101. Prerequisite: GER 101 or test-out.

201, 202 (LAC) Intermediate German I, II (4 credits each)

Developing fluency in oral and written German with emphasis on reading skill and grammar review. Prerequisites: GER 102 and GER 103.

286 Special Topics in German (1-4 credits)**292 Honors Credit in German (1 credit)**

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 German course. Prerequisite: consent of instructor.

301, 302 Special Area Studies in German (2 credits).

Reading selected German authors, with special attention to the 19th and 20th centuries. Prerequisite: GER 202.

152 Foreign Languages**311, 312 Conversation I, II (1 credits)**

Understanding German spoken at normal speed, expressing thoughts in a sustained conversation. Prerequisite: GER 202.

401 Special Area Studies in German (2 credits)

Major personalities, movements and works in German literature from 1760 to 1850, the Golden Age of German literature. May be repeated for credit as subject matter varies. Prerequisite: GER 202.

486 Special Topics in German (1-4 credits)**494 Independent Study in German (1-6 credits)**

May be repeated up to 6 credits. Prerequisite: consent of instructor.

SPANISH COURSES (SPAN)**101 (LAC, G) Beginning Spanish I (3 credits)**

Introduces students to the listening, speaking, reading and writing of Spanish and understanding the culture of Spanish speaking countries.

102 (LAC, G) Beginning Spanish II (3 credits)

Continuation of SPAN 101. Prerequisite: SPAN 101 or equivalent.

201, 202 (LAC,G) Intermediate Spanish I, II (4 credits each)

Continue the development of the four basic language skills. Culture is taught through selected reading in Spanish. Prerequisite: SPAN 102 for 201 and 201 for 202. Those with sufficient prior preparation may petition to substitute SPAN 311, 312 for any Intermediate Spanish course.

286 Topics in Hispanic Culture and Literature (1-4 credits)

Topics in Hispanic Culture and Literature. Prerequisite: consent of instructor.

292 Honors Credit in Spanish (1 credit)

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 Spanish course. Prerequisite: consent of instructor.

311, 312 (G) Spanish Composition and Conversation (3 credits each)

Written and oral practice based on themes drawn from contemporary culture of Spanish-speaking countries. Some review of grammar. Prerequisite: SPAN 202 or consent of instructor.

321 (G) Introduction to the Study of 20th Century Literary Movements (3 credits)

A study of selected works from 20th century Iberian and Latin American authors which will stress major themes and movements. Prerequisite: SPAN 202 or consent of instructor.

335 Spanish for Professions, Community Service and Business (3 credits)

Work toward proficiency in areas of communication skills required for those who intend to use Spanish as a principal asset in their occupation. Prerequisite: SPAN 202 or consent of instructor.

341 (G) Spanish Culture and Civilization (3 credits)

A systematic overview of Iberian culture and civilization. Geography, political, social, and intellectual history will be the basis for reading, writing, and discussion. Prerequisite: SPAN 202 or consent of instructor.

342 (G) Latin American Culture and Civilization (3 credits)

Major cultural and historical aspects of Latin America from pre-colonial times to the present will be the basis for reading, writing, and discussion. Prerequisite: SPAN 202 or consent of instructor.

394 Supervised Study in Spanish-Speaking Foreign Countries (1-8 credits)

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.

421, 422 Survey of Peninsular Literature (3 credits each)

Discussion and analysis of major literary trends and writers from representative authors from Spain. Prerequisite: SPAN 341 preferred.

423, 424 Survey of Latin American Literature (3 credits each)

Discussion and analysis of major literary trends and writers from representative Latin American authors. Prerequisite: SPAN 342 preferred.

465 Independent Studies in Spanish (1-3 credits each)

For advanced students. Credits and hours by arrangement. May be repeated. Prerequisite: consent of instructor.

486 Topics in Hispanic Culture and Literature (1-4 credits)

Topics in Hispanic Culture and Literature. Prerequisite: consent of instructor.

FRENCH

For French information, requirements, and courses, please see section entitled “Foreign Languages” immediately preceding this listing.

GEOGRAPHY

For Geography information, requirements, and course descriptions, please see section entitled “Rural and Regional Studies.” Also see individual courses in the sections entitled, “Anthropology,” “Environmental Science,” and “Political Science.”

GEOGRAPHIC INFORMATION SYSTEMS (GIS)

For GIS information, requirements, and course descriptions, please see the sections entitled “Rural and Regional Studies,” and “Computer Science.” For information on the “GIS Center” see the Academic Support Services section of the online catalog available at www.SouthwestMSU.edu.

GERMAN

For German information, requirements, and course descriptions, please see section entitled “Foreign Languages.”

GLOBAL STUDIES

Office: SM 205, 537-6825

During each academic year at Southwest Minnesota State University, students have the opportunity to participate in one of several Global Studies Clusters. Designed especially for first and second year students, Clusters are integrated around a theme or region of global significance. A Cluster consists of three basic courses, an accompanying team-taught seminar, and a voyage to the region or country being studied as a place where students can apply their knowledge to a real environment.

Students register for a Cluster as a group of courses. At least two, and usually all three, basic courses are typical courses from the Liberal Arts Curriculum. Students who have already completed their Liberal Arts Curriculum requirements may participate in a cluster whose theme is related to their major or minor by applying to be a Global Studies Student Mentor.

Participation in a Global Studies cluster is limited to 25 students per cluster. Each cluster offers the opportunity to learn through involvement and participation, as well as to develop valuable learning skills and lifelong friendships. Information on current Cluster themes and voyage sites is available from the Global Studies Office.

GLOBAL STUDIES COURSES (GLBL)

199 (G) Global Studies Seminar and Lab (4 credits)

In the seminar, students and faculty will discuss, analyze, and research the cluster theme. Students will learn basic research skills in preparation for an oral group presentation. The seminar is team-taught by the three faculty teaching the other cluster courses. The seminar lab includes a voyage of 10-20 days to a site where students can study the cluster theme first-hand. Prerequisite: concurrent enrollment in the designated Global Studies Cluster courses, or consent of the program.

HEALTH AND PHYSICAL EDUCATION

For Health and Physical Education information, requirements and courses, please see section entitled “Wellness and Human Performance.”

HISTORY

Office: Social Science 103, 537-7336

Faculty: Joan Gittens, Michael Hofstetter, Jeffrey Kolnick

Department: Social Science

The study of history helps students acquire the historical perspective which places human events in a chronological sequence, emphasizing the dimension of time and causality. History students explore a broad spectrum of ideas, such as nationalism, romanticism, and Marxism, as well as such themes as national and social histories, progress, industrialization, the history of women, war, rural life, and death and dying through the ages. History students develop the ability to analyze, synthesize, and make informed judgments. Open to history graduates are careers in law, teaching, county, state and national government, historical societies, the ministry, business, and others. They might also choose to become archivists or professional historians.

For teacher certification requirements, see the Education section.

Bachelor of Arts: History (39 credits)

HIST 210	World History	3
HIST 221	Early America: History of the U.S. from the Colonial Era to Civil War	3
HIST 222	Modern America: History of the U.S. 1865 to the Present	3
HIST 242	European Civilization I: Ancient and Medieval Europe	3
HIST 243	European Civilization II: Modern and Contemporary Europe	3
HIST 301	Historiography	3
HIST 387	Pro-Seminar	3
HIST 487	Senior Seminar	3
Elective History Courses at the 200 level or above		9
Elective History Courses at the 300 level or above		6
Students will take one of their electives from a non-western area:		3
HIST 251	The Origins of Islamic Civilization	3
HIST 315	Mexico and Central America	3
HIST 316	South America and the Caribbean	3
HIST 318	Portugal and the Atlantic World	3
HIST 320	Race in the Atlantic World	3
HIST 322	Comparative Colonialisms	3
HIST 324	The Post-Colonial World	3
HIST 325	Africa since 1800	3

Students who are not seeking a Social Science licensure may substitute one of the following courses for a history elective:

INDS 325	Genocide, Survival, and Indigenous Peoples	3
INDS 326	Decolonization, Recovery, and Indigenous Peoples	3
PHIL 331	History of Philosophy II: Human Institutions	3

Total Credits: 39

Students majoring in history are strongly encouraged to devote themselves seriously to the study of a foreign language.

Minor: History (15 credits)

One course from two of the following pairs, for a total of two courses:

a.	HIST 201	The Rural World	3
	HIST 210	World History	3
b.	HIST 221	Early America	3
	HIST 222	Modern America	3
c.	HIST 242	European Civilization I	3
	HIST 243	European Civilization II	3

One course from each of the three following groups for total of three courses:

I.	Non-Western History	
	HIST 251	The Origins of Islamic Civilization

HIST 280	Slavery and the Slave Trade in the Atlantic World	3
HIST 315	Mexico and Central America.....	3
HIST 316	South America and the Caribbean	3
HIST 318	Portugal and the Atlantic World	3
HIST 320	Race in the Atlantic World	3
HIST 322	Comparative Colonialisms	3
HIST 324	The Post-Colonial World.....	3
HIST 325	Africa Since 1800.....	3
II. European History		
HIST 261	History of England I.....	3
HIST 262	History of England II.....	3
HIST 273	Intellectual and Cultural History of Modern Europe	3
HIST 274	Intellectual and Cultural History of Contemporary Europe	3
HIST 377	Modern Germany	3
HIST 381	History of Russia I.....	3
HIST 382	History of Russia II	3
III. United States History		
HIST 295	Minnesota History	3
HIST 271	Environmental History	3
HIST 331	United States Since 1945.....	3
HIST 354	Growing Up in America	3
HIST 356	Civil War and Reconstruction	3
HIST 359	African-American History: Civil War to the Present	3
HIST 360	American Women’s History	3
HIST 362	The Making of Modern America.....	3
HIST 363	A History of Social Welfare in the United States	3
HIST 364	Immigration and Ethnicity in United States History	3
HIST 371	History of the American West	3
HIST 378	The United States: 1920-1945.....	3
HIST 380	The Examined Life: American History Through Autobiography	3

Total Credits 15

Students must take HIST 301: Historiography as early in their course of study as possible.
 Students with a minor in History are strongly encouraged to take three full years of a foreign language.

HISTORY COURSES (HIST)

150 Perspectives in History (3 credits)

Selected topics viewed in historical perspective.

201 (LAC, E, R, S) The Rural World (3 credits)

This course will survey the origins and development of agriculture from neolithic times to the mechanization and rationalization of agricultural production in the 19th and 20th centuries. It will also concentrate on the social, political, cultural and economic structures of European village life and on the special development of American agricultural society from colonial times to the 20th century.

210 (LAC, G) World History in the 20th Century (3 credits)

This course is a broadly based survey of major developments in the 20th century world history. Major topics will include colonialism and nation building, war, genocide, free trade, socialism, communism, capitalism, democracy, dictatorships, national liberation, human rights, racism, gender, and freedom. Expect units on Asia, Africa, Europe, and the Americas.

221 (LAC, C, D) Early America: History of the United States from the Colonial Era to the Civil War (3 credits)

A survey of American civilization with emphasis on the political, economic, and social aspects of our development prior to 1865.

222 (LAC, C, D) Modern America: History of the United States from 1865 to the Present (3 credits)

A survey of American civilization with emphasis on the social, economic, and political history of the United States from 1865 to the present.

242 (LAC, G) European Civilization I: Ancient and Medieval Europe (3 credits)

Course surveys European civilization from the time of the Greeks and Romans to the Renaissance.

243 (LAC, G) European Civilization II: Modern and Contemporary Europe (3 credits)

This course surveys European history from the Renaissance to the 20th century.

251 (G) The Origins of Islamic Civilization (3 credits)

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.

261 History of England I (3 credits).

This course surveys British civilization from the beginning to the 18th century.

262 History of England II (3 credits)

This course surveys British civilization since the 18th century.

273 Intellectual and Cultural History of Modern Europe (3 credits)

This course covers major trends of European thought and culture in modern history. Prerequisite: HIST 242 or consent of instructor.

274 Intellectual and Cultural History of Contemporary Europe (3 credits)

This course surveys European thought and culture in contemporary Europe. Prerequisite: HIST 243 or consent of instructor.

280 Slavery and the Slave Trade in the Atlantic World (3 credits)

This course will examine comparatively Atlantic slavery and the slave trade, with particular emphasis on Latin America and the Caribbean. Topics will include the origin and functioning of the Atlantic slave trade, slave life, work, family, community, religion, resistance, and abolition.

286 Special Topics (1-4 credits)**292 Honors Credit in History (1 credit)**

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 history course. Prerequisite: consent of instructor.

295 Minnesota History (3 credits)

This course surveys the social, economic, and political development of Minnesota.

301 Historiography (3 credits)

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.

315 (G) Mexico and Central America (3 credits)

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.

316 (G) South America and the Caribbean (3 credits)

This course will survey the history of South America and the Caribbean. It will examine the pre-conquest Amerindian societies of the Andean region and the Amazon basin. Next, it will examine the new societies of Spanish and Portuguese (Brazil) America. After looking at how South America obtained its independence, the course will focus on the attempts at modernization by these new South American and Caribbean nations during the 19th and 20th centuries.

318 Portugal in the Atlantic World (3 credits)

This course explores the formation, nature and decline of Portuguese contact and empire in Africa, Asia and the Americas from the fifteenth to the twentieth centuries. Topics include cross-cultural interaction, religious influences, local and long-distance trade, slavery, and diasporas in historical context.

320 Race in the Atlantic World (3 credits)

This course surveys African history from the nineteenth century to the present. It examines the effects of abolition of the slave trade and of commercial and religious revolutions in West Africa; the Scramble for Africa; the social, cultural and economic ramifications of colonial rule and resistance to it; struggles for liberation and the challenges of independence.

322 Development in the Post-Colonial World (3 credits)

This course explores issues of economic development and nation-building in Africa, Latin America, and Asia, focusing primarily on the mid- to late-twentieth century. Topics covered include theories of modernization and underdevelopment, the legacy of the colonial experience and decolonization, and case studies of developments strategies and their consequences.

324 Comparative Colonialisms (3 credits)

This course explores comparatively the colonial experiences of societies in Latin America, the Caribbean, Africa, and Asia from the fifteenth to the nineteenth centuries. Topics include comparative examination of cross-cultural encounters, types of colonialization and their purposes, methods and consequences, and the formation and course of movements for independence.

325 Africa Since 1800 (3 credits)

This course explores the history of concepts of race and their consequences in the Americas and West Africa between the 25th and the 21st Centuries.

331 U.S. Since 1945 (3 credits)

A broad look at American social, cultural, and political history in a crucial modern period.

350 The Vietnam Wars, 1945-1975 (3 credits)

This course examines the experience of Vietnamese and American women and man as they endured the Vietnam War. Critical examination of the Cold War, Colonialism, and Independence movements, and the experience of soldiers will be expected. The course makes extensive use of primary and secondary sources.

354 Growing Up In America (3 credits)

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.

355 Growth of U.S. Foreign Policy (3 credits)

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.

356 Civil War and Reconstruction (3 credits)

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.

359 (D, R) African-American History: Civil War to the Present (3 credits)

This course examines the experience of African American women and men from the Civil War to the present by focusing briefly on the slave experience and emancipation with a more intensive focus on Reconstruction, the era of Jim Crow, and the Civil Rights Movement. The course will feature the use of primary documents and use as its interpretative framework the concept of struggle.

360 (D) American Women's History (3 credits)

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.

362 The Making of Modern America, 1890-1920 (3 credits)

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. Prerequisite: HIST 222 or consent of instructor.

363 A History of Social Welfare in the United States (3 credits)

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.

364 Immigration and Ethnicity in U.S. History (3 credits)

This course provides a broad historical survey of the process of migration and its impact on U.S. social, political, and cultural development. Prerequisite: HIST 222 or consent of instructor.

370 History of Capitalism (3 credits)

This course will chart the development of capitalism from Adam Smith to the Global Economy of our own time.

371 (D, E) History of the American West (3 credits).

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. Prerequisite: HIST 221 or 222 or consent of instructor.

375 The Middle Ages and the Renaissance (3 credits)

This course will examine the political institutions, the economy, the art, and the society of the Middle Ages and the Renaissance.

377 Modern Germany (3 credits)

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.

378 The U.S., 1920-1945 (3 credits)

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. Prerequisite: HIST 222 or consent of instructor.

380 The Examined Life: American History through Autobiography (3 credits)

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. Prerequisite: HIST 222 or consent of instructor.

381 History of Russia I (3 credits)

This course surveys Russian civilization from earliest beginnings to the 19th century.

382 History of Russia II (3 credits)

This course surveys Russian civilization from the 19th century to the present.

387 Pro-Seminar (3 credits)

This course is designed to provide reading and discussion of selected topics not covered in the regular curriculum and an introduction to research techniques. Prerequisite: consent of instructor. Must be taken the term before senior seminar.

486 Advanced Special Topics in History (1-4 credits).**487 (M) Senior Seminar – Capstone Course (3 credits)**

In this capstone course, topics are considered through reading, discussion, and primary research. This course will include a paper based on primary resources. Prerequisites: HIST 387 and consent of instructor.

494 Individual Study in History (1-4 credits)

Prerequisite: consent of instructor. Student must propose topic and offer a preliminary bibliography.

HONORS

Office: BA 105, 537-7206

Faculty: Steve Kramer

Administrative Assistant: Maggie Larsen

This program is designed for outstanding, highly motivated students and should ordinarily begin in the freshman year. Entering students are eligible if they have a sound high school record and high ACT scores, and can provide a recommendation from at least one high school teacher or counselor. In addition, students currently enrolled at SMSU may apply for entrance to the program if they have earned a 3.3 grade point average and can provide recommendations from advisors.

The program is a substitute for the standard Liberal Arts Curriculum and Rural Studies requirements. The student, in consultation with the honors director and the Honors Review Board, designs his/her own program of Liberal Arts and Rural Studies coursework. As part of each student's program they are required to take a Senior Honors Seminar (Honors Seminar II) and three courses from the following list of Honors Core classes:

HIST 273	Intellectual & Cultural History of Modern Europe	3
HIST 274	Social & Intellectual History of Contemporary Europe.....	3
IDST 287	Honors Seminar I	3
LIT 310	Greek Myth and Literature	3
MATH 400	Foundations of Math	3
PHIL 330	History of Philosophy I	3
PHIL 331	History of Philosophy II.....	3

Honors students may also, though this is not a requirement, enroll in a 3-9 hour honors project designed by the student and his/her major advisor. In addition to completing their coursework, each student will complete an honors senior dialogue involving at least three faculty members from among non-major disciplines plus the honors director. This session is not graded.

To continue in the program, the student must maintain a 3.3 grade point average, overall. Students successfully completing the program will be awarded an engraved medal marking their achievement and will be designated "honors graduate" at the commencement exercises.

Any student who meets the qualifications specified above and who enjoys the challenge and excitement of helping to design his/her own course of Liberal Arts studies should request further information from: Director, Honors Program. Southwest Minnesota State University, Marshall, MN 56258.

HONORS COURSES:

IDST 140 Introduction to Honors (1 credit)

A course to assist incoming freshmen who have shown an interest in becoming more familiar with the Honors Program. The main objective will be to assist freshmen students to design an Honors Program, but there will be formal discussions of topical issues, guest faculty visits, off-campus visits, and a careful reading of several central texts.

IDST 286 Honors Special Topics (1-4 credits)

IDST 287 Honors Seminar I (3 credits)

A sophomore level interdisciplinary seminar for honors students as partial fulfillment of the requirements of the Honors Program. Prerequisite: enrollment in Honors Program or consent of instructor.

IDST 405 Honors Project (3-9 credits)

A course to be designed by the student in conjunction with his/her advisor and approved by the Honors Review Board as partial fulfillment of the requirements of the Honors Program. Prerequisite: enrollment in the Honors Program.

IDST 410 Honors Mentor (2 credits)

Students will be selected after an application process and will work with close supervision by the Director of the Honors Program. They will lead discussions, plan and conduct tours and/or trips, and arrange for class visits by faculty (and others) who might make presentations to the Introduction to Honors Course. Prerequisite: Program approved by Review Board.

IDST 486 Honors Advanced Special Topics (1-4 credits)**IDST 487 Honors Seminar II (3 credits)**

A senior interdisciplinary seminar for honors students as partial fulfillment of the requirements of the Honors Program. Prerequisite: enrollment in the Honors Program or consent of instructor.

IDST 496 Honors Advanced Workshop (1-3 credits)**Honors Credits:**

Honors students may sign up for additional credits in the following fields. These credits are to be taken in conjunction with a regular course offering and allow an honors student to pursue a special project or to develop a class assignment in greater depth and detail. All of these credits require consent of instructor and/or department prior to enrollment.

HONORS CREDITS**ART 292 Honors Credit in Art (1-2 credits)**

An independent study designed primarily for Honors Program students to allow more in-depth or comprehensive study for students concurrently enrolled in art course(s). Prerequisite: consent of instructor.

BIOL 292 Honors Credit in Biology (1 credit)

An independent study designed primarily for Honors Program students to allow more in-depth or comprehensive study for students concurrently enrolled in biology course(s). Prerequisite: consent of instructor.

CHEM 292 Honors Credit in Chemistry (1 credit)

An independent study designed primarily for Honors Program students to allow more in-depth or comprehensive study for students concurrently enrolled in chemistry course(s). Prerequisite: consent of instructor.

COMP 292 Honors Credit in Computer Science (1-4 credits)

An independent study designed primarily for Honors Program students to allow more in-depth or comprehensive study for students concurrently enrolled in computer science course(s). Prerequisite: consent of instructor.

ED 292 Honors Credit in Education (1-3 credits)

An independent study designed primarily for Honors Program students to allow more in-depth or comprehensive study for students concurrently enrolled in education course(s). Prerequisite: consent of instructor.

ENG 292 Honors Credit in American Language (1 credit)

An independent study designed primarily for Honors Program students to allow more in-depth or comprehensive study for students concurrently enrolled in American language course(s). Prerequisite: consent of instructor.

FREN 292 Honors Credit in French (1 credit)

An independent study designed primarily for Honors Program students to allow more in-depth or comprehensive study for students concurrently enrolled in French course(s). Prerequisite: consent of instructor.

GER 292 Honors Credit in German (1 credit)

An independent study designed primarily for Honors Program students to allow more in-depth or comprehensive study for students concurrently enrolled in German course(s). Prerequisite: consent of instructor.

HLTH 292 Honors Credit in Health (1-4 credits)

An independent study designed primarily for Honors Program students to allow more in-depth or comprehensive study for students concurrently enrolled in health course(s). Prerequisite: consent of instructor.

HIST 292 Honors Credit in History (1 credit)

An independent study designed primarily for Honors Program students to allow more in-depth or comprehensive study for students concurrently enrolled in history course(s). Prerequisite: consent of instructor.

HUM 292 Honors Credit in Humanities (1 credit)

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). Prerequisite: consent of instructor.

LIT 292 Honors Credit in Literature (1 credit)

An independent study designed primarily for Honors Program students to allow more in-depth or comprehensive study for students concurrently enrolled in literature course(s). Prerequisite: consent of instructor.

MATH 292 Honors Credit in Math (1-4 credits)

An independent study designed primarily for Honors Program students to allow more in-depth or comprehensive study for students concurrently enrolled in math course(s). Prerequisite: consent of instructor.

MUS 292 Honors Credit in Music (1-4 credits)

An independent study designed primarily for Honors Program students to allow more in-depth or comprehensive study for students concurrently enrolled in music course(s). Prerequisite: consent of instructor.

PHIL 292 Honors Credit in Philosophy (1 credit)

An independent study designed primarily for Honors Program students to allow more in-depth or comprehensive study for students concurrently enrolled in philosophy course(s). Prerequisite: consent of instructor.

PE 292 Honors Credit in Physical Education (1-4 credit)

An independent study designed primarily for Honors Program students to allow more in-depth or comprehensive study for students concurrently enrolled in physical education course(s). Prerequisite: consent of instructor.

PSYC 292 Honors Credit in Psychology (1 credit)

An independent study designed primarily for Honors Program students to allow more in-depth or comprehensive study for students concurrently enrolled in psychology course(s). Prerequisite: consent of instructor.

POL 292 Honors Credit in Political Science (1 credit)

An independent study designed primarily for Honors Program students to allow more in-depth or comprehensive study for students concurrently enrolled in political science course(s). Prerequisite: consent of instructor.

SPAN 292 Honors Credit in Spanish (1 credit)

An independent study designed primarily for Honors Program students to allow more in-depth or comprehensive study for students concurrently enrolled in spanish course(s). Prerequisite: consent of instructor.

SPCH 292 Honors Credit in Speech Communication (1-4 credits)

An independent study designed primarily for Honors Program students to allow more in-depth or comprehensive study for students concurrently enrolled in speech communication course(s). Prerequisite: consent of instructor.

THTR 292 Honors Credit in Theatre Arts (1-4 credits)

An independent study designed primarily for Honors Program students to allow more in-depth or comprehensive study for students concurrently enrolled in theatre course(s). Prerequisite: consent of instructor.

HOTEL, RESTAURANT, & INSTITUTIONAL MANAGEMENT

Office: IL 121, 537-7670

Faculty: Ginger Petry

Ken Myers and Sharon Stewart

University of Minnesota–Crookston (UMC Campus)

Department: Business and Public Affairs

Students successfully completing this program will receive a University of Minnesota–Crookston Bachelor of Science degree in Hotel, Restaurant, & Institutional Management.

Applicants to this program must meet Southwest Minnesota State University (SMSU) and University of Minnesota–Crookston (UMC) entrance requirements. They are, however, eligible for SMSU financial aid and scholarships. Students also pay SMSU tuition and fees. All required courses are offered on the SMSU campus, by interactive television (ITV), or on the Internet. The degree is offered through the UMC's Center for Business and Technology.

Students in this program will have access to the institutional resources of both UMC and SMSU. In addition to full-time faculty at SMSU, students will regularly interact with UMC faculty through ITV, seminars, workshops, meetings, student internships, etc.

This program seeks to provide students with a solid background in hotel, restaurant, and institutional management, business management, communication, and technology. Students are provided with a comprehensive preparation for a variety of careers in hotels, restaurants, non-commercial food service operations, resorts, or tourism-related businesses. Graduates will be well prepared for a challenging career in the hospitality industry.

Bachelor of Science: Hotel, Restaurant, & Institutional Management (HRUM)

Degree Requirements:

To complete the degree, students must complete at least 120 credits. Students must complete the University of Minnesota–Crookston general education requirements. (NOTE: 40 credits must be at the 300/3000 level.)

I. Basic Requirements:

Communication (Minimum of 12 credits):

Required courses in this area:

ENG 102	Rhetoric: The Essay	3
ENG 103	Rhetoric: Critical Writing	3
ENG 360	Scientific & Technical Writing	3
SPCH 110	Fundamentals of Public Speaking	3

Humanities (Minimum of 6 credits):

SPAN 101	Beginning Spanish I.....	3
	Student selection of LAC approved course in Humanities *	3
	* (Recommended: Beginning Spanish II)	

Mathematical/Logical Reasoning (Minimum of 3 credits):

	<i>Select one of the following:</i>	3
MATH 110	College Algebra.....	3
MATH 115	Finite Mathematics.....	3
MATH 140	Calculus: A Short Course	3
MATH 200	Introduction to Statistics.....	3

Natural Sciences (Minimum of 4 credits) (with lab):

	Student selection of LAC approved course in Science with a lab	4
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Mathematical/Logical Reasoning/Natural Science Electives (Minimum of 5 credits):

	Student selection of LAC approved courses in Math/Logical Reasoning/Natural Science	5
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Social Science (Minimum of 12 credits):

ECON 201	Principles of Microeconomics	3
	OR	3
ECON 202	Principles of Macroeconomics	3
PSYC 101	General Psychology I.....	3
	Student selection of LAC approved course(s) in Social Science	6

Computer Software Applications (Minimum of 3 credits):

COMP 105	Introduction to Computers	3
	OR	3
BADM 280	Computer Concepts and Applications	3

II. Program Core Requirements: (63 credits)

ACCT 211	Principles of Accounting I	3
ACCT 212	Principles of Accounting II.....	3
BADM 380	Management Principles	3
HRUM 0000	Hospitality Show	0
HRUM 1111	Introduction to Food Preparation.....	3
HRUM 1112	Sanitation & Safety.....	2
HRUM 1123	Fundamentals of Nutrition.....	3
HRUM 2124	Quantity Food Systems Management.....	4
HRUM 2211	Rooms Division Management	3
HRUM 2231	Menu Design & Analysis.....	3
HRUM 3241	Hospitality Selection & Procurement	3
HRUM 3311	Restaurant Operational Management	3
HRUM 3331	Global Tourism	3
HRUM 3341	Hospitality Marketing & Sales	3
HRUM 3900	Internship (I)	
	AND	3
HRUM 3900	Internship (II)	
HRUM 3411	Facility Layout & Design	3
HRUM 4321	Food, Beverage, & Labor Control.....	3
HRUM 4421	Hospitality Law	3
HRUM 4431	Beverage Technology	3
HRUM 4441	Catering: On- & Off-Premises.....	3
HRUM 4451	Cases & Trends in Hospitality Management	3
MKTG 301	Principles of Marketing	3

III. Open Electives: (12 credits)

Student Selection.....	12
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Total Credits: 120

HOTEL, RESTAURANT, & INSTITUTIONAL MANAGEMENT COURSES (HRUM)

1111 Introduction to Food Preparation (3 credits)

Fundamentals of food preparation and equipment use. Culinary vocabulary, cooking methods, and recipe development. Stocks, soups, sauces, seafood, poultry, meats, vegetables, salads, baking, and desserts.

1112 Sanitation & Safety (2 credits)

Introduction to sanitation and safety concerns in a food service establishment and to Hazard Analysis Critical Control Points (HACCP). Can lead to ServeSafe certification from the National Restaurant Association.

1123 Fundamentals of Nutrition (3 credits)

Fundamentals of nutrition and metabolism, including the nutrients: carbohydrates, proteins, fats, minerals, vitamins, and water. Assessment of health risks, health promotion, and disease prevention.

164 Hotel, Restaurant, & Institutional Management

1803 Directed Studies (1-3 credits)

Current topics not covered in regularly offered courses.

2124 Quantity Food Systems Management (4 credits)

Comprehensive overview of food management within an institutional setting. Hands-on management of quantity food production. Applies principles of menu planning, food preparation, personnel management, sanitation/safety, food distribution, human resources, and equipment management.

2211 Rooms Division Management (3 credits)

Professional hotel and resort rooms' management, relevant operational procedures. Emphasizes issues related to management of front office and housekeeping operations.

2231 Menu Design & Analysis (3 credits)

Principles of menu design, pricing, and analysis. Menus for varied establishments of the hospitality industry.

3241 Hospitality Selection and Procurement (3 credits)

Purchasing, receiving, storing, and issuing of products. Formulating specifications, judging quality, selecting products to meet specific needs, and developing security measures.

3311 Restaurant Operational Management (3 credits)

Students compare/contrast types of service (e.g. modified American, French, Russian); develop/apply menu planning techniques, cost controls, and personnel organization. Gueridon preparation/service with product merchandising.

3331 Global Tourism (3 credits)

Tourism as a product and its effect on the local economy. Developing a tourism plan and strategy; and their impact on the community. Travel trends, motivations, and handler profile. Issues related to international tourism, travel sales distribution systems, and regulations governing travel agencies.

3341 Hospitality Marketing & Sales (3 credits)

Issues related to strategic marketing, market analysis, and market segmentation. Developing a hotel marketing plan. Processes involved in pre-opening marketing of a new hotel. Emphasis on consideration for hospitality products and services marketing.

3411 Facility Layout & Design (3 credits)

Impact of feasibility studies, customer profiles. Students design a foodservice facility and hotel guest room using interior design concepts. Emphasizes equipment and furnishing selection, tabletop design product, or guest flow concepts. Students are encouraged to attend the UPS Show.

3804 Individual Studies (1-3 credits)

Topic related to students major not covered in regularly offered courses.

3900 Internship (1-3 credits)

Supervised professional work experience at selected sites. Reports/consultation with faculty advisor/employer.

4321 Food, Beverage & Labor Control (3 credits)

Foodservice operations cost calculations. Relationship between cost, volume, and profit. Management processes used in foodservice to keep costs at realistic levels and achieve desired goals. Implementing electronic spreadsheets to track profit/loss.

4421 Hospitality Law (3 credits)

Laws/cases applicable to operation of hotels, restaurants, motels, and other hospitality establishments.

4431 Beverage Technology (3 credits)

Wines, beers, liquors. Laws governing manufacture, classification, and sale of alcoholic beverages. Characteristics of various wines with food. Emphasis on operation of a professional beverage facility.

4441 Catering: On- and Off-Premises (3 credits)

Theory/application of operational/managerial principles for on- and off-premise catering for banquets, buffets, weddings, ceremonies, teas, and other special events. Working with tallow and other selected products.

4451 Cases & Trends in Hospitality Management (3 credits)

Hospitality topics explored using a critical incident approach, which encourages thorough analysis of a prominent issue rather than superficial analysis of a complicated case. UPS Show attendance required.

HUMANITIES

Office: Bellows Academic Center 109, 537-7206
Faculty: Patricia Brace, Hugh Curtler, Stewart Day, Cornelia Evans,
Department: Humanities, Philosophy, and Foreign Languages

HUMANITIES COURSES (HUMT)

201 (LAC, C, T) Humanities: Origins of Western Civilization (3 credits)

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.

202 (LAC, C, T) Humanities: European Middle Ages and Renaissance (3 credits)

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.

203 (LAC, C, T) Humanities: Modern Western Civilization (3 credits)

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.

211 (LAC, C, G) Humanities: The Ancient World (3 credits)

This course introduces students to the humanities. It follows a comparative topical approach to primary sources drawn from ancient civilizations worldwide.

212 (LAC, C, G) Humanities: The Modern World (3 credits)

This course introduces students to the humanities. It follows a comparative topical approach to primary sources drawn from modern civilizations worldwide.

286 Advanced Topics in Humanities (1-6 credits)

A study of different topics in the humanities. See current course schedule for topic listing when offered.

292 Honors Credit in Humanities (1 credit)

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). Prerequisite: consent of instructor.

486 Special Topics in Humanities (1-6 credits)

A study of different topics in the Humanities. See current course schedule for topic listing when offered.

INDIGENOUS NATIONS AND DAKOTA STUDIES

Office: Social Science 103, 537-6224

Faculty: Chris Mato Nunpa

Department: Social Science

Indigenous Nations and Dakota Studies (INDS) promotes awareness of native cultures and peoples in the U.S. through an examination of the ways in which traditional native cultures have persisted and adapted over time and how these cultures are expressed in present-day life and affairs. The program will study native cultures in general and focus on the Dakota people of Minnesota specifically. The interdisciplinary and multi-disciplinary nature of INDS will be illustrated by analytical concepts, methodologies, and contributions from key fields and disciplines such as anthropology, history, literature, and art. In a society and world characterized by diversity and multiculturalism, INDS serves both native and non-native students by broadening their knowledge of traditional and modern native history and culture.

Minor: Indigenous Nations and Dakota Studies (18 credits)

Core Requirements:(12 credits)

INDS 101	Introduction to Indigenous Nations and Dakota Studies	3
INDS 310	Indigenous Spirituality and World View	3
INDS 325	Genocide, Survival, and Indigenous Peoples	3
INDS 326	Decolonization, Recovery, and Indigenous Peoples.....	3

Electives: (Suggested list from which to select 6 credits) *

ANTH 216	Indians of North America	3
ANTH 217	Indians of Minnesota	3
HIST 315	Mexico and Central America.....	3
HIST 316	South America and the Caribbean	3
LIT 355	Native American Literature	3
SOCI 331	Minorities in American Society.....	3

* Other elective courses may be selected in consultation with the INDS Coordinator.

