

2014

The Bulletin, Undergraduate Catalog 2014-2015 (2014)

Minnesota State University Moorhead

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Recommended Citation

Minnesota State University Moorhead, "The Bulletin, Undergraduate Catalog 2014-2015 (2014)" (2014). *Undergraduate Bulletins (Catalogs)*. 92.

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Welcome to the 2014-2015 Minnesota State University Moorhead's Bulletin.

The Bulletin contains information about academic programs and student services offered by Minnesota State University Moorhead. It also contains general University and specific academic policies and degree requirements. Every effort has been made to make the bulletin accurate as of the date of publication; however, all policies, procedures, and fees are subject to change at any time by appropriate action of the faculty, the university administration, the Minnesota State Colleges and Universities Board, or the Minnesota Legislature. The provisions of this bulletin do not constitute a contract between the student and university.

The information in the bulletin applies to all undergraduate and graduate students at the university. It is important for students to be familiar with all the information that applies to them, including policies and procedures related to registration, academic progress and degree requirements. Students are strongly encouraged, and are required, to consult their advisers at least once each semester to ensure they are completing requirements applicable to their degree and major programs.

This bulletin is published online only.

Introduction

MSUM at a Glance

Minnesota State University Moorhead, with an enrollment of more than 6,600 full and part-time students, offers 77 undergraduate majors with 84 emphases, 12 graduate degree programs and 19 certificate programs. Included in our majors are 31 areas of teacher licensure preparation. Our professional programs are grounded in the liberal arts, designed to provide a broad base of knowledge and cultural themes. As a part of the higher education system established by the State of Minnesota, the University provides the advantages of a quality education at the lower costs made possible by the support of Minnesota's citizens.

Vision Statement

Minnesota State University Moorhead will be a welcoming educational community that offers rigorous courses of study and places high expectations upon its students. Our strong commitment to faculty-mentored undergraduate research and intellectual growth will provide students with

continual opportunities for personal and professional achievement. MSUM will continue to foster an environment that encourages students to become versatile, thoughtful, innovative, and engaged leaders who contribute to their professions and their communities.

MSUM values diversity and mutual respect and will strive to instill these ideals throughout the institution. MSUM honors its heritage as a respected, student-focused, public university and will continue to enhance our students' lives at the same time that it contributes to the community and the region. MSUM will offer graduate and professional programs that contribute to the state and region through increased collaboration with local and state business, industry, and human services to assure optimal preparation of graduates.

Minnesota State University Moorhead will build upon a solid foundation of high quality teaching and learning as it commits to a future as the premiere liberal arts and sciences-based university in the region.

Mission

Minnesota State University Moorhead is a caring community promising all students the opportunity to discover their passions, the rigor to develop intellectually and the versatility to shape a changing world.

History of Minnesota State University Moorhead

Minnesota State University Moorhead's institutional life began in 1887 when, two years after a bill calling for its establishment was approved by the Minnesota legislature, funds were appropriated for the construction of campus buildings. Moorhead Normal School was built on land deeded to the city by the bill's author, S. G. Comstock, a former Clay County Attorney and, later, an executive with James J. Hill's Great Northern Railroad. The campus opened for classes under its first president, Livingston Lord, in August of 1888.

Moorhead Normal School was Minnesota's fourth such institution, charged with the education of those who would teach in the area's rural schoolhouses. Students graduated from these normal schools after two years, with a license to teach grades K (or 1) through 8. By the second decade of the 1900s, the demand for better-educated teachers, together with the increased numbers of students attending high school, was the motive force that prompted the development of a four-year college curriculum. This progress was marked by the school's first name change, to Moorhead State Teachers College, in April of 1921.

In late April-early May 1957, the Minnesota state legislature approved another name change, bringing into existence Moorhead State College. This change reflected the institution's "increasing diversity and breadth of purpose" (graduate programs began in 1953), and also came at a time when the campus was going through something of a construction "boomlet." Over the next 18 years, the campus added 11 new buildings and numerous new programs. The 18 years of Moorhead State College also saw the establishment of that unique educational resource, the Tri-College University.

On August 1, 1975, a ceremony was held on campus to mark the renaming of the college to Moorhead State University. All other Minnesota State Colleges were also transformed into state universities at the same time. The time of this change was surrounded by the continued growth of the University student body, a growth mirrored by the number of majors offered, which rose to more than 90 (the University currently offers more than 140 majors, including emphases and options).

In 1998, the Minnesota State Colleges and Universities Board of Trustees approved a policy authorizing the seven state universities to change their names if they wished to do so. Accordingly, after consultation with students, faculty, staff, and alumni, the campus's fifth name change to Minnesota State University Moorhead was approved by the Board of Trustees and became effective July 1, 2000.

The Campus

Most of the 28 major buildings on the 119-acre campus have been constructed since 1957, including the Science Laboratory Building that opened fall semester 2004 and the Wellness Center that opened spring semester 2009. Other campus buildings include five residence halls and one apartment facility, the Livingston Lord Library, Comstock Memorial (Student) Union, Kise Commons food service, the Regional Science Center, Hendrix Clinic and Counseling Center, Security/Police Substation, 11 classroom buildings, the Alex Nemzek Hall complex for men's and women's physical education, health and athletics, and Owens Hall administration building.

The Faculty

There are more than 300 members of Minnesota State University Moorhead's instructional faculty. Over 70 percent of the faculty holds the highest degree in their fields. Professors teach 99 percent of classes and are advisors and mentors. A student-faculty ratio of 19-to-1 encourages undergraduates to participate in faculty-mentored research and creative projects, and 73 percent of classes have fewer than 30 students.

The Community

Moorhead, Minnesota and Fargo, North Dakota are education-minded communities with Minnesota State University Moorhead, Minnesota State Community and Technical College, and Concordia College on one side of the Red River, North Dakota State University on the other. The two cities support a symphony orchestra, a community band, area youth orchestra, community Jazz Arts Group, community opera, community theatre, and several art galleries. Minnesota State University Moorhead regularly offers a Performing Arts Series, monthly art exhibits, and a number of dramatic and musical programs.

The character of this metropolitan community of more than 174,000 is also determined by its rural traditions. Situated in the rich farming land of the Red River Valley, Fargo-Moorhead is the hub for wholesale and retail trade, communications, transportation, industry, and medical care in the Upper Midwest. Fargo-Moorhead was named an All-American City in 2000.

Accreditation/Certification

North Central Association

Undergraduate Program

Minnesota State University Moorhead is accredited by the Higher Learning Commission and a member of the North Central Association of Colleges and Schools, (www.ncahigherlearningcommission.org), 312-263-0456) to offer undergraduate four-year college programs leading to Baccalaureate degrees. Online only undergraduate programs have been approved in Business Administration and Operations Management.

Graduate Program

Minnesota State University Moorhead is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools at the Master's degree level and programs in School Psychology and Educational Leadership are accredited at the Education Specialist level. Online only graduate programs have been approved in Business Administration with an emphasis in Healthcare Management, Educational Leadership, Healthcare Administration, and Nursing.

National Council for Accreditation of Teacher Education

Minnesota State University Moorhead is accredited by the National Council for Accreditation of Teacher Education as a five-year teacher education institution offering the degrees of Bachelor of Science and the Master of Science in various areas of education.

American Bar Association

Minnesota State University Moorhead's Paralegal program is approved by the American Bar Association.

American Chemical Society

Minnesota State University Moorhead's Chemistry Department is on the approved list of the American Chemical Society.

American Council of Construction Education

Minnesota State University Moorhead's degree in Construction Management in the Department of Construction and Operations Management is accredited by the American Council for Construction Education (ACCE).

American Speech-Language-Hearing Association

Minnesota State University Moorhead's graduate program in Speech-Language Pathology in the Department of Speech/Language/Hearing Sciences is accredited by the Council on Academic Accreditation of the American Speech-Language-Hearing Association.

Association to Advance Collegiate Schools of Business International

Minnesota State University Moorhead's School of Business is accredited by the Association to Advance Collegiate Schools of Business International (AACSB).

Commission on Accreditation of Athletic Training Programs

Minnesota State University Moorhead's Athletic Training program is accredited by the Commission on Accreditation of Athletic Training Programs.

Commission on Collegiate Nursing Education

Both the Bachelor of Science in Nursing (BSN) program and the Master of Science (MS) (with a major in Nursing) program are accredited by the Commission on Collegiate Nursing Education.

Council for the Accreditation of Counseling and Related Educational Programs (CACREP)

Minnesota State University Moorhead's graduate program in Counseling and Student Affairs has specialized accreditation for its Student Affairs Practice in Higher Education programs of study.

Council on Social Work Education

Minnesota State University Moorhead is accredited by the Council on Social Work Education to offer a Bachelor of Social Work degree.

Minnesota Board of Peace Officer Standards and Training

Minnesota State University Moorhead is certified to educate police officers in the State of Minnesota.

National Association of Industrial Technology

Minnesota State University Moorhead's program in Operations Management in the Department of Construction and Operations Management is accredited by the National Association of Industrial Technology.

National Association of Schools of Art and Design

The Minnesota State University Moorhead School of Visual Arts is an accredited institutional member of the National Association of Schools of Art and Design. MSUM offers the Bachelor of Arts, Bachelor of Science, and Bachelor of Fine Arts degrees.

National Association of Schools of Music

Minnesota State University Moorhead's Music Department is accredited by the National Association of Schools of Music.

Access to Information

Minnesota State University Moorhead makes available or distributes the following information to all students, employees, prospective students and prospective employees:

The Bulletin

It is our intention to provide resources relevant to the academic, extracurricular, and social lives of students.

Every effort has been made to ensure the accuracy of the material contained within this catalog as of the date of publication. However, all policies, procedures, academic schedules, program information, and fees are subject to change at any time by appropriate action of the faculty, the MSUM administration, the Minnesota State Colleges and Universities Board of Trustees or the Minnesota Legislature without prior notification. The provisions of this catalog do not constitute a contract between the student and MSUM. The information in this catalog is for use as an academic planning tool and is subject to change at any time.

Upon printing of this catalog, all previous issues are revoked.

Academic Policies and Procedures

The University's academic policies may also be found in the Faculty Guide to Resources and Policies and Student Handbook. Information on academic policies and procedures may be obtained at the offices of Academic Affairs, Student Affairs, Admissions, Records, Scholarship and Financial Aid, and Academic Support Center. The University Policy website can be found at <http://www.mnstate.edu/policies/>.

Emergency Cancellation

Classes/programs are subject to cancellation or changes in the event of inclement weather or an emergency. MSUM will seek to continue instruction through alternate means if they are available to meet the situation in the event of prolonged closure.