INDIGENOUS NATIONS AND DAKOTA STUDIES COURSES (INDS)

101 (LAC, D, R, S) Introduction to Indigenous Nations and Dakota Studies (3 credits)

This course introduces Indigenous Nations and Dakota Studies (INDS) with an emphasis on its interdisciplinary and multi-disciplinary nature. An orientation to the complex and diverse cultures of the indigenous peoples of the United States will be provided. The course will examine common images and assumptions pertaining to "Indians." Analytical concepts used in approaching American Indian peoples and concerns will be studied. The course will provide an overview and sampling of contributions from key fields and disciplines (e.g., history, anthropology, sociology, education, etc.). Contemporary issues will be introduced. Decolonization is the theoretical perspective for INDS. Finally, perspectives on the role(s) of Indigenous Nations and Dakota Studies within a modern university setting will be discussed.

217 (R, S) Indigenous Peoples of Minnesota (3 credits)

This course studies the history and culture of the three Indigenous peoples of Minnesota: the Dakota, the Anishinabe, and the Hockak. Origin and migration stories will be examined. Their interactions with each other, with the white man, and with other native groups will be focused on, as well as contemporary issues facing the indigenous peoples of Minnesota. Decolonization is the theoretical perspective of the course Prerequisite: INDS 101 preferred.

230 (D, R, S) Dakota History and Culture (3 credits)

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.

250 Indigenous Literature and Film (3 credits)

The course will focus on some of the more well-known contemporary works of Indigenous literature and some of the famous, modern-day indigenous authors. In addition to literary aspects of the works, various cultural and historical themes and topics will be examined. Topics will include: creation, transformation, symbolism, earth, death and dying, mixed-bloods, struggle for the land, genocide, assimilation, removal, allotment, urbanization and activism (“Red Power”). Close attention will be paid to the differences in perception that Native American writers bring to their fiction and how these differ from perceptions that non-natives have of native peoples. Examples of literature and film will be drawn from other parts of the world (e.g. Mexico, Hawaii, etc.) Decolonization is the theoretical perspective of the course

286 Special Topics (1-4 credits)

Designed to provide lower-division students with an opportunity to experience a special or experimental curriculum enrichment course.

310 (D, R, S) Indigenous Spirituality and World View (3 credits)

This course will serve as an introduction to the religious thought and world view of indigenous peoples in the U.S. Special emphasis will be upon the world view and religious beliefs of the Dakota, the Anishinabe, and the Hockak peoples of our region. Major topics will include: creation/origin; migration stories; the cycle/circle; time and space; the group and the individual; death and dying; value systems; the American Indian Religious Freedom Act and recent Supreme Court decisions. Comparison and contrasts will be drawn between native religious thought and the Judeo/Christian traditions. Students will have the opportunity to examine their own spirituality, values, and beliefs in light of the texts, videos, and lectures. Decolonization is the theoretical perspective of the course. Christianity is viewed as the ideology of colonialism.

325 Genocide, Survival, and Indigenous Peoples (3 credits)

A survey of the history of the indigenous peoples of the United States from antiquity to the Dawes Allotment Act of 1887. Course will focus on the native peoples of the U.S. and their thousands of years of separate cultural development before the arrival of colonizers. Special emphasis will be given to origin accounts; native world views; interaction among Native Nations, the various European powers and the United States; imperialism; colonialism; treaties; the struggle for the land and resources; genocide; and the development of federal Indian policy and its impact.

326 Decolonization, Recovery, and Indigenous Peoples (3 credits)

A survey of the history of the indigenous peoples of the U.S. from 1887 (the Dawes Allotment Act) to the present. Special emphasis will be placed on native-white relations and the continuing development of federal Indian policy and its impact. Attention will be given to persistence, change, and adaptation in native cultures to contemporary social conditions. Also, topics such as self-determination, decolonization, urbanization, activism, gaming, and other crucial issues regarding the environment, energy, and treaty rights will be studied.

344 (M) Federal Indian Policy (3 credits)

A seminar and capstone course for INDS minors. The course is a survey of the development of federal Indian policy as reflected through treaties, agreements, executive orders, legislation, and court cases. Decolonization methodologies will be an intellectual framework for the course. Topics will include: interactions with European nations before the U.S. became a political entity; federal Indian policy as “true American imperialism;” colonialism; selected treaties; and Indian law questions currently in court litigation will be among a number of important topics which will be studied.

345 Education, Colonialism, and Indigenous Peoples (3 credits)

A historical overview of the education of the indigenous people of the United States before and after the coming of the white man. Various topics will include: early tribal educational methods (informal); the role of missionaries and churches; and colonial and earlier federal ideologies, policies, and programs that have dominated the education of indigenous people.

486 Special Topics (1-4 credits)

Designed to provide upper-division students with an opportunity to experience a special or experimental curriculum enrichment course.

INTERDISCIPLINARY STUDIES

For information on the Individualized Interdisciplinary Major, see the section "Academic Organization:" in the online academic catalog available at www.SouthwestMSU.edu.

INTERDISCIPLINARY STUDIES COURSES (IDST)

025 Basic Academic Skills (1 credit)

Special instruction developed according to the needs of the student or students enrolled. Instruction in pre-college academic skills designed to develop college readiness skill level. Prerequisite: consent of instructor.

101 Introduction to Library Resources (1 credit)

Survey of library services; development of skills in the use of computerized catalog, general reference materials, periodicals and newspaper indices, government documents, and bibliographic and research techniques.

102 Applied Academic Strategies: Reading Across the Curriculum (1 credit)

This course develops close reading skills including analysis of academic thought patterns and questioning techniques of shared inquiry for courses across the curriculum. Reading speed, concentration, comprehension, and fluency will be developed. Students will participate in both small group and individualized sessions for strategies appropriate to concurrent course enrollment to meet the challenges of reading at the university level.

103 Applied Academic Strategies: Science Focus (1 credit)

Focused, collaborative learning sessions integrating course content in the sciences with appropriate study strategies. Students will work together in guided study, applying strategies appropriate to comprehension of and communicating science course content at the university level. Strategies for problem-solving, content review, reasoning and the laboratory, and exam performance will be applied in science courses in which concurrently enrolled. Co-requisite: concurrent enrollment in LAC science course.

104 Applied Academic Strategies: ESL Focus (1 credit)

This course is intended for students for whom English is a second language. This course is designed to assist students to understand vocabulary in course context and develop effective college-level reading and comprehension. A combined approach of reading and writing reinforces advanced levels of English usage. Activities include reading, writing, and classroom conversation using materials from classes in which the students are enrolled.

105 Career Planning and Decision Making (2 credits)

Designed to assist students in making career decisions and selecting a college major through examination of careers, self-assessment, and understanding the world of work. Includes self-assessment of interests, values, abilities, attitudes, needs, and skills. Additional emphasis is placed on employment trends, job applications, resumes, analysis of electronic job searching, and job interviewing techniques.

109 Academic Reasoning Strategies (2 credits)

Students will use materials from literature and mathematics to develop the basic elements of academic reasoning, emphasizing strategies for problem-solving, comparisons, analysis, and synthesis. Students participate in exercises that develop and enhance reasoning strategies and independent, creative thought which can be applied to all areas of study.

110 The University Experience (2 credits)

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.

140 Introduction to Honors (1 credit)

A course to assist incoming freshmen who have evidenced an interest in becoming more familiar with the Honors Program. The main objective will be to assist freshmen students to design an Honors Program, but there will be formal discussions of topical issues, guest faculty visits, off-campus visits, and a careful reading of several central texts.

270 Tutor Training (2 credits lecture/ credit lab)

Course content will cover models of tutoring programs, ethics and philosophy of the SMSU tutor programs, and techniques for identifying learner styles, strategies and difficulty with subject matter, and for structuring a successful tutoring experience. Completion of course and lab will qualify student for CRLA Regular/Level 1 certification. Lab is repeatable to qualify for Advanced/Level 2, and Master/Level 3 certification.

286 Honors Special Topics (1-4 credits)**287 Honors Seminar I (3 credits)**

A sophomore level interdisciplinary seminar for honors students as partial fulfillment of the requirements of the Honors Program. Prerequisite: enrollment in Honors Program or consent of instructor.

405 Honors Project (3-9 credits)

A course to be designed by the student in conjunction with his/her advisor and approved by the Honors Review Board as partial fulfillment of the requirements of the Honors Program. Prerequisite: enrollment in the Honors Program.

410 Honors Mentor (2 credits)

Students will be selected after an application process and will work with close supervision by the Director of the Honors Program. They will lead discussions, plan and conduct tours and/or trips, and arrange for class visits by faculty (and others) who might make presentations to the Introduction to Honors Course. Prerequisite: Approval by Review Board.

486 Honors Advanced Special Topics (1-4 credits)**487 Honors Seminar II (3 credits)**

A senior interdisciplinary seminar for honors students as partial fulfillment of the requirements of the Honors Program. Prerequisite: enrollment in the Honors Program or consent of instructor.

496 Honors Advanced Workshop (1-3 credits)

JUSTICE ADMINISTRATION

Office: Social Science 103, 537-6224

Faculty: BC Franson, Hee-Jong Joo

Department: Social Science

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.

Bachelor of Science: Justice Administration (49 credits)

I. Justice Administration Core Curriculum: (37 credits)

JUAD 144	Introduction to Justice and Society	3
JUAD 240	Law Enforcement and Policy	3
JUAD 242	Corrections Systems	3
JUAD 442	Court/Corrections Management	3
JUAD 444	Juvenile Justice	3
JUAD 448	White Collar Crime	3
JUAD 450	Criminal Law	3
JUAD 498	Senior Seminar (Prerequisites: senior standing, completion of all other Justice Administration Core, and concurrent enrollment in SOCI 499)	3
PHIL 103	Ethics	3
SOCI 200	Social Statistics (Prerequisite: MATH 110 or 3 yrs. high school math)	4
SOCI 315	Applied Social Research Methods	3
SOCI 344	Criminology	3

II. Electives: (12 credits)

All Justice Administration majors must complete 12 credits from the following list:		12
JUAD 246	Introduction to Security	3
JUAD 300	Women and Justice	3
JUAD 304	Victimology	3
JUAD 310	Minorities, Crime, and Social Policy	3
JUAD 399	Criminal Procedure	3
JUAD 441	Organized Crime	3
JUAD 486	Special Topics	1-4
JUAD 499	Field Experience/Internship	3-12
BADM 380	Management Principles	3
BADM 383	Organizational Behavior and Theory	3
PHIL 205	Law, Liberty, and Morality	3
POL 227	The Judicial Process	3
POL 328	Constitutional Law I	3
RURL 121	Introduction to Geographic Information Systems	3
SOCI 244	Sociology of Deviant Behavior	3
SWRK 280	Substance Abuse	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 (64 credits), a student completes an Associate of Applied Science (A.A.S.) degree in Law Enforcement Administration. In the final two years (64 credits) of SMSU’s B.A.S. program, a student takes a 42-semester credit major (described below) in Law Enforcement Administration, and 22 semester credit hours (SCH) of general education and related courses. A large number of the courses in this program will be available via the Internet.

To earn the B.A.S. in Law Enforcement Administration, a student will:

1. Complete the degree requirements for an A.A.S. degree in Law Enforcement.
2. Consult with an SMSU faculty advisor, and then take 22 additional SCH of courses from the Liberal Arts Curriculum/Minnesota Transfer Curriculum.
3. Meet the graduation requirements of Southwest Minnesota State University.
4. Complete the 42-credit major in Law Enforcement Administration as outlined below.

Bachelor of Applied Science–Law Enforcement Administration Requirements:

General Recommended LAC/MTC requirements (minimum 22 credits)

All students enrolled in a Bachelor of Applied Science degree will be required to complete a minimum of 22 General Education credits. These additional courses will be determined by an evaluation of the General Education courses taken within the A.A.S. degree.

A. Social Science Component: (21 credits)

POL 324	Local and Rural Politics	3
SOCI 331	Minorities in America	3
SWRK 340	Human Behavior in the Social Environment.....	3
	OR	3
PHIL 305	Law, Liberty, and Morality	3
PSYC 335	Abnormal Psychology	3
JUAD 442	Court and Corrections Management.....	3
JUAD 448	White Collar Crime	3
JUAD 498	Senior Seminar (Capstone Course).....	3

B. Administrative Component: (21 credits)

BADM 380	Management Principles	3
BADM 420	Diversity Management	3
BADM 422	Human Resource Development: Training and Organizational Development	3
BADM 424	Leadership and Team Management	3
BADM 425	Human Resource Management.....	3
PBAD 325	Administrative Law	3
PBAD 350	Public Budgeting	3

C. Graduation Requirements

Wellness and Health Requirement
 Regional Studies Requirement
 Capstone Course (See Above)

Total Credits: 42

JUSTICE ADMINISTRATION COURSES (JUAD)

144 (LAC, C, D) Introduction to Justice and Society (3 credits)

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.

240 Law Enforcement and Society (3 credits)

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. Prerequisite: JUAD 144.

242 Corrections Systems (3 credits)

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. Prerequisite: JUAD 144.

246 Introduction to Security (3 credits)

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. Prerequisite: JUAD 144.

300 Women and Justice (3 credits)

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.

304 Victimology (3 credits)

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.

310 Minorities, Crime, and Social Policy (3 credits)

This course will examine the role diversity has played within the criminal justice system. Student will examine various diversity issues within the country and the criminal justice system to explore how change occurs.

399 Criminal Procedure (3 credits)

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. Prerequisite: JUAD 144 or consent of instructor.

441 Organized Crime (3 credits)

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.

442 Court/Corrections Management (3 credits)

This course covers theories and techniques of administering court processes; correctional agencies and institutions; judicial and correctional law; personnel and financing of court systems; unified court systems and court reform; security and custody; physical plant; inmate programs; and the social structure of the incarcerated community. Emphasis is placed on planning, budgeting, staffing, decision-making, policy development, and program evaluation, and, in particular, on ethical and civil rights issues. Students examine discrepancies between new theories implemented by decision-makers and the actual outcome of theoretical applications. Prerequisite: JUAD 144.

444 Juvenile Justice (3 credits)

A critical analysis of various definitions and theories of delinquency; survey of the current social contexts of juvenile justice, exploring links with historical treatment of children and criminals; law enforcement roles in dealing with juveniles; review of the juvenile court process and landmark cases concerning juvenile rights; and study of delinquency prevention and control. Prerequisite: JUAD 144 or consent of instructor.

448 White Collar Crime (3 credits)

The study of white-collar crime, beginning with Sutherland's initial definition of the term and continuing with contemporary research. Topics include characteristics, society's and perpetrators' perceptions of white-collar crime, and costs (economic and social). Competing theoretical explanations for white-collar crime are examined. Prerequisite: JUAD 144 or consent of instructor.

450 Criminal Law (3 credits)

This course will be an in-depth study into the crime elements and criminal defenses available for various crimes. Prerequisite: JUAD 114 or POL 227 or consent of instructor.

486 Special Topics (1-4 credits)

This course is designed to provide upper-level students with an opportunity to experience a special or experimental curriculum enrichment course. Prerequisite: junior or senior standing, or consent of instructor.

498 (M) Senior Seminar in Justice Administration (3 credits)

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. Prerequisites: senior standing.

499 Field Experience/Internship (3-12 credits)

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.

LATIN

For Latin information, requirements, and courses, please see section entitled “Foreign Languages.”

LAW ENFORCEMENT ADMINISTRATION

For Law Enforcement Administration information, requirements, and courses, please see section entitled “Business Administration” or “Justice Administration” under Bachelor of Applied Science: Law Enforcement Administration.

LITERATURE

For Literature information, requirements, and courses, please see section entitled “English.”

MARKETING

Office: Charter Hall 101, 537-6114
Faculty: Michael K. Rich
Department: Business and Public Affairs

The field of marketing impacts all aspects of business in the global economy today. Success or failure of a product or service in today's highly competitive marketplace depends on a well-executed marketing program. The successful graduate of the Marketing Program at Southwest Minnesota State University will find numerous opportunities within the business community to pursue a meaningful and financially rewarding career. Typical career paths encompass both the consumer and business-to-business markets. Entry-level positions would include sales, advertising and promotion, public relations, purchasing, distribution, product development, and marketing research. Positions would exist for both domestic and international assignments. A marketing graduate could advance to positions such as sales manager, distribution manager, product development director, director of marketing research, director of sales, director of public relations, vice-president of marketing or research, to name a few of the possibilities.

Marketing majors have the opportunity to be an employee of the Southwest Marketing Advisory Center (SMAC), an organization that pursues actual marketing research projects for various local governmental and commercial organizations. Selected students are paid at an hourly rate of \$10.00 per hour and have the opportunity to manage and coordinate projects with various entities. 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. Scholarships funds are also available for students employed in SMAC.

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.

Pre-Major Requirements:

Students intending to major in marketing at Southwest Minnesota State University must meet the requirements listed below before being accepted into the major program.

1. Complete MATH 115, 140, or 150 with a minimum grade of "C."
2. Complete ENG 102 and 103 with a minimum grade of "C."
3. Complete SPCH 110 with a minimum grade of "C."
4. Complete 32 credit hours with a minimum 2.25 GPA.
5. Transfer students must eliminate all deficiencies in two semesters to remain in the Marketing Program.
6. Completing all Marketing courses with a GPA of 2.25 is required for graduation.

Pre-Marketing requirements for the Marketing major are departmental requirements, not Liberal Arts Curriculum (LAC) requirements. All students, including transfer and honors students, pursuing a Marketing major must meet or exceed these departmental requirements.

Bachelor of Science: Marketing (57 credits)

I. Business Core: (33 credits)

ACCT 211	Principles of Accounting I	3
ACCT 212	Principles of Accounting II	3
BADM 230	Business Statistics I	3
BADM 280	Computer Concepts and Applications	3
BADM 350	Managerial Finance	3
BADM 380	Management Principles	3
BADM 390	Business Law	3
MKTG 301	Principles of Marketing	3

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ECON 201	Microeconomics	3
ECON 202	Macroeconomics.....	3
MKTG471	International Marketing	3
MKTG 495	Senior Examination	0
II. Marketing Core: (15 credits)		
MKTG 331	Professional Selling	3
MKTG 361	Business-to-Business Marketing	3
MKTG 381	Advertising Management	3
MKTG 441	Marketing Research	3
MKTG 491	Strategic Marketing Policy	3
III. Marketing Electives: (9 credits) *		
<i>Selected from the following courses:</i>		9
MKTG 321	Retail Management	3
MKTG 341	Sales Management.....	3
MKTG 351	e-Marketing	3
MKTG 371	Entrepreneurship	3
MKTG 391	Consumer Behavior	3
MKTG 411	Integrated Marketing Communications (IMC)	3
MKTG 471	International Marketing.....	3
MKTG 499	Internship in Marketing **	1-3
<i>Interdisciplinary: (One course from the following may be substituted for a marketing elective.)</i>		
ART 141	Digital Publishing.....	3
ART 240	Concepts in Graphic Design.....	3
BADM 355	Small Business Management	3
PHIL 105	Ethical Issues in Business	3
PSYC 318	Group Dynamics	3
PSYC 358	Industrial/Organizational Psychology	3
RURL 321	Introduction to Geographic Information Systems.....	3
SPCH 200	Small Group Communication.....	3
SPCH 210	Introduction to Public Relations.....	3
SPCH 301	Risk and Crisis Communication.....	3
Total Credits:		57

* Other restricted electives may be substituted if they complement the major and are approved by the Marketing advisor.

** Only 3 credits may apply to the major with any remainder applied as general elective credits.

Associate in Science: Marketing (64 credits)

I. Business Core: (18 credits)		
ACCT 211	Principles of Accounting I	3
BADM 280	Business Data Processing	3
BADM 380	Management Principles	3
BADM 390	Business Law I.....	3
ECON 201	Principles of Microeconomics	3
MKTG 301	Principles of Marketing	3
II. Marketing Core: (15 credits)		
<i>Selected 15 credits from the following courses:</i>		
MKTG 321	Retail Management	3
MKTG 331	Professional Selling	3
MKTG 341	Sales Management.....	3
MKTG 351	e-Marketing	3
MKTG 361	Business-to-Business Marketing	3
MKTG 371	Entrepreneurship	3
MKTG 381	Advertising Management	3
MKTG 391	Consumer Behavior	3

MKTG 411	Integrated Marketing Communications (IMC)	3
MKTG 441	Marketing Research.....	3
MKTG 471	International Marketing.....	3

III. Liberal Arts Curriculum (LAC) Requirements: (31 credits)

There are specific LAC requirements for the A.S. Marketing degree. Please consult an advisor in the Marketing program for complete information.

Total Credits:	64
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Minor: Marketing (15 credits)

MKTG 301	Principles of Marketing	3
MKTG 331	Professional Selling	3
MKTG 381	Advertising Management	3
<i>Any 2 courses (6 credits) of the following courses:.....</i>		<i>6</i>
MKTG 321	Retail Management	3
MKTG 341	Sales Management.....	3
MKTG 351	e-Marketing	3
MKTG 361	Business-to-Business Marketing	3
MKTG 371	Entrepreneurship	3
MKTG 391	Consumer Behavior.....	3
MKTG 411	Integrated Marketing Communications (IMC)	3
MKTG 441	Marketing Research.....	3
MKTG 471	International Marketing	3

Total Credits	15
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Bachelor of Applied Science: Marketing

As of Spring semester 2004, specific course requirements are currently under review and revision. Please see the Chairperson of the Business and Public Affairs Department and/or the Marketing program faculty for current requirements.

In order to properly serve graduates from community colleges and technical schools, the marketing discipline offers a Bachelor of Applied Science (B.A.S.) degree. The B.A.S. degree program in Marketing will provide opportunities for individuals who have completed Associate of Applied Science (A.A.S.) or Associate of Science (A.S.) degree programs, or a two-year technical diploma approved by MnSCU, to achieve a bachelor’s degree with somewhat reduced course requirements when compared to a student who has not achieved any of the two-year degrees or diplomas.

Degree Requirements:

Successful completion of one of the following three degrees is prerequisite for pursuing a Bachelor of Applied Science in Marketing degree:

- A. Associate Degree curriculum requirements printed in the Academic Policies section of the online catalog.
- B. The following three requirements:
 - 1. A minimum of 42 semester credit hours (SCH) an accredited four-year institutions, of which:
 - a. A minimum of 22 SCH is completed at SMSU.
 - b. A minimum of 27 SCH is completed at the 300 or 400 level.
 - 2. Complete the requirements for an approved B.A.S. major
 - 3. Complete all coursework while enrolled at SMSU with a cumulative GPA of at least 2.25 on a 4.0 scale.
 - A GPA of 2.5 will be required for all courses within the Marketing discipline, regardless of where completed.
- C. Complete requirements under one of the following three categories as determined by status at time of matriculation at SMSU:
 - 1. Possess an A.A.S. degree from an accredited community or technical college or a four-year college or university.
 - a. Complete an additional minimum of 64 SCH.
 - b. Satisfy the Minnesota General Transfer Curriculum or a minimum of 22 SCH from SMSU’s Liberal Arts Curriculum/Minnesota Transfer Curriculum consisting of courses approved by the

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students' Degree Program Committee.

2. Possess an A.S. degree from an accredited community or technical college or a four-year college or university.
 - a. Complete an additional minimum of 64 SCH.
 - b. Satisfy the Minnesota General Transfer Curriculum or a minimum of 12 SCH from SMSU's Liberal Arts Curriculum/Minnesota Transfer Curriculum consisting of courses approved by the students' Degree Program Committee.
3. Possess a MnSCU approved two-year technical diploma from an accredited community or technical college or a four-year college or university.
 - a. Complete an additional minimum of 86 SCH.
 - b. Satisfy the Minnesota General Transfer Curriculum or SMSU's Liberal Arts Curriculum/Minnesota Transfer Curriculum or a minimum of 12 SCH from SMSU's Liberal Arts Curriculum.

Major Requirements:**A. Basic Courses:** (18 credits)

ACCT 211	Principles of Accounting I	3
ACCT 212	Principles of Accounting II	3
BADM 230	Business Statistics I	3
BADM 280	Computer Concepts and Applications	3
ECON 201	Microeconomics	3
ECON 202	Macroeconomics	3

B. Upper-division Courses: (21 credits)

BADM 380	Management Principles	3
MKTG 301	Marketing Principles.....	3
MKTG 331	Professional Selling	3
MKTG 361	Business-to-Business Marketing	3
MKTG 381	Advertising Management	3
MKTG 441	Marketing Research	3
MKTG 491	Strategic Marketing Policy	3

C. Elective Courses: (Minimum of 3 credits).....3

BADM 350	Managerial Finance	3
BADM 390	Business Law I	3
BADM 355	Small Business Management	3
ECON 470	International Business	3
MKTG 321	Retail Management	3
MKTG 341	Sales Management.....	3
MKTG 351	e-Marketing	3
MKTG 371	Entrepreneurship	3
MKTG 391	Consumer Behavior.....	3
MKTG 411	Integrated Marketing Communications (IMC)	3
MKTG 471	International Marketing	3

D. The following limitations also apply:

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.

MARKETING COURSES (MKTG)

286 Special Topics in Marketing (1-4 credits)

Customized course of instruction with content approved by the Marketing advisor and course instructor. Prerequisite: Marketing major and MKTG 301.

301 Principles of Marketing (3 credits)

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. Prerequisite: ECON 201 or ECON 202.

321 Retail Management (3 credits)

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. Prerequisite: MKTG 301.

331 Professional Selling (3 credits)

The elements of persuasion are fully explored and developed through a team role-playing environment that culminates in a taped presentation that is replayed for class evaluation. The unique qualities of service selling are analyzed. Most emphasis in the course is placed on the business-to-business selling environment.

341 Sales Management (3 credits)

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. Prerequisite: MKTG 331.

351 e-Marketing (3 credits)

The advent of the Internet and the World Wide Web has generated a new and vital distribution channel for marketers that is highly competitive, requiring specific skills in order to be an effective tool for today's practicing marketer. This course develops a comprehensive understanding of the requirements necessary for successfully incorporating the Internet into an integrated corporate marketing program. Prerequisite: MKTG 301.

361 Business-to-Business Marketing (3 credits)

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.

371 Entrepreneurship (3 credits)

With large corporations in a constant state of flux with employees often being treated as an expendable item, pursuit of individual ideas for successful business ventures continues to flourish in this country. Some people have a natural instinct for starting business enterprises but lack both the desire and skills to insure their continuing success. This course will help students to better evaluate their own potential as an entrepreneur and to better determine the key factors that make up this element of the marketing discipline.

381 Advertising Management (3 credits)

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. Prerequisite: MKTG 301.

386 Special Topics in Marketing (1-4 credits)

Customized course of instruction with content approved by the Marketing advisor and course instructor. Prerequisite: Marketing major and MKTG 301.

391 Consumer Behavior (3 credits)

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. Prerequisite: MKTG 301.

411 Integrated Marketing Communications (IMC) (3 credits)

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. Prerequisite: MKTG 301.

441 Marketing Research (3 credits)

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. Prerequisites: MKTG 301 and BADM 230.

471 International Marketing (3 credits)

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.

486 Special Topics in Marketing (1-4 credits)

Customized course of instruction with content approved by the Marketing advisor and course instructor. Prerequisites: Marketing major and MKTG 301.

487 Marketing Seminar (3 credits)

Customized set of activities designed by the student and instructor to enhance areas of marketing understanding. Prerequisites: senior standing and consent of Marketing advisor and selected instructor.

491 (M) Strategic Marketing Policy (3 credits)

This marketing capstone course will permit students to effectively use the marketing knowledge and skills developed during the entire course of study and apply that knowledge effectively in solving a series of case studies with several marketing peers in a team environment. Students will also have the opportunity to solve several cases on an individual basis. The course will briefly review marketing fundamentals at the onset to better prepare students for solving the assigned cases. Prerequisites: MKTG 301, MKTG 331, MKTG 361, MKTG 381, MKTG 441.

494 Independent Study (1-3 credits)

Prerequisites: Marketing major, MKTG 301 and consent of marketing advisor and selected instructor.

499 Internship (3-6 credits)

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. Prerequisites: junior or senior standing and acceptance into an approved internship position as determined by the Marketing advisor.

MATHEMATICS

Office: Science and Math 178, 537-6141

Faculty: William Arvola, Paul Enersen, Robert Moyer, Sherwin Skar, Joseph VanWie,
Wije Wijesiri

Department: Mathematics/Computer Science

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 have 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.

Bachelor of Arts: Mathematics (44 credits)

I. Required Courses in Mathematics:

MATH 150	Calculus I.....	5
MATH 151	Calculus II.....	5
MATH 252	Calculus III	3
MATH 350	Differential Equations.....	3
MATH 360	Linear Algebra	3
MATH 200	Introduction to Statistics.....	3
	OR	3
MATH 210	Discrete Mathematics	3
MATH 320	Foundations of Mathematics	3
MATH 440	Abstract Algebra I.....	3
MATH 450	Advanced Calculus I.....	3
MATH 441	Abstract Algebra II.....	3
	OR	3
MATH 451	Advanced Calculus II	3
MATH 480	Mathematics Seminar	1

II. Additional Courses:

Nine (9) additional credits in MATH courses numbered 200 or above,
including a maximum of 3 credits from 499 with departmental approval

Total Credits: 44

Bachelor of Science: Mathematics Education (44 credits)

I. Required courses in Mathematics:

MATH 150	Calculus I.....	5
MATH 151	Calculus II.....	5
MATH 252	Calculus III	3
MATH 350	Differential Equations.....	3
MATH 360	Linear Algebra	3
MATH 200	Introduction to Statistics	3
MATH 210	Discrete Mathematics	3
MATH 300	Modern Geometry.....	3
MATH 320	Foundations of Mathematics	3
MATH 440	Abstract Algebra I.....	3
MATH 450	Advanced Calculus I.....	3
MATH 441	Abstract Algebra II.....	3
	OR	3
MATH 451	Advanced Calculus II	3

182 Mathematics

MATH 480	Mathematics Seminar	1
	Three (3) additional credits in math courses numbered 200 or above, including a maximum of 3 credits from 499 with departmental approval	3

Total Credits: 44

Special Notes:

1. A student must fulfill the professional education requirements for licensure; see Education section.
2. A student should have a “B” (3.00) average in all required mathematics courses before being recommended for admission to the education licensure program.
3. A student should maintain a “B” (3.00) average in all required mathematics courses including a minimum of 22 credits completed before being recommended for student teaching.

Minor: Mathematics (22 credits) (Non-Teaching)

I. Required courses in Mathematics:

MATH 150	Calculus I	5
MATH 151	Calculus II	5
MATH 252	Calculus III	3
MATH 200	Introduction to Statistics.....	3
	OR	3
MATH 210	Discrete Mathematics	3

II. Additional Courses:

Six additional credits in MATH courses numbered 200 or higher, excluding 499	6
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Total Credits: 22

MATHEMATICS COURSES (MATH)

045 Intermediate Algebra (3 credits)

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. Prerequisite: one year of high school algebra or consent of instructor.

101 (LAC) Great Ideas of Mathematics (3 credits)

This course seeks to contribute to a student’s appreciation and understanding of mathematics with an investigation of selected historical and current mathematical ideas. Emphasis is placed on the application of these ideas and how they have been used to understand and approach problems in a variety of areas in our world today.

103 (LAC) Introduction to Math Modeling (3 credits)

Mathematical models used to solve everyday problems. Prerequisite: two years of high school mathematics or MATH 045.

110 College Algebra (3 credits)

Mathematics topics for students whose backgrounds are insufficient for them to begin their study of mathematics at a higher level. Topics include: equations and inequalities, functions, graphs, polynomials, systems of equations, matrices, and determinants. Prerequisite: two years of high school mathematics or MATH 045.

115 (LAC) Finite Mathematics (3 credits)

Solving systems of linear equations, matrix operations, and an introduction to linear programming, including the simplex method, mathematics of finance, counting techniques, and probability. Prerequisite: three years of high school mathematics or MATH 110.

125 Trigonometry and Special Functions (3 credits)

Trigonometry, both circular functions and right triangle, trigonometric equations, logarithms, exponential functions, and complex numbers. Prerequisite: MATH 110, or three years of high school mathematics not including trigonometry, or consent of instructor.

127 (LAC) Concepts of Mathematics (3 credits)

A study of some fundamental concepts of mathematics. Topics include problem-solving, inductive and deductive reasoning, sets, relations, and number systems. Some of the topics are discussed in the context of their historical development and their place in the elementary school curriculum.

128 Mathematics for Elementary Teachers (3 credits)

A study of some important concepts of mathematics. Topics may include problem-solving, geometry, measurement, probability, and statistics. The topics are developed in the context of their place in the elementary school curriculum. This course is required for all Elementary Education majors. Prerequisite: MATH 127.

140 (LAC) Calculus: A Short Course (3 credits)

A short study of differential and integral calculus with applications. An intuitive approach to calculus is emphasized. Prerequisite: MATH 110 or three years of high school mathematics.

150 (LAC) Calculus I (5 credits)

Differential calculus of elementary functions, including applications. Introduction to integration. Prerequisite: three years of high school mathematics including trigonometry or MATH 125 or consent of instructor.

151 (T) Calculus II (5 credits)

Applications of integration. Sequences and series, analytical geometry, parametric equations, polar coordinates, vectors, and geometry of two- and three-space. Prerequisite: MATH 150.

200 (T) Introduction to Statistics (3 credits)

Introduction to measures of central tendency, measures of dispersion, frequency distributions, large and small samples, testing of hypotheses, and correlation analysis. Use of computer in statistical analysis. Prerequisite: MATH 110 or three years of high school mathematics.

210 (T) Discrete Mathematics (3 credits)

Algebraic, logical, and combinatoric techniques and their applications to various areas including Computer Science. Prerequisite: MATH 110 or three years of high school mathematics.

252 Calculus III (3 credits)

Differential and integral calculus of Euclidean three-space using vector notation. Prerequisite: MATH 151.

286 Special Topics in Mathematics (1-4 credits)

Prerequisite: consent of instructor and Department of Mathematics/Computer Science.

292 Honors Credit in Math (1-4 credits)

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 Mathematics course. Prerequisites: consent of instructor and the Department of Mathematics/Computer Science.

300 Modern Geometry (3 credits)

The postulation systems of geometry, including Euclidean and non-Euclidean geometries, projective and affine geometry. Prerequisite: MATH 151.

305 History of Mathematics (3 credits)

Lives and contributions of mathematicians and the development of ideas and branches of mathematics. Prerequisites: MATH 151 and two mathematics courses above MATH 200.

310 Number Theory (3 credits)

The integers, including Peano postulates, divisibility, congruencies, Diophantine equations, and continued fractions. Prerequisite: MATH 151 or consent of instructor.

315 Combinatorics (3 credits)

A survey of some of the techniques of combinatorial mathematics and their application. Topics include connectivity, planarity and colorability of graphs, graph isomorphisms, enumeration techniques, recurrence relations, and generating functions. Many of the topics are extensions of those introduced in MATH 210: Discrete Mathematics. Prerequisite: MATH 210 and either MATH 150 or 140.

320 Foundations of Mathematics (3 credits)

The "nature" of mathematics, the axiomatic method, the theory of sets, the real number continuum, and various viewpoints on the foundations of mathematics. Prerequisites: MATH 252 and junior or senior standing.

330, 331 Probability and Statistics I, II (3 credits each)

An introduction to calculus of probabilities and mathematical statistics, including discrete and random variables, mathematical expectation, probability distributions, sampling, hypothesis tests, regression, and correlation. Prerequisites: MATH 151 for MATH 330; MATH 330 for MATH 331.

345 Numerical Analysis (3 credits)

Finite differences and applications; interpolation formulas; inversion of matrices; numerical methods of solution of equations; numerical differentiation and integration. Prerequisites: MATH 151 and COMP 160.

350 Differential Equations (3 credits)

Exact solutions and applications of differential equations. Prerequisite: MATH 151.

355 Applied Mathematics (3 credits)

Partial differential equations of physics, orthogonal sets of functions, Fourier series, boundary value problems, and applications of these topics. Prerequisites: MATH 252 and MATH 350.

360 Linear Algebra (3 credits)

Matrices and determinants with applications to vector spaces (linear transformations and eigenvalues) and the solution of systems of linear equations. Prerequisite: MATH 151.

370 Operations Research (3 credits)

Several types of optimizing techniques, including linear programming, simulations, applications of probability, and dynamic programming. Prerequisite: MATH 151.

394 Directed Studies in Mathematics (1-4 credits)

Independent study of mathematical topics not ordinarily covered in the established courses. May be repeated.

Prerequisite: consent of instructor.

440, 441 Abstract Algebra I, II (3 credits each)

Basic algebraic systems, including groups, rings, fields, and modules. Prerequisites: MATH 252 for MATH 440; MATH 440 for MATH 441.

450, 451 Advanced Calculus I, II (3 credits each)

A theoretical investigation of calculus of several variables, metric spaces, sequences and series of functions; theory of integration. Prerequisite: MATH 252 for MATH 450; MATH 450 for MATH 451.

460 Complex Analysis (3 credits)

The algebra of complex numbers, analytic functions, mapping properties of the elementary functions, Cauchy's Theorem, Cauchy's integral formula and residues.

Prerequisites: MATH 252 and junior or senior standing.

480 Mathematics Seminar (1 credit)

This course is designed to acquaint the student with current research in mathematics by a review of current mathematical literature sources. Students integrate and synthesize their backgrounds by presenting a problem-solving or research project. Repeatable for a total of four credits. Prerequisite: junior or senior standing or approval by the Mathematics and Computer Science faculty.

486 Advanced Topics in Mathematics(1-4 credits)

Prerequisite: consent of instructor and the Department of Mathematics/Computer Science.

499 Internship in Mathematics (1-16 credits)

On-the-job supervised experience and study dealing with applications of mathematics. Prerequisites: junior standing and consent of Mathematics and Computer Science Program faculty.

MUSIC

Office: Fine Arts 207, 537-7234

Faculty: Terry Beckler, Charles Kauffman, Daniel Rieppel, Russell Svenningsen

Department: Art, Music, Speech Communication and Theatre

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. The department also provides a program in which the student may formulate an integrated program from two or more disciplines in conjunction with music that meet his/her needs in a more viable way (see **Individualized Interdisciplinary Major** in the Academic Organization section of the online catalog at www.SouthwestMSU.edu). Possible combinations are Music-Management, Music-Business, or Music-Elementary Education.

The SMSU Music Program is an accredited member of the National Association of Schools of Music. For further information refer to the Music Program Student/Faculty Handbook available in the Music Program Office.

Bachelor of Arts: Music (45-51 credits)

I. Core Requirements: (30 credits)

MUS 110	Public Performance Studies (7 semesters).....	0
MUS 171	Music Theory I Lab	1
MUS 172	Music Theory	3
MUS 173	Music Theory I Lab	1
MUS 174	Music Theory I	3
MUS 260	Piano Competency	0
MUS 272	Music Theory II	3
MUS 274	Music Theory II	3
MUS 367	Choral Conducting *	2
	OR	2
MUS 368	Instrumental Conducting *	2
MUS 376	Orchestration	2
MUS 381	Music History: Medieval-Baroque	3
MUS 382	Music History: Classic-20th Century	3
	<i>Six credits of ensemble participation:</i>	6
MUS 332	Instrumental Ensemble	1-3
MUS 334	Chamber Music	1
MUS 335	Symphonic Band	0-2
MUS 336	Marching Band.....	0-2
MUS 337	Southwest Minnesota Orchestra	0-2
MUS 352	Vocal Ensemble.....	1-2
MUS 355	Concert Choir.....	0-2

II. Music Options: (15-21 credits) **

Option A. Academic Option: (15 credits)

Applied Lessons	6
Electives (Listed in Section III. Music Electives)	5
MUS 494 Independent Study	3
MUS 495 Senior Seminar	1

Option B. Performance Option: (21 credits)

Applied Lessons	10
Electives (Listed in Section III. Music Electives)	8
MUS 495 Senior Seminar	1
MUS 497 Senior Instrumental Recital	3
OR	3
MUS 499 Senior Vocal Recital	3

III. Music Electives for Options A and B:

MUS 101 Survey of World Music	3
MUS 102 American Music	3
MUS 318 Brass Methods	2
MUS 328 Woodwind Methods	3
MUS 330 Percussion Methods	2
MUS 348 String Methods	1
MUS 372 Counterpoint	2
MUS 375 Applied Composition	2
MUS 392 Elementary Music Methods and Materials	2
MUS 393 Secondary Music Methods and Materials	2
MUS 399 Junior Recital	2
MUS 451 Administration of Vocal Ensembles	1
MUS 452 Administration of Instrumental Ensembles	1
MUS 453 Marching Band Techniques	2
MUS 455 Vocal Diction & Literature	2
MUS 460 Piano Teaching Methods	2
MUS 462 Piano Laboratory Methods	1
MUS 466 Piano Literature	2
MUS 474 Music Management and Public Relations	3
MUS 485 Choral Techniques & Arranging	2
MUS 486 Band History & Literature	1
MUS 487 Strings/Orchestra History & Literature	1
MUS 494 Independent Study	1-3

Total Credits: 45-51

* Students will select the conducting course most closely related to their major performing areas.

** **Piano Pedagogy Emphasis:** Students who wish to select a curricular emphasis in Piano Pedagogy are required to meet with piano faculty for advisement prior to enrollment in the program. For this emphasis the Music Ensembles must include MUS 434 Chamber Music (one semester); and the Music Methods must include MUS 460, MUS 462, and MUS 466.

Restrictions: To advance to candidate status for the Performance Option (Option B) of the B.A. degree, students must demonstrate proficiency by performing with excellence at a jury examination. Students who do not demonstrate proficiency must petition again for subsequent jury examinations until performance is deemed worthy of candidacy. Students with deficiencies may be required to complete additional applied instruction.

Bachelor of Science: Music Education (68-70 credits) *

I. Core Requirements in Music:

MUS 101	Survey of World Music	3
MUS 110	Public Performance Studies (7 semesters total)	0
MUS 140	Guitar Proficiency Class	1
MUS 172/174	Music Theory I (3+3)	6
MUS 171/173	Music Theory I Lab (1+1)	2
MUS 260	Piano Competency	0
MUS 272/274	Music Theory II (3+3)	6
MUS 381/382	Music History	6
MUS 392	Elementary School Music Methods & Materials	2
MUS 393	Secondary School Music Methods & Materials	2
MUS 495	Senior Seminar	1
MUS 496	Senior Instrumental Recital	2
	OR.....	2
MUS 498	Senior Vocal Recital	2
<i>Electives chosen from the following:</i>		2-3
MUS 451	Administration of Vocal Ensembles	1
MUS 452	Administration of Instrumental Ensembles	1
MUS 455	Vocal Diction & Literature	2
MUS 486	Band History & Literature	1
MUS 487	Strings/Orchestra History & Literature	1

Core Credits: 33-34

II. Specialization: (35-36 credits)

One of the following:

A. Instrumental Music and Classroom Music K-12 (35 credits)

Applied Major Instrument(s) (2 credit x 5 semesters)	10
Applied Secondary Instrument(s) (2 credit x 2 semesters)	4
Instrumental Methods	7
MUS 318 Brass Methods	2
MUS 328 Woodwind Methods	2
MUS 330 Percussion Methods	2
MUS 348 String Methods	1
Major Ensembles (1 credit x 6 semesters)	6
Small Ensembles (1 credit x 2 semesters).....	2
MUS 368 Instrumental Conducting	2
MUS 376 Orchestration	2
MUS 453 Marching Band Techniques	2

B. Vocal Music and Classroom Music K-12 (36 credits)

Applied Voice (2 credit x 5 semesters)	10
Applied Piano (2 credit x 2 semesters)	4
Instrumental Methods (two of the following):.....	5
MUS 308 Instrumental Methods.....	3
MUS 330 Percussion Methods	2
Vocal Methods	5
MUS 250 Class Voice	1
MUS 455 Vocal Diction and Literature	2
MUS 485 Choral Techniques and Arranging	2
Major Ensembles (1 credit x 7 semesters)	7
Small Ensembles (1 credit x 3 semesters).....	3
MUS 367 Choral Conducting	2

Total Credits: 68-70

* At the time this catalog went to print, specific course requirements were under review and revision by the Minnesota State Board of Teaching. Please see the Music Program for current requirements. The student must also fulfill the professional education requirements; please see the Education Department for current requirements.

Restrictions: To advance to candidate status for the B.S. degree, students must demonstrate proficiency by performing with excellence at a jury examination. Students who do not demonstrate proficiency must re-petition for subsequent jury examinations until performance is deemed worthy of candidacy. Students with deficiencies may be required to complete additional applied instruction.

Minor: Music (23 credits)

For acceptance into the Music minor program, all Music minors should contact a music faculty member for specific information.

I. Core Requirements: (19 credits)

MUS 110	Public Performance Studies (3 semesters).....	0
MUS 171	Music Theory I Lab	1
MUS 172	Music Theory I	3
MUS 173	Music Theory I Lab	1
MUS 174	Music Theory I	3
MUS 260	Piano Competency	0
Applied Electives: (One of the following courses)		2
MUS 367	Choral Conducting	2
MUS 368	Instrumental Conducting	2
MUS 300+	Applied Lessons in a selected instrument	2
Music History Course:*(One of the following courses)		3
MUS 381	Music History: Medieval-Baroque.....	3
MUS 382	Music History: Classic-20th Century	3

II. Electives in Music:.....10

Includes Applied Lessons selected in consultation with a Music advisor.

Total Credits: 23

Music minors must complete a minimum of two semesters of a major applied music area and two semesters (one credit hour/semester) of ensemble participation.

* MUS 100 Introduction to Music is recommended prior to taking a Music History course.

MUSIC COURSES (MUS)

100 (LAC) Introduction to Music (3 credits)

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.

101 (LAC) Survey of World Music (3 credits)

A study of the music, musicians, and musical instruments of selected cultures of the world, as a means to a broader understanding of music as a worldwide phenomenon.

102 (LAC, R, S) American Music (3 credits)

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.

110 Public Performance Studies (0 credit)

Students will study and learn the art of public musical performance by attendance of on-campus and off-campus concerts. Students develop a full knowledge and experience of the broad range of performance media and repertoire. Prerequisite: must be Music major or Music minor.

140 Guitar Proficiency Class (1 credit)

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.

161 Basic Piano (1 credit)

Private lessons for beginning through intermediate piano students, advanced students with limited practice time, and Music majors and minors in preparation for passing Piano Competency 260. Prerequisite: consent of instructor.

171, 173, Music Theory I Lab (1 credit each)

Musicianship training in keyboard, sight singing, and ear training. Prerequisite: MUS 171 for 173; 171 to be taken concurrently with 172; 173 with 174.

172, 174 Music Theory I (3 credits each)

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. Prerequisite: MUS 172 for 174.

250 Class Voice (1 credit)

To provide the student with the opportunity to learn the fundamental techniques of solo singing through the basic instruction on posture, breath control, phonation, phrasing, interpretation, and representative vocal solo literature.

260 Piano Competency (0 credit)

To set minimum standards of piano competency for students earning degrees with a major or minor in music. Prerequisite: MUS 174.

272, 274 Music Theory II (3 credits each)

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. Prerequisites: MUS 174 for 272; MUS 272 for 274.

292 Honors in Music (on demand; 1-4 credits)

To provide honors students with the opportunity to do independent study for in-depth comprehensive study through research, active engagement in music appreciation, creativity, and other music-related activities to complement currently enrolled music courses. Prerequisites: Honors student, consent of instructor.

308 Instrumental Methods (3 credits)

The course will survey pedagogical materials, methods of instruction, basic concepts relating to these areas as well as brass, woodwinds, and strings. For students majoring in Vocal Music Education.

311 Applied Trumpet (2 credits)

To advance the individual playing skills of each student electing such study and to gain mastery of representative brass literature. Prerequisite: consent of instructor.

312 Applied Horn (2 credits)

To advance the individual playing skills of each student electing such study and to gain mastery of representative brass literature. Prerequisite: consent of instructor.

313 Applied Trombone (2 credits)

To advance the individual playing skills of each student electing such study and to gain mastery of representative brass literature. Prerequisite: consent of instructor.

314 Applied Euphonium (2 credits)

To advance the individual playing skills of each student electing such study and to gain mastery of representative brass literature. Prerequisite: consent of instructor.

315 Applied Tuba (2 credits)

To advance the individual playing skills of each student electing such study and to gain mastery of representative brass literature. Prerequisite: consent of instructor.

318 Brass Methods (2 credit)

Class instruction. The course is designed to survey pedagogical materials, history, methods of instruction, basic concepts of brass performance, and other relevant topics related to brass instruments. Students will study high brass instruments. Students study trumpet, trombone, horn, euphonium, and tuba. Prerequisite: sophomore standing.

321 Applied Flute (2 credits)

To enhance the individual playing skills of each student electing such study and to gain mastery of representative woodwind literature. Prerequisite: consent of instructor.

322 Applied Oboe (2 credits)

To enhance the individual playing skills of each student electing such study and to gain mastery of representative woodwind literature. Prerequisite: consent of instructor.

323 Applied Clarinet (2 credits)

To enhance the individual playing skills of each student electing such study and to gain mastery of representative woodwind literature. Prerequisite: consent of instructor.

324 Applied Bassoon (2 credits)

To enhance the individual playing skills of each student electing such study and to gain mastery of representative woodwind literature. Prerequisite: consent of instructor.

325 Applied Saxophone (2 credits)

To enhance the individual playing skills of each student electing such study and to gain mastery of representative woodwind literature. Prerequisite: consent of instructor.

328 Woodwind Methods (2 credits)

Class instruction. This course is designed to survey pedagogical materials, history, methods of instruction, basic concepts of woodwind performance, and other relevant topics related to woodwind instruments. Students will study flute, clarinet, oboe, bassoon, and saxophone. Prerequisite: sophomore standing.

330 Percussion Methods (2 credits)

Class instruction. This course is designed to study the pedagogical and performance techniques of orchestral and band percussion instruments, pedagogical materials, and other topics related to percussion instruments. Prerequisite: sophomore standing.

331 Applied Percussion (2 credits)

To advance the individual playing skills of each student electing such study and to gain mastery of representative percussion literature. Prerequisite: consent of instructor.

332 Pep Band (0-2 credits)

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.

333 Jazz Band (0-2 credits)

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.

334 Chamber Music (1 credit)

The literature of chamber music in small groups by string, winds, percussion, and keyboard. Prerequisite: consent of instructor.

335 Symphonic Band (0-2 credits)

Preparation and performance of concert band and wind ensemble literature. Open to all students who play band instruments; on-campus and off-campus appearances. Prerequisite: consent of instructor.

336 Marching Band (0-2 credits)

Preparation and performance of half-time shows, parade marching, and other relevant maneuvers. Open to all students who play band instruments and who have experience with auxiliary units. On-campus and off-campus performances. Auditions for positions. Fall semester offering only. Prerequisite: audition.

337 Southwest Minnesota Orchestra (0-2 credits)

Open to all students, faculty, and other interested orchestral players. Prerequisite: consent of instructor.

338 Collegium Musicum (1-2 credits)

Recorders, krummorns, voice, string, and keyboard instruments. Repertoire consisting of early music and music not frequently heard. Open to anyone regardless of musical background.

341 Applied Violin (2 credits)

To teach students to perform at many levels on stringed instruments. Prerequisite: consent of instructor.

342 Applied Viola (2 credits)

To teach students to perform at many levels on stringed instruments. Prerequisite: consent of instructor.

343 Applied Cello (2 credits)

To teach students to perform at many levels on stringed instruments. Prerequisite: consent of instructor.

344 Applied Bass (2 credits)

To teach students to perform at many levels on stringed instruments. Prerequisite: consent of instructor.

348 String Methods (1 credit)

Class instruction. This course is designed to survey pedagogical materials, history, methods of instruction, basic concepts of string performance, and other relevant topics related to string instruments. Students will study violin, viola, cello, and bass. Prerequisite: sophomore standing.

349 Applied Guitar (2 credits)

To advance the student's playing ability through the study of classical guitar literature and/or the vocabulary of jazz. Prerequisite: consent of instructor

351 Applied Voice (2 credits)

To provide the student with the opportunity to develop an ability as a solo performer through individual study and presentation of the best vocal literature of all periods and by all composers. Prerequisite: consent of instructor.

352 Vocal Ensemble (1-2 credits)

To study and perform small vocal ensemble literature. The ensemble varies semester to semester: Madrigal Singers, Chamber Singers, and All That Jazz Singers. Open to all students by audition. Prerequisites: audition and consent of instructor.

355 Concert Choir (0-2 credits)

Performance of choral literature of all periods, voices, and nationalities. Open to all students by audition. Prerequisites: audition and consent of instructor.

357 Opera Workshop (1-3 credits)

Open to a selected group of students for performance of operatic literature, study of scores, acting, actual presentation of literature. Prerequisite: consent of instructor.

361 Applied Piano (2 credits)

To strive for command of the instrument so that the musical principles and ideas of the composer may be conveyed to the listener. Prerequisite: consent of instructor.

362 Applied Organ (2 credits)

To give students the opportunity to develop the technical artistry on the organ necessary to accomplish their individual purposes and goals. Prerequisite: consent of instructor.

363 Applied Harpsichord (2 credits)

To introduce harpsichord playing, its historical context and repertoire, and develop technical artistry. It is open to music students who would like to broaden their keyboard skills. Prerequisite: consent of instructor.

367 Choral Conducting (2 credits)

Basic concepts in choral conducting, rehearsal techniques, style, interpretation, and programming. Prerequisite: MUS 174.

368 Instrumental Conducting (2 credits)

Baton technique for instrumental conducting, score reading, score interpretation, rehearsal techniques, comprehensive musicianship, and performance practices. Prerequisite: MUS 174.

370 Harpsichord for Pianists: An Introduction (2 credits)

An introductory course on the history and playing of the harpsichord, for pianists who would like to broaden their repertoire.

372 Counterpoint (2 credits)

Melodic structure and the combination of melodic lines in two, three, and four voices in 16th or 18th Century styles. Prerequisite: MUS 274.

373 Applied Counterpoint (2 credits)

Applied lessons in composing melodic structure and the combination of melodic line in two, three, and four voices in 16th or 18th century styles. Prerequisite: MUS 173 and MUS 260.

374 Composition (2 credits)

Writing instrumental or vocal music in small forms. Prerequisite: MUS 274.

375 Applied Composition (2 credits)

Individualized instruction in the art of composition of music. Students will compose short works for traditional instruments and/or voices while exploring techniques and materials of modern music. Prerequisite: consent of instructor.

376 Orchestration (2 credits)

A study of ranges and capabilities of individual instruments of the orchestra, band, and other instrumental ensembles; arranging for sections and for the orchestra and band as a whole. Prerequisites: MUS 174 and MUS 260.

380 Special Topic: Idea of Music (2 credits)

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.

381 Music History: Medieval-Baroque (3 credits)

A study of musical development from the beginnings through the music of the Baroque period with emphasis on music literature. Prerequisite: MUS 174.

382 Music History: Classic-20th Century (3 credits)

A study of music from the classic period to the present, with emphasis on music literature. Prerequisite: MUS 174.

391 Teaching Music in Elementary Schools (Non-major: 3 credits)

A study in methods and materials of music and techniques and principles of musical education in the elementary grades. The course is designed for Elementary Education majors, non-music majors.

392 Elementary School Music Methods and Materials (2 credits)

Methods, materials organization, and procedures for teaching general music classes and other related musical organizations in the school, grades K-6. Prerequisite: MUS 174.

393 Secondary School Music Methods & Materials (2 credits)

The organization, development, and implementation of general music programs in the secondary schools, including the contents, methods of delivery, and scheduling. Prerequisite: MUS 174.

394 Dalcroze, Orff and Kodaly Methods (2 credits)

Techniques for teaching music through the use of solfeggio, barraphonic instruments, and movement in the elementary school classroom. Prerequisite: open to Music majors, minors, and Elementary Education majors.

399 Junior Recital (2 credits)

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.

434 Chamber Music Workshop (2 credits)

A concentrated course in chamber music offered for one week during the summer. Four hours of rehearsal and a concert daily.

451 Administration of Vocal Ensembles (1 credit)

Principles, techniques, implementation, and procedures for teaching and administrating secondary vocal-choral music programs. Prerequisite: MUS 367.

452 Administration of Instrumental Ensembles (1 credit)

Scheduling, recruiting, and organization of instrumental groups with particular emphasis on those found in the public schools. Course will also survey some literature and rehearsal techniques. Prerequisite: sophomore standing.

453 Marching Band Techniques (2 credits)

Materials, techniques, and organization of marching bands in the public schools. Fall semester offering only. Prerequisites: sophomore standing and concurrent participation in the Southwest Minnesota State University Marching Band.

455 Vocal Diction and Literature (2 credits)

Proper pronunciation, enunciation, articulation, and projection of English, Latin, Italian, German, and French texts and to study the representative vocal music literature in each language. Prerequisites: MUS 250 and MUS 351.

460 Piano Teaching Methods (2 credits)

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. Prerequisite: consent of instructor.

462 Piano Laboratory Methods (1 credit)

How to organize and maintain a piano laboratory studio, and the techniques, literature, and materials for teaching piano students in groups will be explored. Prerequisite: consent of instructor.

466 Piano Literature (2 credits)

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. Prerequisite: consent of instructor.

468 Piano Pedagogy Workshop (2 credits)

For piano teachers, offered one week in the summer. Methods, techniques and performance.

470 Topical Seminar (1-4 credits)**474/574 Music Management and Public Relations (3 credits)**

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. Prerequisite: junior standing; graduate standing for MUS 574.

485 Choral Techniques & Arranging (2 credits)

Choral rehearsal techniques, performance, interpretation, and style of choral music of all periods. A survey of choral music literature with emphasis on school needs. Advanced study in technique of choral arranging and the use of counterpoint for students who have completed the two-year music theory sequence. Prerequisite: MUS 367.

486 Band History and Literature (1 credit)

Survey the history of bands, with an emphasis on the U.S. and bands in the public schools. Survey of literature from beginning level through college and professional bands. Prerequisite: sophomore standing.

487 Strings/Orchestra History & Literature (1 credit)

Survey the history of string and symphony orchestras. Survey literature from the beginning level through college/professional level. Prerequisite: sophomore standing.

494 Independent Study (1-4 credits)

This course is available to students whose needs are not met through the Music Program's regular course of study. The student must have the approval of instructor and work under his/her guidance. Prerequisite: consent of instructor.

495 (M) Senior Seminar (1 credit)

A capstone course is required for all majors. Various projects are completed in this course, through research and performance. Prerequisite: senior standing.

496 Senior Instrumental Recital (2 credits)

An opportunity for the B.S. degree student to gain experience in the area of music performance in one-half of a recital program. A culmination applied musical studies at the University. Prerequisite: consent of instructor and of Music faculty jury.

497 Senior Instrumental Recital (3 credits)

An opportunity for the B.A. degree student to gain experience in the area of music performance in a complete recital program. A culmination of applied musical studies at the University. Prerequisite: consent of instructor and of Music faculty jury.

498 Senior Vocal Recital (2 credits)

An opportunity for the B.S. degree student to gain experience in the area of music performance in one-half of a recital program. A culmination of applied musical studies at the University. Prerequisite: consent of instructor and of Music faculty jury.

499 Senior Vocal Recital (3 credits)

An opportunity for the B.A. degree student to gain experience in the area of music performance in a complete recital program. A culmination of applied musical studies at the University. Prerequisite: consent of instructor and of Music faculty jury.

PHILOSOPHY

Office: Bellows Academic Center 109, 537-7206
Faculty: Hugh Curtler, Stewart Day, Steve Kramer
Department: Humanities, Philosophy, and Foreign Languages

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.

Bachelor of Arts: Philosophy (31 credits)

I. Philosophy core—Required courses: (16 credits)

PHIL 103	Ethics	3
PHIL 330	History of Philosophy I: Values	3
PHIL 331	History of Philosophy II: Human Institutions	3
PHIL 432	History of Philosophy III: Knowledge & Reality	4
PHIL 340	Logic	3

II. Elective courses: (15 credits)

Students must select five additional three credit courses from this list, of which two should be at the 300 level or above		15
PHIL 100	Perspectives	3
PHIL 101	Critical Thinking	3
PHIL 107	Environmental Ethics	3
PHIL 201	Aesthetics	3
PHIL 210	Philosophy in Literature	3
PHIL 305	Law, Liberty and Morality	3
PHIL 286	Topics in Philosophy (May be repeated for credit)	1-4
OR		
PHIL 486	Topics in Philosophy (May be repeated for credit)	1-4
PHIL 386	Studies in Philosophy (May be repeated for credit)	1-3
PHIL 494	Independent Study (May be repeated for credit)	1-3
HIST 301	Historiography	3
LIT 250	Critical Approaches to Literature	3

Total Credits: 31

Minor: Philosophy (17 credits)

PHIL 103	Ethics	3
PHIL 330	History of Philosophy I: Values	3
OR		
PHIL 331	History of Philosophy II: Human Institutions	3
PHIL 340	Logic	3
PHIL 432	History of Philosophy III: Knowledge and Reality	4
One other course in Philosophy		3
One credit of special topics		1

Total Credits: 17

Minor: Pre-Law (30 credits)

Students interested in a career in law should be aware that there is no Pre-Law major at this or any other university. Students interested in law are encouraged by all law schools to major in any academic field they find interesting or challenging. Any major in the liberal arts or sciences or the field of business is recommended. Once the student has decided on an academic major he or she should find a major advisor in that field. In the meantime, advising has been placed in the hands of the Philosophy program. Regardless of the major selected, all students are encouraged to consider the following Pre-Law minor, which has been approved by the Southwest Minnesota State University Faculty. It covers areas that will help the student score well on the LSAT exam and do well in first year or two of law school. It should be stressed that this minor is not required, but is strongly recommended for those students who want to do well on the LSAT and hope to attend law school.

Political Science Courses: (9 credits)

POL 227	The Judicial Process	3
POL 328	Constitutional Law I: Criminal Justice.....	3
	OR	3
POL 351	Constitutional Law II: Civil Liberties	3
POL 415	Law and Society	3

Philosophy Courses: (6 credits)

PHIL 331	History of Philosophy II—Human Institutions	3
PHIL 340	Logic	3

History Courses: (6 credits)

HIST 221	Early America: Colonial-Civil War	3
HIST 301	Historiography	3

Language Skills Courses: (6 credits)

ENG 361	Advanced Composition *	3
SPCH 256	Argumentation and Debate *	3

* Should be taken prior to junior year to prepare for LSAT.

(One year of SPCH 161: Forensics is *strongly recommended*.)

Business Courses: (3 credits)

ACCT 211	Principles of Accounting I.....	3
	OR	3
BADM 390	Business Law I	3

Total Credits:	30
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In the event that a student chooses to major in History, Philosophy, or Political Science, it is understood that only one 3-credit course will be taken from that discipline in this list of minor requirements. In order to complete the minor, the remaining credits will be selected from outside the major discipline from the following list of courses:

BADM 391	Business Law I	LIT 250	Critical Approaches to Literature
LIT 263	Poetry	PHIL 205	Law, Liberty and Morality
PHIL 330	History of Philosophy I: Values	POL 200	International Politics
POL 250	American Parties and Elections	POL 430	The U.S. Supreme Court

SPECIAL NOTE: To complete the Pre-Law minor, students must select one of the two following options to be completed prior to graduation:

Option A: Advocacy Session. The student will be expected to appear before a group of three or more faculty to argue a legal issue selected prior to the session.

Option B: Debate. The student, alone or in conjunction with other students, will debate a topic of timely interest with a similar number of faculty members. The session will be open to the public.

PHILOSOPHY COURSES (PHIL)**100 (LAC, C, T) Philosophical Perspectives (3 credits)**

This course provides an analysis of various philosophical problems and the methodologies used to address these problems.

101 (LAC, T) Critical Thinking (3 credits)

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.

103 (LAC, C, T) Ethics (3 credits)

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.

105 Ethical Issues in Business (3 credits)

A course that focuses on business issues by way of learning general ethical theories and their practical application. Such issues as corporate responsibility, "whistle blowing," and truth-telling in advertising will allow a study of goals, consequences, and motives in ethics.

107 (LAC, C, E) Environmental Ethics (3 credits)

This course explores the ethical principles, attitudes, and values underlying our relationship with nature. Possible topics include aesthetic value, the role of virtue, animal rights, agricultural issues, and responsibility to the land.

201 Aesthetics (3 credits)

An examination of beauty in the fine arts; the creative process, evaluation, analysis of the work of art, appreciation, and criticism.

210 Philosophy in Literature (3 credits)

Focuses on philosophical issues discussed or suggested in works by such authors as Dostoevsky, Sartre, Camus, Kafka, Dante, and Cervantes.

220 (C, T) American Philosophy (3 credits)

This course investigates American intellectual and philosophical thought from colonial times to the present. Possible areas of study can include Puritanism, American Enlightenment, romanticism, and contemporary pragmatism. Authors read may include Edwards, Thoreau, Pierce, and Dewey. For non-philosophy majors and minors interested in philosophical ideas.

286 Topics in Philosophy (1-4 credits)

A study of different topics in philosophy. See current course schedule for topic listing when offered. Prerequisite: prior Philosophy course or consent of instructor.

292 Honors Credit in Philosophy (1 credit)

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 Philosophy course. Prerequisite: consent of instructor.

305 Law, Liberty and Morality (3 credits)

Examines humans in society, with such related issues as civil disobedience, natural rights, legal obligations, and the limits of political freedom.

320 (C, T) American Philosophy (3 credits)

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. Prerequisite: one Philosophy course or consent of instructor. (Non-philosophy majors and minors see PHIL 220 with no prerequisites.)

330 History of Philosophy I: Values (3 credits)

A historical survey of major ethical systems. Reading will be drawn from such philosophers as Plato, Aristotle, Hume, Kant, and Mill. Topics covered include virtue ethics, deontology, and utilitarianism.

331 History of Philosophy II: Human Institutions (3 credits)

A historical survey of political philosophy. Reading will be drawn from such philosophers as Plato, Aristotle, Hobbes, Locke, Rousseau, Kant, and Rawls. Topics covered will include natural law, theory of justice, and political systems.

340 Logic (3 credits)

This course examines the formal rules of logical thought, including elements of classical and modern symbolic logic.

386 Studies in Philosophy (3 credits)

In-depth study of a particular philosopher, school, or movement; may be repeated. Prerequisite: prior Philosophy course at the 200 level or consent of instructor.

432 (M) History of Philosophy III: Knowledge and Reality (4 credits)

A historical survey of major works in metaphysics and epistemology. As a capstone course, PHIL 432 requires that students research topics of their choice by utilizing periodical literature (secondary sources), and become familiar with the Philosophers' Index. This skill will help the student to become a lifelong learner based on independence of thought and the ability to access available resources. Prerequisites: PHIL 230 and PHIL 231, or consent of instructor.

486 Topics in Philosophy (1-4 credits)

Prerequisite: prior Philosophy course or consent of instructor.

494 Independent Study (1-4 credits)**PHYSICAL EDUCATION**

For Physical Education information, requirements, and courses, please see section entitled "Wellness and Human Performance."

PHYSICS

Office: Science and Mathematics 178, 537-6178

Faculty: Kenneth Murphy

Department: Science

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.

PHYSICS COURSES (PHYS)

100 (LAC, T) Our Physical Universe (3 credits lecture/1 credit lab)

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.

120 (LAC, T) Introductory Physics (3 credits lecture/1 credit lab)

A descriptive and experiential exploration of physics. Topics will be drawn from mechanics, waves, fluids, sound, heat, light, electricity, magnetism, and modern physics. Prerequisite: two years of high school mathematics or MATH 045.

121 (LAC, T) Introduction to Astronomy (3 credits lecture/1 credit lab)

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.

141/142 (LAC, T) College Physics I/College Physics II (3 credit lecture/1 credit lab)

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. Prerequisite: Three years of high school math including trigonometry or MATH 125.

150 Directed Research (1-3 credits)

Directed experimental and/or theoretical research on selected problems in the physical sciences. Prerequisite: consent of instructor.

181/182 (LAC, T) University Physics I/University Physics II (4 credits lecture/1 credit lab)

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. Prerequisite: MATH 150.

241 Engineering Statics (3 credits)

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. Prerequisite: PHYS 142 or 182.

242 Engineering Dynamics (3 credits)

Vector treatment of kinematics, Newton's Laws, work and energy, impulse and momentum with applications to problems of particle and rigid body motion. Prerequisites: PHYS 182 and PHYS 241.

250 Directed Studies (1-3 credits)

Directed study of selected topics in the physical sciences not covered elsewhere. Prerequisite: consent of instructor.

260 Electronics (2 credits lecture/1 credit lab)

Basic electricity and circuit functions, time-varying and resonant circuits, semiconductors (diodes, transistors and other devices), amplifiers, waveform generators, and nonlinear devices. Prerequisite: PHYS 142 or 182.

286 Topics in Physics (1-4 credits)

Study of physics topic not ordinarily covered in the established courses.

290 Mathematical Physics (3 credits)

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. Prerequisites: MATH 151 and PHYS 182, or consent of instructor.

291 Modern Physics (3 credits)

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. Prerequisite: PHYS 182.

351 Advanced Lab I (1 credit)

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. Prerequisite: PHYS 291.

352 Advanced Lab II (1 credit)

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. Prerequisite: PHYS 291.

391 Classical Mechanics (4 credits)

Rigid bodies and systems of particles analyzed with Lagrangians, Hamiltonians, and methods from vector calculus, gravitation, central field problems, and wave motion. Prerequisite: PHYS 291.

392 Electricity and Magnetism (4 credits)

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. Prerequisite: PHYS 291.

451 Advanced Lab III (1 credit)

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. Prerequisite: PHYS 291.

452 Advanced Lab IV (1 credit)

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. Prerequisite: PHYS 291.

480 Physics Seminar (1 credit)

Presentations by students, faculty, and guest speakers covering research topics and issues relating to physics and/or engineering. Prerequisite: junior or senior standing.

486 Special Topics in Physics (1-4 credits)

Study of physics topic not ordinarily covered in the established courses.

491 Quantum Mechanics (4 credits)

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. Prerequisite: PHYS 291.

492 Thermal and Statistical Physics (4 credits)

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. Prerequisite: PHYS 291.

499 Physics Internship (1-10 credits)

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. Prerequisite: consent of Physics Program.

POLITICAL SCIENCE

Office: Charter Hall 105, 537-6078

Faculty: William G. Borges, Christopher A. McHorney, Douglas L. Simon,
David E. Sturrock

Department: Business Administration and Public Affairs

The study of Political Science provides students with opportunities to investigate political phenomena ranging from the behavior of the individual citizen to relations among states in the international arena. The program seeks to develop an awareness of the moral and ethical implications of political action as well as an understanding of political institutions and processes from an empirical perspective.