Non-Discrimination Statement

Minnesota State University Moorhead is committed to a policy of equal opportunity and nondiscrimination in employment & education and is a member of the Minnesota State Colleges and Universities system. No person shall be discriminated against in the terms and conditions of employment, personnel practices, or access to and participation in, programs, services, and activities with regard to race, sex, color, creed, religion, age, national origin, disability, marital status, status with regard to public assistance, sexual orientation, gender identity, gender expression, or membership or activity in a local commission as defined by law. Inquiries regarding compliance should be referred to the Designated Officer: Title IX Coordinator/Director of Student Conduct & Resolution, Owens 206, 218.477.2174 (Voice). This information will be made available in alternate format, such as Braille, large print or audio cassette tape, upon request by contacting Disability Services at 218-477-4318 (Voice); 218-477-2420 (FAX) or 1-800-627-3529 (MRS/TTY).

Family Education Rights and Privacy Act (FERPA)

The purpose of the Family Education Rights and Privacy Act is to afford certain rights to students concerning their education records. The primary rights afforded are the right to inspect and review the education records, the right to seek to have the records corrected, and the right to have some control over the disclosure of information from the records. The FERPA policy is included in the Student Handbook and additional information is available from the Records Office, and the website <http://www.mnstate.edu/records/ferpa>.

Financial Aid

The purpose of financial aid is to assist students with college-related expenses. Financial aid and scholarship information is available at the Office of Scholarship and Financial Aid and the website: <http://www.mnstate.edu/financialaid>.

Student Right to Know Report

The purpose of this information is to disclose annual student completion and graduation rates, including graduation rates for student athletes. This report is available from the Office of Institutional Effectiveness at <http://web.mnstate.edu/institut/>.

Public Information or Directory Information includes:

- Name
- Local and Permanent Address
- Email address
- Phone numbers
- Major and minor
- Class level
- Dates of enrollment
- Full-time/part-time status

- Degrees, Honors and Awards
- Previous educational institutions and dates attended
- Past and present participation in sports and activities
- Height and weight of athletes
- Photographs taken and maintained by the University for various purposes (excluding pictures taken for photo ID cards).

Student Alcohol and Other Drug Policy

General Philosophy Statement

Minnesota State University Moorhead recognizes that the misuse of alcohol and other drugs is a serious problem in our society and our community. This University seeks to create a campus environment which promotes healthy and responsible living that is conducive to the intellectual and personal development of students. The University is committed to establishing and enforcing clear campus policies regarding the use of alcohol and other drugs.

Minnesota State University Moorhead complies with and supports the Minnesota State Colleges and University Board of Trustees policy governing alcohol and other drugs on campus, the Drug Free Schools and Community Act, the Drug Free Workplace Act, the Campus Security Act and Minnesota State law. Refer to the Student Handbook for a detailed version of the policy.

Drug Free Workplace and Schools

Minnesota State University Moorhead provides information regarding University policies for alcohol and drug use on the campus in the class schedule and the Annual Campus Crime Report. This information is provided in compliance with the Drug Free Workplace Act of 1988 and the Drug Free Schools and Communities Act Amendments of 1989. The report includes:

- campus policies regarding alcohol and drug use
- campus sanctions for possession/consumption of alcohol or illicit drugs
- legal penalties for possession/consumption of alcohol or illicit drugs
- health risks associated with use of illicit drugs and alcohol

Additional information regarding the Drug Free Schools and Communities Act is available online at http://web.mnstate.edu/aod/biennial_review.cfm.

Equity in Athletics Disclosure Act Report

The purpose of this information is to disclose athletic participation rates and financial data related to athletics. This report is available from the Office of Institutional Effectiveness at <http://web.mnstate.edu/institut/>.

Annual Crime Report

MSUM's Annual Campus Crime Report is available online at <http://www.mnstate.edu/publicsafety/crimereports.aspx?terms=public%20safety>.

The Report contains

- Statistics for previous years of crimes reported on campus; in buildings or property owned or controlled by the University; and on public property within, or immediately adjacent to, the campus and reported to the University and/or the Clay County Sheriff's Department or the Moorhead Police Department.
- Crime prevention tips and campus safety programs.
- Policies and procedures concerning safety and security on the campus of Minnesota State University Moorhead including information required by the Student Right To Know, the Jacob Wetterling Act, Megan's Law, the Violent Crime and Control Law Enforcement Act of 1994, and the Drug Free Schools and Campuses Act.

If you are unable to access this report and wish a printed copy, or have other concerns about the report, please contact the Public Safety Office at (218) 477-2449.

Additional Educational Opportunities

Tri-College University

Tri-College University (TCU) is a consortium of the three major Fargo-Moorhead institutions of higher education: North Dakota State University, Concordia College, and Minnesota State University Moorhead. Students at the three schools may benefit from what each school offers individually and cooperatively through the consortium.

Information concerning the tri-college agreement, policies and procedures may be found at <http://www.mnstate.edu/records/tricollege.aspx>.

Reserve Officers Training Corps (ROTC)

Air Force ROTC/Aerospace Studies

The Air Force Reserve Officer's Training Corps (AFROTC) program is an educational and training program designed to give men and women the opportunity to become Air Force officers while completing an undergraduate or graduate degree. In order to receive a commission, Air Force ROTC students must complete all requirements for a degree in accordance with University rules and regulations, as well as complete a variety of courses specified by the Air Force.

Program Description: The Aerospace Studies curriculum is divided into two courses of instruction: the General Military Course (GMC), which parallels the freshman and sophomore academic years, and the Professional Officer Course (POC), which parallels the junior and senior academic years. Students in the four-year program normally attend four weeks of field training at Maxwell AFB, AL during the summer between their sophomore and junior years. The student who chooses not to enroll in the GMC (first two years) may still earn a commission by enrolling in a special two-year program during the junior and senior years. Admission to this special program requires the student to make application early in the sophomore year. Qualified students

will then participate in a six-week field training program at an Air Force base the summer prior to their junior or senior year.

Scholarships: Air Force ROTC can help you to overcome the financial hardships associated with college, and when you complete your degree you've got a guaranteed career after school. AFROTC college scholarships are awarded to the best qualified students and range in length from one to five years. These grants cover the cadet's tuition, incidental lab fees and most textbooks. In addition, cadets receive a tiered monthly allowance. Incentive scholarships are also available for students not already on scholarship.

Contact Information: If you are interested in the AFROTC program through North Dakota State University, see the Records Office for information on Tri-College registration. You may also contact the department of Aerospace Studies at NDSU at 701-231-8186 or visit www.ndsu.edu/afrotc/ for more information.

Army ROTC/Military Studies

The Army Reserve Officers' Training Corps (Army ROTC) prepares and commissions officers for the Active Army, Army National Guard, and the Army Reserves. ROTC is open to male and female students from Concordia College, North Dakota State University and Minnesota State University Moorhead through the Tri-College program. Cadets must complete all degree requirements of their chosen major, in accordance with university rules and regulations, and complete required ROTC courses prior to commissioning as a Second Lieutenant. ROTC students also attend physical training and a hands-on leadership lab.

Program Description: The Army ROTC program consists of a two-year basic course (freshman and sophomore year) and a two-year advanced course (junior and senior year). During the basic course, there is no military obligation for non-contracted cadets and a student may withdraw at any time. Students, who have Active Duty military experience, are currently a member of the Army Reserve/National Guard, complete the Leader's Training Course, or have taken Junior ROTC may receive credit for the Basic Course. Eligible students are allowed to enter the advanced course and must agree to complete ROTC to commission as a Second Lieutenant. Advanced Course students will also complete the 29 day Leader Development and Assessment Course (LDAC) between their junior and senior years.

Scholarships: Two, three, and four year scholarships are available, which provide for payment of tuition and fees. Students receive \$600 per semester for books and equipment, and an allowance of \$350 to \$500 per month for each year the scholarship is in effect. Generally, four-year scholarships are awarded to high school students who wish to compete during their senior year for a scholarship, but college freshmen also have been awarded this highly desirable scholarship.

Service Commitment: Students who decide to commission on Active Duty have an eight year service commitment after graduation; four years serving on Active Duty and the option of serving the remaining four years on Active Duty, Army National Guard, Army Reserve, or the Individual Ready Reserve. Army National Guard officers have an eight year commitment; six

years in the National Guard with the option of serving the remaining two years in the Army National Guard or the Individual Ready Reserve. Army Reserve officers have an eight year service commitment after graduation.

Contact Information: For further information, call the Department of Military Science office at 701-231-7575 or visit the Tri-College Army ROTC website at www.ndsuarmyrotc.com. The Department of Military Science is located on the North Dakota State University campus at Bentson Bunker Fieldhouse.

National Student Exchange

Minnesota State University Moorhead holds membership in the National Student Exchange, a cooperative relationship among more than 180 (NSE) colleges and universities in the United States and its territories. Through the NSE, students may spend up to one full year in residence at a participating college as an exchange student. MSUM students have recently been placed at California State University-San Bernardino, North Carolina State University, University of Oregon, University of Alaska, University of Northern Colorado, University of Guam, and the University of Hawaii. The largest single benefit of the NSE is the privilege of paying tuition at the in-state rather than out-of-state rates.

Students pursuing a professional/licensure degree need to consult with their advisor and plan their program carefully well before enrolling in National Student Exchange. Students wishing to participate in NSE should contact the NSE Coordinator, Owens 206, for more information at (218) 477-2171, or by visiting the website at <http://web.mnstate.edu/stdntaff/nse.cfm>.

Academic Service-Learning

Academic Service-Learning (AS-L) is a teaching/learning strategy allowing students to systematically apply course material in community based projects. Through AS-L projects, students integrate theory with practice, reflect on their roles as citizens in a democracy, and provide meaningful service to others. The academic component of service learning requires the connection between course curriculum and community service. Service experiences take on new meaning when students not only summarize their experience but also reflect upon how the work itself connects to course material and objectives. AS-L has been integrated in disciplines across the MSUM campus including Communication Studies, Accounting, Education, Music, Nursing, Paralegal, Sociology, and Social Work. Refer to the AS-L website at <http://www.mnstate.edu/asl/> for additional information.

Since 1995, the Academic Service-Learning Center at MSUM has been an important source of support for faculty and students engaging in AS-L projects. The AS-L Center staff are responsible for preparing and updating an agency list of community organizations and their needs, overseeing the assessment of AS-L across the MSUM campus, overseeing the assessment of outcomes associated with AS-L projects, facilitating placement of students at service sites, and addressing faculty and student questions and problems.

Internship

An internship is a form of experiential learning that integrates knowledge and theory learned in the classroom with practical application and skills development in a professional setting. Internships give students the opportunity to gain valuable applied experience and make connections in professional fields they are considering for career paths and give employers the opportunity to guide and evaluate talent. (*National Association of Colleges and Employers, 2012.*) An additional objective of internships is to allow students to gain applied experience that would not otherwise be possible in the classroom and to reinforce the choice of one's major field of study.

Internships can be completed for credit or not for credit. They vary in length, and may be full time or part time. Some academic programs require an internship to graduate and some do not. All students are also encouraged to visit the Career Development Center to explore internship options, and review the many posted opportunities through DragonJobs (www.mnstate.edu/dragonjobs).

Students who wish to or are required to complete an internship for academic credit must meet with the internship coordinator in the academic major of their choice. Some academic internship coordinators receive internship listings that are not posted on the MSUM Career Development Center website. Academic internship coordinators are the contacts who determine academic and credit expectations for internships.

International Study Opportunities

The Study Abroad Office coordinates a variety of opportunities for students to study abroad. Detailed planning is essential to ensure a successful experience. Students must consult with their faculty advisors if they wish to receive credit toward their major or minor. Financial Aid may be applicable toward these study programs.

In addition to semester and year-long study, faculty in various departments organize one-, two-, or three-week study tours for credit. Students wishing to study abroad should contact 218-477-2993 or 2996 or visit the Study Abroad office in Bridges 250. Students can also access information on the web at <http://web.mnstate.edu/studyabroad/>.

Senior Citizens

Residents of Minnesota age 62 or older before the beginning of the term may either (a) audit a class free without credit or (b) receive credit by payment of an administrative fee of \$20.00 per credit, if space is available after all tuition paying students are enrolled. Senior citizens also must bear the cost of any laboratory or course fees, regardless of whether credit is earned or not. Contact the Registrar's Office for additional information.

Resources and Services

[Academic Support Center](#)

The Academic Support Center fosters student success and retention by providing a centralized location of resources for students, staff and faculty and integrated academic support services.

Alumni Foundation

The MSUM Alumni Foundation exists to secure, receive, manage, administer, and disburse private funds for MSUM; to promote and advocate positive relationships with the alumni of MSUM; and to enhance MSUM in every way.

Bookstore

The MSUM Bookstore is your one stop for official MSUM gear, textbooks, supplies, computers and software and gift items.

Career Development Center

The MSUM Career Development Center supports students in discovering their passions by providing programs, education, services and support throughout their journey from exploring student to prepared professional.

Comstock Memorial Union

The Comstock Memorial Union is an innovative, student-centered organization and facility. The CMU delivers valued services and programs that enhance campus life and inspire University involvement and commitment.

Disability Services

The MSUM Disability Services Office has a commitment to ensure that students with documented physical, sensory, psychological or learning disabilities have equal access to programs and services.

Dragon Cards

The Dragon Card is required as your ID for using University facilities, participating in University sponsored events, acquiring non-directory student academic information or documents from academic offices and qualifying for University discount opportunities. They are also used for meal plans, Dragon Dollars, checking out library materials, printing, and banking.

Dragon Jobs

The Dragon Jobs is a one-stop resource for student employment. It connects students with employers by sharing job postings and internship listings.

Early Education Center

The mission of the Early Education Center is to provide high quality care and developmentally appropriate educational and social opportunities for university students' children who are between 16 months and 6 years.

[Hendrix Clinic and Counseling Center](#)

Hendrix Clinic and Counseling Center offers convenient mental and physical health care right on campus. Information on Student Health Insurance and Immunizations can be found on their website.

[Housing and Dining Services](#)

Housing and Residential Life strives to provide a comfortable and safe environment that fosters community, personal growth and academic success. This link will provide information on Residence Halls, Apartments, Learning Communities and Dining Services.

[Instructional Technology](#)

The Instructional Technology team enables and enhances student learning by providing instructors with support and resources for using technology in the development of customized learning environments

[Livingston Lord Library](#)

The Livingston Lord Library supports academic and cultural experiences of students, faculty, and citizens of this region and encourages their active, life-long learning. The Library acquires and organizes resources and provides the services that sustain research, support curricula, teach critical thinking, advance information literacy skills, encourage reading, advocate intellectual freedom and enhance thoughtful, informed citizenship.

[Public Safety](#)

The Public Safety Office is committed to providing the highest quality services to the MSUM community in a professional, respectful, fair and compassionate manner. They are committed to the people, traditions and diversity on our campus and will work to create a safe environment where all can live, work and pursue academic success.

[Parking information](#) can be found on the Public Safety website.

[Regional Science Center](#)

The Regional Science Center is a program of MSUM. They provide programming in: PK-12 science and environmental education; PK-12 teacher education; college pre-service environmental teacher education; college field and research opportunities in observational

astronomy, field biology and geology; and astronomy and natural history programs for the general public. They work closely with the local school districts, the Tri-College Universities, the Minnesota Department of Natural Resources, and area businesses, as well as state and national science and environmental organizations.

[Russell and Ann Gerdin Wellness Center](#)

The Wellness Center provides an opportunity for an active and healthy lifestyle to become a focus of our campus culture.

[Speech and Hearing Clinic](#)

The Speech and Hearing Clinic offers a complete range of speech, language and hearing services to people of all ages. Evaluations and screenings are conducted each week by appointment. Therapy is then tailored to individual needs.

[Student Conduct and Resolution](#)

The Student Conduct and Resolution website is designed to provide the MSUM community with relevant information regarding student discipline and the Student Conduct Code. The site includes the judicial procedure, frequently asked questions, student rights and responsibilities, information on academic integrity, the Conduct Code, forms, mission and goals of Student Conduct and Resolution.

[Veterans Resource Center](#)

The Veterans Office provides counseling, GI Bill certifications, and tutorial assistance, and is concerned with recruiting veterans and veterans' dependents.

[Women's Center](#)

The mission of the Women's Center is to empower women and fulfill its vision by promoting feminist activism and women's self-determination. The Women's Center educates the campus community and creates a space for students, faculty, and staff to socialize and share ideas in a respectful manner. The Women's Center advocates an understanding of the intersection of multiple forms of oppression and how they affect women's lives.

[Write Site](#)

The Write Site is a writing resource center for MSUM students. Its mission is to assist students in improving their writing proficiency and independence during the various stages of their writing assignments; to provide a supportive environment where writers and readers work efficiently one-to-one; and to train tutors to become effective readers of and responders to texts from various disciplines.

Student Life

For information on Student Life, click on the following link:

http://www.mnstate.edu/Campus_Life/?terms=student%20life

Admission Information

For information on Admissions, click on the following link:

<http://www.mnstate.edu/admissions/>

Financial Information

Business Services

Tuition and fees are set by the Board of Trustees of the Minnesota State Colleges and Universities System and are subject to change without notice. Click on the link for information on Tuition and Fees, Payment Dates, Payment Plans, Refunds and Reciprocity.

Financial Aid

For financial aid information including loan, scholarships, grants and employment opportunities please refer to:

<http://web.mnstate.edu/finaid/>

Academic Information

The most current University Policies can be found on the [University Policies and Procedures webpage](#).

Academic Year

The academic year at Minnesota State University Moorhead is arranged into fall and spring semesters of approximately 16 weeks each and a summer semester offering a variety of start and end dates comprised of variable week and short-term workshop sessions.

Students may enter the university at the beginning of any term although the academic year begins officially with the fall semester.

Academic Requirements

Within practicable limits, academic policies and requirements at MSUM are not retroactive. Students entering a degree program can expect to complete the program under the requirements specified at the time of enrollment, unless enrollment is interrupted for more than one year. When a required course is no longer offered, students may substitute another course or courses with the approval of the department chair.

Individual exceptions to major and minor requirements listed in the university catalog, including the waiver or substitution of courses, are subject to the approval of the department chair by written notice to the Record's Office. Records of approved changes will be retained in student files until graduation or five years after the last term of enrollment.

Credit Hour Definitions

MSUM recognizes the student credit hour is a widely-used measure nationwide in universities. It defines the course load required to be a full-time student, the comparison between course credits on different campuses, and in a variety of other applications. However, it is not necessarily a well-defined measure of a course.

The unit of credit at MSUM is the semester hour. One semester credit is equivalent to 50 minutes of class time for each week of the semester term, two semester credits is equivalent to two 50 minute class periods, etc. One semester undergraduate credit hour represents three hours of academic work per week outside of the classroom. MSUM also affirms all grades for academic work are based on the quality of the work submitted, not on the amount of time expended on work. Some types of courses not taught in the traditional classroom setting may not adhere to the credit/class time standard. Examples may be, but are not limited to, laboratories, workshops, internships, clinicals and studios.

For transfer students, one-quarter hour of credit is equivalent to .667 semester hour credits. One course unit from schools using the 4-1-4 plan is considered equivalent to four semester hour credits, except where the school issuing such credit assigns a different value.

In submitting new courses for approval faculty are strongly urged to follow the above guidelines.

Classification of Students

Students at Minnesota State University Moorhead are divided into classes as follows:

Freshman	0-29 credits
Sophomore	30-59 credits
Junior	60-89 credits
Senior	90 or more credits

Special students not participating in a degree program are admitted on an individual basis and classified separately

Academic Honesty

The university expects all students to represent themselves in an honest fashion. In academic work, students are expected to present original ideas and give credit for the ideas of others. The value of a college degree depends on the integrity of the work completed by the student.

When an instructor has convincing evidence of cheating or plagiarism, a failing grade may be assigned for the course in which the student cheated. Instructors also may choose to report the offense, the evidence, and their action to the dean of their college or the Provost and Senior Vice President for Academic Affairs. If the instructor (or any other person) feels the seriousness of the offense warrants additional action, the incident may be reported to the Director of Student Conduct and Resolution. The Director of Student Conduct and Resolution will follow procedures set out in the Student Conduct Code. After the review of the case and a fair, unbiased hearing, the Director of Student Conduct and Resolution may take disciplinary action if the student is found responsible (see [Student Conduct Code](#) for details).

A student who has a course grade reduced by an instructor because of cheating or plagiarism, and who disputes the instructor's finding, may appeal the grade, but only by using the Grade Appeal Policy, which states that the student must prove the grade was arbitrary, prejudicial, or in error.

Advising

Academic advising is designed to assist each student in the development of a meaningful educational plan compatible with the student's interests, abilities, and life goals. Academic advising is an ongoing and collaborative process and requires the student and advisor meet at least once each semester.

Students may expect their advisors:

- Have knowledge of the university curriculum requirements and are able to provide accurate information;
- Are informed about university policies, procedures, support services, and resources;
- Are reasonably available for consultation by having posted office hours and/or appointment times;
- Have knowledge of career opportunities and appropriate graduate programs in their fields; and
- Will refer the student to specialized institutional and community resources when necessary.

Advisors may expect the student:

- Will make and keep appointments;
- Will prepare for advisor appointments by bringing their degree audit report (DARS) to the appointment and giving thoughtful consideration to life/career goals, fields of study, and personal interests;
- Will keep his or her advisor informed when there are changes in objectives, course selection, academic plans, or progress;

- Will maintain up-to-date personal records of academic progress and will resolve discrepancies on official grade reports and/or other university documents; and
- Recognizes he or she bears the ultimate responsibility for the development and implementation of his or her academic plan of study, including meeting graduation requirements.

Advisor Assignment and Changes

Students are assigned to a faculty advisor after the time of first registration. Students can find the name of their advisors in eservices. Any change of advisor may be made with the approval of the chair of the department in which the student plans to seek a major and must be reported on a Major/Advisor Change Form available from the Records Office and the Academic Support Center.