A Political Science degree provides an excellent foundation for careers in such fields as local, state, and federal government, the foreign service, law, journalism, business, education, law enforcement, nonprofit agencies, lobbying, campaign management, and corporate public affairs. In addition, the major in Public Administration is designed to enable graduates to provide creative solutions to the unique challenges facing city, county, and regional governments in Greater Minnesota and in neighboring states.

Bachelor of Arts: Political Science (37 credits)

A. The following four courses:

POL 117	Introduction to Government and Politics.....	3
POL 120	American National Government.....	3
POL 300	Political Research.....	4
POL 490	Senior Seminar in Political Science.....	3

B. One from the following:.....3

POL 331	Western Political Thought.....	3
POL 422	American Political Thought.....	3

C. One from the following:.....3

POL 250	American Parties and Elections.....	3
POL 221	State Government.....	3
POL 324	Local and Rural Politics.....	3
POL 330	The American Presidency.....	3
POL 340	Public Policy and Administration.....	3
POL 425	The United States Congress.....	3

D. One from the following:.....3

POL 200	International Politics.....	3
POL 355	World Political Geography.....	3
POL 356	The Politics of the Global Economy.....	3
POL 360	American Foreign Policy.....	3
POL 405	War and Peace.....	3

E. One from the following:.....3

POL 227	The Judicial Process.....	3
POL 328	Constitutional Law I: Criminal Justice.....	3
POL 351	Constitutional Law II: Civil Liberties.....	3
POL 415	Law and Society.....	3
POL 430	The U.S. Supreme Court.....	3

F. One from the following:.....3

POL 252	Introduction to Comparative Politics.....	3
POL 320	Political Economy of the Third World.....	3
POL 370	Government and Politics of Western Europe.....	3
POL 375	Government and Politics of Russia.....	3

POL 451 Politics of Advanced Capitalist Societies.....	3
G. Two additional courses from any one of categories C, D, E or F.....	6
H. Elective Political Science courses (200 or above)	3
Total Credits:	37

Minor: Political Science (21 credits)

A. The following courses:	
POL 117 Introduction to Government and Politics.....	3
POL 120 American National Government.....	3
B. Political Science Electives (200 or above)	15
Total Credits:	21

Bachelor of Arts: Public Administration (39-40 credits)

A. Public Administration Core Courses:	
POL 120 American National Government.....	3
POL 221 State Government	3
POL 324 Local and Rural Politics	3
POL 340 Public Policy and Administration	3
BADM 380 Management Principles	3
PBAD 310 Public Administration Analysis and Problems	3
PBAD 325 Administrative Law	3
PBAD 490 Senior Seminar	3
B. One from the following:.....	3
ACCT 330 Accounting for Governmental and Non-Profit Entities *	3
ECON 380 Public Finance **	3
PBAD 350 Public Budgeting	3
C. One from the following:	3-4
BADM 230 Business Statistics	3
MATH 200 Introduction to Statistics.....	3
POL 300 Introduction to Political Research	4
PSYC 200 Statistics for Behavioral Science.....	3
SOCI 200 Social Statistics	4
D. One from the following:.....	3
BADM 383 Organizational Theory and Behavior	3
PBAD 320 Public Theory and Organization.....	3
E. One from the following:.....	3
BADM 425 Human Resource Management	3
PBAD 410 Public Personnel and Management	3
F. One from the following:.....	3
ACCT 211 Principles of Accounting I.....	3
ECON 202 Principles of Macroeconomics	3
BADM 280 Business Data Processing	3
SWRK 402 Social Welfare Policy	3
PSYC 358 Industrial/Organizational Psychology	3
BADM 388 Theories of Leadership.....	3
BADM 455 Leadership Dynamics	3
G. Optional:	
PBAD 499 Internship in Public Administration	3-9

H. Recommended Electives:

ACCT 212	Principles of Accounting II	3
ANTH 116	Cultural Anthropology.....	3
BADM 390	Business Law I	3
BADM 470	International Business	3
ECON 201	Principles of Microeconomics.....	3
ENG 360	Scientific and Technical Writing	3
HLTH 350	Community Health	3
HIST 363	A History of Social Welfare in the United States	3
HIST 295	Minnesota History	3
INDS 101	Introduction to Indigenous Nations and Dakota Studies.....	3
POL 330	The American Presidency.....	3
POL 415	Law and Society	3
POL 425	The United States Congress	3
SPCH 110	Fundamentals of Public Speaking	3
SPCH 200	Small Group Communication.....	3
SPCH 360	Organization, Communication and Interviewing	3
SOCI 415	Formal Organizations	3
SOCI 331	Minorities in American Society.....	3
SOCI 435	Rural Development	3
SOCI 440	Human Communities: Structure and Change.....	3
SOCI 445	Class and Class Conflict.....	3

Total Credits: 39-40

- * Prerequisite: ACCT 211 and ACCT 212
- ** Prerequisite: ECON 201 and ECON 202

Recommended Minors:

- Accounting
- Business Management
- Leadership Studies
- Political Science
- Psychology
- Speech Communications
- Sociology

POLITICAL SCIENCE COURSES (POL)

100 Vital Issues in America (1 credit)

This course provides an examination of critical topics in business, law, and politics.

117 (LAC, C, G) Introduction to Government and Politics (3 credits)

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.

120 (LAC, C) American National Government (3 credits)

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.

200 (LAC, G, T) International Politics (3 credits)

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.

221 (LAC, R, S) State Government (3 credits)

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.

227 (C) The Judicial Process (3 credits)

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.

250 (C) American Parties and Elections (3 credits)

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.

252 (LAC, G, T) Introduction to Comparative Politics (3 credits)

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.

255 Model United Nations (1-2 credits)

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.

286 Special Topics (1-4 credits)**292 Honors Credit in Political Science (1 credit)**

An independent study course designed primarily for Honors Program students. This course allows more in-depth or comprehensive study or research. Prerequisite: consent of instructor.

300 Political Research (4 credits)

Covers the basics of research methodology and an introduction to statistical analysis and data processing with computers as applied to Political Science. Prerequisites: POL 117 and POL 120.

301 Critical Issues in America (2 credits)

An examination of contemporary controversies in American business, politics, and law. Course includes debates, discussions, and readings. Prerequisite: BADM 100 or POL 100.

320 Political Economy of the Third World (3 credits)

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. Prerequisite: POL 117.

324 (R, S) Local and Rural Politics (3 credits)

Course studies government and politics at the local level, especially counties, cities, and townships. Special emphasis is placed upon comparisons between the challenges facing local governments in southwest Minnesota, and those in metropolitan areas. Among the topics examined are land use issues, taxes, economic development, recruitment of local leaders, and the effects of state and federal policies upon local governments. Prerequisite: POL 120.

328 Constitutional Law I: Criminal Justice (3 credits)

An examination of the role of the U.S. Constitution and the state and federal courts in handling crime and justice in America. Particular attention is paid to the evolution of legal precedents: recent Supreme Court decisions; federalism; and efforts to reform the American criminal justice system. Prerequisite: POL 120.

330 The American Presidency (3 credits)

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. Prerequisite: POL 120.

331 Western Political Thought (3 credits)

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. Prerequisite: POL 117.

340 Public Policy and Administration (3 credits)

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. Prerequisite: POL 120.

351 (C) Constitutional Law II: Civil Liberties (3 credits)

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. Prerequisite: POL 120.

355 (G) World Political Geography (3 credits)

A traditional regional approach to geography combined with a survey of several important subfields, such as urban geography, geopolitics, political geography, and economic geography.

356 (G, T) The Politics of the Global Economy (3 credits)

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.

360 (C) American Foreign Policy (3 credits)

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. Prerequisite: POL 200 or consent of instructor.

370 (G, T) Government and Politics of Western Europe (3 credits)

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. Prerequisite: POL 117.

375 Government and Politics of Russia (3 credits)

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. Prerequisite: POL 117.

380 Weapons of Mass Destruction (3 credits)

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. Prerequisite: POL 200.

405 (C, G) War and Peace (3 credits)

This course combines a survey of the major theoretical explanations for war and peace with a detailed analysis of relevant case studies. Prerequisite: POL 200.

415 Law and Society (3 credits)

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. Prerequisite: POL 120

422 American Political Thought (3 credits)

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. Prerequisite: POL 120.

425 The United States Congress (3 credits)

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. Prerequisite: POL 120.

430 The United States Supreme Court (3 credits)

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. Prerequisite: POL 120.

451 Politics of Advanced Capitalist Societies (3 credits)

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. Prerequisite: POL 117.

486 Advanced Special Topics in Political Science (1-4 credits)

Selected topics in Political Science. Special emphasis will be given to individual research projects.

490 Senior Seminar in Political Science (3 credits)

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. Prerequisites: POL 117 and POL 120, plus senior standing or consent of instructor.

494 Independent Study (1-3 credits)

A study of politics through individual research projects. Topic to be selected by the student. Prerequisite: consent of instructor.

499 Internship in Government (3-9 credits)

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. Prerequisite: consent of instructor.

PUBLIC ADMINISTRATION COURSES (PBAD)**310 Public Administration Analysis and Problems (3 credits)**

An introduction to the role of government institutions and political actors in the development, administration, and evaluation of public policy. Includes use of case studies to examine national and state policy-making, relations between different levels of government, and public management theory and practice.

320 Public Theory, Policy, and Organization (3 credits)

An introduction to the theory and practice of organizations at all levels of American government. Public policy theory will be used to analyze traditional and modern problems of government organizations. The course also examines the relationship between the nature of our political institutions and the policy-making process. Prerequisites: POL 120 and POL 340, or consent of instructor.

325 Administrative Law (3 credits)

An examination of administrative and regulatory laws and procedures, including classes of action and enforcement, rule-making and adjudication processes, and judicial review.

350 Public Budgeting (3 credits)

This course will provide students with an understanding of how governments raise and allocate funds among competing purposes. In addition, coursework will assess how governments perform such budgetary functions as accounting procedures, oversight, contracting, and borrowing. As an outcome of this course, students will be able to analyze different forms of budgets and have a thorough understanding of the relationship between agencies, executive budget offices, and the legislative branch. Prerequisites: POL 120 and POL 324, or consent of instructor.

410 Public Personnel and Management (3 credits)

Introduces the student to the theory and practice of personnel administration in the public sector, which includes employment at all levels of government. Basic principles of personnel management encountered in the private and nonprofit sectors will be addressed. Employs political and managerial perspectives as well as theoretical and applied dimensions. Prerequisite: BADM 380 or consent of instructor.

206 Political Science

490 (M) Senior Seminar (3 credits)

The capstone course for students majoring in Rural Public Administration. Covers a wide array of subjects and topics within the field. Students will complete a senior thesis paper which emphasizes original research in the study of administration and its application to local government. Students may choose to write on a topic concerning rural Minnesota or a topic with broader implications for the study of public administration. Prerequisite: senior standing or consent of instructor.

499 Internship in Public Administration (3-9 credits)

The course gives credit for supervised work assigned in a public administration setting for selected and qualified students. Preparation and final report required. Prerequisite: consent of instructor.

PRE-LAW

For Pre-Law minor information, requirements, and courses, please see section entitled "Philosophy."

PSYCHOLOGY

Office: Social Science 103, 537-6224

Faculty: J. Corey Butler, Bernard Harney, Christine Olson, William Pavot

Department: Social Science

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 group home work, work in educational settings, work with people with developmental disabilities, 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.

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 section entitled "Education" of the online catalog available at www.SouthwestMSU.edu. Students should contact the Education Department for the most up-to-date licensure information.

Bachelor of Arts: Psychology (38 credits)

I. Required Psychology Courses: (29 credits)

PSYC 101	General Psychology I.....	3
PSYC 110	Freshman Seminar in Psychology	2
PSYC 200	Statistics for the Behavioral Sciences.....	3
PSYC 201	Research Methods in the Behavioral Sciences	3
PSYC 400	Advanced Applied Psychology.....	3
PSYC 420	History and Systems of Psychology	3
<i>One of the following courses:</i>		3
PSYC 309	Advanced Experimental Psychology: Biopsychology	3
PSYC 312	Advanced Experimental Psychology: Learning and Memory	3
PSYC 333	Advanced Experimental Psychology: Motivation and Emotion	3
<i>Two courses from the following:</i>		6
PSYC 317	Social Psychology	3
PSYC 335	Abnormal Psychology	3
PSYC 338	Psychology of Personality.....	3
<i>One of the following courses:</i>		3
PSYC 340	Developmental Psychology.....	3
PSYC 341	Child and Adolescent Psychology	3
PSYC 343	Adult Development and Aging.....	3

II. Electives in Psychology:

Select three courses (9 credits) from the following:		9
PSYC 102	General Psychology II.....	3
PSYC 150	Applied Psychology	3
PSYC 242	Psychology of Death, Dying, and Bereavement	3
PSYC 244	Environmental Psychology	3
PSYC 246	Psychology of Adjustment	3
PSYC 250	Psychology of Women.....	3
PSYC 260	Cross-Cultural Psychology	3
PSYC 265	Behavior Modification	3

208 Psychology

PSYC 286	Special Topics in Psychology	1-4
PSYC 292	Honors Credit in Psychology	3
PSYC 302	Research Seminar	3
PSYC 318	Group Dynamics	3
PSYC 325	Attitudes and Persuasion	3
PSYC 326	Behavior	3
PSYC 331	Tests & Measurements in Psych.....	3
PSYC 337	Counseling and Psychotherapy	3
PSYC 358	Industrial/Organizational Psych	3
PSYC 400	Advanced Applied Psychology	3
PSYC 480	Experimental Design	3
PSYC 486	Advanced Special Topics in Psychology	1-4
PSYC 494	Independent Study in Psychology	1-4

Total Credits:	38
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Minor: Psychology (17-18 credits)**I. Required Courses in Psychology:**

PSYC 101	General Psychology I.....	3
Three courses from the following:		8-9
PSYC 265	Behavior Modification	3
PSYC 317	Social Psychology	3
PSYC 335	Abnormal Psychology	3
PSYC 337	Counseling and Psychotherapy	3
PSYC 338	Psychology of Personality	3
PSYC 341	Child and Adolescent Psychology	3
PSYC 343	Adult Development and Aging.....	3
PSYC 358	Industrial/Organizational Psych	3
NSCI 125	Human Sexuality	2

II. Electives in Psychology:	6
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Total Credits:	17-18
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PSYCHOLOGY COURSES (PSYC)**101 (LAC, T) General Psychology I (3 credits)**

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.

102 General Psychology II (3 credits)

This course surveys content areas in a more specific and in-depth way than General Psychology I. Topics include biological psychology, sensation, perception, cognition, intelligence, and motivation and emotion. Students learn to use primary sources in psychology. Prerequisite: PSYC 101 or concurrent enrollment.

110 Freshman Seminar in Psychology (2 credits)

This is a lecture and seminar course which introduces students to the Psychology major and to career planning in psychology. It also helps students develop skills related to finding, reading, abstracting, and synthesizing published research in psychology. Prerequisite: PSYC 101 or concurrent enrollment.

150 Applied Psychology (3 credits)

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. Prerequisite: PSYC 101.

200 Statistics for the Behavioral Sciences (3 credits)

This course surveys the use of statistical methods for the description and interpretation of behavioral research. Students learn to use MINITAB, a computer package for data analysis. Prerequisite: MATH 110 or three years of high school math.

201 (T) Research Methods in the Behavioral Sciences (3 credits)

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. Prerequisite: PSYC 200.

242 Psychology of Death, Dying, and Bereavement (3 credits)

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. Prerequisite: PSYC 101.

244 (E) Environmental Psychology (3 credits)

This course surveys recent research and theory which has been devoted to understanding the interaction between people and the physical environment. Psychological factors such as arousal, stress, and privacy regulation are examined, as well as physical factors in both built and natural environments. Prerequisite: PSYC 101.

246 Psychology of Adjustment (3 credits)

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. Prerequisite: PSYC 101.

250 (T) Psychology of Women (3 credits)

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. Prerequisite: PSYC 101 or consent of instructor.

260 (G) Cross-Cultural Psychology (3 credits)

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. Prerequisite: PSYC 101 or consent of instructor.

265 Behavior Modification (3 credits)

The use of learning principles to modify behavior in a variety of settings is studied. Educational, therapeutic, and self-control domains are explored. Prerequisite: PSYC 101.

286 Special Topics in Psychology (1-4 credits)**292 Honors Credit in Psychology (1 credit)****302 Research Seminar (1-3 credits)**

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. Prerequisites: PSYC 101 and PSYC 201.

309 Advanced Experimental Psychology: Biopsychology (3 credits)

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. Prerequisite: PSYC 201.

312 Advanced Experimental Psychology: Learning and Memory (3 credits)

This is a lecture/laboratory course dealing with topics in learning and memory. The course requires two hours of lecture and two hours of laboratory per week. Prerequisite: PSYC 201. Concurrent enrollment in 312 and 201 is encouraged.

317 Social Psychology (3 credits)

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. Prerequisite: PSYC 101.

318 Group Dynamics (3 credits)

This course surveys factors influencing behavior in small groups. Included are topics such as leadership, social power, and group structures. Prerequisite: PSYC 101.

210 Psychology**325 Attitudes and Persuasion (3 credits)**

This course reviews theory and research on attitude formation, attitude change, and the relationship between attitude, beliefs, and behavior. Prerequisite: PSYC 101.

326 Behavior (3 credits)

This course examines the mechanisms and processes that control behavior from a number of perspectives: ecological, evolutionary, physiological and genetic. Prerequisites: PSYC 101 and BIOL 111.

331 Tests and Measurements in Psychology (3 credits)

Empirical, methodological and theoretical aspects of psychological testing are explored. Test construction, interpretation, and use in selected applied settings is discussed. Prerequisites: PSYC 101 and consent of instructor.

333 Advanced Experimental Psychology: Motivation and Emotion (3 credits)

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. Prerequisites: PSYC 101 and PSYC 201.

335 Abnormal Psychology (3 credits)

Causes and treatment of abnormal behavior patterns, diagnosis of such behaviors and investigation of normal and abnormal behaviors are studied. Prerequisite: PSYC 101.

337 Counseling and Psychotherapy (3 credits)

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. Prerequisites: PSYC 101 and either PSYC 335 or PSYC 338 or consent of instructor.

338 Psychology of Personality (3 credits)

Major theories of personality are studied. Prerequisite: PSYC 101.

340 Developmental Psychology (3 credits)

Developmental psychology is the study of the development of behavior across the entire life span from birth until old age. Prerequisite: PSYC 101.

341 (T) Child and Adolescent Psychology (3 credits)

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. Prerequisite: PSYC 101.

343 Adult Development and Aging (3 credits)

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, child-rearing, empty nest, retirement, widowhood, grief and death. Prerequisite: PSYC 101 or consent of instructor.

358 Industrial/Organizational Psychology (3 credits)

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. Prerequisite: PSYC 101.

400 Advanced Applied Psychology (3 credits)

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, junior standing, and consent of instructor.

420 (M) History and Systems of Psychology (3 credits)

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 and senior standing or consent of instructor.

480 Experimental Design (3 credits)

Students learn the application of complex experimental designs to behavioral research. Advanced techniques in SPSS are explored. Prerequisite: PSYC 201.

486 Advanced Special Topics in Psychology (1-4 credits)

Prerequisite: junior or senior standing or consent of instructor.

494 Independent Study in Psychology (1 to 4 credits)

Prerequisite: consent of instructor.

690 Statistics for Education (3 credits)

A study of the use of statistical methods for the description and interpretation of educational and behavioral research.

Prerequisite: EDSP 699 and admission to the Master of

Science: Special Education program.

PUBLIC ADMINISTRATION

For Public Administration major information, requirements, and courses, please see section entitled "Political Science."

RURAL & REGIONAL STUDIES

Office: Science and Technology 203, 537-6226

Faculty: Anthony Amato, Geoff Cunfer

Department: Rural and Regional Studies

The Rural and Regional Studies Department is part of Southwest Minnesota State University's Center for Rural and Regional Studies. The Center fosters interdisciplinary research and teaching among University faculty and programs. The Center supports SMSU's founding mission to study, represent, and serve southwestern Minnesota. The Center's geographical scope includes southwestern Minnesota, the tallgrass prairie bioregion, and the central North American grassland biome. Its work encompasses environmental, ecological, demographic, geographic, social, cultural, and historical studies. Topics of special interest include the upper Midwestern agricultural economy, the region's unique migrant streams, evolving ethnic communities, and the experiences and daily lives of its people.

Minor: Geography (18 credits)

The minor in geography complements existing majors in business administration, environmental science, the social sciences, political science, rural public administration, and the natural sciences, among others. It covers the three main subfields of geography, as well as introducing students to Geographic Information Systems (GIS), a technological skill increasingly in demand in business and academia. The minor requires 12 credits of core geography courses, plus six credits of geography electives.

I. Geography Core Requirements: (12 credits)

RURL 101	Introduction to Geography.....	3
RURL 121	Introduction to Geographic Information Systems	3
ENVS 120	Regional Geography of the United States and Canada.....	3
RURL 321	GIS Methods and Applications.....	3

II. Geography Electives: (6 credits)

Select ONE course from each of the following two groups:.....6

Group 1.

RURL 231	Regional Geography of Southwestern Minnesota.....	3
RURL 241	North American Regions	3
RURL 251	Regional Geography of the World.....	3
POL 355	World Political Geography	3

Group 2.

RURL 201	Human Geography	3
RURL 202	Historical Geography	3
RURL 271	Environmental History	3
RURL 331	Geography of Population	3
RURL 351	Cultural Landscapes	3
ANTH 301	Cultural Geography	3

Total Credits: 18

Minor: Rural and Regional Studies (18 credits)

The Rural and Regional Studies Minor consists of a minimum of 12 credits beyond the institutional Rural Studies requirement of three credit hours and the Regional Studies requirement of three credits hours. The student's minor will be defined in consultation with the student's advisor, with the approval of the Chair of Rural and Regional Studies. Only one course may be in the candidate's major area. All courses should be numbered 200 or above. Three of the 12 credit hours may be taken in Directed Studies or Internship. Students shall normally choose from courses designated as Rural Studies (R) or Regional Studies (S); exceptions must be approved by the Chair of Rural and Regional Studies. Modifications of or substitutions in the student's minor also need the approval of the Chair of Rural and Regional Studies.

RURAL & REGIONAL STUDIES COURSES (RURL)

101 (LAC, R, S) Introduction to Geography (3 credits)

This course introduces students to the basic concepts of geography. It covers geographic methods—including cartography and Geographic Information Systems (GIS)—physical geography, and human geography.

102 Introducing Southwest Minnesota (3 credits)

This course will be offered for 3 credits on a credit or no credit basis. Its goal will be to introduce members of the Southwest community to the region. Its form will be interdisciplinary, involving a wide array of University professors and staff, in addition to community experts and guest speakers. The course will utilize literature created by the University's Center for Rural and Regional Studies and the Society for the Study of Local and Regional History. Two or three field trips will be offered in conjunction with the course. This course will be particularly attractive to members of the community and region.

103 (R, S) Introduction to Rural and Regional Studies (3 credits)

This course will discuss the concepts of locality and region. It will do this in relation to geographical, social, demographic, and cultural factors. Southwestern Minnesota will be a primary focus in the latter part of the course.

121 Introduction to Geographic Information Systems (3 credits)

The course introduces students to Geographic Information Systems (GIS) as applied in the business world, in municipal government, and in environmental management. The course covers general GIS topics, provides a hands-on introduction to GIS software, and illustrates practical uses of computer mapping and spatial analysis technology. Instruction will combine lectures and demonstrations with in-class and out-of-class computer lab assignments.

201 Human Geography (3 credits)

This course addresses the main themes related to the spatial distribution of human populations, including people, migration, adaptation, and material culture. It focuses on human groups and includes discussion of the ways that they evolve through time, move to new places, merge with other groups, and transform their identities.

202 Historical Geography (3 credits)

Historical geography analyzes the ways that various spatial relationships change through time. It explores the spatial aspects of populations, settlement and migration, economy, transportation, agriculture, and ecosystems in the past.

231 Regional Geography of Southwestern Minnesota (3 credits)

This course explores the local geography of southwestern Minnesota. Using classroom lectures and discussions, lab work, and field studies, it evaluates local physical structures, cultural diffusion, land use, and landscape change. This course teaches students to “read the landscape,” using the local area as an example.

241 North American Regions (3 credits)

This course develops the concept of region as a category of analysis, evaluating the role of distinctive environments, cultures, religions, and histories in defining place and human experience. It uses four different regions in North America to comparatively explore regionalism. The regions studied may change from semester to semester, but southwestern Minnesota and the Upper Midwest will always be one component.

251 Regional Geography of the World (3 credits)

This is a topical course addressing geographical issues of particular regions of the world. The region of focus will shift from semester to semester, including studies of the South American Pampas, the Sahara, the Yellow River of China, etc. Regions will be evaluated according to aspects of their cultural, historical, and physical geography.

271 (E) Environmental History (3 credits)

This course explores processes of environmental change, examining them in their proper ecological, geographical, and historical contexts. The course also addresses the multi-faceted relationship between human beings and their surroundings as well as changing definitions of environment and nature.

321 GIS Methods and Applications (3 credits)

This course is aimed at students with some Geographic Information Systems (GIS) experience. It builds on basic GIS knowledge to explore real-world spatial analysis applications. It develops GIS software skills and addresses high-quality map design. The course combines lectures, demonstrations, and computer lab assignments. A major component of the course is a semester-long spatial analysis project. Prerequisite: RURL 121 or consent of instructor.

331 Geography of Population (3 credits)

This course introduces students to the study of population. The course covers the concepts, methods, and measures necessary for understanding the characteristics and dynamics of human populations. The course will also address the applications of demographic concepts and methods.

214 Rural & Regional Studies

351 (R, S) Cultural Landscapes (3 credits)

This course focuses on human beings' views of their surroundings. The course explores how humans perceive, imagine, define, and talk about the natural features and artificial creations that comprise landscapes. It also examines the meanings of specific places and settings as reflected in specific ideals, values, rituals, and artifacts.

494 Directed Studies in Rural and Regional Studies (1-4 credits)

Independent studies of selected Rural and Regional Studies topics not ordinarily covered by established courses. This study can be defined around specialized reading, particular oral and written projects, as well as independent research. Prerequisites: eight credits in Rural and Regional Studies; consent of instructor.

499 Internship in Rural and Regional Studies (3-9 credits)

The internship involves on-the-job experience. It requires discussion of experience and problems with the internship advisor, as well as significant oral and written reports summarizing the learning involved in the field experience. Prerequisite: consent of instructor.

RURAL PUBLIC ADMINISTRATION

For Public Administration major information, requirements, and courses, please see section entitled "Political Science."

SOCIAL WORK

Office: Social Science 103, 537-7336

Faculty: Mary Beth Faimon, Donna Nieckula, Rick Robinson

Department: Social Science

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 in a rural milieu is the primary function of the program. The curriculum is designed to provide students with the knowledge, skills, and values 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 of the program provides opportunities for students to consider personal and professional options regarding specialization and graduate education.

The undergraduate social work curriculum provides a professional foundation that builds on a liberal arts base and interdisciplinary coursework with an intensive core of social work classes and field practice experience. Students complete a 400-hour field practicum in a social services organization. Students integrate theoretical knowledge, values exploration, and skills development in applying a generalist model of social work practice. A strong emphasis of the program is the focus on rural at-risk populations.

Information on the social work profession, social work careers, and social work licensing in Minnesota can be found on the National Association of Social Workers Web sites at www.naswdc.org and www.socialwork.state.mn.us

The Formal Admission Process

Students apply for formal admission into the major at the beginning of their junior year. For most students this is during fall semester, but spring admissions do take place when student numbers warrant it. Criteria for formal admission to the social work major are available from the social work faculty, as is course sequence information. These documents are also available on the Social Work home page, which can be accessed through SMSU's Web site at www.SouthwestMSU.edu.

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 Liberal Arts Curriculum
- minimum grade of "C" (2.0) in all interdisciplinary, Liberal Arts Curriculum, and social work courses, except for the following three courses: ENG 102, ENG 103, and SPCH 110
- minimum grade of "C+" in ENG 102, ENG 103, and SPCH 110

Admission standards and processes are outlined in the Southwest Minnesota State University *Social Work Program Student Handbook*.

Bachelor of Science: Social Work (75 credits)

Requirements for the social work major include social work courses, interdisciplinary courses, and some liberal arts curriculum requirements.

I. Coursework Requirements for Formal Admission to the Major: (38 credits)

BIOL 100	Biology in the Modern World (LAC) (Lecture/Lab:3/1).....	4
ECON 201	Principles of Microeconomics (LAC).....	3
	OR.....	3
ECON 202	Principles of Macroeconomics (LAC).....	3
ENG 102	Rhetoric: The Essay (LAC).....	3
ENG 103	Rhetoric: Critical Writing (LAC).....	3
PSYC 101	General Psychology I (LAC).....	3
PSYC 340	Developmental Psychology.....	3
PHIL 103	Ethics (LAC).....	3
POL 120	American National Government (LAC).....	3

216 Social Work

SOCI 101	Introduction to Sociology (LAC).....	3
	OR	3
SOCI 102	Introduction to Sociology: Rural and Regional Perspective	3
SPCH 110	Fundamentals of Public Speaking (LAC).....	3
SWRK 101	Social Welfare in a Changing World	3
SWRK 234	Introduction to Social Work.....	3
SWRK 330	Basic Interviewing Skills.....	2
II. Other Required Courses:		
HUMT 203	Modern Western Civilization (LAC)	3
PSYC 335	Abnormal Psychology	3
PSYC 200	Statistics for the Behavioral Sciences	3
	OR	3-4
SOCI 200	Statistics for the Social Sciences.....	4
SOCI 315	Applied Social Research Methods.....	3
SWRK 351	Diverse and At-Risk Populations.....	3
Select ONE of the following:		
INDS 101	Introduction to Indigenous Nations and Dakota Studies	3
INDS 230	Dakota History and Culture.....	3
INDS 310	Indigenous Spirituality and World View	3
III. Required Social Work Courses: (Admission to the Major is required.)		
SWRK 335	Generalist Practice I.....	4
SWRK 336	Generalist Practice II	4
SWRK 340	Human Behavior in the Social Environment.....	3
SWRK 402	Social Welfare Policy	3
SWRK 415	Field Research Seminar	1
SWRK 484	Pre-Field Practicum Seminar.....	1
SWRK 485	Field Practicum Seminar	3
SWRK 499	Field Practicum.....	8

Social Welfare Minor

The social welfare minor prepares students whose occupational goals may be enhanced by a social welfare background that includes an understanding of social welfare services, policies, and delivery systems. A minor in social welfare is not accepted by the Council on Social Work Education as adequate preparation for entry level professional social work practice, neither does a minor in social welfare qualify one to take social work state licensure examinations. Note: some 300 and 400 level courses may require a prerequisite.

Minor: Social Welfare (20 credits)

I. Required Courses: 14 credits

ECON 202	Principles of Macroeconomics (LAC).....	3
SWRK 101	Social Welfare in a Changing World	3
SWRK 234	Introduction to Social Work.....	3
SWRK 330	Basic Interviewing Skills.....	2
SWRK 402	Social Welfare Policy	3

II. Electives: 6 credits

Select ONE course from each of the following two groups:

1.	INDS 344	Federal Indian Policy.....	3
	ED 230	Education in Rural America	3
	HIST 363	History of Social Welfare in the United States.....	3
2.	SWRK 242	Introduction to Gerontology	3
	SWRK 250	Social Services in Health Care	3
	SWRK 280	Substance Abuse and Other Addictive Behaviors	3

Total Credits: 20

SOCIAL WORK COURSES (SWRK)**101 Social Welfare in a Changing World (3 credits)**

The evolution of social welfare concepts, policies and programs in the U.S., including cross-national comparisons on inequality and social welfare policy, and implications for the future of social welfare.

234 Introduction to Social Work (3 credits)

The profession of social work in the U.S., including general history, ideology and values; the social science base of social work; systems theory; the generalist model for social work practice; professional ethics and organizations; social work with diverse and disadvantaged populations; and fields of practice.

242 Introduction to Gerontology (3 credits)

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.

250 Social Services in Health Care (3 credits)

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.

280 Substance Abuse and Other Addictive Behaviors (3 credits)

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.

286 Special Topics (1-4 credits)

Specialized study in social work, such as social work with select populations or selected issues. Prerequisite: SWRK 234.

321 Workshop (1-2 credits)

Selected continuing education topics in social work.

330 Basic Interviewing Skills (2 credits)

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.

335 Generalist Social Work Practice I (4 credits)

An examination of models of generalist practice in working with individuals, families, and small groups from a systems perspective. Emphasis is placed on assessment, contracting, and intervention, through practice and program evaluation, identification of strengths and problems at various system levels. Interpersonal skills practice lab. Prerequisite: admission to social work major; pre- or co-requisites: SWRK 340, PSYC 340.

336 Generalist Social Work Practice II (4 credits)

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. Prerequisites: SWRK 335, 340, PSYC 340.

340 Human Behavior in the Social Environment (3 credits)

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. Prerequisites: SOCI 101, PSYC 101 and BIOL 100.

341 Family and Group Work (3 credits)

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.

350 Advanced Study in Rural Social Work (3 credits)

Central concepts and approaches for advanced locality-relevant generalist practice. Prerequisites: SOCI 135 and SWRK 340.

351 Diverse and At-Risk Populations (3 credits)

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. Prerequisites: SOCI 101 and SWRK 234.

218 Social Work

354 The Holocaust, Genocide, and Human Rights (3 credits)

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. Prerequisite: junior or senior standing or consent of instructor.

402 Social Welfare Policy (3 credits)

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. Prerequisites: SWRK 101, ECON 201 or 202, and POL 120.

415 Field Practicum Research (1 credits)

Social work majors take this course concurrently with SWRK 499, Field Practicum, and SWRK 485, Field Practicum Seminar. The student is expected to prepare a research proposal which describes research that will be completed in the field practicum setting under faculty supervision. This course will include data analysis, computer processing of social work research, and methods of evaluating one's own practice (e.g., single-subject research design, treatment intervention evaluation, program evaluation). Prerequisites: admission to Field Practicum; concurrent enrollment in SWRK 499, SWRK 485.

450 Individual Study (1-4 credits)

Limited to eight (8) hours, not more than four hours in a given subject area. Prerequisite: Consent of instructor.

484 Pre-Field Practicum Seminar (1 credit)

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. Prerequisites: completing or completion of all courses required in the major.

485 (M) Social Work Field Practicum Seminar (3 credits)

Capstone, integrative seminar on topics related to social work practice, with attention to issues and problems experienced in field instruction. Prerequisite: SWRK 484. Concurrent enrollment in SWRK 499, SWRK 415.

486 Special Topics (1-4 credits)

Specialized study in social work, such as social work with select populations or selected issues. Prerequisites: SWRK 234, 335.

499 Field Practicum (8 credits)

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. Prerequisite: SWRK 484. Concurrent enrollment in SWRK 485, SWRK 415.

SOCIOLOGY

Office: Social Science 103, 537-6224
Faculty: Vicky Brockman, Jo Dohoney, Eric Markusen
Department: Social Science

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.