Appeal of Undergraduate Academic Policies

Academic Appeals can be filed to seek waiver of a graduation or Liberal Arts and Sciences Curriculum (LASC) requirement, retroactively withdraw from a course (after the withdrawal deadline has passed), and other similar situations. Appeals to retroactively withdraw cannot be accepted if five years have passed since the course in question was taken. Students can inquire in the Records Office whether an appeal is appropriate in their situation.

Students may complete the appeal form and return it to the Records Office, along with appropriate supporting documentation. The Academic Appeals Committee reviews student appeals and approves or denies them. Students whose appeals are denied by the Committee may appeal to the Associate Vice President for Academic Affairs whose decision is final.

Internship Policy

A. Students will not be required to return to campus after completing an internship. Students should, however, be encouraged to return to campus to share their experiences.

B. Before the start date of the internship, the internship supervisor, the site evaluator, and the student shall sign an internship agreement which outlines mutual responsibilities and expectations and contains statements clearly articulating liability assumption on the part of MSUM, the site, and the student.

C. Minimum Standards

1. A minimum of one (1) semester credit and a maximum of twelve (12) semester credits will be granted.
2. A maximum of twelve (12) semester credits may be counted toward a degree.
3. An internship will be graded only on a pass-fail basis.
4. An internship may be taken only by a student majoring in a program with an approved internship experience.
5. The student must have at least junior standing.

6. Internship credits will be awarded on the basis of a minimum of forty (40) hours of fieldwork per semester per credit received.
7. Each internship must have a written agreement outlining the mutual expectations and responsibilities of MSUM, the site, the department, and the student.
8. The internship agreement will be kept on file in the department office for six years.
9. Every internship will be evaluated by the department internship coordinator or the internship supervisor.

D. Departmental Expectations

All departments offering internships must have a current internship document on file in the Office of the Provost and Senior Vice President for Academic Affairs, and in the office of the appropriate dean. The document shall include statements of the:

1. Objectives of the internship program.
2. Responsibilities of the student, the faculty supervisor, and the site evaluator.
3. Departmental procedures for approving internships.
4. Means of reporting results or accomplishments.
5. Method(s) of assessment.
6. Expectations and procedures of monitoring internship achievements.
7. Departmental practice on faculty workload, if any.
8. Departmental policy on internship compensation.
9. Name of a designated departmental internship coordinator.

Freshman Seminar

Beginning fall 2014, freshmen are required to complete the first year seminar ([FYE 101](#)) to fulfill their graduation requirement.

Learning Communities

MSUM Learning Communities provide students who live on campus with an academic advantage. Communities help students make a smooth transition into college life and facilitate an environment that enhances learning potential outside the classroom. Students who are a part of a Learning Community gain exposure to campus resources, university faculty and staff, and to a support network of classmates who share the same major or similar interests. Learning Community students will take classes together, live on the same floor in the residence hall, and have full access to an upper-class mentor who lives on the floor. Students will have the opportunity to get to know faculty within their major. Learning Communities help students set academic goals, develop study skills, engage in leadership opportunities outside of the classroom, and provide students with the opportunity to volunteer within the campus and local community. Please visit Learning Communities online at www.mnstate.edu/learning-communities for more information.

Background Checks

Minnesota law requires any person who provides direct contact services to people receiving services from facilities and agencies licensed by the Minnesota Department of Human Services (DHS) and/or the Minnesota Department of Health (MDH) have a background study conducted by the state. Direct contact is defined as providing face-to-face care, training, supervision, counseling, consultation, or medication assistance to people receiving services from the agency or facility. Any individual who is disqualified from having direct patient contact as a result of the background study will not be permitted to participate in a clinical placement in a DHS or MDH licensed facility or agency. Failure to participate in a clinical placement required by the academic program could result in ineligibility to qualify for a degree in this program.

Students whose programs may involve DHS or MDH licensed facilities or agencies should contact the chair of their major program. Forms may be obtained from the program chair.

Student Liability

Students are liable for their actions and may be sued (along with others) for damages due to negligence. Minnesota State University Moorhead has a Student Intern Professional Liability Policy which covers students engaged in internships. The coverage is for \$2,000,000 per occurrence and \$5,000,000 in annual aggregate. In addition, some internships and academic programs may require students to purchase separate liability insurance.

If the student or his/her academic department or clinical practicum site does not have a formal internship agreement, and therefore does not have a formally acknowledged internship (i.e. no credit hours, etc.), the student is NOT covered by the University Student Intern Professional Liability Policy.

Students completing their practicum work in area schools can receive liability insurance through the Education Minnesota Student Program provided they are members. For more information, check out their website at <http://web.mnstate.edu/emsp/>.

Grades and Grade Points

All study for university credit is recorded with the following grade designations:

A+	4.00 Grade points per credit
A	4.00 Grade points per credit
A-	3.67 Grade points per credit
B+	3.33 Grade points per credit
B	3.00 Grade points per credit
B-	2.67 Grade points per credit
C+	2.33 Grade points per credit
C	2.00 Grade points per credit
C-	1.67 Grade points per credit
D+	1.33 Grade points per credit
D	1.00 Grade point per credit
D-	0.67 Grade points per credit

F	0.00 Grade points per credit
FN	0.00 Grade points per credit
I	Incomplete
P	Pass
IP	In Progress
AU	Audit
W	Withdrawal
EX	Exchange – used to document registration This grade does not affect GPA or Satisfactory Progress.

Grade Point Average

The grade point average (GPA) is computed by dividing the number of grade points earned in a given course or courses by the number of credits attempted. The GPA is based on MSUM grades only. Transfer courses are not used in computing the cumulative GPA. Transfer credits applied to Goal areas in the Minnesota Transfer Curriculum (MnTC) are used in the minimum MnTC GPA calculation of 2.0.

Credits with grades of “P”, “I”, “IP”, “AU”, “W”, or “EX” are not included in computing the GPA.

Credits with grades of “F” and “FN” are included in computing the GPA.

In Progress Grades

The grade of "IP" (in progress) is reserved for special cases when a course is not designed to be completed by the end of the term. When "IP" grades are not completed within the specified time, they automatically become either an “F” (graded courses) or an “NC” (P/N courses). When an "IP" grade is completed, the instructor reports the completed grade to the Records Office using a grade change form. Students completing an "IP" grade should not re-register for the class.

Pass-Fail Courses

Certain courses which offer insufficient opportunity for graded evaluation may be offered with only the grading options of Pass “P” or Fail “F”. Student teaching and internships are always graded on a pass-fail basis.

The Provost and Senior Vice President for Academic Affairs may grant permission for other courses to be graded pass-fail. All students in an approved course shall be graded on the pass-fail basis.

Pass-No Credit Grades

- Students with sophomore, junior, or senior standing may take courses on a pass-no credit basis in areas outside the major or minor discipline.

- No course with pass-no credit grades may be applied to the Liberal Arts and Sciences Curriculum (LASC).
- Students may take no more than one course per semester on a pass-no credit basis. Students may apply up to 16 credits under the pass-no credit option to a baccalaureate degree program.
- No course which students have previously failed may be repeated under the pass-no credit option.
- Credits earned under the pass-no credit option will not be included in computing GPA's.
- A grade of "P" will be recorded for any course successfully completed under the pass-no credit option. The grade "NC" will be recorded if the course is failed.
- A pass-no credit agreement form, available from the Records Office, must be signed by the student and the advisor and returned to the Records Office on or before the tenth class day of the semester. Summer session dates vary based on the length of individual sessions; refer to drop dates posted on the Records Office website at: www.mnstate.edu/records/.

Incomplete Credits

The grade of "I" is reserved for students who are unable to complete course requirements within the allotted time for reasons satisfactory to the instructor and who have made arrangements for subsequent completion of coursework. If an incomplete requires substantial class attendance in a subsequent term, the student must register to repeat the course and pay tuition and fees.

It is the student's responsibility to meet the instructor's requirements for completing the course. Ordinarily, the incomplete must be made up during the next semester. (Students receiving financial aid may have specific requirements).

When requirements have been met, the instructor will notify the Record's Office of the replacement grade. Incompletes which have not been completed by the end of the next semester will become "F" grades.

Course Grade Appeals

All students have the right to expect thoughtful and clearly defined approaches to course grading, but it must be recognized that varied standards and individual approaches to grading are valid. Course grading methods should be thoroughly explained to students at the beginning of the semester and must appear on the course syllabus.

In a course grade appeal, only arbitrariness, prejudice, and/or error will be considered as a legitimate bases for an appeal. If a student believes that discrimination or harassment were factors in the determination of the course grade awarded, a complaint should be filed with the Affirmative Action Officer under Minnesota State Colleges and Universities board policy.

A student may appeal a grade reduced for academic dishonesty through the course grade appeal policy.

The course grade appeal process must be initiated by the student prior to the close of week six of the following semester. If the student moves to the formal grade appeal process it must be completed before the end of the semester in which the appeal was initiated. In cases where an incomplete was originally assigned, an appeal must be made within six weeks of the date the final grade is posted by the Records Office and available to the student on the web. If the student uses the formal process, the process must be completed during the first ten weeks of the next academic year term.

Registration

Prior to registration, students will plan a program with an advisor and receive their registration access code. Registration must be completed and all tuition and fees paid to the Business Services according to published deadlines in order to avoid assessment of late payment fees.

Class schedules and descriptions of the registration procedures for any semester may be found at www.mnstate.edu/records/.

Tri-College University Registration

Students who are enrolled at Minnesota State University Moorhead, North Dakota State University or Concordia College may complete a portion of their coursework at either of the other two institutions through the Tri-College University. Registration procedures for tri-college coursework may be found at <http://www.mnstate.edu/records/tricollege.aspx>.

Auditing Courses

Students who wish to audit or attend a course without seeking credit must be admitted to MSUM, be registered for the course, and pay full tuition and fees. Classes taken for audit are not eligible for financial aid and do not count toward full-time status. Students may be billed for financial aid if classes taken for credit are later changed to audit status.

To audit a course, students shall attend class sessions but are not required to complete assignments or projects, participate in discussions, take examinations, or meet other requirements.

Students may declare the intent to audit a course by submitting a course audit form signed by the instructor by the tenth class day of a semester. Summer session dates vary based on the length of individual sessions; refer to drop dates posted on the Records Office website at www.mnstate.edu/records/.

Students may not receive credit for auditing a course except by re-enrollment for credit and successful completion of the course in a subsequent semester.

An entry of "AU" (Audit) is made on a student's permanent academic record.

Repeating Courses

When a course is repeated, the highest grade will be used to compute the GPA. However, repeating a course more than once will result in the removal of only the lowest grade from the GPA computation. The subsequent grades will be averaged in the GPA computation. Courses taken for regular A-F grades may not be repeated for pass-fail grades.

All course attempts will remain on the permanent academic record. All repeated courses are noted on the transcript and excluded from cumulative totals. A student cannot receive financial aid for more than one repetition of a previously passed course.

Resident Credits

Resident credits are those registered and paid for at MSUM while attending courses offered on campus, through Tri-College, or through other designated exchange programs. Non-resident credits are those earned at another college (except in authorized exchange programs), and those credits earned through Advanced Placement, the International Baccalaureate, the College Level Examination Program, credit for prior learning, or examination for credit.

Excess Credit

Freshmen or sophomores registering for more than 18 credits during any semester (nine credits during a summer session) must fill out an excess credit form. This form must be signed by both the student's advisor and their respective college dean. No student may register for more than 20 credits without an excess credit permit. The form can be found at <http://www.mnstate.edu/records/forms.aspx>.

Academic Forgiveness Policy

Academic forgiveness gives an undergraduate student who has not been enrolled at MSUM for at least five years a one-time opportunity to establish a new GPA. Students must meet the following conditions:

- The student must not have been enrolled at MSUM for a minimum of five consecutive years prior to the “point of academic forgiveness.”
- Upon readmission, the student must demonstrate adequate academic ability by completing 12 undergraduate credits at MSUM with a minimum GPA of 2.0 (grade of “C” or higher in each class).

Academic forgiveness cannot be granted if a student has earned a post-secondary degree following his/her initial MSUM attendance and applied MSUM credits toward that degree.

Students who meet the two conditions cited above should contact the Academic Support Center for the application form. If academic forgiveness is granted, the Record's Office will make the following adjustments to the student's transcript:

- The transcript will be separated into two sections indicating the point of academic forgiveness. Academic forgiveness will be indicated on the transcript.

- No credits will be granted for any course completed at MSUM prior to the point of academic forgiveness. However, the course titles and grades from these courses will remain on the transcript.
- Calculation of the student's grade point average will not include grades received prior to the point of academic forgiveness.

Adding or Dropping Courses

Registration changes may be made after initial registration. A class may be added through the fifth class day of the term, except for courses which begin later in the semester, or in special circumstances approved by academic appeal. Students may drop a class without record (no indication will appear on the transcript) by the fifth day of the class term. A class dropped after the first five days will appear on the student's record as a withdrawal ("W").

Refunds for dropped courses may apply and guidelines may be found at <http://www.mnstate.edu/business-services/tuition/refunds.aspx>.

Withdrawal from Enrollment

To withdraw officially from all enrolled courses, students must officially withdraw through the Academic Support Center. Students who withdraw without following this procedure will receive a grade of "F" in each course and are considered "unofficially withdrawn". Financial Aid recipients who unofficially withdraw may incur repayment obligations.

"W" grades cannot be granted if the complete withdrawal takes place later than the normal withdrawal deadline of the semester. Under special circumstances, students may pursue "retroactive withdrawal" after this deadline by filing an academic appeal with the Records Office.

Any refund of tuition or fees will be according to the schedule given at <http://www.mnstate.edu/business-services/tuition/refunds.aspx>.

Military Withdrawal

Students who are members of any branch of the U.S. military and who are unable to complete a semester due to having been called to active duty and veterans with a service connected disability as described in Part 2 of this policy, shall to the extent possible be provided one of the following options.

1.) The student may withdraw from one or more courses for which tuition and fees have been paid that are attributable to the courses and be given a full refund of tuition. The tuition and fees must be credited to the person's account at the postsecondary institution. Any refunds are subject to the requirements of the state or federal financial aid programs of origination.

Students receiving financial aid who choose this option should be made aware they may be liable for any required refunds of state or federal financial aid funds. In such a case, the student must

not receive credit for the courses and must not receive a failing grade, incomplete, or other negative annotation on the student's record, and the student's grade point average must not be altered or affected in any manner because of action under this item.

2.) The student may be given an incomplete in a course and complete it upon release from active duty or upon completion of medical treatment, or upon sufficient medical recovery. Course completion may be accomplished by independent study or by retaking course without payment of tuition. Under federal financial aid policies a course that is retaken this way may not be counted toward a student's enrollment load.

3.) The student may continue and complete the course for full credit. Class sessions the student misses due to performance of active military service or due to the person's medical treatment or medical condition must be counted as excused absences and must not be used in any way to adversely impact the student's grade or standing in the class. Any student who selects this option is not, however, automatically excused from completing assignments due during the period the student is performing active military service or receiving medical treatment or recovering from a medical condition.

A letter grade or a grade of pass must be awarded only if, in the opinion of the faculty member teaching the course, the student has completed sufficient work and has demonstrated sufficient progress toward meeting course requirements to justify the grade. If in the instructor's judgment the student has completed sufficient course work to earn a grade of C or better, the student may be given credit for completion of a course.

Military service members or veterans with a service connected disability covered by this procedure shall be eligible to receive a refund of amounts paid for room, board, and fees attributable to the time period during which the student was serving in active military service or receiving medical treatment or dealing with the person's medical condition and did not use the facilities or services for which the amounts were paid. Any refund of room, board, and fees is subject to the requirements of the state or federal financial aid programs of origination.

If the student chooses to withdraw, the student shall be readmitted and reenrolled as a student at the postsecondary education institution, without penalty or redetermination of admission eligibility, within two years following release from the state or federal active military service or following completion of medical treatment or sufficient recovery from the person's medical condition.

Examination for Credit

Examination for credit may be attempted only by students who are currently enrolled at MSUM. They may only be attempted when the department has announced an examination or if an individual student has received written permission from the department chair to take an exam. Credit may not be granted by examination if the student has previously or is currently registered for an equivalent course. Credit earned through examination for credit is not resident credit and may not be used to satisfy resident credit requirements for graduation. For guidelines and

procedures to earn examination for credit contact the Records Office or go to <http://www.mnstate.edu/records/forms.aspx>.

Credit for Prior Learning

Credit for prior learning is credit granted to a student by MSUM for learning that has taken place prior to admission. Typically this learning takes place as a result of job or volunteer experience. Credit is granted when sufficient documentation of this learning is presented and evaluated as college level learning. Students who have been admitted to a degree program at MSUM and completed a minimum of 16 graded credits with a GPA of 2.0 or better (satisfactory academic standing) are eligible to apply. Credit for prior learning is not granted for graduate credits.

Credit acquired in this manner is generally not transferable to other institutions of higher education and may not be used to satisfy resident credit requirements for graduation. Credit for prior learning is not granted for graduate credits. Information regarding the procedure for granting this credit may be found at the Record's Office or go to <http://www.mnstate.edu/records/forms.aspx>

Advanced Placement Credit

Students from high schools that participate in the Advanced Placement (AP) Program may earn credit through examinations provided by the College Entrance Examination Board (CEEB). The examinations are administered at the conclusion of a college-level course taught in participating high schools. AP score reports are sent to the colleges or universities designated by the student on the exam answer sheet. Students who did not designate MSUM on their answer sheet may contact AP Services to have scores sent to MSUM. The code for MSUM is **6678**.

A minimum score of three is required to receive credit for AP examinations. Credit earned through AP examination is not resident credit and may not be used to satisfy resident credit requirements for graduation. AP credit may be used toward Liberal Arts and Sciences Curriculum (LASC) requirements. The policies and procedures concerning the awarding of this credit may be found at <http://www.mnstate.edu/records/advanced-placement-examination.aspx>. The following AP subjects and scores are used to award equivalent courses and credit at MSUM.

AP Subject	AP Code	AP Course	Accepted Score	Equivalent MSUM Course	LASC Goal(s)
Arts	AP13	History of Art	3,4,5	Elective	GOAL 6
	AP14	Studio Art-Drawing	3	ART 101	
	AP14	Studio Art-Drawing	4,5	ART 101 & 102	

	AP15	Studio Art 2-D Design	3,4,5	ART 125	
	AP16	Studio Art 3-D Design	3,4,5	ART 126	
	AP75	Music Theory	3	MUS 107A + 1 elective credit	
	AP75	Music Theory	4,5	MUS 107A + 1 elective credit & MUS 108A + 1 elective credit	
	AP76	Aural Subscore	3	MUS 107B + 2 elective credits	
	AP76	Aural Subscore	4,5	MUS 107B + 2 elective credits & MUS 108B + 1 elective credit	
	AP77	Nonaural Subscore	3,4,5	Elective	
English	AP36	English Language & Composition	3	ENGL 101	GOAL 1B
	AP36	English Language & Composition	4,5	ENGL 101 & English elective	GOAL 1B
	AP37	English Literature & Composition	3	ENGL 101	GOAL 1B
	AP37	English Literature & Composition	4,5	ENGL 101 & English elective	GOAL 1B

History & Social Science	AP58	Comparative Govt. & Politics	3,4,5	POL 150	GOAL 5 & 8
	AP43	European History	3,4,5	Elective	GOAL 5
	AP53	Human Geography	3,4,5	GEOS 111	GOAL 5
	AP34	Microeconomics	3,4,5	ECON 202	GOAL 5
	AP35	Macroeconomics	3,4,5	ECON 204	GOAL 5
	AP85	Psychology	3	PSY 113	GOAL 5
	AP85	Psychology	4,5	PSY 113 & PSY 202	GOAL 5
	AP57	U.S. Government & Politics	3,4,5	POL 120	GOAL 5
	AP07	U.S. History	3	HIST 121	GOAL 5
	AP07	U.S. History	4,5	HIST 121 & HIST 122	GOAL 5
	AP93	World History	3	HIST 104	GOAL 5& 8
	AP93	World History	4,5	HIST 104 & HIST 105	GOAL 5 & 8
Math & Computer Sciences	AP66	Calculus AB	3	MATH 261	GOAL 4
	AP66	Calculus AB	4,5	MATH 127 & MATH 261	GOAL 4
	AP68	Calculus BC	3,4,5	MATH 262	GOAL 4

	AP69	Calculus AB Subscore Grade	3,4,5	MATH 261	GOAL 4
	AP31	Computer Science A	3	CSIS 152	
	AP31	Computer Science A	4,5	CSIS 152 & CSIS 153	
	AP33	Computer Science AB (no longer offered)	3,4,5	CSIS 252	
	AP90	Statistics	3,4,5	MATH 234	GOAL 4
Sciences	AP20	Biology	3	BIOL 104 + 1 elective credit	GOAL 3
	AP20	Biology	4,5	BIOL 104 + 1 elective credit & BIOL 109/109L	GOAL 3
	AP25	Chemistry	3	CHEM 150/150L	GOAL 3
	AP25	Chemistry	4,5	CHEM 150/150L CHEM 210/201L	GOAL 3
	AP40	Environmental Science	3,4,5	Elective	GOAL 10
	AP78	Physics B	3,4,5	Elective	GOAL 3
	AP80	Physics C Mechanics	3	PHYS 160	GOAL 3
	AP80	Physics C Mechanics	4,5	PHYS 160 & PHYS 200	GOAL 3