Bachelor of Arts: Sociology (40 credits)

SOCI 101	Introduction to Sociology	3
	OR.....	3
SOCI 102	Introduction to Sociology: Rural and Regional Perspective	3
SOCI 218	Self and Society (Prerequisite: SOCI 101)	3
SOCI 220	Social Problems (Prerequisite: SOCI 101)	3
SOCI 200	Social Statistics (Prerequisite: MATH 110 or 3 years high school math)	4
SOCI 314	Sociological Theory (Prerequisites: SOCI 101 and one other sociology course)	3
SOCI 315	Applied Social Research Methods (Prerequisites: SOCI 101, 200, and SOCI 314 or senior standing)	3
SOCI 318	Forces for Social Change (Prerequisites: SOCI 101 and one other sociology course)	3
SOCI 495	Senior Seminar (Prerequisites: SOCI 315 and consent of instructor)	3
<i>Elective credits</i>		15

Electives are selected from Sociology courses in consultation with the major advisor;
 electives may include one of the following:

SOCI 135	Rural Society
SWRK 101	Social Welfare in a Changing World
ANTH	Any 300 or 400 level Anthropology course.

At least two electives must be upper-division sociology courses (300 or 400 level).

A maximum of 3 credits may be applied from SOCI 450 Individual Readings,
 and a maximum of 3 credits may be applied from SOCI 485 Field Experience.

Total Credits: 40

Minor: Sociology (21 credits)

SOCI 101	Introduction to Sociology	3
SOCI 314	Sociology Theory	3
Sociology electives		15

Selected in consultation with an advisor in Sociology. A maximum of 3 credits
 may be applied from SOCI 450 Individual Readings, and a maximum of
 three credit hours may be applied from SOCI 485 Field Experience.

Total Credits: 21

Minor: Criminal Justice (27 credits)

SOCI 101	Introduction to Sociology (prerequisite for required courses).....	3
JUAD 144	Introduction to Justice and Society	3
SOCI 244	Sociology of Deviant Behavior	3
JUAD 450	Criminal Law	3

220 Sociology

SOCI 344	Criminology (Prerequisite: SOCI 144).....	3
POL 328	Constitutional Law I: Criminal Justice.....	3
	OR	3
POL 415	Law and Society	3
<i>Elective credits</i>		9
Choose one course (3 credits) from each of the following three categories:		
1. JUAD 442	Court/Corrections Management	3
JUAD 444	Juvenile Justice.....	3
2. PHIL 205	Law, Liberty, and Morality	3
POL 351	Constitutional Law II: Civil Liberties	3
PSYC 335	Abnormal Psychology	3
PSYC 341	Child and Adolescent Psychology	3
PSYC 465	Behavior Modification	3
SPCH 230	Interpersonal and Cross-cultural Communication.....	3
3. AIS 326	American Indian History: 1887 to the Present	3
HIST 363	A History of Social Welfare in the United States	3
SOCI 321	Black Community in America	3
SOCI 331	Minorities in American Society.....	3

Note: An internship is available, but not required.

Students who wish to major in Sociology and minor in Criminal Justice are required to complete the Sociology core courses (25 credits) and five electives (15 credits) for the Sociology major in addition to the above minor. Students may count SOCI 244 Sociology of Deviant Behavior, as one of the five electives for the major. They may also count SOCI 321 Black Community in America, OR SOCI 331 Minorities in American Society as one of the five electives for the major. Together, the total number of credits for a Sociology major and a Criminal Justice minor ranges from 61 to 67 credits. Students with other majors complete the minor as shown above.

SOCIOLOGY AND CRIMINAL JUSTICE COURSES (SOCI)

101 (LAC, D) Introduction to Sociology (3 credits)

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.

102 (LAC, R, S) Introduction to Sociology: Rural and Regional Perspective (3 credits)

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

135 (R) Rural Society (3 credits)

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.

161 Relationship Violence: Causes, Consequences, Treatment, and Prevention (1 credit)

This course introduces facts, concepts and theories that provide a foundation for understanding the kinds of violence that may occur regularly in relationships. Topics include: violence in dating relationships and acquaintance rape, partner abuse and rape, child abuse and incest, and elder abuse. Multidisciplinary perspectives provide a broad introductory overview of these issues.

200 Social Statistics (4 credits)

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. Prerequisite: MATH 110 or three years of high school math.

211 Marriage and Family (3 credits)

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. Prerequisite: SOCI 101.

218 Self and Society (3 credits)

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. Prerequisite: SOCI 101.

220 Social Problems (3 credits)

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. Prerequisite: SOCI 101.

244 Sociology of Deviant Behavior (3 credits)

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. Prerequisite: SOCI 101.

270 (D,G) Gender Issues (3 credits)

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.

286 Special Topics (1-4 credits)

This course is designed to provide lower-division students with an opportunity to experience a special or experimental curriculum course.

314 Sociological Theory (3 credits)

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.

315 Applied Social Research Methods (3 credits)

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. Prerequisites: SOCI 101, 200, and 314; or senior standing.

318 Forces for Social Change (3 credits)

Changing technology, collective behavior, reform and revolution; causes and consequences of social change, creative and destructive consequences of changing social patterns; the relevance of history to social process. Prerequisites: SOCI 101 and one other sociology course.

321 Black Community in America (3 credits)

The social and cultural characteristics of the Black American community, as these have been shaped by the experience of slavery and racism. The response of the Black community, from early times, through the Civil Rights Movement, to the present.

331 (D) Minorities in American Society (3 credits)

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. Prerequisite: SOCI 101.

344 Criminology (3 credits)

Explanation and critical analysis of criminology theory. Also, the course examines major types of crimes, victims, and criminal behavior in the contemporary United States. Topics include definitions; incidence and trends in criminal behavior; roles of police and judicial personnel; and justifications for punishment. Prerequisite: SOCI 144.

354 The Holocaust, Genocide, and Human Rights (3 credits)

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. Prerequisite: junior or senior standing, or consent of instructor.

415 Formal Organizations, Bureaucracies, Corporations (3 credits)

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. Prerequisite: SOCI 101.

420 Sociology of Work (3 credits)

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. Prerequisite: SOCI 101.

435 Rural Development (3 credits)

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

440 Human Communities: Structure and Change (3 credits)

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. Prerequisites: SOCI 101, ANTH 116, or consent of instructor.

445 Class and Class Conflict (3 credits)

Class stratification in pre-industrial, industrial, and post industrial societies, institutionalized inequality, sources of strain and conflict, automation and the prospects for industrial man. Prerequisites: SOCI 101 or consent of instructor.

450 Individual Readings (1-3 credits)

Prerequisite: consent of instructor.

486 Special Topics (1-4 credits)

This course is designed to provide upper-division students with an opportunity to experience a special or experimental curriculum enrichment course.

495 Senior Seminar in Sociology (3 credits)

This course is designed to integrate previous sociology study by reviewing basic concepts and theories, reading and discussing selected topics not covered in the regular curriculum, and completing a research project begun in SOCI 315 Applied Social Research Methods. Prerequisites: SOCI 315 and consent of instructor.

499 Field Experience/Internship (3-12 credits)

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, and SOCI 315; or consent of instructor.

SPANISH

For Spanish information, requirements, and courses, please see section entitled "Foreign Languages."

SPECIAL EDUCATION: GRADUATE PROGRAM

Office: Social Science 231, 537-7171

Faculty: Guy Gilberts, Verna Nassif, Eleanor Pobre, Debbie Van Overbeke

Department: Education

MASTER OF SCIENCE: SPECIAL EDUCATION

The Special Education Graduate Program at Southwest Minnesota State University offers a degree in special education with a choice of licensure areas in Developmental Disabilities (DD), Early Childhood Special Education (ECSE), Emotional Behavioral Disorders (EBD), or Learning Disabilities (LD). Candidates are welcome to pursue more than one licensure area. Graduate students may join a licensure cohort each semester or summer. Students must have earned a bachelor's degree and hold a valid teacher's license prior to admission.

The special education courses are offered as a balance of on-campus class time and online Internet time. The online portion offers learning modules, journal/research links, online discussion groups, and real-time chats. Courses are offered on weekends during the academic year and in summer sessions on the SMSU campus. This is a dynamic program that seeks to meet the unique needs of candidates who are currently engaged in teaching. Please visit the SMSU Web site at www.SouthwestMSU.edu or contact the Graduate Office at (507) 537-7171 or msed@SouthwestMSU.edu for the most current information and course offerings.

The SMSU Education Department also offers a Master of Science degree with a major in education. For information on the program, see page 123.

The Vision:

The SMSU Professional Education Unit is a community of learners dedicated to the continuous development of quality practice, personal/professional growth, and leadership.

The Mission:

The mission of Professional Education at SMSU is to create a community of learners where each learner is an active participant in the development of learning, teaching, and leadership processes by engagement in inquiry, critical reflection, and study of educational theory, research, and practice in pursuit of excellence.

Standards:

This program supports the departmental concept of "Communities of Practice Investigating Learning and Teaching." The standards and best practices of the Council of Exceptional Children (CEC) and its various divisions are embedded in the competencies of this program of study. Participants will build knowledge in subject matter, instructional practices, and the learning/teaching process. Participants will integrate current research into effective practices and develop the leadership capacities necessary to implement effective educational practices in local settings. When participants complete the program, they continue to take responsibility to expand their own learning and leadership capacity.

Admission Requirements:

Individuals who has completed a bachelor's degree and hold an initial teaching license may take graduate classes. Candidates must complete the admissions application and pay the \$20.00 non-refundable fee upon enrollment in the first course. Full admission to the graduate program must be completed prior to completing the first 9 credits. The \$20.00 fee may be waived if a student will take less than 9 credits as part of licensure completion or for transfer to another institution.

Graduate special education courses at SMSU are offered as a balance of on-campus and online Internet time using the Desire2Learn software. The online portion offers learning modules, journal/research links, online discussion groups, and a chance to conduct research via the SMSU library. The graduate special education program typically offers weekend sessions (Friday night/Saturday morning). Dorm rooms are available for those individuals traveling to SMSU weekend sessions for a nominal fee. Summer sessions are also offered.

Candidates demonstrate competencies through a portfolio process that utilizes the online software LiveText. As a capstone activity, candidates design and implement an action research project to investigate professional issues and strategies for the purpose of self-improvement and/or improved student learning.

A minimum GPA of 3.0 must be maintained throughout the program. A grade of "C-" and above is considered passing. Contact the Graduate Education Office at (507) 537-7171 or msed@southwestmsu.edu for transfer credit policies and other questions.

Admission Process and Requirements:

1. Complete the application form with a \$20.00 non-refundable processing fee and submit to the Office of Admissions. Checks may be written to SMSU.
2. With your application form, include your academic vita and a one-page letter of application that indicates your career goals. An academic vita outline is available on the SMSU Web site.
3. A Bachelor's Degree (B.S. or B.A.) from an accredited college or university.
4. A minimum GPA of 3.0 (on a 4.0 scale) for the last two years of undergraduate study (64 semester credits or 96 quarter credits).
5. Official transcript stating undergraduate degree is submitted with the application for admission to Southwest Minnesota State University. (Students wishing to transfer graduate credits to the program should provide one official copy of all post-secondary institutions where credit has been earned.)
6. Two letters of recommendation, with one being from a person who is qualified (an administrator or a university professor who has reviewed your work over an extended period of time) to discuss your academic potential.
7. A copy of your teaching license is required for the Special Education program.

Special Education Graduate Practicums:

An application must be completed prior to approval of each practicum experience. The practicum application includes a placement form, copy of your MN teaching license (go to <http://education.state.mn.us> for a copy), and your vita. A copy of your mentor teacher's MN teaching license is also required. Each practicum is a minimum of 120 hours of contact time. Two practicums are required because two different experiences are required for licensure; for example, the DD, EBD, and LD practicums involve a K-6 and 7-12 placement and ECSE involves B-3yrs and 3-6 yrs. For more information or forms, contact the Graduate Education Office at (507) 537-7171 or msed@southwestmsu.edu

Program of Study:

The Master of Science (M.S.) degree in Special Education consists of a minimum of 33 credits. To complete the degree, all applicants are required to complete the special education core, a minimum of one licensure area, and the research courses. All graduate requirements must be completed within a six-year period.

Southwest Minnesota State University (SMSU) offers a Master's of Science: Special Education degree with licensure available in one of four specialties: Developmental Disabilities, Early Childhood, Emotional Behavioral Disorders, and Learning Disabilities. The program involves three components:

1. Five courses for a total of 15 credits that build the foundation of competencies for all special education teachers as outlined by the Minnesota Board of Teaching,
2. Specialty courses, two content courses and two practicum experiences in each of the four licensure areas, for a total of 12 credits that allow for the development of competencies in a specific area of disability, and
3. Action research courses; a 1 credit recommended research seminar and a research design and action research project, for a total of 6 required credits.

The core classes are offered for either undergraduate or graduate credit. Education majors at 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 often choose to complete two licensure areas to complete the required 33 graduate credits for the master's degree.

The specialty/licensure classes, practicums, 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) on the undergraduate level. Information on this license may be found in the section entitled, "Wellness and Human Performance" of the online catalog available at www.SouthwestMSU.edu.

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 core and course work/practicums in a chosen specialty/ licensure area.
4. Successfully passes the Praxis II Test in Special Education (20353), and
5. Submits an application with all the requirements to the Minnesota Department of Education.

SPECIAL EDUCATION GRADUATE COURSES (EDSP)

EDSP 600 Research Seminar (1 credit)

This course will assist the graduate student in the American Psychological Association (APA) publication style, choosing a research topic, conducting a review of literature, and organizing an action research project—the capstone activity for the graduate program. This is an elective that is recommended prior to taking ED/EDSP 690.

EDSP 620 Characteristics of Students with Learning and Behavior Disorders: K-12 (3 credits)

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. Prerequisites: graduate status and 6 or more credits of core special education coursework.

EDSP 621 Access and Support for Developmental Disabilities: K-12 (3 credits)

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. Prerequisites: graduate status and 6 or more credits of core special education coursework.

EDSP 622 Foundations in Early Childhood Special Education: Birth to 6 years (3 credits)

An overview and introduction to the field of early childhood special education. Attention will be given to the aspects of medical care, health, nutrition, and safety management for infants, young children, and their families. Prerequisites: graduate status and 6 or more credits of core special education coursework.

EDSP 641 Life Span Learning and Outcomes for Developmental Disabilities: K-12 (3 credits)

A study of the cognitive, social, motor, communication, and affective behavior and needs of children and youth with developmental disabilities, including transition needs and career and vocational programming. Prerequisites: graduate status and 6 or more credits of core special education coursework.

EDSP 642 Programming for Early Childhood Special Education: Birth to 6 years (3 credits)

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. Prerequisites: graduate status and 6 or more credits of core special education coursework.

EDSP 643 Behavior Management and Teaching Strategies: K-12 (3 credits)

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. Prerequisites: graduate status and 6 or more credits of core special education coursework.

EDSP 644 Teaching and Achievement Strategies for Learning Disabilities: K-12 (3 credits)

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. Prerequisites: graduate status and 6 or more credits of core special education coursework.

EDSP 681 Practicum/Seminar in Special Education I: Developmental Disabilities (3 credits)

A supervised field experience and critical study combined to provide an opportunity to relate theory to practice in a selected educational setting, kindergarten through grade 12. A-F grading system. Prerequisites: graduate status and consent of instructor.

EDSP 682 Practicum/Seminar in Special Education I: Early Childhood Special Education (3 credits)

A supervised field experience and critical study combined to provide an opportunity to relate theory to practice in a selected educational setting, birth through age 6. A-F grading system. Prerequisites: graduate status and consent of instructor.

EDSP 683 Practicum/Seminar in Special Education I: Emotional Behavioral Disorders (3 credits)

A supervised field experience and critical study combined to provide an opportunity to relate theory to practice in a selected educational setting, grades K-12. Prerequisites: graduate status and consent of instructor.

EDSP 684 Practicum/Seminar in Special Education I: Learning Disabilities (3 credits)

A supervised field experience and critical study combined to provide an opportunity to relate theory to practice in a selected educational setting, grades K-12. Prerequisites: graduate status and consent of instructor.

EDSP 690 Research Design (3 credits)

This course will assist the graduate student in designing his/her action research project. Student projects, completed in EDSP 699, are intended to investigate professional practical issues or strategies for the purpose of self-improvement and/or improved student learning. This may include a study of his/her own practice, learning

environments, and/or the professional standards identified by the Council for Exceptional Children (CEC.) Participants will identify a research focus and design, ethical practices, and review related literature. The project proposal is committee reviewed and approved. The student selects a project chair/advisor. Prerequisites: bachelor's degree and admission to the graduate program.

EDSP 691 Practicum in Special Education II: Developmental Disabilities (3 credits)

A directed field experience intended as the capstone course for licensure in this specialty. Placement will vary in range of disability and age category from the previous practicum, grades K–12. Prerequisites: EDSP 621, EDSP 641, EDSP 681, and consent of instructor.

EDSP 692 Practicum in Special Education II: Early Childhood Special Education (3 credits)

A directed field experience intended as the capstone course for licensure in this specialty. Placement will vary in range of developmental delay and age category from the previous practicum, birth through age 6. Prerequisites: EDSP 622, EDSP 642, EDSP 682, and consent of instructor.

EDSP 693 Practicum in Special Education II: Emotional Behavioral Disorders (3 credits)

A directed field experience intended as the capstone course for licensure in this specialty. Placement will vary in range of needed accommodations, strategies, and interventions, as well as age category from the previous practicum, grades K–12. Prerequisites: EDSP 620, EDSP 643, EDSP 683, and consent of instructor.

EDSP 694 Practicum in Special Education II: Learning Disabilities (3 credits)

A directed field experience intended as the capstone course for licensure in this specialty. Placement will vary in range of needed accommodations, strategies, and interventions, as well as age category from the previous practicum, grades K–12. Field experience. Prerequisites: EDSP 620, EDSP 644, EDSP 684, and consent of instructor.

EDSP 699 Graduate Research Project (3-6 credits)

Students in this seminar course will review and practice research strategies and techniques, including critical analysis. Students will build on the focused research collected during their graduate program. Students will put into action and complete the project which was developed in the research design course (EDSP 690.) The project is committee reviewed and directly supervised by the project chair/advisor. The presentation portfolio and research project results are disseminated in a graduate seminar. This course is required for a minimum of 3 credits, but can be expanded to a total of not more than 6 credits as warranted by the scope of the project and the approval of the advisor/committee. Prerequisites: bachelor's degree, admission to the master's program, and approval of graduate program director. Pre- or co-requisite: EDSP 690.

SPEECH COMMUNICATION

Office: Fine Arts 207, 537-7103

Faculty: Douglas Binsfeld, Mark Fokken, Jan Loft, Michael McHugh,
Robert Ridley

Department: Art, Music, Speech Communication and Theatre

The primary objective of the Speech Communication Program is to provide a curriculum for the student interested in developing communication skills. Students may select a variety of majors and/or minors which include speech communication, speech communication/theatre, speech communication: radio and television, and speech communication: public relations emphasis. A Communication Arts and Literature major when coupled with professional education requirements leads to teacher licensure by the State of Minnesota. The philosophy of the Speech Communication Program emphasizes student initiative, creativity, and responsible involvement. Classes are structured to provide a solid philosophical, historical, theoretical, and practical basis for the discipline selected. A grade of "C" or better is required for major/minor coursework applied toward a degree from the Speech Communication Program. All students who complete a major/minor are required to maintain a portfolio of their speech coursework throughout their years of study.

These programs offer many extracurricular and co-curricular activities which are open to all students regardless of their major. Southwest Minnesota State University speech communication graduates can be found in teaching, broadcasting, theatre, public relations, business, law, and all walks of life where the ability to communicate is essential.

Bachelor of Arts: Speech Communication (36 credits)

SPCH 111	Radio Production and Performance.....	3
	OR	3
SPCH 112	Television Production.....	3
SPCH 161	Speech Activities: Forensics	2
SPCH 162	Speech Activities: Radio and Television	1
SPCH 200	Small Group Communication	3
SPCH 215	Oral Interpretation	3
SPCH 230	Interpersonal and Cross-cultural Communication	3
SPCH 256	Argumentation and Debate	3
SPCH 303	Advanced Public Speaking	3
SPCH 310	Persuasion	3
SPCH 330	Mass Media and Society.....	3
SPCH 360	Organizational Communication and Interviewing Techniques	3
SPCH 410	Communication Analysis.....	3
SPCH 488	Senior Seminar	3
	Total Credits:	36

Bachelor of Arts: Speech Communication-Theatre Arts (37 credits)

THTR 101	Beginning Acting.....	3
	OR	3
THTR 140	Stagecraft.....	3
SPCH 111	Radio Production and Performance.....	3
	OR	3
SPCH 112	Television Production.....	3
SPCH 161	Speech Activities: Forensics	2
SPCH 162	Speech Activities: Radio and Television	2
SPCH 200	Small Group Communication	3
SPCH 215	Oral Interpretation	3
SPCH 230	Interpersonal and Cross-Cultural Communication	3
SPCH 256	Argumentation and Debate	3
SPCH 303	Advanced Public Speaking	3
SPCH 310	Persuasion	3
SPCH 360	Organizational Communication and Interviewing Techniques	3

228 Speech Communication

SPCH 410	Communication Analysis.....	3
SPCH 488	Senior Seminar	3
		Total Credits: <u>37</u>

**Bachelor of Arts: Speech Communication: Public Relations Emphasis
(67 credits)**

Speech Communication Courses:

SPCH 111	Radio Production and Performance	3
SPCH 112	Television Production	3
SPCH 200	Small Group Communication	3
SPCH 210	Introduction to Public Relations	3
SPCH 228	Basic Black and White Photography	3
SPCH 251	Broadcast Newswriting and Reporting	3
SPCH 260	Introduction to Public Relations Writing	3
SPCH 303	Advanced Public Speaking	3
SPCH 310	Persuasion	3
SPCH 330	Mass Media and Society	3
SPCH 360	Organizational Communication and Interviewing Techniques	3
SPCH 488	Senior Seminar	3

Art Courses:

ART 140	Digital Imaging.....	3
<i>Select one of the following:</i>		
ART 141	Digital Publishing.....	3
	OR	3
ART 240	Concepts of Graphic Design	3

Business Administration Courses:

BADM 390	Business Law I.....	3
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Marketing Courses:

MKTG 301	Principles of Marketing	3
MKTG 331	Professional Selling	3
MKTG 381	Advertising Management	3
<i>Select one of the following:</i>		
MKTG 391	Consumer Behavior	3
MKTG 411	Integrated Marketing Research	3
MKTG 441	Marketing Research.....	3

Additional Courses:

<i>At least ten credits from the following:</i>		10
BADM 317	Business Communications	3
ENG 204	Introduction to Print Journalism.....	4
ENG 360	Scientific and Technical Writing	3
ENG 361	Advanced Composition	3
ENG 410	Advanced Print Journalism	4

Total Credits: 67

Bachelor of Science: Speech Communication/Secondary Education* (36 credits)

* Please see the Speech Program for current curriculum requirements. The student must also fulfill the professional education requirements; please see the Education Department for current licensure requirements.

Bachelor of Science: Speech Communication-Theatre Arts/Secondary Education* (38 credits)

* Please see the Speech Program for current curriculum requirements. The student must also fulfill the professional education requirements; please see the Education Department for current licensure requirements.

Bachelor of Science: Speech Communication: Radio and Television (50 credits)

SPCH 111	Radio Production and Performance	3
SPCH 112	Television Production	3
SPCH 161	Speech Activities: Forensics	2
SPCH 162	Speech Activities: Radio and Television	2
SPCH 200	Small Group Communication	3
SPCH 215	Oral Interpretation	3
SPCH 251	Broadcast Newswriting and Reporting	3
SPCH 303	Advanced Public Speaking	3
SPCH 310	Persuasion	3
SPCH 315	Media Interpretation	3
SPCH 330	Mass Media and Society	3
SPCH 390	ENG/EFP Techniques	3
SPCH 425	Broadcast Law and Regulation	3
SPCH 499	Internship	7
THTR 341	Acting Techniques	3
SPCH 488	Senior Seminar	3
Total Credits:		50

Bachelor of Science: Communication Arts and Literature/Secondary Education* (49 credits)**Speech Communication Courses:** (31 credits)

SPCH 161	Speech Activities: Forensics	1
SPCH 200	Small Group Communication	3
SPCH 215	Oral Interpretation	3
SPCH 230	Interpersonal and Cross-Cultural Communication	3
SPCH 256	Argumentation and Debate	3
SPCH 303	Advanced Public Speaking	3
SPCH 310	Persuasion	3
SPCH 330	Mass Media and Society	3
SPCH 410	Communication Analysis	3
SPCH 450	Secondary Teaching Methods: Speech Communication	3
SPCH 488	Senior Seminar	3

English/Literature Courses:* (18 credits)

ENG 361	Advance Composition	3
ENG 365	Modern Grammar	3
LIT 308	Authors: Short Course**	1
LIT 410	Literature and Literacy for Adolescents	3

One British Survey Course:

LIT 321	British Literature: Beginning through Restoration and 18th Century OR	4
LIT 322	British Literature: Nineteenth and Twentieth Century	

One American Survey Course:

LIT 331	American Literature: Beginning through Realism and Naturalism OR	4
LIT 332	American Literature: Modern and Contemporary	

Total Credits: 49

* All students must take ENG 263: Poetry as their LAC Literature/Humanities requirement.

** Students may take a three-credit Authors course or Shakespeare course (two choices) and fulfill the one-credit requirement in the degree, but will have extra credits.

230 Speech Communication

NOTE: This degree when coupled with professional education requirements can be used to obtain secondary education licensure in Communication Arts and Literature from the Minnesota State Board of Teaching. **Please see the Education Department for current licensure requirements.** This degree has an emphasis in Speech Communication. Licensure may also be obtained with a degree that has an emphasis in English Literature; see the English section of the online catalog available at www.SouthwestMSU.edu for more information.

Minor: Speech Communication (22 credits)

SPCH 111	Radio Production and Performance.....	3
	OR	3
SPCH 112	Television Production.....	3
SPCH 161	Speech Activities: Forensics	1
SPCH 200	Small Group Communication	3
SPCH 215	Oral Interpretation	3
SPCH 230	Interpersonal and Cross-Cultural Communication	3
SPCH 256	Argumentation and Debate.....	3
	OR	3
SPCH 310	Persuasion.....	3
SPCH 303	Advanced Public Speaking	3
SPCH 360	Organizational Communication & Interviewing Techniques.....	3
	OR	3
SPCH 410	Communication Analysis	3
	Total Credits:	22

Minor: Speech Communication/Secondary Education* (22 credits)

* Please see the Speech Program for current curriculum requirements. The student must also fulfill the professional education requirements; please see the Education Department for current licensure requirements.

Minor: Speech Communication-Theatre Arts (22 credits)

THTR 140	Stagecraft.....	3
	OR	3
THTR 260	Directing I	3
SPCH 111	Radio Production and Performance.....	3
	OR	3
SPCH 112	Television Production.....	3
SPCH 161	Speech Activities: Forensics	1
SPCH 200	Small Group Communication	3
SPCH 215	Oral Interpretation	3
SPCH 230	Interpersonal and Cross-Cultural Communication.....	3
	OR	3
SPCH 410	Communication Analysis	3
SPCH 256	Argumentation and Debate	3
SPCH 303	Advanced Public Speaking	3
	Total Credits:	22

Minor: Speech Communication-Theatre Arts/Secondary Education* (22 credits)

* Please see the Speech Program for current curriculum requirements. The student must also fulfill the professional education requirements; please see the Education Department for current licensure requirements.

SPEECH COMMUNICATION COURSES (SPCH)

110 (LAC) Fundamentals of Public Speaking (3 credits)

A skills course instructing the student how to design and deliver a speech.

111 Radio Production and Performance (3 credits)

The study of basic and advanced creative techniques, procedures and practices in the production and performance of contemporary radio.

112 Television Production (3 credits)

An introduction to basic television studio techniques. Students will develop skills in operating control room and studio equipment, producing, and directing.

161 Speech Activities: Forensics (1 credit)

Participation in intramural and intercollegiate debate and forensics. May be repeated.

162 Speech Activities: Radio and Television (1 credit)

Practical experience in radio and television program production and performance through functional involvement in the operation of the campus radio and television stations. May be repeated.

200 (C, T) Small Group Communication (3 credits)

The theory and application of problem-solving questions of fact, value and policy utilizing group dynamics and effective leadership styles.

210 Introduction to Public Relations (3 credits)

A course designed to acquaint students with the principles and practices of public relations.

215 Oral Interpretation (3 credits)

The theory and application of the selection, analysis, and presentation of literature. Students will perform the three genres of literature utilizing various performance styles.

228 Basic Black and White Photography (3 credits)

A basic, 35mm black and white photography course designed to meet the needs of any individual, regardless of major field of interest, but primarily for those interested in public relations. Concepts include: film, film exposure and development; composition and depth of field; light; equipment and accessories; printing and darkroom techniques; and developing the portfolio. An adjustable 35mm is required. Course fees are \$15.00 per credit hour; adjustable camera required to be brought to first class meeting.

230 (D) Interpersonal and Cross-Cultural Communication (3 credits)

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.

251 Broadcast Newswriting and Reporting (3 credits)

The study of techniques, procedures, and practices used in news gathering, writing, reporting, and editing broadcast news.

256 (T) Argumentation and Debate (3 credits)

The principles and practices of debate including the preparation and presentation of debate cases as formal argument.

260 Introduction to Public Relations Writing (3 credits)

A course designed to emphasize how those in public relations gather, produce, and distribute material in a modern society. Acquaints students with both why and how to write for public relations.

286 Special Topics in Communication (1-4 credits)

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.

301 Risk and Crisis Communication (3 credits)

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.

303 (T) Advanced Public Speaking (3 credits)

Application of advanced principles of public speaking emphasizing speech structure and oral style. Students will prepare and present several types of speeches. Prerequisite: SPCH 110 or consent of instructor.

310 (T) Persuasion (3 credits)

The logical and psychological theories of persuasion present in everyday communication. The course emphasizes the analysis and application of persuasive strategies.

315 Media Interpretation (3 credits)

The analysis and interpretation of media material. Emphasis is placed on vocal styles, presence and delivery as well as the requirements of contemporary media presentation. Prerequisite: SPCH 215 or consent of instructor.

328 Advanced Black and White Photography (3 credits)

An advanced 35mm black and white photography course designed for people who have mastered the basic techniques. This course will help students make better images from negatives they already have as well as create new images from those negatives. A portion of the course will be devoted to photojournalism, as well as techniques such as: control, vignettes, diffusion, textures, screens, combination printing, printing without negatives, toning, solarization, and Sabattier effect. Prerequisite: SPCH 228.

330 (C) Mass Media and Society (3 credits)

An historical and theoretical survey of the nature, functions and responsibilities of the mass media in all its forms. Emphasis on the evolution of the electronic media in the United States and its impact on society.

360 Organizational Communication and Interviewing Techniques (3 credits)

A study of the process of communication and behavior within the organizational culture. Students will be given practical experience in utilizing interviewing skills as a means of maintaining productive organizational environments.

390 ENG/ EFP Techniques (3 credits)

The application of portable camera usage and editing techniques used in electronic news gathering and electronic field production. Students will develop skills in preproduction planning, scripting, remote shooting, directing, and editing. Prerequisites: SPCH 111 and 112 or consent of instructor.

410 (T) Communication Analysis (3 credits)

The rhetorical and critical analysis of a communication event through the use of classical and modern rhetorical principles.

425 Broadcast Law and Regulation (3 credits)

The study of media law, issues, and FCC regulations.

450 Secondary Teaching Methods: Speech Communication (3 credits)

Secondary education teaching methods for a modern speech communication program including materials for classroom instruction as well as coaching activities.

486 Advanced Special Topics in Communication (1-4 credits)

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.

488 (M) Senior Seminar (3 credits)

A capstone course required for all speech majors, in which selected topics, projects, and presentations are considered through reading, research, and discussion. Prerequisite: senior standing.

494 Independent Study in Communication Theory (1-3 credits)

In depth, independent exploration of a communication event for better understanding of the communication process. Prerequisite: consent of instructor.

499 Internship in Speech Communication (3-10 credits)

An off-campus training program when accepted by a business or organization to work with an employer in some area of speech communication. Prerequisite: consent of Department Chairperson.

THEATRE

Office: Fine Arts 207, 537-7103

Faculty: William Hezlep, Raymond Oster, Nadine Schmidt, Sheila Tabaka

Department: Art, Music, Speech Communication and Theatre

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.

The Theatre and Speech Programs also offer students various combinations for majors and minors. See previous section entitled, "Speech Communication."

Bachelor of Arts: Theatre Arts (39 credits)

THTR 101	Beginning Acting	3
THTR 140	Stagecraft	3
THTR 242	Stage Makeup	3
THTR 243	Costume History and Design.....	3
	OR	3
THTR 244	Costume Construction	3
THTR 246	Stage Lighting.....	3
THTR 260	Directing I.....	3
THTR 301	Theatre Activity	6
THTR 340	Theatre History I.....	3
THTR 341	Acting Techniques	3
	OR	3
THTR 342	Advanced Acting	3
THTR 346	Scene Design	3
THTR 430	Seminar and Project.....	3
THTR 440	Theatre History II	3

Total Credits: 39

Minor: Theatre Arts (21 credits)

THTR 101	Beginning Acting	3
THTR 140	Stagecraft	3
<i>One of the following three courses:</i>		3
THTR 242	Stage Makeup	3
THTR 243	Costume History and Design.....	3
THTR 244	Costume Construction	3
THTR 246	Stage Lighting	3
	OR	3
THTR 346	Scene Design	3
THTR 260	Directing I.....	3
THTR 301	Theatre Activity	3
THTR 340	Theatre History I	3
	OR	3
THTR 440	Theatre History II	3

Total Credits: 21

THEATRE ARTS COURSES (THTR)**100 (LAC, T) Introduction to Theatre (3 credits)**

This course acquaints the student with the origins of theatre and its ability to reflect and illuminate the human condition.

101 (T) Beginning Acting (3 credits)

This beginning acting class combines improvisation and theatre games intended to stimulate the imagination and creativity of the theatre performer.

140 Stagecraft (3 credits)

A course designed to acquaint the student with the basic materials and techniques used in building stage scenery.

220 Film Appreciation (3 credits)

An introduction to film techniques and the historical development of the film. The course includes viewing and discussion of representative films.

230 Script Analysis (3 credits)

An introduction to the theatre arts with emphasis on interpretive theatre literature as interpreted by theatre artists.

242 Stage Makeup (3 credits)

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.

243 Costume History and Design (3 credits)

This course will focus on the area of costume design beginning with an overview of fashion and costume history. Students will learn the process of costume design, basic principles of design, and rendering techniques. Principles will be put into practice by designing a variety of productions as class projects.

244 Costume Construction (3 credits)

The object of this course is to teach the student the basic methods and materials used in making stage costumes.

246 Stage Lighting (3 credits)

This course will examine the art and mechanics of designing and executing theatrical lighting.

260 Directing I (3 credits)

An introduction to concepts in text analysis and methods needed to realize the text as a theatrical experience. The student is required to apply these techniques in producing a scene for the purpose of performing it as a final project. Prerequisites: THTR 101 and 140, or consent of instructor.

281 (T) Acting in the Classroom (3 credits)

The course combines improvisation, theatre games, and scene work to stimulate the imagination and creativity of the theatre performer.

286 Special Topics in Theatre (1-4 credits)

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.

301 Theatre Activity (3 credits)

This course is designed to familiarize the student with costuming a play, technical theatre, acting and directing, and public relations through practical experience on actual productions.

318 Musical Production (3 credits)

Participation in the actual production of a musical or comparable dance numbers for the theatrical stage or other appropriate environment. Prerequisite: consent of instructor or audition.