	AP82	Physics C Electricity & Magnetism	3	PHYS 161	GOAL 3
	AP82	Physics C Electricity & Magnetism	4,5	PHYS 161 & PHYS 201	GOAL 3
	AP97	Physics I: Algebra-based	3,4,5	PHYS 160	GOAL 3
	AP98	Physics II: Algebra-based	3,4,5	PHYS 161	GOAL 3
World Languages & Cultures	AP95	Chinese Language & Culture	3,4,5	Elective	GOAL 8
	AP48	French Language & Culture	3,4,5	Elective	
	AP51	French Literature (no longer offered)	3,4,5	Elective	
	AP55	German Language & Culture	3,4,5	Elective	
	AP61	Latin Literature (no longer offered)	3,4,5	Elective	GOAL 8
	AP60	Latin	3,4,5	Elective	GOAL 8
	AP87	Spanish Language & Culture	3	SPAN 101	GOAL 8
	AP87	Spanish Language & Culture	4,5	SPAN 101 & SPAN 102	GOAL 8
	AP89	Spanish Literature & Culture	3,4,5	Elective	GOAL 8

	AP59	International English Language (no longer offered)	3,4,5	Elective	
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International Baccalaureate Credit

MSUM recognizes the International Baccalaureate (IB) program, offered at many high schools in the United States and abroad, which allows students to take examinations for credit. To receive this credit, students must have an official score report sent to MSUM. Credit earned through IB examination is not resident credit and may not be used to satisfy resident credit requirements for graduation. IB credit may be used toward LASC requirements. The policies and procedures concerning the awarding of this credit may be found at <http://www.mnstate.edu/records/international-baccalaureate.aspx>. The following IB subjects and scores are used to award equivalent courses and credit at MSUM.

IB Exam	MSUM Equivalency	Credit Hours	LASC Goal(s)
Theory of Knowledge (diploma award)	Elective	3	
Classic Greek Higher Level	Elective	6	8
English A1 Higher Level (diploma award)	ENGL 101	6	
English A1 Higher Level (individual course award)	ENGL 101	3	
English A1 Standard Level (diploma award)	Elective	2	
English A1 Standard Level (individual course award)	Elective	3	
English A2 Higher Level	Elective	3	
English B Higher Level (diploma award)	Elective	6	
English B Higher Level (individual course award)	Elective	3	
French A1 Higher Level	Elective	6	
French B Higher Level (diploma award)	Elective	6	

French B Higher Level (individual course award)	Elective	3	
French B Standard Level (diploma award)	Elective	2	
French ab initio Standard Level (diploma award)	Elective	2	
French ab initio Standard Level (individual course award)	Elective	4	
German A1 Higher Level	Elective	6	
German B Higher Level (diploma award)	Elective	6	
German B Higher Level (individual course award)	Elective	3	
German B Standard Level (diploma award)	Elective	2	
German B Standard Level (individual course award)	Elective	4	
German ab initio Standard Level (diploma award)	Elective	2	
German ab initio Standard Level (individual course award)	Elective	4	
Spanish A2 Higher Level	SPAN 101 , SPAN 102	6	
Spanish B Higher Level (diploma award)	SPAN 101 , SPAN 102	6	
Spanish B Higher Level (individual course award)	Elective	3	
Spanish B Standard Level (individual course award)	SPAN 101	4	
Spanish ab initio Standard Level (diploma award)	Elective	2	
Spanish ab initio Standard Level (individual course award)	Elective	4	
Hebrew B Standard Level (diploma award)	Elective	2	
Hebrew B Standard Level (individual course award)	Elective	4	
Japanese A1 Higher Level	JAPN 101 , JAPN 102	6	

Japanese B Higher Level (diploma award)	JAPN 101 , JAPN 102	6	
Japanese B Higher Level (individual course award)	JAPN 101 , JAPN 102	8	
Japanese B Standard Level (diploma award)	JAPN 101	2	
Japanese B Standard Level (individual course award)	JAPN 101	4	
Japanese ab initio Standard Level (diploma award)	Elective	2	
Mandarin B Higher Level (diploma award)	Elective	6	
Mandarin B Higher Level (individual course award)	Elective	3	
Mandarin B Higher Level (diploma award)	Elective	2	
Mandarin B Standard Level (individual course award)	Elective	4	
Russian B Higher Level (diploma award)	Elective	6	
Russian B Higher Level (individual course award)	Elective	3	
Russian B Standard Level (diploma award)	Elective	2	
Russian B Standard Level (individual course award)	Elective	4	
Business & Management Higher Level (diploma award)	Elective	6	
Business & Management Higher Level (individual course award)	Elective	3	
Business & Management Standard Level (diploma award)	Elective	2	
Business & Management Standard Level (individual course award)	Elective	3	
Economics Higher Level (diploma award)	ECON 202 , ECON 204	6	
Economics Higher Level (individual course award)	Elective	3	5

Economics Standard Level (individual course award)	ECON 202	3	
Geography Higher Level (diploma award)	GEOS 110 , GEOS 115	6	
Geography Higher Level (individual course award)	Elective	3	5
Geography Standard Level (diploma award)	Elective	2	
Geography Standard Level (individual course award)	Elective	0	
History Higher Level (diploma award)	Elective	6	5
History Higher Level (individual course award)	Elective	3	5
History Standard Level (individual course award)	Elective	3	
Information Technology in a Global Society Higher Level (diploma award)	Elective	6	8
Information Technology in a Global Society Higher Level (individual course award)	Elective	3	8
Information Technology in a Global Society Standard Level (diploma award)	Elective	2	
Information Technology in a Global Society Standard Level (individual course award)	Elective	3	
Philosophy Higher Level (diploma award)	PHIL 101 , Elective	6	
Philosophy Higher Level (individual course award)	PHIL 101	3	
Psychology Higher Level (diploma award)	PSY 113 , PSY 202	6	
Psychology Higher Level (individual course award)	PSY 113 , PSY 202	6	
Psychology Standard Level (diploma award)	PSY 113	2	
Psychology Standard Level (individual course award)	PSY 113	3	
Social & Cultural Anthropology Higher Level (diploma award)	SOC 110 , SOC 120	6	

Social & Cultural Anthropology Higher Level (individual course award)	SOC 110	3	
Social & Cultural Anthropology Standard Level (diploma award)	Elective	2	
World Cultures Higher Level (diploma award)	Elective	6	8
World Cultures Higher Level (individual course award)	Elective	3	8
World Cultures Standard Level (diploma award)	Elective	3	8
World Cultures Standard Level (individual course award)	Elective	3	8
Biology Higher Level (diploma award)	Elective	6	3L
Biology Higher Level (individual course award)	Elective	3	3L
Chemistry Higher Level (diploma award)	Elective	6	3L
Chemistry Higher Level (individual course award)	Elective	3	3L
Design Technology Higher Level (diploma award)	Elective	6	
Design Technology Higher Level (individual course award)	Elective	3	
Physics Higher Level (diploma award)	PHYS 200	6	
Physics Higher Level (individual course award)	PHYS 200	3	
Environmental Systems & Societies Higher Level (diploma award)	Elective	6	10
Math: Further Mathematics Higher Level (diploma award)	Elective	6	
Math: Further Mathematics Standard Level (individual course award)	Elective	3	
Computer Science Higher Level (diploma award)	Elective	6	
Computer Science Higher Level (individual course award)	Elective	3	

Computer Science Higher Level (diploma award)	Elective	2	
Music Higher Level (diploma award)	Elective	6	
Music Higher Level (individual course award)	Elective	3	
Theatre Arts Higher Level (diploma award)	Elective	6	
Theatre Arts Higher Level (individual course award)	Elective	3	
Visual Arts Higher Level (diploma award)	Elective	6	
Visual Arts Higher Level (individual course award)	Elective	3	

College Level Examination Program (CLEP)

CLEP is a national testing program sponsored by the College Entrance Examination Board (CEEB). MSUM will award credit for successful completion of an approved CLEP exam. To receive this credit, students must have an official score report sent to MSUM. Credit earned through CLEP examination is not resident credit and may not be used to satisfy resident credit requirements for graduation. CLEP credit may be used toward LASC requirements. The policies and procedures concerning the awarding of this credit may be found at <http://www.mnstate.edu/records/college-level-examination-program.aspx>. The following CLEP subjects and scores are used to award equivalent courses and credit at MSUM.

CLEP Examination	Accepted Score	Equivalent MSUM Course	Credit Hours	LASC Goal(s)
American Government	50	POL 120	3	GOAL 5
American Literature	50	Elective	6	GOAL 6
Analyze and Interpret Literature	50	Elective	4	GOAL 6
Calculus	50	MATH 261	4	
College Math	50	MATH 110	3	GOAL 4
College Algebra	50	MATH 127	3	GOAL 4
College Composition	50	ENGL 101	3	GOAL 1B
College Composition Modular	50	ENGL 101	3	GOAL 1B
English Literature	50	Elective	4	GOAL 6
Financial Accounting	50	Elective	3	
French Level 1	50	Elective	6	

French Level 2	59	Elective	12	
Humanities	50	Elective	3	GOAL 6
General Biology	50	Elective	4	GOAL 3
Natural Sciences	50	Elective	6	GOAL 3L
General Chemistry	50	CHEM 102	4	
German Level 1	50	Elective	6	
German Level 2	60	Elective	12	
History of the US 1: To 1877	50	HIST 121	4	
History of the US 11: 1865-Present	50	HIST 122	4	GOAL 5
Human Growth & Development	50	PSY 202	3	GOAL 5
Info Systems & Computer Apps	50	Elective	3	
Intro to Educational Psychology	50	Elective	3	
Intro to Psychology	50	PSY 113	3	GOAL 5
Intro to Business Law	50	Elective	3	
Intro Sociology	50	SOC 110	3	GOAL 5
Pre-calculus	50	MATH 142	3	GOAL 4
Principles of Accounting	50	Elective	6	
Principles of Macroeconomics	50	ECON 204	3	GOAL 5
Principles of Management	50	MGMT 360	3	
Principles of Marketing	50	MKTG 310	3	
Principles of Microeconomics	50	ECON 202	3	GOAL 5
Social Sciences & History	50	Elective	6	GOAL 5
Spanish Level 1	50	SPAN 101 & 102	6	
Spanish Level 2	63	SPAN 101 , 102, 201, & 202	14	
Western Civilization I	50	Elective	4	GOAL 5
Western Civilization II	50	Elective	4	GOAL 5

DSST Examinations

MSUM will award credit for successful completion of an approved DSST program. To receive this credit, students must have an official score report sent to MSUM. The policies and procedures concerning the awarding of this credit may be found at <http://www.mnstate.edu/records/dsst-examinations.aspx>.

Credit earned through DSST examination is not resident credit and may not be used to satisfy resident credit requirements for graduation. DSST credit may be used toward LASC requirements.

DSST Examination	Accepted Score	Equivalent MSUM Course	Credit Hours	LASC Goal(s)
A History of the Vietnam War	49	Elective	3	
Art of the Western World	48	Elective	3	GOAL 6
Astronomy	48	AST 102	3	GOAL 3
Business Ethics and Society	400	Elective	3	
Business Law II	52	Elective	3	GOAL 8
Business Mathematics	48	Elective	3	
Civil War and Reconstruction	47	Elective	3	GOAL 5
Contemporary Western Europe	48	Elective	3	
Criminal Justice	400	Elective	3	
Environment and Humanity	46	Elective	3	GOAL 10
Ethics in America	400	Elective	3	GOAL 9
Foundations of Education	46	Elective	3	
Fundamentals of College Algebra	400	MATH 124	3	GOAL 4
Fundamentals of Counseling	45	Elective	3	
Fundamentals of Cybersecurity	400	Elective	3	
General Anthropology	47	Elective	3	
Here's to Your Health	400	Elective	3	

Human Resources Management	46	Elective	3	
Human/Cultural Geography	48	Elective	3	GOAL 8
Intro to Business	46	Elective	3	
Intro to Computing	400	Elective	3	
Intro to Law Enforcement	45	Elective	3	
Intro to the Modern Middle East	44	Elective	3	GOAL 8
Intro to World Religions	400	Elective	3	GOAL 8
Lifespan Development Psychology	46	Elective	3	
Management Information Systems	400	Elective	3	
Money and Banking	48	Elective	3	
Organizational Behavior	48	Elective	3	
Personal Finance	400	Elective	3	
Physical Geology	46	Elective	3	
Principles of Finance	46	Elective	3	
Principles of Financial Accounting	49	Elective	3	
Principles of Physical Science I	47	PSCI 170	3	GOAL 3
Principles of Public Speaking	47	CMST 100	3	GOAL 1A
Principles of Supervision	46	Elective	3	
Principles of Statistics	400	Elective	3	GOAL 4
Rise and Fall of the Soviet Union	45	Elective	3	GOAL 8
Substance Abuse	400	Elective	3	
Technical Writing	46	Elective	3	

Military Training or Service Credit

MSUM uses the American Council on Education's (ACE) "*A Guide to the Evaluation of Educational Experiences in the Armed Services*" to evaluate military learning. ACE translates military courses and occupations into academic credit, provides guidelines to interpret and recommend credit for formal service-school courses, and demonstrates proficiency in military occupations and college-level tests.

Credit for Army training may be obtained by requesting that an official transcript from the Army/American Council on Education Registry System be sent to Admissions.

Credit for Sailor and Marine training may be obtained by requesting that an official transcript from the Sailor/Marine American Council on Education Registry Transcript (SMART) be sent directly to Admissions . Service members must have separated or retired from active duty on or after October 1, 1999.

Credit for Air Force training may be obtained by submitting a request to the Community College of the Air Force or go to your nearest Air Force base education office. Service members with credits/training for the Army pre-1981 and Sailors/Marines pre-1999 must request a DD295 and submit it for your college credit award review. Students should discuss the possibility of such credit with Admissions.

For more information go to the following websites:

[MnSCU Resources for Veterans and Service Member](#)

[American Council on Education \(ACE\)](#)

Transfer of Credits

Transfer credit from institutions accredited by regional associations (North Central, Middle States, etc.) will be accepted by MSUM subject to limitations. Transfer credit from nationally accredited schools on the CHEA/US DOE list will be reviewed for transfer credit acceptance on a case-by-case basis. Additional information may be found at <http://www.mnstate.edu/admissions/transfer/>.

Transfer students will receive evaluations indicating the extent and distribution of credits which are accepted by MSUM toward LASC and their degree requirements. LASC requirements will be considered complete for transfer students who complete the Minnesota Transfer Curriculum (MnTC) or an Associate of Arts (AA) degree. Otherwise, transfer students must complete 42 credits in LASC courses and meet all goal areas. Transfer students must also meet MSUM's Writing-Intensive requirements.

Credit is NOT awarded for departmental examinations or waivers of credit except as required by the Minnesota State Colleges and Universities (MnSCU) system.

All credit evaluation will be based upon original official transcripts from the original credit issuing institution.

Transfer Appeal Policy

Transfer students have the right to appeal an evaluation decision. Appeals may be completed by filling out the academic appeal form at <http://www.mnstate.edu/records/forms.aspx>.

Academic Honors

Dean's List

The Dean's list, published at the close of the fall and spring semesters, includes all students who are in a degree seeking status and have maintained a GPA of at least 3.25 for that semester while completing a minimum of 12 graded credits.

Graduation Honors

- Students who complete at least 60 credits at MSUM and are candidates for baccalaureate degrees may graduate with the following honors:
- Cum Laude, representing a cumulative GPA of 3.4 or better;
- Magna Cum Laude, 3.6 or better; and
- Summa Cum Laude, 3.8 or better.

Such honors are computed only from the cumulative GPA at Minnesota State University Moorhead. Examination credits, AP, IB, and/or CLEP credits may not be counted toward the 60 credit total.

Such honors will only be granted with the initial MSUM baccalaureate degree. Subsequent completion of additional majors or degrees will not result in the granting of additional honors citations.

Transfer students from Concordia College or North Dakota State University who have enrolled for MSUM courses under the Tri-College University course exchange program may apply such MSUM courses to fulfill requirements for graduation with honors.

Some departments of study may award departmental honors to students who meet the requirements established by the departments.

Graduation Requirements

Associate Degree

Minnesota State University Moorhead offers the two-year Associate in Arts (A.A.) degree in Liberal Arts. The degree requires:

- At least 60 semester credits, including at least 22 credits in courses from MSUM.
- A GPA of at least 2.00 in all MSUM courses applied to Liberal Arts and Sciences Curriculum (LASC), a 2.00 GPA in all courses applied to the A.A. degree, and a 2.00 in all courses taken at MSUM.
- Students who earn the A.A. degree must complete the LASC requirements of 14 courses minimum (42 credits minimum) that includes English 101 (or an approved alternative) and two additional writing intensive (W) courses.
- Students who are admitted to and complete the associate degree and who decide to continue with a baccalaureate program, may do so by meeting all additional requirements for the bachelor's degree, including the restriction against using more than two LASC courses from the student's major rubric to fulfill the LASC requirements.
- Completion of the Application for Graduation, with the advisor signature, and submission to the Records Office.

Bachelor's Degree

- At least 120 credits are required for all baccalaureate degrees. At least 40 semester hours of upper division courses (300 / 400 level) are required.
- Accumulation of 120 credits alone does not result in a degree. Credits must be earned as part of a baccalaureate program approved by the Board of Trustees of the Minnesota State Colleges and Universities system. Students are responsible for making certain their coursework fulfills requirements for a major in their designated degree.
- Candidates must have a GPA of at least 2.0 for all credits applied to the degree program. Students should check with the major department to find out specific graduation GPA requirements.
- Freshmen and transfer students who have not completed an approved general education curriculum will satisfy the University's general education requirement by completing the requirements of the Liberal Arts and Sciences Curriculum (LASC). Completion of LASC requires a minimum of 14 courses (42 credits minimum) with a cumulative average GPA of at least 2.0 for all courses applied to the requirement. No more than two LASC courses from the student's major rubric may be applied to the LASC requirements.
- Incoming freshmen must complete five writing intensive (W) courses at MSUM. Refer to the Records Office webpage for a list of approved courses.
 1. English 101 (or an approved alternative).
 2. One writing-intensive course in LASC.
 3. One 300/400-level writing intensive course designated by the student's major.
 4. Two writing intensive courses at the 200-level or higher, only one of which may hold the rubric of the student's major.
- If a student has multiple majors, the student must fulfill the university writing intensive course requirements as well as the upper-level writing requirement of each major.

- Incoming transfer students must complete two writing intensive courses at MSUM:
 1. One 300/400-level writing intensive course designated by the major.
 2. One writing intensive course at the 200-level or higher
- If a student has multiple majors, the student must fulfill the university writing intensive course requirements as well as the upper-level writing requirement of each major.
- Transfer students must have an average GPA of at least 2.0 for MSUM courses applied to LASC.
- Incoming freshmen must complete a freshmen seminar course.
- The degree program must include at least one major with a GPA of 2.0 or above. Certain majors may specify a higher GPA.
- No minor is required, but a GPA of at least 2.0 must be attained in any minor presented for graduation.
- Candidates must be enrolled as a resident student for at least 30 credits taught by the faculty awarding the degree (MSUM courses), and eight of the last twelve credits must be awarded by MSUM. At least twelve credits must be earned from the MSUM department which awards the major.
- No graduate credits may be applied to an undergraduate degree.
- An application for graduation must be submitted to the Records Office prior to the semester in which candidates expect to complete graduation requirements. Students must secure the approval of each major advisor and department chairperson before submitting the application for graduation. Candidates for graduation must have official transcripts from all previous post-secondary institutions on file in the Records Office. No student will be eligible for graduation while in special or non-degree status.
- Candidates for graduation with a teaching major shall fulfill all teacher licensure requirements.

Multiple Majors and Multiple Degrees

Students completing two or more majors with different degree designations will be awarded the more appropriate degree, except that the B.S. degree shall be given if one major is in a field of professional teaching.

Students who seek more than one baccalaureate degree (different designation, i.e. B.A. and B.S.) will be required to complete at least 30 credits beyond the minimum of 120 or 128 credits applied to the first degree.

Students who hold a previous baccalaureate degree from Minnesota State University Moorhead or from another institution whose degree is recognized by MSUM may earn an additional bachelor's degree (degree name must be different than the initial degree, i.e. B.A. and B.S.) by:

- Completing at least 30 resident credits at MSUM;
- Meeting all MSUM course requirements for the degree program, including at least six credits from the MSUM department awarding the degree and including an approved major and teacher education requirements for any teaching major; and

- Maintaining at least a “C” average in all studies at MSUM.

Students with a previous Minnesota State University Moorhead degree may add another major or minor by completing any additional requirements as certified to the Registrar by the department offering the major or minor and by the education department in the case of any teaching major.

Students completing two majors must meet departmental requirement for each major.

Four-Year Graduation Guarantee

Minnesota State University Moorhead guarantees that all undergraduate students wishing to graduate in four years will be provided necessary courses as required by the University in the student’s selected major field of study. Any required courses needed beyond four years will be provided to the student tuition-free. See the Dean of the College for more information.

Conditions:

The graduation guarantee is only effective if the following conditions are met:

- All fall semester freshmen wishing to participate in the graduation guarantee program must complete the guarantee application form and officially declare a major before the drop deadline of fall semester.
- All participating students must be qualified to begin without remedial courses as determined by the department and the university.
- All participating students must register for classes each semester and have their class schedules approved by their official departmental advisor.
- All participating students must meet any program GPA or grade requirements.
- All participating students must successfully complete an average course load of 16 credits, or 15 credits for B.A., each semester (32 credits, or 30 credits for B.A./year).
- Participating students selecting a major requiring a minor must choose the minor no later than the end of their first year.
- Any courses failed or repeated will void the guarantee.
- Any change in major, options, or minor will void the guarantee.
- Required internships and research projects are beyond the scope of the guarantee (except for chemistry research).