340 (T) Theatre History I (3 credits)

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.

341 (T) Acting Techniques (3 credits)

This course will concentrate on advanced acting techniques and the development of character through script analysis. Classes will consist of exercises, preparation, and presentation of scenes on stage and on camera. Prerequisite: THTR 101 or consent of instructor.

342 (T) Advanced Acting (3 credits)

The study and application of advanced acting techniques, theories, and styles for the stage. Course work includes rehearsal technique, scene and monologue work. Prerequisite: THTR 101 or THTR 281, or consent of instructor.

345 Speech for the Actor (3 credits)

Introduction to the physiology of speech with the development of specific exercises to improve articulation, breath support, projection, and quality of sound produced.

346 Scene Design (3 credits)

The course will concentrate on the basic principles of scene design, drafting for the stage, and theatrical model-making. Prerequisite: THTR 140 or consent of instructor.

360 Directing II (3 credits)

Further development of the objectives set down for THTR 260. These shall culminate in the production of a one-act play.

365 Theatre Management (3 credits)

The course will survey the management and organization of contemporary theatre companies in their varied forms and discuss standard business practices.

420 Playwriting (3 credits)

This course is designed to study the basic principles of playwriting, culminating in the writing of plays to be performed. Prerequisite: consent of instructor.

430 Seminar and Project (3 credits)

Developed toward special interests of staff and theatre arts majors. The course deals with opportunities in theatre, especially career opportunities. The course also requires the student to develop a project in his/her interest area. It also demands a culmination of skills and information be acquired prior to this course. Prerequisite: junior, major status.

440 (T) Theatre History II (3 credits)

This survey class begins with William Shakespeare and traces the development of various movements and playwrights up to modern drama including the works of Ibsen, Chekhov, Williams, and Miller.

486 Theatre Topics (1-4 credits)

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.

494 Independent Studies (1-3 credits)

Permits the student to develop an interest under faculty guidance in an area normally not provided by the curriculum. Prerequisite: consent of instructor.

499 Internship (6-12 credits)

This course requires that a student obtain an off-campus internship with another college, a professional theatre group, or a touring theatre company. Prerequisite: consent of Department Chairperson and theatre faculty.

WELLNESS & HUMAN PERFORMANCE

Office: Physical Education 217, 537-7170

Faculty: Frankie Albitz, Brent Jeffers, Harry Jones, Ellen Radel, Michael Sterner,
Marilyn Strate

Department: Wellness & Human Performance

The Department of Wellness & Human Performance offers degree programs in health, physical education, sports management, recreation, exercise science, and individually designed interdisciplinary programs. Teaching certification is available in health and physical education with minors in coaching, health, and adapted physical education. Students gain a broad knowledge of the physiological and mechanical functions of the human body. Students become aware of their personal performance abilities through experiences in a variety of physical activity courses, and become aware of the many fitness and leisure time activities for wellness available to them and others throughout their lives.

HEALTH AND FITNESS GRADUATION REQUIREMENT

Health and Fitness: Total Credits (3 semester credits)

Students will be required to complete a two-credit course from "Group A" relative to the cognitive domain of health and wellness. Students will be required to complete a one-credit activity course from "Group B" relative to the fitness aspect of a healthy lifestyle.

Group A. Cognitive Domain

Select one course from the following options (two-credit semester course):

HLTH 100	Personal Health and Wellness	2
HLTH 112	Nutrition and Wellness	2
HLTH 220	Stress and Wellness	2
PE 249	Physical Fitness Concepts	2

Group B. Fitness Domain

Select one course from the following options (one-credit semester course)

PE 107	Walking For Wellness.....	1
PE 109	Cross Training	1
PE 139	Aerobics	1
PE 149	Weight Training and Conditioning	1
PE 154	Adapted Physical Education Activities	1
PE 160	Flexibility Through Yoga	1
PE 161	Swimmercize	1
PE 170	Lifetime Fitness	1
PE 171	Step Aerobics.....	1

Bachelor of Science: Health Education (78 credits)**Health Education Major Courses: (52 credits)**

HLTH 100	Personal Health and Wellness.....	2
HLTH 110	First Aid and Safety/CPR	2
HLTH 225	Alcohol, Narcotics and Tobacco.....	2
HLTH 230	Concepts of School Health	2
HLTH 232	Nutrition.....	3
HLTH 330	Human Sexuality and Healthy Behavior	3
HLTH 350	Community Health	2
HLTH 390	Health Promotion.....	3
HLTH 410	Human Growth &and Development.....	2
HLTH 492	Organization and Methods: Health Education.....	3
BIOL 100	Biology in the Modern World with lab	4
	OR	4
BIOL 200	Cell Biology with lab (Prerequisite CHEM 121 or 131).....	4
BIOL 305	Human Anatomy and Physiology I with lab.....	4
PE 108	Basic Technology in Sport, Activity and Physical Education	3
PE 180	Introduction to Health and Physical Education	2
PE 220	Curriculum and Instruction.....	2
PE 249	Physical Fitness Concepts	2
PE 497	Senior Seminar	2
PSYC 101	General Psychology I.....	3
PSYC 246	Psychology of Adjustment.....	3
SOCI 101	Introduction to Sociology	3

Requirement for Health Education Majors:

By the end of the sophomore year, the student should get the application packet from the Education Department.

The student must also fulfill the professional education requirements; please see the Education Department for current requirements.

Bachelor of Science: Physical Education - Teaching (94 credits)**I. Physical Education Major Courses: (65 credits)**

PE 108	Basic Technology in Sport, Activity and Physical Education	3
PE 122	Fall Movement Skills.....	3
PE 123	Spring Movement Skills	3
PE 180	Introduction to Health and Physical Education	2
PE 220	Curriculum and Instruction.....	2
PE 249	Physical Fitness Concepts	2
PE 285	Anatomical Kinesiology	2
PE 385	Biomechanics of Human Motion.....	3
PE 387	Dance Fundamentals, Techniques and Methodology	2
PE 390	Organization and Administration of Athletics and Physical Education	2
PE 391	Exercise Physiology	4
PE 401	K-12 Special Methods	3
PE 444	Motor Learning and Development	2
PE 480	Measurement and Evaluation	3
PE 481	Adapted Physical Education Theory	3
PE 497	Senior Seminar	2
HLTH 110	First Aid and Safety/CPR	2
HLTH 225	Alcohol, Narcotics and Tobacco.....	2
HLTH 410	Human Growth and Development.....	2
BIOL 100	Biology in the Modern World with lab	4
	OR	4
BIOL 200	Cell Biology with lab (Prerequisite: . CHEM 121 or 131).....	4
BIOL 305	Human Anatomy and Physiology I with lab.....	4
PSYC101	General Psychology I.....	3

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SOCI 101	Introduction to Sociology	3
	One of the following Chemistry courses:.....	4
CHEM 110	Our Chemical World with lab	4
CHEM 111	Chemistry in Our Daily Lives with lab	4
CHEM 121	Basic Chemistry with lab	4

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 professional education requirements; please see the Education Department for current requirements.

Bachelor of Science: Physical Education -EXERCISE SCIENCE Emphasis (72 credits)**Core Courses:** (35 credits)

HLTH 110	First Aid and Safety /CPR	2
	OR	2
PE 392	Prevention and Care of Athletic Injuries	2
PE 108	Basic Technology in Sport, Activity, and Physical Education.....	3
PE XXX	TWO activity courses * (See Group B. Fitness Domain).....	2
PE 180	Introduction to Health and Physical Education	2
PE 249	Physical Fitness Concepts *	2
PE 285	Anatomical Kinesiology	2
PE 355	Sport Psychology	2
PE 385	Biomechanics of Human Motion.....	3
PE 391	Exercise Physiology	4
PE 444	Motor Learning and Development	2
PE 488	Legal Aspects of Recreation and Sport	3
PE 487	Senior Seminar	2
PE 499	Professional Internship	6

Emphasis Courses: (37 credits)

HLTH 232	Nutrition.....	3
HLTH 410	Human Growth and Development	2
PE 480	Measurement and Evaluation	3
PE 491	Exercise Physiology II.....	4
PE 492	Exercise Physiology II Lab Seminar	2
CHEM 121	Basic Chemistry (Lecture/Lab:3/1)	4
CHEM 122	Introductory Organic/Biochemistry (Lecture/Lab:3/1)	4
BIOL 200	Cell Biology (Prerequisite: CHEM 121 or 131) (Lecture/Lab:3/1)	4
BIOL 305	Anatomy and Physiology I with lab (Lecture/Lab:3/1).....	4
BIOL 306	Anatomy and Physiology II with lab (Lecture/Lab:3/1)	4
MATH 200	Introduction to Statistics	3

Total Credits: 72

* Courses can be taken for the Graduation Requirement. See first page of Wellness and Human Performance section.

Bachelor of Science: Physical Education-RECREATION Emphasis (66 credits)

Core Courses: (35 credits)

HLTH 110	First Aid and Safety/CPR	2
	OR	2
PE 392	Prevention and Care of Athletic Injuries	2
PE 108	Basic Technology in Sport, Activity and Physical Education	3
PE XXX	TWO activity courses *	2
	PE 172 Intramural Activities (required)	
	(See Group B: Fitness Domain)	
PE 180	Introduction to Health and Physical Education	2
PE 249	Physical Fitness Concepts	2
PE 285	Anatomical Kinesiology	2
PE 355	Sport Psychology	2
PE 385	Biomechanics of Human Motion.....	3
PE 391	Exercise Physiology	4
PE 444	Motor Learning and Development	2
PE 488	Legal Aspects in Recreation and Sports	3
PE 497	Senior Seminar	2
PE 499	Professional Internship	6

* Courses can be taken for the Graduation Requirement. See first page of Wellness and Human Performance section.

Emphasis Courses: (31 credits)

PE 105	Fall Recreation Block	2
PE 106	Spring Recreation Block.....	2
PE 200	Recreational Sports and Games	3
PE 300	Recreation Diversity and Leadership	3
PE 360	Introduction to Recreation, Parks and Community Recreation	3
PE 362	Recreational Aquatics	3
PE 378	Recreation and Sports Management	3
PE 400	Recreation Program Planning	3
PE 485	Planning Facilities for Physical Activities.....	3

Choose one of the options below:6

Aquatics Option:

PE 256	Lifeguard Training.....	2
PE 356	Water Safety Instruction.....	2
HLTH 110	First Aid and Safety/CPR	2

Business Option:

ACCT 211	Principles of Accounting	3
BADM 101	Introduction to Business.....	3

Health Option:

HLTH 140	CPR - Cardiopulmonary Resuscitation	1
HLTH 350	Community Health	2
HLTH 390	Health Promotion	3

Social Option:

SOCI 220	Social Problems	3
SOCI 331	Minorities in American Society.....	3

Total Credits

66

Bachelor of Science: Physical Education -SPORTS MANAGEMENT Emphasis (70 credits)

Core Courses: (35 credits)

HLTH 110	First Aid and Safety/CPR	2
	OR	2
PE 392	Prevention and Care of Athletic Injuries	2
PE 108	Basic Technology in Sport, Activity and Physical Education	3
PE XXX	TWO activity courses * (1 credit each)	2
PE 180	Introduction to Health and Physical Education	2
PE 249	Physical Fitness Concepts *	2
PE 285	Anatomical Kinesiology	2
PE 355	Sport Psychology	2
PE 385	Biomechanics of Human Motion.....	3
PE 391	Exercise Physiology	4
PE 444	Motor Learning and Development	2
PE 488	Legal Aspects in Recreation and Sports	3
PE 497	Senior Seminar	2
PE 499	Professional Internship	6

Emphasis Courses: (35 credits)

PE 378	Recreation and Sports Management	3
PE 485	Planning Facilities for Physical Activities.....	3
PE 489	Sports Marketing, Promotion, Consumer Behavior	3
PE 495	Sports Management Practicum	2
ACCT 211	Principles of Accounting I	3
ACCT 212	Principles of Accounting II.....	3
BADM 101	Introduction to Business	3
BADM 280	Computer Concepts and Applications	3
BADM 350	Managerial Finance	3
BADM 380	Management Principles	3
MKTG 301	Principles of Marketing	3
ECON 201	Principles of Microeconomics	3

Total Credits: 70

* Courses can be taken for the Graduation Requirement. See first page of Wellness and Human Performance section.

Minor: Adapted Physical Education/DAPE (32 credits)

SMSU was granted DAPE certification Fall of 2003. Students receiving this licensure have met the requirements necessary for a minor in this area. DAPE is only recognized by the State of Minnesota. A declared minor would enhance their marketability in other states and lead them on the path for an Adapted PE Specialist status.

Required Courses:

PE 210	Introduction to Adapted Physical Education	3
PE 220	Curriculum and Instruction.....	2
PE 285	Kinesiology.....	2
PE 385	Biomechanics of Human Motion.....	3
PE 391	Exercise Physiology	4
PE 393	Practicum I.....	1
PE 401	K-12 Special Methods	3
PE 444	Motor Learning and Development	2
PE 481	Adapted Physical Education Application	3
PE 498	Practicum II	1
EDSP 290	Introduction to Special Needs and Lab.....	3
EDSP 470/570	Home-School-Community: Partnerships in Consultation/Collaboration	3
HLTH 410	Human Growth and Development	2

Total Credits: 32

Minor: Adapted Physical Activity (18 credits)

This minor will service students in the Wellness & Human Performance Department who are not enrolled in the Physical Education Teaching track. 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)

PE 210	Introduction to Adapted Physical Education	3
PE 300	Recreation Diversity and Leadership	3
PE 390	Organization and Administration of Athletics and Physical Education	2
PE 393	Practicum I.....	1
PE 481	Adapted Physical Education Application	3
EDSP 290	Introduction to Special Needs and Lab.....	3
EDSP 403	Behavioral Theories and Practices in Special Education	3
Total Credits:		18

Minor: Coaching (24-27 credits)

PE 249	Physical Fitness Concepts	2
PE 285	Anatomical Kinesiology	2
PE 33X	Coaching and Officiating of (choice of sport).....	3
PE 33X	Coaching and Officiating of (choice of sport).....	3
PE 355	Sports Psychology	2
PE 385	Biomechanics of Human Motion.....	3
PE 390	Organization and Administration of Athletics and Physical Education	2
PE 391	Exercise Physiology	4
PE 392	Prevention and Care of Athletic Injuries	2
PE 482	Practicum in Coaching	1-4
Total Credits:		24-27

HEALTH COURSES (HLTH)**100 (W) Personal Health & Wellness (2 credits)**

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.

110 First Aid and Safety/CPR (2 credits)

Trauma prevention study and medically approved application techniques of administering emergency care in case of trauma due to accidents or sudden illness.

112 (W) Nutrition and Wellness (2 credits)

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.

140 CPR - Cardiopulmonary Resuscitation (1 credit)

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.

220 (W) Stress and Wellness (2 credits)

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.

225 Alcohol, Narcotics and Tobacco (2 credits)

This course is an introduction of pertinent topics associated with alcohol, narcotics, and tobacco use and abuse. Included are the physical, psychological, sociological, and economic aspects of the subject and how each affects individuals.

230 Concepts of School Health (2 credits)

This course provides the student with an overview of the school's role in the healthy development of youth including: health instruction, health services, school environment, nutrition and food services, counseling, and school/parent partnerships. Prerequisite: junior standing.

232 Nutrition (3 credits)

The student will study the sociological and biological aspects of nutrition in the relationship of food to health. Current dietary trends and their implications for health will be discussed. Students will complete an evaluation of their eating patterns and behaviors. Prerequisite: BIOL 100 or BIOL 200.

240 CPR - Instructor Certification (2 credits)

An advanced class leading to the CPR Instructor rating. Prerequisite: HLTH 140 or current CPR certification.

290 Wellness, Safety, and Nutrition from Birth to Grade 3 (3 credits)

Students will learn the wellness, safety, and nutrition aspects of children from birth to grade 3. Course content satisfies partial requirements in early childhood health care professions.

292 Honors Credit In Health (1-4 credits)

An independent study course designed primarily for Honors Program students. This course allows more in-depth or comprehensive study or research by honors students. Prerequisite: consent of instructor.

330 Human Sexuality and Healthy Behavior (3 credits)

This course will include an overall view of biological, sociological, environmental, and psychological issues related to sex education. A primary focus will include educational principles related to the teaching of sexuality education to K-12 students. Prerequisite: BIOL 231.

350 Community Health (2 credits)

This course is designed to introduce the student to the broad concept of community health, including the political, sociological, economic and medical impact of community health organizations operating within a community. Prerequisite: junior standing.

390 Health Promotion (3 credits)

This course will provide a comprehensive overview of the health promotion field as it applies to employment and organizational settings. It will include planning, design, implementation, and evaluation of an event as part of the course. It will additionally explore the relationship between health knowledge, attitude, and behavior.

400 Epidemiology (2 credits)

Philosophy, administrative considerations and patterns of public health activities in the United States, including a thorough analysis of epidemiology problems and disease control. Prerequisites: HLTH 100, 225, 350 or consent of instructor.

410 Human Growth and Development (2 credits)

This course is designed to offer the basic developmental framework of human beings beginning at conception through old age. Dimensions of physical growth, biological changes, social, intellectual, and emotional development will be considered.

492 Organization and Methods: Health Education (3 credits)

This course explores the science and art of teaching health to the elementary and secondary student. The focus is on learning and applying the skills in planning, teaching lessons and evaluating lessons for the K-12 health student. Prerequisite: HLTH 230 and Admission into Teacher Education.

494 Independent Study (1–4 credits)

Independent study and research within the health and wellness area. Prerequisite: consent of instructor.

496 Workshop in Health (1–4 credits)

To provide health credit for workshops in area. Prerequisite: Application.

GRADUATE COURSES IN HEALTH (HLTH)**540 Trends in Health Curriculum (3 credits)**

Examination of current philosophies and models of health curriculum design, with emphasis on comprehensive school health K-12. This course requires the development of a curricular model concerned with recent developments in health science.

560 Health Promotion Management (3 credits)

This course consists of an analysis of the fundamental concepts and methodologies involved in planning, implementing, and evaluation of health promotion programs.

570 Survey and Application of Health Education Research (3 credits)

This course examines current research common to the health sciences. Specific areas to be included are the effectiveness of current educational approaches, disease prevention, health promotion, health standard appraisals, and risk reduction projects.

580 Special Problems in Health Education (3 credits)

Examination and analysis of significant current problems in health education. Content will vary according to the immediate concerns in the field of health education and current student needs.

Capstone Course:**698 (M) Current Issues in Health Education (3 credits)**

This course will explore the latest philosophical issues and controversies which are impacting the field of health education. Prerequisite: consent of instructor.

PHYSICAL EDUCATION COURSES (PE)**100 (LAC) Introduction to Art/Dance (3 credits)**

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.

105 Fall Recreation Block (2 credits)

This class is designed for recreation majors to develop skills, awareness, and knowledge in all racquet activities, volleyball, canoeing, and outdoor activities.

106 Spring Recreation Block (2 credits)

This class is designed for recreation majors to develop skills in cross-country skiing and bicycling.

107 (W) Walking for Wellness (1 credit)

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.

108 Basic Technology in Sport (3 credits)

This course will cover basic technology skills specific to the field of sport, activity, and physical education. Technology covered will include heart rate monitors, fitness testing, video editing, PowerPoint, movement analysis, and web page development.

109 (W) Cross Training (1 credit)

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.

110 Intercollegiate Baseball (1 credit)

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. Prerequisite: consent of instructor.

111 Intercollegiate Basketball (1 credit)

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. Prerequisite: consent of instructor.

112 Cheerleading (1 credit)

The purpose of intercollegiate cheerleading is to give the highly-skilled student the opportunity to learn and perform skills and techniques of cheerleading. Prerequisite: consent of instructor.

114 Intercollegiate Football (1 credit)

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. Prerequisite: consent of instructor.

115 Intercollegiate Soccer (1 credit)

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. Prerequisite: consent of instructor.

116 Intercollegiate Fast Pitch Softball (1 credit)

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. Prerequisite: consent of instructor.

118 Intercollegiate Tennis (1 credit)

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. Prerequisite: consent of instructor.

119 Intercollegiate Golf (1 credit)

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. Prerequisite: consent of instructor.

120 Intercollegiate Volleyball (1 credit)

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. Prerequisite: consent of instructor.

121 Intercollegiate Wrestling (1 credit)

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. Prerequisite: consent of instructor.

122 Fall Movement Skills (3 credits)

This course is designed for Physical Education majors to develop fundamental movement skills in locomotion – the basic sports skills such as catching, throwing, kicking and weight lifting.

123 Spring Movement Skills (3 credits)

This course is designed for Physical Education majors to develop fundamental skills in aquatics, basic stunts and tumbling, basic body balance and gymnastics.

130 Racquet Sports (1 credit)

The student will study the fundamental elements of skills, rules, and strategies for participation in all racquet sport activities.

139 (W) Aerobics (1 credit)

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.

140 Beginning Archery (1 credit)

The student will study the fundamental elements of skills, rules, and strategies for participation in archery.

142 Beginning Bowling (1 credit)

The student will study the fundamental elements of skills, rules, and strategies for participation in bowling.

144 Beginning Golf (1 credit).

The student will study the fundamental elements of skills, rules, and strategies for participation in golf.

147 Beginning Tennis (1 credit)

The student will study the fundamental elements of skills, rules, and strategies for participation in tennis.

149 (W) Weight Training and Conditioning (1 credit)

This course will provide basic knowledge and techniques of fitness and conditioning through weight training and the application of weight training in their daily lives in relation to wellness, cardiovascular fitness, strength, muscular endurance, flexibility and stress reduction.

151 Beginning Cross-Country Skiing (1 credit)

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.

152 Basic Self Defense (1 credit)

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.

153 Beginning Racquetball (1 credit)

The student will study the fundamental skills, rules, and strategies for participation in racquetball.

154 (W) Adapted Physical Education Activities (1 credit)

A course designed for handicapped or disabled students taking adapted activity classes for physical education credit and the application of adapted PE in their daily lives in relation to wellness, cardiovascular fitness, strength, muscular endurance, flexibility and stress reduction.

158 Beginning Canoeing (1 credit)

This course covers all the basic skills of canoeing, including the strokes, selection, use, and care of canoes, paddles, life jackets and related equipment.

160 (W) Flexibility Through Yoga (1 credit)

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.

161 (W) Swimmercize (1 credit)

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.

165 SMSU Dance Team (1 credit)

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.

169 Advanced Weight Training and Conditioning (1 credit)

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. Prerequisite: consent of instructor.

170 (W) Lifetime Fitness (1 credit)

Lifetime Fitness class is for students, faculty, and community to experience various fitness opportunities such as jogging, running, weight training, exercise, bicycling, rowing, swimming and the application of these sports in their daily lives in relation to wellness, cardiovascular fitness, strength, muscular endurance, flexibility and stress reduction.

171 (W) Step Aerobics (1 credit)

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.

172 Intramural Activities (1 credit)

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.

177 Biking (1 credit)

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.

180 Introduction to Health and Physical Education (2 credits)

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.

200 Recreational Sports and Games (3 credits)

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.

210 Introduction to Adapted Physical Education (3 credits)

This course is a study of chronic diseases and disabilities; the psychological, social, and economic influences resulting from these highly complex conditions; and their equally complex assessments, treatments and rehabilitation processes.

220 Curriculum and Instruction (2 credits)

This course will provide the student majoring in Physical Education and/or Health Education with basic tools of how to develop and write units including detailed block plans and student-centered lesson plans.

249 (W) Physical Fitness Concepts (2 credits)

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.

251 Intermediate Cross-Country Skiing (1 credit)

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. Prerequisite: PE 151 or consent of instructor.

256 Lifeguard Training (2 credits)

This course will enable the student to learn safety and life saving techniques for the management of pool and open water environments. Designated by the American Red Cross Certification. Prerequisites: PE 255, CPR and First Aid Certificates.

258 Intermediate Canoeing (1 credit)

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. Prerequisite: PE 158 or consent of instructor.

260 (D) Women in Sport (3 credits)

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.

285 Anatomical Kinesiology (2 credits)

This course is designed to develop proficiency in identifying the structures and functions of the musculo-skeletal system.

286 Special Topics (1-4 credits)

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

292 Honors Credit in Physical Education (1-4 credits)

An independent study course designed primarily for Honors Program students. This course allows more in-depth or comprehensive study or research by honors students. Prerequisite: consent of instructor.

300 Recreation Diversity and Leadership (3 credits)

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.

330 Coaching and Officiating of Baseball (3 credits)

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. Prerequisite: junior standing or consent of instructor.

331 Coaching and Officiating of Basketball (3 credits)

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. Prerequisite: PE 111 or 131 or consent of instructor.

334 Coaching and Officiating of Football (3 credits)

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. Prerequisite: junior standing or consent of instructor.

336 Coaching and Officiating of Softball (3 credits)

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. Prerequisite: PE 136 or consent of instructor.

337 Coaching and Officiating of Volleyball (3 credits)

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. Prerequisite: PE 137 or consent of instructor.

338 Coaching and Officiating of Soccer (3 credits)

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. Prerequisite: PE 138 or consent of instructor.

348 Coaching and Officiating of Track and Field (3 credits)

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. Prerequisite: PE 148 or consent of instructor.

350 Coaching and Officiating of Wrestling (3 credits)

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. Prerequisite: PE 150 or consent of instructor.

355 Sport Psychology (2 credits)

This course offers the student, prospective coach, and athlete the opportunity to learn correct principles and applications of sport psychology.

356 Water Safety Instruction (2 credits)

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. Prerequisites: HLTH 110, 140; PE 256.

360 Introduction to Recreation, Parks and Community Education (3 credits)

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. Prerequisites: PE 105, 106.

362 Recreational Aquatics (3 credits)

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.

378 Recreation and Sports Management (3 credits)

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 settings.

381 Elementary School Physical Education (2 credits)

This course is designed primarily for elementary education majors. The student will learn skills and strategies for incorporating games and activities into the elementary classroom.

385 Biomechanics of Human Motion (3 credits)

This course includes both lecture and lab experience to describe, analyze, and interpret the mechanical functions of human movement. Prerequisite: PE 285

387 Dance Fundamentals: Techniques and Methodology (2 credits)

The total dance curriculum for K-12 will consist of a planned progressive sequence of rhythmical activities for developmentally appropriate age groups. Dances to be included will be Folk and Square dance, American Ballroom, Latin American Ballroom and country western styles.

390 Organization and Administration of Athletics and Physical Education (2 credits)

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. Prerequisite: junior standing.

391 Exercise Physiology (4 credits)

This course includes lecture and lab experience to define and interpret the adaptations of the human organism to physical activity. Prerequisite: BIOL 231

392 Prevention and Care of Athletic Injuries (2 credits)

This course will provide the theories and practices of athletic injury assessment, care prevention, and rehabilitation used by an athletic coach or physical educator. Prerequisite: PE 285.

393 Adapted Practicum I (1 credit)

This course is designed to allow students to develop skills in providing direct adapted activities to classified disabled individuals. This practicum is intended to permit the student to engage in supervised professional activities in selected cooperating agencies or organizations.

395 Exercise Psychology (2 credits)

This course will examine the research, theory, and practical applications of the psychological domain in exercise.

400 Recreation Program Planning (3 credits)

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.

401 K-12 Special Methods (3 credits)

This course explores in detail the skills and methods of teaching Physical Education for K-12 students. Pre-Student Teaching experience of 20 hours will be a part of this class. Prerequisite: PE 220, PE 244, and acceptance in Education program.

444 Motor Learning and Development (2 credits)

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. Prerequisite: HLTH 410.

480 Measurement and Evaluation (3 credits)

Physical education teaching and exercise science majors will learn the skills and knowledge needed to measure, evaluate and assess knowledge, physical performance and affective behavior in school and non-school setting. The use and interpretation of fundamental statistical techniques is covered in this course. A student research project will allow students to apply knowledge and skills learned in measurement and evaluation.

481 Adapted Physical Education Application (3 credits)

The selection, development, and conduct of activities in remedial and corrective physical education programs. Prerequisite: PE 391.

482 Practicum in Coaching (1–4 credits)

The application of techniques and coaching in a clinical situation.

483 Intramural Practicum (3 credits)

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.

485 Planning Facilities for Physical Activities (3 credits)

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.

486 Special Topics (1–4 credits)

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

488 Legal Aspects of Recreation and Sport (3 credits)

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.

489 Sports Marketing, Promotion, and Consumer Behavior (3 credits)

The students will gain knowledge of basic marketing principles and theories used in the sports industry. They will learn how to apply the principles and theories to public relations, promotions, special events, fund raising, trademarks and licensing. Prerequisite: MKTG 301.

491 Exercise Physiology II (4 credits)

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. Prerequisites: PE 285, 385, 391, 394, 395, BIOL 200, 231 & 232.

492 Exercise Physiology Lab Seminar (2 credits)

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. Prerequisites: PE 285, 385, 391, 394, 395, BIOL 200, 231 and 232.

494 Independent Studies (1–4 credits)

Independent study and research within the physical education and human performance area. Prerequisite: consent of instructor.

495 Sports Management Practicum (2 credits)

The student will have the opportunity to work hands on in an athletic department with game management. They will learn the different aspects that are involved with managing an athletic event. Prerequisite: junior standing or consent of instructor.

496 Workshop in Physical Education (1–4 credits)

To provide physical education credit for workshops in the area. Prerequisite: Application.

497 (M) Senior Seminar (2 credits)

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.

498 Adapted Practicum II (1 credit)

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.

499 Professional Internship (6–12 credits)

To provide an opportunity for a student who works in the area of physical education or human performance in an internship program. Prerequisite: junior standing or consent of instructor.

WOMEN'S STUDIES

Faculty: Suzanne Black, Vicky Brockman, Elma Dassbach, Joan Gittens, Elina Ibrayeva, Jan Loft, Jill McCartney, Christine Olson, Susan McLean, Lee Sanow, Ruthe Thompson, Judy Wilson

Contact: *Interested students should contact a member of the Women's Studies Committee listed above for more information. Office locations, telephone numbers, and E-mail addresses are listed in the current directory available in print and online at www.SouthwestMSU.edu. Additional information is available online at www.SouthwestMSU.edu/womens_studies/*

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 its multidisciplinary framework, because it enables students to make connections and draw comparisons both within the United States and cross-culturally. Course descriptions are listed under each discipline.

Minor: Women's Studies (21 credits)

Core Courses: (12 credits)

SOCI 270	Gender Issues.....	3
PSYC 250	Psychology of Women (Prerequisite: PSYC 101 or consent of instructor).....	3
HIST 360	American Women's History	3
LIT 375	Literature By and About Women *	3

Electives: (9 credits)9

Choose three electives. Approved courses vary each semester. See course schedule under Women's Studies for approved electives or contact the Women's Studies Coordinator.

ANTH 316	Gender and Culture	3
BADM 420	Diversity Management	3
SOCI 211	Marriage and Family (Prerequisite: SOCI 101)	3
SPCH 230	Interpersonal and Cross-Cultural Communication.....	3

Independent Study with approval of the Women's Studies committee.

Total Credits: 21

Other requirements:

At least four of the seven courses must be taken at Southwest Minnesota State University, unless the Women's Studies Committee waives this requirement.

* Prerequisite: ENG 102 and ENG 103 or consent of instructor.

GRADUATE PROGRAMS

BUSINESS: GRADUATE PROGRAMS

Office: Charter Hall 129, 537-6223

Department: Business and Public Affairs

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

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 or on weekends 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.

For information about this program, visit the Southwest Minnesota State University Web site at www.SouthwestMSU.edu.

Prerequisites:

GMGT 501	Business Concepts (For those with non-Business undergraduate degrees).....	3
GMGT 502	Statistical Concepts (For those without undergraduate statistics).....	1

Required Courses: (27 credits).....27

GMGT 505	Organizational Values	3
GMGT 506	Accounting for Managers.....	3
GMGT 507	Strategic Marketing Management	3
GMGT 509	Management of Production and Operations	3
GMGT 560	Legal Environment of Management.....	3
GMGT 570	Financial Analysis	3
GMGT 581	International Business and Leadership.....	3
GMGT 584	Managerial Economics	3
GMGT 585	Strategic Management and Policy.....	3

Elective Courses: (9 credits).....9

A minimum of three of the following courses:

GMGT 503	Organizational Behavior	3
GMGT 504	Industrial/Organizational Psychology	3
GMGT 510	Interpersonal and Managerial Skills in Organizations	3
GMGT 530	Application of Management Decision Instruments.....	3
GMGT 550	Staffing, Training and Development	3
GMGT 551	Leadership and Team Management.....	3
GMGT 580	Technology Management	3
GMGT 582	Diversity Management	3
GMGT 586	Seminar in Management Issues.....	3

Total Credits: 36-40

Master of Science: Management (MSM) (36-40 credits)

The Master of Science: Management degree prepares students for careers in management-related careers and applied research. It also lays the foundation for students who plan to continue their education in a doctoral program in management.

The program's curriculum is similar to the M.B.A. since it covers the broad range of management issues in marketing, finance, law, and other disciplines. It differs from the M.B.A. through its emphasis on research design and the publication of a thesis.

For information about this program, visit the Southwest Minnesota State University Web site at www.SouthwestMSU.edu.

Prerequisites for non-Business majors: (One or both)

GMGT 501	Business Concepts and Terminology.....	3
GMGT 502	Statistical Concepts and Terminology.....	1

Required Courses: (27 credits).....27

GMGT 505	Organizational Values.....	3
GMGT 506	Accounting for Managers.....	3
GMGT 507	Strategic Marketing Management.....	3
GMGT 560	Legal Environment of Management.....	3
GMGT 570	Financial Analysis.....	3
GMGT 581	International Business and Leadership.....	3
GMGT 585	Strategic Management and Policy.....	3
GMGT 590	Research Methodology.....	3
GMGT 595	Professional Research in Management.....	3

Elective Courses: (9 credits).....9

Three of the following courses:

GMGT 503	Organizational and Managerial Behavior.....	3
GMGT 504	Industrial/Organizational Psychology.....	3
GMGT 509	Management of Production and Operations.....	3
GMGT 510	Interpersonal and Managerial Skills in Organizations.....	3
GMGT 530	Application of Management Decision Instruments.....	3
GMGT 550	Staffing, Training and Development.....	3
GMGT 551	Leadership and Team Management.....	3
GMGT 580	Technology Management.....	3
GMGT 582	Diversity Management.....	3
GMGT 584	Managerial Economics.....	3
GMGT 586	Seminar in Management Issues.....	3
GMGT 599	Internship.....	3

Total Credits: 36-40

The Higher Learning Commission has accredited SMSU's Master of Business Administration and the Master of Science in Management Program.

GRADUATE BUSINESS AND MANAGEMENT COURSES (GMGT)

501 Business Concepts and Terminology (3 credits)

Required for graduate 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 Science: Management degree. In addition, terminology presented in this course will allow nonbusiness graduates to speak the same professional language as students who have degrees in one of the business areas.

502 Statistical Concepts and Terminology (1 credit)

Required for graduate students who have had no previous statistics classes. It presents concepts in statistics that are essential for the student to have in order to complete BADM 590 Research Methodology. It enables business managers to understand the research reports of others.

503 Organizational and Managerial Behavior (3 credits)

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.

504 Industrial/Organizational Psychology (3 credits)

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

505 Organizational Values (3 credits)

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

506 Accounting for Managers (3 credits)

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.

507 Strategic Marketing Management (3 credits)

Stresses analysis, planning, implementation, and control of an integrated marketing program with special attention to product development, pricing, promotion, and distribution.

509 Management of Production and Operations (3 credits)

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.

510 Interpersonal and Managerial Skills in Organizations (3 credits)

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.

530 Application of Management Decision Instruments (3 credits)

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.

550 Staffing, Training and Development (3 credits)

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

551 Leadership and Team Management (3 credits)

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.

560 Legal Environment of Management (3 credits)

Examines the role and impact of governmental, legal, and social systems upon organizations and managerial decision-making. Emphasis is placed upon the challenges with legal and social issues. Objectives include an understanding of employer/employee rights and responsibilities, general tort and product liabilities, and environmental and other regulatory law requirements.

570 Financial Analysis (3 credits)

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.

580 Technology Management (3 credits)

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.

581 International Business and Leadership (3 credits)

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.

582 Diversity Management (3 credits)

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.

584 Managerial Economics (3 credits)

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.

585 Strategic Management and Policy (3 credits)

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.

586 Seminar in Management Issues (3 credits)

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."

590 Research Methodology (3 credits)

Applies theories and quantitative methods to the formulation and analysis of various research questions and practices.

595 Professional Research in Management (3 credits)

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

599 Internship (3 credits)

The internship is for persons in a nonbusiness career. The student is responsible for finding a company that will sponsor a semester-long project that will significantly enhance the student's business experience. At the end of the semester, the student will write a report on these experiences and the supervising person will also prepare an evaluation.

EDUCATION: GRADUATE PROGRAM

Office: Social Science 231, 537-7171

Faculty: Guy Gilberts, JoAnne Glasgow, Verna Nassif, Lloyd Petersen,
Eleanor Pobre, Eileen VanWie, Debbie Van Overbeke

Department: Education

MASTER OF SCIENCE: EDUCATION

The Education Department offers the Master of Science (MS) with a major in education that emphasizes educational leadership in the candidate's professional field. This program supports the concept of "Communities of Practice Investigating Learning and Teaching." The National Board of Professional Teaching Standards are embedded in the competencies of this program of study. Participants will build knowledge in subject matter, instructional practices, and the learning/teaching process. Participants will integrate current research into effective practices and develop the leadership capacities necessary to implement effective educational practices in local settings. When participants complete the program, they continue to take responsibility to expand their own learning and leadership capacity.

The education courses are offered as a balance of on-campus class time and on-line Internet time. The online portion offers learning modules, journal/research links, online discussion groups, and real time chats. Courses are offered in blocks to meet the unique needs of candidates who are currently engaged in teaching. Please visit the SMSU Web site or contact the Education Graduate Office at (507) 537-7171 or msed@SouthwestMSU.edu for the most current information and course offerings.

The SMSU Education Department also offers a Master of Science degree with a major in special education. For information on the program, see page 223.

The Vision:

The SMSU Professional Education Unit is a community of learners dedicated to the continuous development of quality practice, personal/professional growth, and leadership.

The Mission:

The mission of Professional Education at SMSU is to create a community of learners where each learner is an active participant in the development of learning, teaching, and leadership processes by engagement in inquiry, critical reflection, and study of educational theory, research, and practice in pursuit of excellence.

SMSU Master Educator Standards:

These standards are adapted from the National Board for Professional Teaching Standards.

1. Teachers are committed to students and their learning.
 - 1.1 Teachers recognize individual differences in their students and adjust their practice accordingly.
 - 1.2 Teachers have an understanding of how students develop and learn.
 - 1.3 Teachers treat students equitably.
 - 1.4 Teachers' mission extends beyond developing cognitive capacity of their students.
 - 1.5* Teachers affirm the commonalties and differences of students and all humans.
2. Teachers know the subjects they teach and how to teach those subjects to students.
 - 2.1 Teachers appreciate how knowledge in their subjects is created, organized, and linked to other disciplines.
 - 2.2 Teachers command specialized knowledge of how to convey a subject to students.
 - 2.3 Teachers generate multiple paths to knowledge.
 - 2.4* Teachers use instructional technology effectively.
3. Teachers are responsible for managing and monitoring student learning.
 - 3.1 Teachers call on multiple methods to meet their goals.
 - 3.2 Teachers orchestrate learning in group settings.
 - 3.3 Teachers place a premium on student engagement.
 - 3.4 Teachers regularly assess student progress.
 - 3.5 Teachers are mindful of their principal objectives.
4. Teachers think systematically about their practice and learn from experience.

- 4.1* Teachers regularly model ethically reasoned judgments as they engage in daily decision-making within their learning community.
 - 4.2 Teachers seek the advice of others and draw on education research and scholarship to improve their practice.
 - 4.3* Teachers make decisions based on knowledge of the historical, philosophical, and social foundations of education.
 5. Teachers are members of learning communities.
 - 5.1 Teachers contribute to school effectiveness by collaborating with other professionals.
 - 5.2 Teachers work collaboratively with parents.
 - 5.3 Teachers take advantage of community resources.
- * *The SMSU Education Department has added or revised these indicators to the NBPTS (as of June 4, 1997).*

Admission Requirements

1. Complete the application form with a \$20.00 nonrefundable processing fee and submit to the Office of Admissions. Checks may be written to SMSU.
2. With your application form, include your academic vita and a one-page letter of application that indicates your career goals. An academic vita outline is available on the SMSU web site.
3. A Bachelor's Degree (B.S. or B.A.) from an accredited college or university.
4. A minimum GPA of 3.0 (on a 4.0 scale) for the last two years of undergraduate study (64 semester credits or 96 quarter credits).
5. Official transcript stating undergraduate degree is submitted with the application for admission to Southwest Minnesota State University. (Students wishing to transfer graduate credits to the program should provide one official copy of all post-secondary institutions where credit has been earned.)
6. Two letters of recommendation, with one being from a person who is qualified (an administrator or a university professor who has reviewed your work over an extended period of time) to discuss your academic potential.

Program Description:

The program consists of two components; the Professional Education Core and Professional Field Emphasis. The Professional Education Core (16 credit) builds the foundation for knowledge about the relationship between academic learning and informed pedagogical practice and building communities of learners and teachers. The Professional Field Emphasis (18 credits) focuses on subject matter knowledge, leadership and advocacy, and an action research project in the participant's professional field. The Professional Field Emphasis is selected by the participant in an academic level; early childhood, elementary, middle level, secondary, or post secondary education. A professional emphasis in an area of curriculum and instruction may also be available for selected content areas, such as math or music. Please contact the Education Department for available options for an emphasis in an area of curriculum and instruction.

Graduate communities of teachers and learners develop leadership capacity and transform education through implementing change in classrooms and/or work settings.

Graduate students set their own goals, conduct action research, and produce educational materials, which are used in their classrooms and/or work environments. During this process, advisory groups provide support and validation using the National Board of Professional Teaching Standards, research, and experience as guides for assessing development. Participants develop a portfolio for self-assessment, which documents achievement of personal goals and the standards of the community.

Master of Science: Education (34 credits)

Professional Education Core: (16 credits)

ED 600	Research Seminar	1
ED 610	Professional Development for Meaningful Learning	3
ED 614	Critical Analysis of Teaching and Learning	3
ED 612	Democracy, Diversity, and Education	3
ED 554	Professional Development through Collaboration	3
ED 558	Educators as Change Agents.....	3

Professional Field Emphasis: (18 credits)

ED 636	Current Issues in Education.....	3
ED 560	Linking Content, Pedagogy, and Assessment	3

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ED 690	Research Design	3
ED 699	Action Research Project	3
ED XXX	Electives	6
Total Credits:		34

COURSE SEQUENCE:

The following is the sequence of course offerings. The on-campus program encourages a cohort model to provide on-going professional growth and support for community members. Participants are encouraged to enroll in courses as listed to complete the program in two years with a cohort of learners/teachers. However, individual courses may be selected and enrolled in according to the need and circumstances of the participant.

SEMESTER ONE: Fall

ED 600	Research Seminar	1
ED 610	Professional Development for Meaningful Learning	3
ED 614	Critical Analysis of Teaching and Learning	3

SEMESTER TWO: Spring

ED 600	Research Seminar (If not taken in the fall)	1
ED 560	Linking Content, Pedagogy, and Assessment.....	3
ED 636	Current Issues in Education.....	3
ED XXX	Elective	3

SUMMER SESSION:

ED 690	Research Design	3
ED XXX	Elective	3-6

SEMESTER THREE: Fall

ED 554	Professional Development through Collaboration	3
ED 699	Action Research Project	3
ED XXX	Elective	3

SEMESTER FOUR: Spring

ED 612	Democracy, Diversity, and Education	3
ED 558	Educators as Change Agents	3

MASTER OF SCIENCE: EDUCATION COURSES (ED)

ED 554 Professional Development through Collaboration (3 credits)

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.

Prerequisite: Bachelor's Degree and admission to the Master's program.

ED 558 Educators as Change Agents (3 credits)

Students will explore advocacy and leadership skills and their role and value in the educational setting and community. Students will engage in active leadership roles and professional development within their educational contexts. Prerequisite: Bachelor's Degree and admission to the Master's program.

ED 560 Linking Content, Pedagogy, and Assessment (3 credits)

Students develop and refine the form and way curriculum is organized and covered using research-based instructional practices in his/her content area. Students will develop a process to assess student learning and program standards. Prerequisite: Bachelor's Degree and admission to the Master's program.

ED 575 Principles of Middle Level Education (3 credits)

This course provides a comprehensive look at middle level education. Topics to be studied are: the historical development, goals, and philosophy of middle schools; developmental characteristics and instructional needs of adolescents and diverse adolescent learners; middle school curricular structures (interdisciplinary and exploratory curriculum), assessment/evaluation methods; parent and community partnerships; and the role of technology in middle level education. Emphasis: MLE and all C & I areas.

ED 586 Special Topics in Education (1-4 credits)

This course is designed to provide an opportunity for students to experience a special or experimental curriculum enrichment course. Prerequisite: consent of instructor.

ED 600 Research Seminar (1 credit)

This course will assist the graduate student in the American Psychological Association (APA) publication style, choosing a research topic, conducting a review of literature, and organizing an action research project, the capstone activity for the graduate program.

ED 610 Professional Development for Meaningful Learning (3 credits)

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. Prerequisite: Bachelor's Degree and admission to the Master's program.

ED 612 Democracy, Diversity, and Education (3 credits)

Students are challenged to critically examine a diversity of culturally embedded beliefs, knowledge, processes, and organizational structures. Students will identify and demonstrate an understanding of various dimensions of inclusive, multicultural, and global education. Prerequisite: Bachelor's Degree and admission to the Master's program.

ED 614 Critical Analysis of Teaching and Learning (3 credits)

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. Prerequisite: Bachelor's Degree and admission to the Master's program.

ED 636 Current Issues in Education (3 credits) - number/name change pending

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. Prerequisite: Bachelor's Degree and admission to the Master's program.

ED 680 Organizational Management and Leadership in Academic Settings (3 cr.)

This course provides students with a comprehensive overview of organization and management theory that will form the framework for sound organizational and management practices for administration in various academic settings. Emphasis: All academic levels and all C & I areas.

ED 690 Research Design (3 credits)

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.

Prerequisite: Bachelor's Degree and admission to the Master's program.

ED 692 Graduate Project (1-3 credits)

This course will assist the graduate student in completing the action research project, the capstone activity for the graduate program. This is a variable credit option intended for graduate students who have initiated the graduate project and are returning to complete their action research project. Candidates may enroll in up to 6 credits in graduate project. Candidates who have not taken credits in ED 692 should enroll in 699.

ED 699 Graduate Research Project (3 credits)

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. Prerequisite: Bachelor's Degree, admission to the Master's program, ED 690, and approval of the Graduate Program Director.

EDUCATOR DEVELOPMENT AND LEADERSHIP

Office: Social Science 220, 537-7030

Faculty: Deb Buerkley, John Eller, John Engstrom, Sharon Kabes, Lon Richardson,
Tanya Yerigan

Department: Educator Development and Leadership

Description of Program

The Department of Educator Development and Leadership (EDL) offers the Master of Science (MS) with a major in education and a specialization in educational leadership. This off-campus, graduate program provides Midwest educators an opportunity to pursue graduate study while building valuable professional relationships with fellow educators. The EDL faculty at Southwest Minnesota State University collaborates with regional educator practitioners to establish learning communities throughout the Midwest region. Learning Communities are conveniently located at off-campus sites in locations close to where educators live and work. Each Learning Community studies together for two academic years, meeting an equivalent of twenty times, or ten weekend meetings each year. Meeting dates are determined by the members of the Learning Community and usually are scheduled during the academic year (August-June).

The curriculum of the program provides educators with an in-depth understanding of educational issues pertinent to quality instruction and school renewal. Collaborative study and research, reflective teaching, action-based research projects, and active leadership provide the foundation for professional growth. The learning community environment encourages the application of current research in both pedagogy and content areas into effective school practice.

Vision and Philosophy:

The Master of Science Learning Community Program has been designed to meet the professional development needs of educators. The program focuses on educational renewal which begins in the local classroom, school district, and community, and expands from there to encourage involvement with state and national educational institutions and standards. First and foremost, the master's program offered by Southwest Minnesota State University emphasizes educational renewal based upon inquiry, practitioner-sponsored learning, and critical reflection.

The faculty members of the Department of Educator Development and Leadership (EDL) believe that authentic educational renewal can only be accomplished when individual educators assume ownership of their personal and professional development. Likewise, in order to meet the demanding and ever-changing challenges of educating all students and to promote positive transformation of educational programs, educators must also accept responsibility of personal and group involvement beyond the immediate context of their workplace.

To these ends, the philosophy of Southwest Minnesota State University's Master of Science Learning Community Masters Program is based on the following ten propositions:

1. The program focuses on transformational professional development.

Professional development is a process through which critically reflective educator practitioners transform their understanding of and responsibility for educating by active participation and shared ownership. The participants in this program are not spectators. They are active agents of their educational endeavors. Professional growth and developmental insights of educational practice take place as the individual educator reflects and acts upon education and social issues pertinent to quality education. The faculty within the Department of Educator Development and Leadership work as a collaborative team to shape educational experiences and to engage educators in critical conversations about perspectives of educational theory and practice.

The Master of Science (MS) in Education Learning Community Program is transformational in nature. Professional growth and development is based upon a dynamic process of transformation through critical inquiry, reflective practice, and action-based research. The program is designed to facilitate professional involvement, community interaction through inquiry, and reflective teaching practices in the context of the workplace and the larger community. The transformation educators experience through engagement in the MS Program is the result of three important outcomes of the program which make it powerful, distinct, and unique:

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a. Capacity-Building

Educators in the MS Program experience a broad range of growth and development in their pedagogical understandings and methods as they assume ownership of their professional development.

b. Leadership

Educators in the MS Program develop a desire to continue their quest for knowledge and improvement of practice as they assume responsibility for taking an active role in promoting the change required for true renewal of their classrooms, schools, and the larger community.

c. Transportability

Local classrooms and schools serve as a learning laboratory in the MS Program, enabling practicing educators to effectively transfer their ideas and processes from their collegiate studies in the program to their classrooms, site schools, school systems, and communities in which they live and work.

2. The program is accessible to educators.

Southwest Minnesota State University delivers the MS Program to educators locally, on-site, in a learning community format. This enhances access to educators who live in predominantly rural areas across the region served by Southwest Minnesota State University.

3. The program meets the individual needs of all educators.

Thirty-four semester hours comprise the master's degree. In addition, each educator constructs personal goals consistent with personal/professional needs and local, state and national standards. The accomplishment of these goals is assessed through the development of a professional portfolio which is both peer reviewed and facilitator reviewed for quality.

4. The program models current research on teaching/learning and best practices.

In traditional masters program educators often find the "do as I say, not as I do" model of instruction. Not so in the MS Program format. In the MS Program, current classroom research and best practices are modeled and discussed by all educators.

5. The program is developed by practitioners through student-directed learning and continuous student feedback.

To enhance student ownership of their own professional development, the program must begin with the interests, needs, and goals of the participants in the program. To that end, educators in the MS Program develop an individual professional development plan as the basis for their portfolios, have input into learning community agenda-setting, inquire into core educational topics of personal interest, and experience a democratic classroom context. Further, students in the MS Program have on-going input into the development and delivery of the MS Program.

6. The program focuses on leadership skills and community involvement which enable the process of true educational renewal.

The study of pedagogical practices must be accompanied with leadership preparation and community involvement if education reformers expect educators to positively impact schools and communities. For this reason the MS Program incorporates leadership skills and promotes educator involvement in both school and the larger community.

7. The program is based on an inquiry approach to learning.

When teachers engage in reflective, critical inquiry to improve pedagogical practice, they develop essential learning processes that enable them to become lifelong learners in the context of their educational setting. These learning processes are essential to inquiring into and adapting learning environments to meet learner needs and interests, and in traveling the life-long journey to best practice.

8. The program emphasizes professional scholarship as a vehicle for involvement within the larger educational community.

Becoming a producer and generator of innovative ideas and practices rather than simply being a consumer of knowledge produced by "outside experts" is essential in the development and perpetuation of "best practice" and in participating in the larger educational community. In the MS Program we require educators to:

- a. develop site-based action research projects,
- b. integrate their action research into their workplace,
- c. practice and develop expertise in a repertoire of instructional methodology to effectively design and execute learning programs for students,
- d. write papers suitable for publication in a journal related to their area of expertise, and

e. communicate their talent development and research findings with the larger professional community at professional education conferences.

9. The program incorporates local, state and national standards.

For any program to be successful in addressing true educational reform it must incorporate local, state, and national standards which are consistent with current research on teaching and learning. To that end, the MS Program allows educators to set personal/professional goals which are aligned with local, state and national standards. The National Board for Professional Teaching Standards are incorporated throughout the program.

10. The program focuses on the retention of currently-practicing educators.

When a challenging, relevant and meaningful learning environment is created, students will remain personally involved. Personal involvement in a community of like-minded professionals is a necessary component of any program wishing to develop a high retention rate. A retention rate of over 96% is clear evidence that most educators who begin the MS Program complete the program while simultaneously developing a renewed involvement with their profession.

National Board of Professional Teaching Standards:

The National Board for Professional Teaching Standards seeks to identify and recognize teachers who effectively enhance student learning and demonstrate the high level of knowledge, skills, abilities and commitments reflected in the following five core propositions.

The Five Propositions of Accomplished Teaching:

1. Teachers are committed to students and their learning.
2. Teachers know the subjects they teach and how to teach those subjects to students.
3. Teachers are responsible for managing and monitoring student learning.
4. Teachers think systematically about their practice and learn from experience.
5. Teachers are members of learning communities.

National Partnership for Excellence and Accountability in Teaching (NPEAT):

Characteristics of Effective Professional Development

1. The content of professional development focuses on what students are to learn and how to address the different problems students may have in learning the material.
2. Professional development should be based on analysis of the differences between the following:
 - a. actual student performance, and
 - b. goals and standards for student learning.
3. Professional development should involve teachers in the identification of what they need to learn and in the development of the learning experiences in which they will be involved.
4. Professional development should be primarily school-based and built into the day-to-day work of teachers.
5. Professional development should be organized around collective problem-solving.
6. Professional development should be continuous and ongoing, involving follow-up and support for further learning including support from sources external to the school that can provide necessary resources and new perspectives.
7. Professional development should incorporate evaluation of multiple sources of information on the following:
 - a. outcomes for students, and
 - b. the instruction and other processes that are involved in implementing the lessons learned through professional development.
8. Professional development should provide opportunities to gain an understanding of the theory underlying the knowledge and skills being learned.
9. Professional development should be connected to a comprehensive change process focused on improving student learning.

Admission to the Master of Science Program

The following are the Admission requirements for the Off-Campus Master of Science (M.S.) Program offered by the Department of Educator Development & Leadership:

1. A Bachelor Degree (B.S. or B.A.) from an accredited college or university.
2. A minimum GPA of 3.0 (on a 4.0 scale) for the last two years of undergraduate study (64 semester credits or 96 quarter credits). The application for admission to Southwest Minnesota State University be accompanied by one official transcript which states the undergraduate degree earned by the applicant. (Students wishing to transfer graduate credits to the program should provide one official copy of transcripts from all post-secondary institutions where credit has been earned).

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3. A personal statement of qualifications and career objectives (one or two pages, double-spaced, word processed) in which the student explains how this program will contribute to his/her professional growth.
4. An immunization record is required.
5. There is a \$20.00 non-refundable fee for processing the application.

Qualifying Admission Status

Because the Department of Educator Development and Leadership recognizes that all individuals are learners and learning is a lifelong process, candidates who do not meet the requirement of a 3.0 GPA in the last two years of undergraduate study may demonstrate eligibility for this program in any one of the following ways:

- a. Verify 12 completed graduate semester credits with grades of "B" (not B-) or above. (These credits must meet the same standards as designated in the transfer credit policy.)
- b. Submit a GRE score with a minimum of 1000.
- c. Complete eight graduate credits in the current SMSU program with grades of "B" (not B-) or above.
- d. Submit a Professional Portfolio containing the following:
 1. Your philosophy of learning and how you translate it into practice.
 2. Evidence demonstrating your commitment to education.
 3. A short summary of the last three books you have read that have significantly influenced your philosophy.
 4. Two peer critiques which address your commitment to education.

Transfer Credit Policy & Procedure

Following the Transfer Credit Policy and Procedure guidelines, a maximum of three graduate semester credits [with grade(s) of "B" (not "B-") or above] from other accredited universities may be transferred to meet the requirement for EDL 636 Current Issues in Education (workshops, continuing education courses and in-service training are not accepted). Appeals are subject to the Department of Educator Development & Leadership and Southwest Minnesota State University policies as published.

While the acceptance of transfer credits results in a reduction of fees for the candidate, the candidate is expected to complete the entire program as described below. The Transfer Credit form is available from the Department of Educator Development and Leadership (507) 537-7030.

Master of Science: Educator Development and Leadership Program (34 credits)

The Master of Science (MS) Program at Southwest Minnesota State University consists of 34 semester hours of coursework which make extensive use of educators' work sites as learning laboratories. The 34 semester hours consist of the following sequence of courses, organized into four semesters over a two-year time period:

SEMESTER 1: 9 CREDITS**EDL 556 Historical Perspectives and Critical Theory of Education (3 Credits)**

Students engage in a critical study of current organizational processes and contextual practices in education. Students identify cultural and historical influences which have shaped, and continue to shape, educational organizations, processes, and individual actions. Reasons are identified for related underlying cultural beliefs, knowledge, action, and social structures.

EDL 612 Democracy, Diversity, and Education (3 Credits)

Students are challenged to critically examine a diversity of culturally embedded beliefs, knowledge, processes, and organizational structures. Students are challenged to both deconstruct existing systems to recognize the social construction of difference that produces patterns of domination and subordination and to reconstruct contextual systems following democratic principles.

EDL 614 Critical Analysis of Teaching and Learning (3 Credits)

Students focus on an in-depth examination of their personal beliefs, values, and professional knowledge, and how they impact their professional thinking and actions. In critiquing current theories of learning and teaching, students conduct field studies in which they integrate current research on human learning into their contextual professional practice and study of practice. Students utilize reflective self-study to direct insights gained from these processes toward further inquiry into their students learning and its relationship to their teaching practices.

SEMESTER 2: 8 CREDITS

EDL 636 Current Issues in Education (3 Credits)

Students examine current issues, trends, and reform efforts affecting education. Through an examination of the literature, collegial discussion, personal reflection on experience, dialogue with “outside experts,” facilitators, and colleagues, students create and incorporate appropriate strategies in their classroom, school, and/or community that integrate the current thinking with local contextual needs regarding the identified issues.

EDL 618 Methods of Inquiry (3 Credits)

Students focus on a study of educational research as a means of interpreting, improving, and substantiating educational practices. Through first-hand exploration of methods of inquiry in local educational contexts, students gain professional understandings of multiple research approaches, learn how various methodologies can be incorporated to enhance action research design implementation, data collection and analysis, interpretation, and presentation.

EDL 610 Personal/Professional Planning and Assessment (2 Credits)

Students engage in experiences that enhance their personal and professional goal-setting skills, monitor processes of attaining their goals, and determine the accuracy of assessing self and peers in this process. Experiences include: developing learner autonomy, setting effective goals, designing vision and mission statements, recording and reflecting on professional growth through authentic assessment (rubrics, work products, portfolios, human agency), refining decision-making processes, and aligning personal and professional goals with local, state, and national standards. Educators also engage in the identification, development, and assessment of interpersonal and professional development skills, and how these skills are integral to examining the qualities of well-functioning organizations.

SEMESTER 3: 8 CREDITS

EDL 554 Professional Development Through Collegial Interaction (3 Credits)

Students study theories and practices of leadership, of the school as a social learning organization, and the evolution of educator talent development. To this end, students engage in methods of self-study, organizational study, and collegial dialogue in multiple study groups and within coaching and mentoring contexts. Students investigate and generate contextually meaningful personal and social processes of learning and teaching on the individual level, among their students and their peers, and within and across communities.

EDL 690 Action Research: Project Design (2 Credits)

Students identify problematic issues related to an instructional, organizational, or community process of interest to the student. The action research project engages the educator in the change process. After the focus is identified, students initiate their project, conduct a review of the literature, examine and select a research design, determine data collection tools, and apply analytical processes appropriate to the initial and emerging needs of the project. Also, students take the necessary steps to assure the validity and reliability of their action research project.

EDL 620 Linking Pedagogy and Content (3 Credits)

Students examine and connect current research in learning and in their content areas so that they are able to make more effective instructional decisions. Students create 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. In this course, students develop a consistent and coherent position from which to make informed decisions regarding quality learning and teaching.

SEMESTER 4: 9 CREDITS

EDL 558 Educators as Change Agents (3 Credits)

To better understand educational leadership, students explore multiple organizational theories and practices, compare and contrast organizational theories and practices, and assess their value in the educational contexts. Students engage in active leadership roles in the learning community and within their educational contexts.

EDL 560 Content Development and Enhancement (3 Credits)

Students develop and refine curriculum using research-based instructional practices. They research the connection between recent findings in human learning and how these findings translate into more effective quality learning and teaching practices in their specific content areas. Students dialogue with their professional organizations, peers, facilitators, administrators, parents and learners to identify learning and teaching practices that are effective across disciplines, age groups, and diverse socio-cultural groups.

EDL 692 Action Research: Project Implementation (3 Credits)

Students engage in the action research process. They collect data specified in the research design of the study. The data is analyzed, interpreted, and reported. Implications for future action research efforts are identified. Students are responsible for presenting the findings of their action research project in a paper suitable for publication and in an effective presentation to their colleagues.

SPECIAL EDUCATION: GRADUATE PROGRAM

Office: Social Science 231, 537-7171
Faculty: Guy Gilberts, Verna Nassif, Eleanor Pobre, Debbie Van Overbeke
Department: Education

MASTER OF SCIENCE: SPECIAL EDUCATION

The Special Education Graduate Program at Southwest Minnesota State University offers a degree in special education with a choice of licensure areas in Developmental Disabilities (DD), Early Childhood Special Education (ECSE), Emotional Behavioral Disorders (EBD), or Learning Disabilities (LD). Candidates are welcome to pursue more than one licensure area. Graduate students may join a licensure cohort each semester or summer. Students must have earned a bachelor's degree and hold a valid teacher's license prior to admission.

The special education courses are offered as a balance of on-campus class time and online Internet time. The online portion offers learning modules, journal/research links, online discussion groups, and real-time chats. Courses are offered on weekends during the academic year and in summer sessions on the SMSU campus. This is a dynamic program that seeks to meet the unique needs of candidates who are currently engaged in teaching. Please visit the SMSU Web site at www.SouthwestMSU.edu or contact the Graduate Office at (507) 537-7171 or msed@SouthwestMSU.edu for the most current information and course offerings.

The SMSU Education Department also offers a Master of Science degree with a major in education. For information on the program, see page 123.

The Vision:

The SMSU Professional Education Unit is a community of learners dedicated to the continuous development of quality practice, personal/professional growth, and leadership.

The Mission:

The mission of Professional Education at SMSU is to create a community of learners where each learner is an active participant in the development of learning, teaching, and leadership processes by engagement in inquiry, critical reflection, and study of educational theory, research, and practice in pursuit of excellence.

Standards:

This program supports the departmental concept of "Communities of Practice Investigating Learning and Teaching." The standards and best practices of the Council of Exceptional Children (CEC) and its various divisions are embedded in the competencies of this program of study. Participants will build knowledge in subject matter, instructional practices, and the learning/teaching process. Participants will integrate current research into effective practices and develop the leadership capacities necessary to implement effective educational practices in local settings. When participants complete the program, they continue to take responsibility to expand their own learning and leadership capacity.

Admission Requirements:

Individuals who has completed a bachelor's degree and hold an initial teaching license may take graduate classes. Candidates must complete the admissions application and pay the \$20.00 fee upon enrollment in the first course. Full admission to the graduate program must be completed prior to completing the first 9 credits. The \$20.00 fee may be waived if a student will take less than 9 credits as part of licensure completion or for transfer to another institution.

Graduate special education courses at SMSU are offered as a balance of on-campus and online Internet time using the Desire2Learn software. The online portion offers learning modules, journal/research links, online discussion groups, and a chance to conduct research via the SMSU library. The graduate special education program typically offers weekend sessions (Friday night/Saturday morning). Dorm rooms are available for those individuals traveling to SMSU weekend sessions for a nominal fee. Summer sessions are also offered.

Candidates demonstrate competencies through a portfolio process that utilizes the online software LiveText. As a capstone activity, candidates design and implement an action research project to investigate professional issues and strategies for the purpose of self-improvement and/or improved student learning.

A minimum GPA of 3.0 must be maintained throughout the program. A grade of "C-" and above is considered passing. Contact the Graduate Education Office at (507) 537-7171 or msed@southwestmsu.edu for transfer credit policies and other questions.

Admission Process and Requirements:

1. Complete the application form with a \$20.00 non-refundable processing fee and submit to the Office of Admissions. Checks may be written to SMSU.
2. With your application form, include your academic vita and a one-page letter of application that indicates your career goals. An academic vita outline is available on the SMSU web site.
3. A Bachelor's Degree (B.S. or B.A.) from an accredited college or university.
4. A minimum GPA of 3.0 (on a 4.0 scale) for the last two years of undergraduate study (64 semester credits or 96 quarter credits).
5. Official transcript stating undergraduate degree is submitted with the application for admission to Southwest Minnesota State University. (Students wishing to transfer graduate credits to the program should provide one official copy of all post-secondary institutions where credit has been earned.)
6. Two letters of recommendation, with one being from a person who is qualified (an administrator or a university professor who has reviewed your work over an extended period of time) to discuss your academic potential.
7. A copy of your teaching license is required for the Special Education program.

Special Education Graduate Practicums:

An application must be completed prior to approval of each practicum experience. The practicum application includes a placement form, copy of your MN teaching license (go to <http://education.state.mn.us> for a copy), and your vita. A copy of your mentor teacher's MN teaching license is also required. Each practicum is a minimum of 120 hours of contact time. Two practicums are required because two different experiences are required for licensure; for example, the DD, EBD, and LD practicums involve a K-6 and 7-12 placement and ECSE involves B-3yrs and 3-6 yrs. For more information or forms, contact the Graduate Education Office at (507) 537-7171 or msed@SouthwestMSU.edu

Program of Study:

The Master of Science (M.S.) degree in Special Education consists of a minimum of 33 credits. To complete the degree, all applicants are required to complete the special education core, a minimum of one licensure area, and the research courses. All graduate requirements must be completed within a six-year period.

Southwest Minnesota State University (SMSU) offers a Master's of Science: Special Education degree with licensure available in one of four specialties: Developmental Disabilities, Early Childhood, Emotional Behavioral Disorders, and Learning Disabilities. The program involves three components:

1. Five courses for a total of 15 credits that build the foundation of competencies for all special education teachers as outlined by the Minnesota Board of Teaching,
2. Specialty courses, two content courses and two practicum experiences in each of the four licensure areas, for a total of 12 credits that allow for the development of competencies in a specific area of disability, and
3. Action research courses; a 1 credit recommended research seminar and a research design and action research project, for a total of 6 required credits.

The core classes are offered for either undergraduate or graduate credit. Education majors at 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 often choose to complete two licensure areas to complete the required 33 graduate credits for the master's degree.

The specialty/licensure classes, practicums, 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) on the undergraduate level. Information on this license may be found in the Wellness and Human Performance section of the online catalog available at www.SouthwestMSU.edu.

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 core and course work/practicums in a chosen specialty/ licensure area.
4. Successfully passes the Praxis II Test in Special Education (20353), and
5. Submits an application with all the requirements to the Minnesota Department of Education.

SPECIAL EDUCATION GRADUATE COURSES (EDSP)

EDSP 600 Research Seminar (1 credit)

This course will assist the graduate student in the American Psychological Association (APA) publication style, choosing a research topic, conducting a review of literature, and organizing an action research project—the capstone activity for the graduate program. This is an elective that is recommended prior to taking ED/EDSP 690.

EDSP 620 Characteristics of Students with Learning and Behavior Disorders: K-12 (3 credits)

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. Prerequisites: graduate status and 6 or more credits of core special education coursework.

EDSP 621 Access and Support for Developmental Disabilities: K-12 (3 credits)

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. Prerequisites: graduate status and 6 or more credits of core special education coursework.

EDSP 622 Foundations in Early Childhood Special Education: Birth to 6 years (3 credits)

An overview and introduction to the field of early childhood special education. Attention will be given to the aspects of medical care, health, nutrition, and safety management for infants, young children, and their families. Prerequisites: graduate status and 6 or more credits of core special education coursework.

EDSP 641 Life Span Learning and Outcomes for Developmental Disabilities: K-12 (3 credits)

A study of the cognitive, social, motor, communication, and affective behavior and needs of children and youth with developmental disabilities, including transition needs and career and vocational programming. Prerequisites: graduate status and 6 or more credits of core special education coursework.

EDSP 642 Programming for Early Childhood Special Education: Birth to 6 years (3 credits)

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. Prerequisites: graduate status and 6 or more credits of core special education coursework.

EDSP 643 Behavior Management and Teaching Strategies: K-12 (3 credits)

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. Prerequisites: graduate status and 6 or more credits of core special education coursework.

EDSP 644 Teaching and Achievement Strategies for Learning Disabilities: K-12 (3 credits)

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. Prerequisites: graduate status and 6 or more credits of core special education coursework.

EDSP 681 Practicum/Seminar in Special Education I: Developmental Disabilities (3 credits)

A supervised field experience and critical study combined to provide an opportunity to relate theory to practice in a selected educational setting, kindergarten through grade 12. A-F grading system. Prerequisites: graduate status and consent of instructor.

EDSP 682 Practicum/Seminar in Special Education I: Early Childhood Special Education (3 credits)

A supervised field experience and critical study combined to provide an opportunity to relate theory to practice in a selected educational setting, birth through age 6. A-F grading system. Prerequisites: graduate status and consent of instructor.

EDSP 683 Practicum/Seminar in Special Education I: Emotional Behavioral Disorders (3 credits)

A supervised field experience and critical study combined to provide an opportunity to relate theory to practice in a selected educational setting, grades K-12. Prerequisites: graduate status and consent of instructor.

EDSP 684 Practicum/Seminar in Special Education I: Learning Disabilities (3 credits)

A supervised field experience and critical study combined to provide an opportunity to relate theory to practice in a selected educational setting, grades K-12. Prerequisites: graduate status and consent of instructor.

EDSP 690 Research Design (3 credits)

This course will assist the graduate student in designing his/her action research project. Student projects, completed in EDSP 699, are intended to investigate professional practical issues or strategies for the purpose of self-improvement and/or improved student learning. This may include a study of his/her own practice, learning

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environments, and/or the professional standards identified by the Council for Exceptional Children (CEC.) Participants will identify a research focus and design, ethical practices, and review related literature. The project proposal is committee reviewed and approved. The student selects a project chair/advisor. Prerequisites: bachelor's degree and admission to the graduate program.

EDSP 691 Practicum in Special Education II: Developmental Disabilities (3 credits)

A directed field experience intended as the capstone course for licensure in this specialty. Placement will vary in range of disability and age category from the previous practicum, grades K–12. Prerequisites: EDSP 621, EDSP 641, EDSP 681, and consent of instructor.

EDSP 692 Practicum in Special Education II: Early Childhood Special Education (3 credits)

A directed field experience intended as the capstone course for licensure in this specialty. Placement will vary in range of developmental delay and age category from the previous practicum, birth through age 6. Prerequisites: EDSP 622, EDSP 642, EDSP 682, and consent of instructor.

EDSP 693 Practicum in Special Education II: Emotional Behavioral Disorders (3 credits)

A directed field experience intended as the capstone course for licensure in this specialty. Placement will vary in range of needed accommodations, strategies, and interventions, as well as age category from the previous practicum, grades K–12. Prerequisites: EDSP 620, EDSP 643, EDSP 683, and consent of instructor.

EDSP 694 Practicum in Special Education II: Learning Disabilities (3 credits)

A directed field experience intended as the capstone course for licensure in this specialty. Placement will vary in range of needed accommodations, strategies, and interventions, as well as age category from the previous practicum, grades K–12. Field experience. Prerequisites: EDSP 620, EDSP 644, EDSP 684, and consent of instructor.

EDSP 699 Graduate Research Project (3-6 credits)

Students in this seminar course will review and practice research strategies and techniques, including critical analysis. Students will build on the focused research collected during their graduate program. Students will put into action and complete the project which was developed in the research design course (EDSP 690.) The project is committee reviewed and directly supervised by the project chair/advisor. The presentation portfolio and research project results are disseminated in a graduate seminar. This course is required for a minimum of 3 credits, but can be expanded to a total of not more than 6 credits as warranted by the scope of the project and the approval of the advisor/committee. Prerequisites: bachelor's degree, admission to the master's program, and approval of graduate program director. Pre- or co-requisite: EDSP 690.

PERSONNEL

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Duluth

Christopher Schultz
Plymouth

Ann Shaw
Minneapolis

PRESIDENT

David C. Danahar, 2001

President
Ph.D., University of Massachusetts
M.A., University of Massachusetts
B.A., Manhattan College

ADMINISTRATION

Scott Crowell, 1994

Dean of Students and
Associate Vice President for Student Affairs
M.S., Iowa State University
B.S., Iowa State University

Doug Fraunfelder, 1992

Vice President for Finance and Administration
M.B.A., University of South Dakota
B.S., University of South Dakota

Howard Gauthier, 2004

Athletic Director
Ph.D., Southern Illinois University
M.S., St. Thomas University
B.A., Washington State University

Mary Hickerson, 1967 *

Associate Dean of Education
D.A., Idaho State University
M.A., South Dakota State University
B.S., Black Hills State College

Raymond Lou, 2002

Provost
Ph.D., University of California
M.A., University of Hawaii
B.A., University of Hawaii

George Mitchell, 1981

Dean of the College of Business, Education,
Graduate, Professional Studies and
Distance Learning *ad interim*
M.B.A., University of Nebraska
M.A., University of Oklahoma
B.S., East Central State College

Vincent Pellegrino, 2003

Vice President for Advancement
Ed.D., University of Tennessee
M.A., University of Florida
B.S., University of Florida
A.A., St. Petersburg Junior College

Beth L. Weatherby, 1992

Dean of the College of Arts, Letters, and
Sciences
D.A., State University of New York, Albany
B.S.J., Northwestern University

FACULTY

Names followed by an * in this list are graduate faculty
for SMSU.

Randy Abbott, 1981

Professor of Business Administration
J.D., University of Minnesota
B.A., University of Minnesota

Frances Albitz, 2002

Assistant Professor of Wellness & Human
Performance
Ed.D., University of South Dakota
M.S., Oklahoma State University
B.S., Northeastern State University

Anthony Amato, 1999

Associate Professor of Regional Studies
Ph.D., Indiana University
M.A., Indiana University
B.A., University of Minnesota

William Arvola, 2002

Assistant Professor of Mathematics
Ph.D., University of Wisconsin, Madison
M.A., University of Wisconsin, Madison
B.S., Oregon State University

Kathleen Ashe, 1992

Associate Professor, Library
M.A./L.S., University of Denver
B.A., University of Wisconsin, Madison

Lori Baker, 1997

Associate Professor of English
Ph.D., Purdue University
M.A., Purdue University
B.A., University of Nebraska

Stacy Ball-Elias, 1995 *

Professor of Business Administration
Ed.D., Northern Illinois University
M.B.A., Northern Illinois University
B.A., Ripon College

Laren Barker, 1969

Professor of Biology
Ph.D., Pennsylvania State University
M.S., University of Minnesota
B.S., University of Minnesota

Glenn M. Bayerkohler, 1988

Associate Professor of Accounting
C.P.A.
J.D., William Mitchell College of Law
M.P.A., University of South Dakota
B.S., Minnesota State University, Mankato

Douglas Binsfeld, 1999

Assistant Professor of Speech Communication
M.A., South Dakota State University
B.A., St. Cloud State University

Suzanne Black, 2000

Assistant Professor of English
Ph.D., University of Michigan
M.A., University of Chicago
B.A., University of Chicago

Elizabeth Blair, 1996

Associate Professor of English
Ph.D., University of Illinois, Chicago
M.A., University of Minnesota
B.A., Luther College

Paul Blanchard, 1996

Instructor of Wellness & Human Performance
M.Ed., University of Minnesota
B.S., University of Minnesota

Michael Boedigheimer, 1968 *

Professor of Accounting
C.P.A., C.M.A.
M.B.A., St. Cloud State University
B.S., St. Cloud State University

William Borges, 1989

Professor of Political Science
Ph.D., University of California, Riverside
M.A., San Jose State University
B.A., California State University, Hayward

Patricia L. Brace, 1988

Professor of Humanities and Art
Ph.D., Ohio University
M.A., Ohio University
B.A., Slippery Rock State College

Vicky Brockman, 2002

Associate Professor of Sociology
Ph.D., University of Minnesota
M.A., University of North Dakota
B.A., Southwest Minnesota State University

Jay Brown, 1997

Associate Professor of Chemistry
 Ph.D., University of Vermont
 M.S., State University of New York, Syracuse
 B.S., State University of New York, Syracuse
 A.S., State University of New York, Cobleskill

Deborah Buerkley, 1985 *

Professor of Educator Development and Leadership
 A.B.D., University of Minnesota
 M.B.A., University of South Dakota
 B.S.B.A., University of North Dakota

J. Corey Butler, 1997 *

Associate Professor of Psychology
 Ph.D., University of Maine
 B.A., Knox College

Edward Carberry, 1968

Professor of Chemistry
 Ph.D., University of Wisconsin
 B.S., Marquette University

Sandra Craner, 2002

Assistant Professor of Biology
 Ph.D., East Carolina University
 M.S., University of Cincinnati
 B.A., Miami University

Terrence Culhane, 2004

Assistant Professor, Athletics
 M.S.Ed., Southwest Minnesota State University
 B.A., Southwest Minnesota State University

Geoffrey Cunfer, 1999 *

Associate Professor of Regional Studies
 Ph.D., University of Texas
 M.A., Texas Tech University
 B.A., University of North Carolina

Hugh Curtler, 1968 *

Professor of Philosophy
 Ph.D., Northwestern University
 M.A., Northwestern University
 B.A., St. John's College

Philip Dacey, 1970

Professor of English
 M.F.A., University of Iowa
 M.A., Stanford University
 B.S., St. Louis University

Elma Dassbach, 1996 *

Associate Professor of Spanish
 and Comparative Literature
 Ph.D., State University of New York, Binghamton
 M.A., State University of New York, Binghamton
 B.A., State University of New York, Binghamton

Stewart Day, 1989 *

Associate Professor of Philosophy & Humanities
 Ph.D., Pennsylvania State University
 B.A., Cornell College

Emily Deaver, 2003

Assistant Professor of Environmental Science
 Ph.D., University of Mississippi
 M.S., Old Dominion University
 B.S., College of William and Mary

Elizabeth A. Desy, 1988 *

Professor of Biology
 Ph.D., University of Illinois/Urbana-Champaign
 M.S., Illinois State University
 B.A., College of St. Benedict

Thomas Dilley, 1999

Associate Professor of Environmental Science
 Ph.D., University of Arizona
 M.S., University of Alaska
 B.S., University of Alaska

Robert Dorlac, 2002

Assistant Professor of Art
 M.F.A., Southern Illinois University
 B.S., University of Missouri

Ronald Douglas, 2000

Assistant Professor of Accounting
 M.S., New York University
 B.S., National College

Betsy Draper, 2002

Assistant Professor of Business Administration
 Ed.D., University of South Dakota
 M.B.A., North Dakota State University
 B.B.A., Iowa State University

C. Eric Eidsness, 2004

Assistant Professor, Athletics
 M.S., South Dakota State University
 B.A., University of Sioux Falls

Robert Eliason, 1969

Professor of Chemistry
 Ph.D., University of Minnesota
 B.S., Hamline University

John Eller, 2000

Assistant Professor of Educator Development and Leadership
M.S., University of Nebraska
B.S., Iowa State University

Paul Enersen, 1974

Professor of Mathematics/Computer Science
Ph.D., University of Nebraska
M.C.S., Texas A & M University
M.S., University of Nebraska
B.S., Sioux Falls College

John Engstrom, 1998

Assistant Professor of Educator Development and Leadership
M.S.Ed., Southwest Minnesota State University
B.S., University of Wisconsin

Cornelia A. Evans, 1993

Professor of Humanities
Ph.D., Washington State University
M.A., Catholic University
B.S., University of Florida

Mary Beth Faimon, 1994

Assistant Professor of Social Work
M.S.W., University of Minnesota
B.S., College of St. Scholastica

Mark Fokken, 1995

Associate Professor of Speech Communication
M.A., South Dakota State University
B.A., South Dakota State University

Gary M. Frandson, 1969

Associate Professor of Business Administration
M.S., University of North Dakota
B.S., Valley City State College

B C Franson, 2002

Assistant Professor of Justice Administration
J.D., University of South Dakota
B.A., College of St. Benedict

Christopher L. French, 1985

Professor of French
Ph.D., Indiana University
M.A., Indiana University
B.A., California State University, Fresno

Sandra Fuhr, 2001

University Librarian
M.L.S., Emporia State University
B.A., Southwest Minnesota State University

Vaughn Gehle, 1999

Associate Professor of Biology
Ph.D., University of California
B.A., Southwest Minnesota State University

Guy Gilberts, 2004 *

Assistant Professor of Education
Ph.D., Utah State University
M.A., University of Colorado
M.R.E., Canadian Theological Seminary
B.A., Eastern Washington University

Joan Gittens, 1992

Professor of History
Ph.D., University of Michigan
M.A., Marquette University
B.A., Marquette University

Jo Anne Glasgow, 1999 *

Associate Professor of Education
Ed.D., University of South Dakota
M.Ed., University of Minnesota
B.A., Southwest Minnesota State University

John Gochenouer, 2000 *

Professor of Business Administration
Ph.D., Florida Institute of Technology
M.B.A., University of Maryland
B.A., University of Maryland

Mark Goodenow, 1988 *

Professor of Business Administration
D.J., Drake University Law School
M.B.A., Drake University
B.S., Morningside College

Tony Greenfield, 2002

Assistant Professor of Biology
Ph.D., University of South Dakota
B.S., Buena Vista University

Milton Haar, 2002

Assistant Professor of Agronomy
(U of M)
Ph.D., Iowa State University
M.A., University of South Dakota
B.S., University of South Dakota

John Hansen, 1985

Professor of Chemistry
Ph.D., University of Chicago
B.A., University of Minnesota

Bernard J. Harney, 1970 *

Professor of Psychology
Ph.D., Loyola University
B.S., Loyola University

William E. Hezlep, 1968 *

Professor of Theatre Arts
 Ph.D., Wayne State University, Detroit
 M.A., Wayne State University, Detroit
 B.A., Westminster College

Perry J. Hickerson, Jr., 1968

Professor of English
 D.A., Idaho State University
 M.A., Ohio University
 B.A., Gonzaga University

Sandra Hoffbeck, 1989

Assistant Professor, Library
 M.S., St. Cloud State University
 B.A., Southwest Minnesota State University

Michael Hofstetter, 1998

Professor of History
 Ph.D., Northwestern University
 M.A., Northwestern University
 B.A., Grinnell College

William J. Holm, 1980

Professor of English
 M.A., University of Kansas
 B.A., Gustavus Adolphus College

Dicksy Howe-Noyes, 1989

Assistant Professor, Library
 M.L.S., Texas Women's University
 B.S., Black Hills State College

Elina Ibrayeva, 1999 *

Associate Professor of Business Administration
 Ph.D., University of Nebraska
 M.A., University of Nebraska
 B.A., Kazakh National State University, Kazakhstan

Brent Jeffers, 1989 *

Associate Professor of Wellness &
 Human Performance
 M.S., Bemidji State University
 B.A., Bemidji State University

Harry L. Jones, 1970

Associate Professor of Wellness & Human
 Performance
 M.Ed., Montana State University
 B.S., Chadron State College

Susan Jones, 1999 *

Associate Professor of Business Administration
 M.B.A., University of Minnesota
 B.S., Southwest Minnesota State University

Hee-Jong Joo, 2002

Associate Professor of Justice Administration
 Ph.D., University of Texas
 M.A., University of Texas
 B.A., Korean University

Sharon Kabes, 2003 *

Assistant Professor of Educator Development
 and Leadership
 Ed.D., University of North Dakota
 M.S., Colorado State University
 B.S., Colorado State University

Daniel Kaiser, 1998 *

Professor of Computer Science/Mathematics
 Ph.D., University of Nebraska
 M.S., University of Nebraska
 B.A., Benedictine College

Charles J. Kauffman, 1970

Associate Professor of Music
 M.A.R., Trinity Evangelical Divinity School
 M.M., University of South Dakota
 B.M., Yankton College

Jeffrey Kolnick, 1992

Associate Professor of History
 Ph.D., University of California, Davis
 M.A., University of California, Los Angeles
 B.A., University of California, Los Angeles

J. Steven Kramer, 2000

Associate Professor of Philosophy
 Ph.D., University of Colorado
 M.A., University of Colorado
 B.S., University of Oregon

Kelly Kruger, 1988

Assistant Professor of Wellness &
 Human Performance
 M.A., University of South Dakota
 B.A., Northwestern College

Dennis Lamb, 2002

Assistant Professor of Education
 Ed.D., University of South Dakota
 Ed.S., Drake University
 M.A., Northwest Missouri State University
 B.A., Buena Vista College

Jan B. Loft, 1988

Associate Professor of Speech Communication
 Ph.D., South Dakota State University
 M.A., Minnesota State University, Mankato
 B.S., Minnesota State University, Mankato

Adrian C. Louis, 1999

Associate Professor of English
 Director of Creative Writing
 M.A., Brown University
 B.A., Brown University

Shushuang Man, 1999 *

Associate Professor of Computer
 Science/Mathematics
 Ph.D., University of South Carolina
 M.S., University of South Carolina
 M.S., Shandong University, China
 B.S., Shandong University, China

Eric Markusen, 1990

Professor of Sociology and Social Work
 Ph.D, University of Minnesota
 M.S.W., University of Washington
 B.A., Macalester College

Chris Mato Nunpa, 1992

Associate Professor of Indigenous Nations
 and Dakota Studies
 Ph.D., University of Minnesota
 M.A., University of Minnesota
 B.S., St. Cloud State University

Jill McCartney, 1998

Assistant Professor of English
 M.A., University of Arizona
 B.A., University of North Carolina

Tanya McCoss-Yerigan, 1998

Assistant Professor of Educator Development and
 Leadership
 M.S., Southwest Minnesota State University
 B.S., Southwest Minnesota State University
 B.A., Southwest Minnesota State University

Christopher McHorney, 1997

Associate Professor of Political Science
 Ph.D., University of California, Riverside
 M.A., University of California, Riverside
 M.S., Troy State University
 B.A., University of California, Los Angeles

Michael McHugh, 1990

Assistant Professor of Speech Communication
 M.A., Eastern Illinois University
 B.A., Eastern Illinois University

Susan McLean, 1988 *

Professor of English
 Ph.D., Rutgers University
 M.A., Rutgers University
 B.A., Harvard University

George Mitchell, 1981

Professor of Business Administration
 M.B.A., University of Nebraska
 M.A., University of Oklahoma
 B.S., East Central State College

Kourosh Mortezapour, 1988 *

Professor of Computer Science/Mathematics
 M.S., University of Oklahoma
 B.S., University of Iran

Robert Moyer, 2002

Associate Professor of Mathematics
 Ph.D., University of Illinois
 M.S., Southern Illinois University
 B.S., Southern Illinois University

Kenneth L. Murphy, 1999

Associate Professor of Physics
 Ph.D., North Dakota State University
 M.S., North Dakota State University
 B.E.T., Southwest Minnesota State University

Verna Nassif, 1999 *

Associate Professor of Education
 Ed.D., University of South Dakota
 M.S., Central Missouri State University
 B.S., Central Missouri State University

Donna Nieckula, 2001

Assistant Professor of Social Work
 Ph.D., University of Illinois
 M.A., University of Chicago
 B.A., Governors State University

Christine Olson, 1999

Associate Professor of Psychology
 Ph.D., Arizona State University
 M.S., Kansas State University
 B.A., Bethany College

Raphael Onyeaghala, 2002

Assistant Professor of Agribusiness Management
 Ph.D., University of Illinois
 M.S., University of London
 M.S., University of Ibadan, Nigeria
 B.S., University of Maiduguri

Raymond Oster, 1981

Associate Professor of Theatre Arts
 M.A., University of Wisconsin, Superior
 B.A., Southampton College

William Pavot, 1991

Professor of Psychology
 Ph.D., University of Illinois
 M.A., University of Illinois
 B.A., Purdue University

Lloyd Petersen, 1995 *

Associate Professor of Education
 Ph.D., The Union Institute
 M.A., University of South Dakota
 B.A., Westmar University

Ginger Petry, 1999

Assistant Professor of Hotel, Restaurant, and
 Institutional Management
 M.A., Northern Michigan University
 M.A., Northern Michigan University
 B. S., Northern Michigan University

David Pichaske, 1981

Professor of English
 Ph.D., Ohio University
 M.A., Ohio University
 B.A., Wittenberg University

Eleanor Pobre, 1996 *

Associate Professor of Education
 Ph.D., University of Illinois
 M.S., University of Illinois
 M.A., University of the Phillipines
 B.S., Northern Luzon Teacher's College, Phillipines

Ellen Radel, 1996

Associate Professor of Wellness &
 Human Performance
 M.Ed., University of Toledo
 B.S., Depaul University, Chicago

Michael Rich, 2001 *

Professor of Marketing
 Ph.D., University of Pittsburgh
 M.B.A., Kent State University
 B.S., Utah State University

Lon Richardson, 1997 *

Professor of Educator Development and Leadership
 Ph.D., University of Georgia
 M.S., Minnesota State University, Mankato
 B.S., Minnesota State University, Mankato
 B.S., Winona State University

Robert Ridley, 1969

Professor of Speech Communication
 M.A., Minnesota State University, Mankato
 B.S., Minnesota State University, Mankato
 A.A., Minnesota State University, Mankato

Daniel Rieppel, 1998

Associate Professor of Music
 D.M.A., University of Minnesota
 M.M., Indiana University
 B.M., Cleveland Institute of Music

Rick Robinson, 1996

Associate Professor of Social Work
 Ph.D., University of Utah
 M.S.W., Walla Walla College
 B.A., Oklahoma City University

Pamela Sanders, 1998

Associate Professor of Biology
 Ph.D., University of Minnesota
 B.S., University of Minnesota
 B.A., University of Minnesota

Lee Sanow, 2001

Assistant Professor of Chemistry
 Ph.D., University of Akron
 B.S., Grove City College

Lori Scott, 2000

Assistant Professor of Agronomy and Plant Genetics
 (U of M)
 Ph.D., University of Wisconsin, Madison
 B.S., University of Wisconsin, River Falls

George Seldat, 1985

Associate Professor of Business Administration
 M.B.A., Illinois State University
 B.S., Illinois State University

Shawn Semler, 2003

Assistant Professor, Athletics
 M.A., Lesley College
 B.A., Peru State College

Elise Seymour, 1990

Associate Professor of Spanish
 M.A., Tulane University
 B.S., Louisiana State University

Douglas L. Simon, 1998

Associate Professor of Political Science
 J.D., University of South Dakota
 M.P.A., University of South Dakota
 B.A., Southwest Minnesota State University

Sherwin J. Skar, 1985 *

Professor of Mathematics/Computer Science
 Ph.D., Iowa State University
 M.A., Truman State University
 M.A.T., University of St. Thomas
 B.A., Gustavus Adolphus College

Guadalupe Solis, Jr., 1999

Assistant Professor of English
Ph.D., University of Wisconsin
M.A., University of Wisconsin
B.A., University of Wisconsin

Paulette Stefanick, 2004

Assistant Professor of Education
M.Ed., University of Minnesota
B.S., Southwest Minnesota State University

Greg Stemen, 2000

Men's Head Basketball Coach/Women's Golf Coach
M.S., Southwest Minnesota State University
B.S., Valley City State University

John Sterner, 1997

Head Wrestling Coach/Assistant Professor
M.S.Ed., Southwest Minnesota State University
B.S., Southwest Minnesota State University
B.A., Southwest Minnesota State University

Karen Sterner, 1973

Assistant Professor of Education
M.A., St. Mary's College
B.S., Black Hills State University

Michael J. Sterner, 1969 *

Professor of Wellness & Human Performance
Ed.D., Brigham Young University
M.S., South Dakota State University
B.S., South Dakota State University

Marilyn B. Strate, 1988

Associate Professor of Wellness &
Human Performance
M.S., Wayne State College
B.A., Wayne State College

Mary Jane Striegel, 1969

Associate Professor, Library
M.A., University of Iowa
B.A., University of Iowa

David E. Sturrock, 1996

Professor of Political Science
Ph.D., University of California, Riverside
M.A., San Jose State University
B.S., San Jose State University

James M. Swartz, 1978 *

Professor of Art
M.F.A., University of Minnesota
Bachelor of Architectural Design,
University of Nebraska

Sheila Tabaka, 1998

Associate Professor of Theatre
M.F.A., Minnesota State University, Mankato
B.A., University of Wisconsin, Stevens Point

Ruthe Thompson, 1997 *

Associate Professor of English
Ph.D., University of Arizona
M.A., Western Illinois University
B.A., University of California, Berkeley

Gerald D. Toland, Jr., 1990 *

Professor of Business Administration
Ph.D., Michigan State University
M.S., Michigan State University
B.S., Pennsylvania State University

Deborah Van Overbeke, 2003 *

Assistant Professor of Education
Ed.D., University of South Dakota
M.S., Southwest Minnesota State University
B.S., Southwest Minnesota State University

Eileen VanWie, 1990 *

Professor of Education
Ed.D., University of Northern Colorado
M.A., University of Northern Colorado
B.A., Augsburg College

Joseph L. VanWie, 1968

Professor of Mathematics/Computer Science
Ed.D., University of Northern Colorado
M.A., Louisiana State University
B.S., University of Minnesota

Matthew Walker, 2004

Associate Professor of Business Administration
Ph.D., Texas Tech University
B.A., Fort Lewis College

Debra Wallace-Hasskamp, 2003

Assistant Professor of Education
M.A., Hamline University
B.S., Bemidji State University

Lloyd White, 1969

Associate Professor of German
M.A., University of New Hampshire
B.A., Colby College

Judy Wilson, 2002

Assistant Professor of English
Ph.D., University of Southern Mississippi
M.A., University of Southern Mississippi
B.A., University of Southern Mississippi
A.A., Halifax College

Wije Wijesiri, 1999

Professor of Mathematics/Computer Science
 Ph.D., University of Idaho
 M.S., Purdue University
 B.Sc., University of Colombo, Sri Lanka

James A. Zarzana, 1989 *

Professor of English
 Ph.D., University of Notre Dame
 M.A., California State University, Sacramento
 B.A., St. Mary's College of California

EMERITI PERSONNEL**Joseph A. Amato**

Professor of History
 Emeritus

Charles Autry

Professor of Theatre
 Emeritus

Allen Blitstein

Professor of Business Administration
 Emeritus

R. A. Colvin

Assistant Professor/Health and Physical Education
 Emeritus

Leo Dangel

Professor of English
 Emeritus

Carmen DeKoster

Professor of Wellness and Human Performance
 Emeritus

Lowell Eberwein

Professor of Education
 Emeritus

Kenneth Erickson

Professor of Speech Communication
 Emeritus

William Green

Professor of Sociology/Anthropology
 Emeritus

Charles Grubb

Associate Professor of Sociology/Anthropology
 Emeritus

James R. Hayes

Professor of Anthropology/Sociology
 Emeritus

Donald Hein

Professor of Education
 Emeritus

Alan Holmes

Professor of Biology
 Emeritus

Keigh Hubel

Professor of Education
 Emeritus

A. N. Joshi

Professor of Mechanical Engineering Technology
 Emeritus

Michael Kopp

Professor of History
 Emeritus

Edwin Kraft

Associate Professor of Accounting
 Emeritus

Perry Lueders

Professor of English
 Emeritus

Glenn Mattke

Professor of Health and Physical Education
 Emeritus

Roger Mohr

Associate Professor of Accounting
 Emeritus

Kenneth D. Mukomela

Professor of Business Education/
 Office Administration
 Emeritus

David Nass

Professor of History
 Emeritus

Edward J. O'Brien

Professor of Marketing
 Emeritus

Karl Obrecht

Professor of Sociology
 Emeritus

Don Olsen

Professor of Library
 Emeritus

Doris Olson

Assistant Professor of Education
Emeritus

Professor of Spanish
Emeritus

Amalia Person

Associate Professor of Education
Emeritus

Robert Whitcomb

Professor of Music
Emeritus

Thaddeus Radzilowski

Professor of History
Emeritus

Robert M. White

Professor of Sociology and Anthropology
Emeritus

Roger Reede

Professor of Earth/Space Science
Emeritus

Tim Wilder

Associate Professor of Marketing
Emeritus

Jean Replinger

Professor/Health and Physical Education
Emeritus

Betty Zupfer

Professor/Catalog Librarian
Emeritus

John Rezatto

Professor of Music
Emeritus

RETIRED WITH DISTINCTION**Robert Riedel**

Professor of Psychology
Emeritus

Mary Alice Matthews

Director of Publications

Alvin Rusk

Professor of Physics
Emeritus

Conrad Eckstrom

Director of Registration and Records

Lester Schmid

Professor of Agribusiness Management
Emeritus

William Turgeon

Director of University Relations

Frank Shindo

Professor/Reference Librarian
Emeritus

Allen Gislason

Assistant to the Deans

Dale Sparling

Professor of Earth/Space Science
Emeritus

DISTINGUISHED SERVICE AWARD**Richard Spencer**

Professor of Chemistry
Emeritus

Ralph Frazier

Ph.D., University of Illinois;
Professor of Biology. Served Southwest State
University with distinction, 1967-1978.

Ted Surdy

Professor of Biology
Emeritus

Loren Tesdell

Professor of Political Science
Emeritus

William Wagner

PRESIDENT'S AWARD**Marvin Schwan**

President's Award, 1980.

True Sackrison

President's Award, 1980.

Maynard Brass

President's Award, 1981.

Arnold Anderson

President's Award, 1981.

John Zwach

President's Award, 1981.

Paul Pearson

President's Award, 1982.

John Suedbeck

President's Award, 1982.

C.F. (Bud) McGuiggan

President's Award, 1983.

Willard Isfeld

President's Award, 1983.

Jack McLaughlin

President's Award, 1984.

Patricia Bratnober

President's Award, 1984.

Lee Halgren

President's Award, 1984.

Wendell Erickson

President's Award, 1985.

Jon Wefald

President's Award, 1986.

Oscar and Cora Sather

President's Award, 1987.

Glen H. Anderson

President's Award, 1988.

Rod Searle

President's Award, 1988.

Elroy Webster

President's Award, 1989.

Earl B. Olson

President's Award, 1990.

Nellie Stone Johnson

President's Award, 1991.

Verne Long

President's Award, 1994.

Christine Fritsche

President's Award, 2000.

STAFF**John Alcorn, 1989**

Asst. Director for Student Center Operations
M.S., Southwest Minnesota State University
B.S., Southwest Minnesota State University

Tim Alcorn, 1998

Director of University Relations
Executive Director of Minnesota Agriculture
and Rural Leadership Program (MARL)
B.A., Southwest Minnesota State University

Daniel Baun, 1998

Executive Director of SHOT
M.A., University of Illinois
B.A., Southwest Minnesota State University

Jessica Bentley, 2002

Residential Life Area Coordinator
B.A., Buena Vista University

John M. Bowden, 1983

Assistant VP for Program Development and
Advancement
Ed.D., Wayne State University
Spec.D., Wayne State University
M.S.L.S., Wayne State University
B.A., Adrian College

Tyler Bowen, 2002

Director of Alumni
B.A., Winona State University
B.A., Southwest Minnesota State University

Nathan Burns, 2002

Academic Services Specialist: Academic
Counselor/Assistant Athletic Trainer
B.A., Buena Vista University

Patricia Carmody, 1985

Registrar
B.A., Southwest Minnesota State University

Laura Crowell, 1997

Athletic Trainer
M.S., Iowa State University
B.S., Iowa State University

Cori Ann Dahlager, 1998

Admission Counselor
B.S., Southwest Minnesota State University

Pamela Ekstrom, 1998

Coordinator of Disabled Student Academic
Accommodations
B.A., Southwest Minnesota State University

Patricia Erickson, 2003

Assistant Athletic Trainer
B.A./B.S., Southwest Minnesota State University

Scott Ewing, 1993

Assistant. Dir. for Student Activities &
Leadership Development
M.S., Emporia State University
B.A., Pittsburg State University

Sara Fier, 2000

Associate Director of the Advising Center/
University Counselor
Ph.D., Walden University
B.S., Southwest Minnesota State University

Lindsay Granner, 2000

Assistant Athletic Trainer
B.S., Iowa State University

Alison Groene, 1999

Assistant Director of Student Life ad interim
B.A., College of Saint Benedict

Jon Harback, 2003

Coordinator of Customized Training
B.A., Concordia College

Shawn Hedman, 1987

Director of University Computing
B.S., Southwest Minnesota State University

Christopher Hmielewski, 1998

Assistant Director of Enrollment Services
B.S., Southwest Minnesota State University

Marcia Hubner, 1982

Director of Financial Aid ad interim

Lori Jensen, 2001

Coordinator of Riverland Programs
B.S., Southwest Minnesota State University
A.A., Riverland Community College

Ginger Kaufman, 2000

Director of Career Services
M.Ed., North Dakota State University
B.S., University of North Dakota
A.A., University of North Dakota

Brittany Knutson, 2004

Admission Counselor
B.A., Southwest Minnesota State University

Michael Kurowski, 2001

Residential Life Area Coordinator
M.S., University of Wisconsin, La Crosse
B.A., Winona State University

Robert W. Larsen, 1985

Coordinator of Personal Development/
Director of Counseling
Ph.D., University of North Dakota
Ed.S., University of Wisconsin, Stout
M.S., Bemidji State University
B.S., Moorhead State University

Maren Larson, 1974

Dir. of Health Services/Health Center Nurse
M.S., Minnesota State University, Mankato
B.A., Southwest Minnesota State University
R.N.,C. Willmar Community College
L.P.N., Amarillo College

Marilyn Leach, 1973

Director, Learning Resource Center
M.A., University of Missouri
B.A., University of Hawaii

Jefferson Lee, 2001

Learning Assistant: TRIO Academic Counselor
B.A., Southwest Minnesota State University

Kelly Loft, 1997

Athletic Communications Director
B.S., Southwest Minnesota State University

Janice Louwagie, 1989

Coordinator of SW Minn. Historical Center
B.A., Southwest Minnesota State University

Debra Mitlyng, 2001

Assistant to the Deans
B.A., Southwest Minnesota State University

Lynn Monge, 1992

Learning Specialist, Coord. Academic Opportunity
M.S., Minnesota State University, Mankato
B.S., Southwest Minnesota State University

John Morman, 1996

Assistant Director of Cultural Diversity
M.S., Minnesota State University, Mankato
B.S., Southwest Minnesota State University

Rolly Muller, 1986

Assistant Athletic Director/
Senior Women's Administrator
B.S., Southwest Minnesota State University
A.S., Southwest Minnesota State University

Bill Mulso, 1993

Director of Development
M.S., Minnesota State University, Mankato
B.S., Southwest Minnesota State University

Michael Munford, 1999

Director of Public Safety
B.S., Shorter College

Charles Myrbach, 1969

Director of Research & Institutional Grants
M.S., University of Nebraska, Omaha
B.A., University of Nebraska, Omaha

Linda Nelson

Academic Services Specialist
M.S., Minnesota State University, Mankato
B.S., Southwest Minnesota State University

Sandra Nelson, 1988

Coordinator of International Students

Michele Newman, 2002

Admission Counselor
B.A., University of North Florida

Deb Norlin, 1987

Admission Counselor
M.S., Minnesota State University, Mankato
B.S., Southwest Minnesota State University

Marcy D. Olson, 1993

Publications Editor
B.A., Southwest Minnesota State University

Donna Reaves, 2002

Academic Services Specialist: Professional Tutor
M.S., South Dakota State University
B.A., Southwest Minnesota State University

Sheila Risacher, 2001

Associate Director of Career Services
M.A., St. Mary's University of Minnesota
B.A., College of St. Benedict

Don Robertson, 1992

Director of Cultural Diversity
M.S., University of Wisconsin-Stout
B.A., Southwest Minnesota State University

Elizabeth (Betty) Roers, 2000

Coordinator of Customized Training-Senior College
B.S., University of Minnesota

Jill Schlemmer, 1994

Director of Advising Center
M.S., South Dakota State University
B.A., Southwest Minnesota State University

Martin Seifert, 1999

Admission Counselor
B.A., Southwest Minnesota State University

Richard Shearer, 1993

Director of Enrollment Services
M.Ed., North Dakota State University
B.T., Northern Montana College

Karen Slack, 2000

Coordinator of Off-Campus Programs, Alexandria
B.S., St. Cloud State University

Connie Smisek, 1989

Assistant Director of Student Financial Aid
B.A., Augsburg College

Dan Snobl, 1972

Director of Student Development
Physical Therapist
R.P.T., B.S., University of North Dakota

Kwesi Tandoh, 2002

Instructional Technology Specialist
Ph.D., Ohio University
M.A., Ohio University
B.A., University of Toronto

James Tate, 1999

Associate Director of University Relations
B.A., Huron University

LeAnn Thooft Huber, 2002

Admission Counselor
M.S., Minnesota State University, Mankato
B.S., St. Cloud State University

Greg Wymer, 1995

Associate Director of International Students
M.S., Minnesota State University, Mankato
B.A., Southwest Minnesota State University

Lori Wynia, 1996

Off-Campus Program Coordinator
Ed.D., University of South Dakota
M.Ed., South Dakota State University
B.S., South Dakota State University