Satisfactory Academic Progress

The cumulative grade point average (GPA) for all courses attempted at Minnesota State University Moorhead is the basis for determining academic standing. Students with a GPA of 2.0 or better are considered to be in satisfactory academic standing.

The Academic Probation and Suspension Policy is mandated by MnSCU Board Policy 2.9.

All students at MSUM are required to make and maintain satisfactory academic progress. This means there are cumulative GPA thresholds and a percent of credit completion that students must

achieve. Students are responsible for determining their own academic status, both by monitoring the “Holds” section of the online web registration program, and by comparing their own progress to the standards listed below.

GPA

Only MSUM courses (numbered 100 and above) are computed in the GPA. Accepted transfer credits count toward the total number of attempted credits, but transfer grades do not count in the student’s MSUM GPA. To remain in good academic standing the requirements are:

- At 0 to 29 total attempted credits, a student must have a cumulative GPA of 1.8 or higher.
- At 30 to 59 total attempted credits, a student must have a cumulative GPA of 1.9 or higher.
- At 60 or more attempted credits, a student must have a cumulative GPA of 2.0 or higher.

A+	4.00 Grade points per credit
A	4.00 Grade points per credit
A-	3.67 Grade points per credit
B+	3.33 Grade points per credit
B	3.00 Grade points per credit
B-	2.67 Grade points per credit
C+	2.33 Grade points per credit
C	2.00 Grade points per credit
C-	1.67 Grade points per credit
D+	1.33 Grade points per credit
D	1.00 Grade point per credit
D-	0.67 Grade points per credit
F	0.00 Grade points per credit
FN	0.00 Grade points per credit

Percent Completion

- All students must complete 67 percent of the MSUM credits attempted plus all transfer credits accepted.
- MSUM credits attempted include all MSUM courses on a student’s official record, including withdrawals, repeated courses, and grades of Incomplete.
- Courses taken for audit are not counted as credits attempted or earned for Satisfactory Academic Progress.
- MSUM withdrawals, grades of F, FN, NC, Incompletes, and missing grades count against percent completion because they result in zero credits earned for that course.

- Transfer credits accepted and earned credits listed on the MSUM transcript are included in the percent completion calculation as attempted credits.
- Percent completion is calculated by dividing the number of earned credits by sum of MSUM attempted credits plus transfer credits accepted.

Academic Warning/Probation/Suspension Holds

Students who are not in good academic standing during spring semester will not be allowed to enroll in any summer sessions until their academic status has been determined from spring semester.

Good Standing: Students whose cumulative GPA and completion rate meet the minimum cumulative standards are considered in good standing.

Academic Warning: Students who are in good standing at the beginning of the term but fall below the minimum cumulative GPA or cumulative completion rate at the end of the term will be placed on academic warning. Students on warning will be allowed to enroll for the next semester, with the exception of summer term. Students on warning may not enroll in summer courses that begin prior to June 1. Students on warning at the beginning of a term who do not meet the minimum cumulative GPA and/or cumulative completion rate at the end of the term will be suspended.

Suspension: Students who are suspended for the first time may not return to MSUM for one semester (not including summer term). Second and subsequent suspensions last for one calendar year. Students who are suspended may appeal their status to the Financial Aid and Academic Suspension Appeals Committee. Guidelines on this process are outlined in the Academic Support Center and on the website at <http://www.mnstate.edu/asc/warning-probation-suspension/policy.aspx>. Students who do not submit an appeal by the deadline set by the Academic Support Center will have their registration cancelled from subsequent semester classes.

Probation: If a student's suspension appeal is granted, they will be placed on probation and will be given minimum semester standards that must be met. Students who are readmitted after academic suspension will be placed on academic probation and be given minimum semester standards that must be met. Students on probation at the beginning of a term who do not meet the minimum cumulative standards will be allowed to enroll for the next semester if they have met the minimum semester standards, with the exception of summer term. Students on probation may not enroll in summer courses that begin prior to June 1.

Students are responsible for checking on their academic and hold status each semester. Students who are placed on academic probation, warning and suspension are notified via official MSUM email from the Academic Support Center. Students are responsible for keeping their local and permanent addresses updated in their computerized records and monitoring their official university e-mail for messages.

Course Placement Testing Policy

Exemption from Testing

Students who present current ACT sub scores will be exempt from testing. The ACT sub scores will be used for course placement for college-level courses. Students without ACT scores, or with ACT scores that signify the student is not ready for college-level work, must take the Accuplacer tests.

English Placement Policy

Undergraduate students seeking enrollment in ENGL 101 must demonstrate readiness to succeed in the course. Students will be eligible to enroll in [ENGL 101](#) if they have earned:

- An ACT English sub-score of 18 or above
- An SAT verbal score of 450 or above

Undergraduate students with ACT English sub-scores of 26 or higher (SAT reading score of 600 or higher) may opt to enroll in [ENGL 201](#) instead of [ENGL 101](#). [ENGL 201](#) may be used to fulfill Liberal Arts and Sciences Curriculum (LASC) Goal Area 1B for students who choose this option.

1. In order to be considered valid for placement purposes, an ACT/SAT score must have been earned within the past three years.
2. An ACT English sub-score of 18-20 (SAT verbal sub-score of 450 to 509) will place students in a small class size version of [ENGL 101](#).
3. An ACT English sub-score of 17 or below (SAT verbal sub-score below 450) requires the Accuplacer Reading Comprehension and Sentence Skills tests for placement in [ENGL 101](#). Accuplacer scores are valid for three years. A score of 78 or above on the reading comprehension test and 86 or above on the sentence skills test will place students in a small class size version of [ENGL 101](#). Scores below either of these will place the student in [ENGL 099](#).
4. A student must pass [ENGL 099](#) with a C- or better before enrolling in [ENGL 101](#).
5. The English placement policy will be reviewed by the university policy committee every two years.

Math Placement Policy

Undergraduate students seeking enrollment in a mathematics course must demonstrate readiness to succeed. Undergraduate students with the ACT and corresponding SAT Math sub-scores as outlined below may choose to start in the listed MATH courses. Students may also choose to enroll in courses below the top level they qualify for. Students are encouraged to meet with an advisor in their department or in the math department to ensure the course they register for is appropriate for their chosen major:

- An ACT Math sub-score of 24 or above (SAT Math sub-score of 560 or above) and prerequisite knowledge of trigonometry may enroll in [MATH 261](#).
- An ACT Math sub-score of 24 or above (SAT Math sub-score of 560 or above) may enroll in [MATH 142](#), [MATH 143](#), [MATH 229](#) or [MATH 234](#).
- An ACT Math sub-score of 23 or above (SAT Math sub-score of 540 or above) may enroll in [MATH 232](#) or [MATH 227](#).
- An ACT Math sub-score of 22 or above (SAT Math sub-score of 520 or above) may enroll in [MATH 127](#).
- An ACT Math sub-score of 19 or above (SAT Math sub-score of 460 or above) may enroll in [MDEV 099](#), [MATH 105](#), or [MATH 110](#).
- An ACT Math sub-score of 19 or above (SAT Math sub-score of 460 or above) may enroll in [MDEV 099](#), [MATH 105](#), or [MATH 110](#).
- An ACT Math sub-score of 18 or below (SAT Math sub-score of below 460) must take the Accuplacer for placement.
 - An Accuplacer Arithmetic score of 57 or above or an Accuplacer Arithmetic and Elementary Algebra combined score of 100 or above may enroll in [MDEV 090](#) or [MDEV 095](#).
 - An Accuplacer Elementary Algebra score of 76 or above may enroll in [MDEV 099](#), [MATH 105](#), or [MATH 110](#).
 - An Accuplacer College Level Mathematics score of 50 or above may enroll in [MATH 127](#), [MATH 142](#), [MATH 143](#), [MATH 227](#), [MATH 229](#), [MATH 232](#), or [MATH 234](#).
 - An Accuplacer College Level Mathematics score of 50 or above may enroll in [MATH 261](#) if accompanied by prerequisite knowledge of trigonometry.

ACT, SAT, and Accuplacer scores are valid for two years.

Course completion or in-process exemption from testing

Students who have completed their math requirement at another institution will be exempt from testing. Students enrolled in courses leading up to their math requirement completion will also be exempt from testing and be able to register for the next course in the sequence. Students will be able to register based on “good faith” that they are passing the required prior courses. Any student who does not pass the prior course will have their registration dropped once grades are known and will not be allowed to remain in the course.

Appeals Process

Students who do not believe they have been appropriately placed with their ACT sub score, may take the Accuplacer to determine placement. Students who do not feel the Accuplacer has given appropriate placement may re-take the Accuplacer to attempt a higher score.

Liberal Arts and Sciences Curriculum (LASC)

Liberal Arts and Sciences Curriculum (LASC) provides a broad foundation of skills, information and knowledge that goes beyond your chosen academic field. It will foster your ability to communicate effectively, to think critically and to problem solve. You will gain knowledge, skills and attitudes central to living in and contributing to a diverse world and the perspective to understand and appreciate the world's nations and peoples from the ethical dimensions of personal and political decisions to the challenges of responding to environmental variables.

While the LASC is one component of a baccalaureate degree, the other being your major, courses may also apply to a minor or emphasis as well as being used as "general electives."

Students should consult early and often with their academic advisor to ensure effective planning.

Goal Areas

Goal 1A: Oral Communication: To develop writers and speakers who use the English language effectively and who read, write, speak and listen critically. As a base, all students should complete introductory communication requirements early in their collegiate studies. Writing competency is an ongoing process to be reinforced through writing-intensive courses and writing across the curriculum. Speaking and listening skills need reinforcement through multiple opportunities for interpersonal communication, public speaking, and discussion.

Goal 1B: Written Communication: To develop writers and speakers who use the English language effectively and who read, write, speak and listen critically. As a base, all students should complete introductory communication requirements early in their collegiate studies. Writing competency is an ongoing process to be reinforced through writing-intensive courses and writing across the curriculum. Speaking and listening skills need reinforcement through multiple opportunities for interpersonal communication, public speaking, and discussion.

Goal 2: Critical Thinking: To develop thinkers who are able to unify factual, creative, rational, and value-sensitive modes of thought. Critical thinking will be taught and used throughout the general education curriculum in order to develop students' awareness of their own thinking and problem-solving procedures. To integrate new skills into their customary ways of thinking, students must be actively engaged in practicing thinking skills and applying them to open-ended problems.

Goal 3: Natural Sciences: To improve students' understanding of natural science principles and of the methods of scientific inquiry, i.e., the ways in which scientists investigate natural science phenomena. As a basis for lifelong learning, students need to know the vocabulary of science and to realize that while a set of principles has been developed through the work of previous scientists, ongoing scientific inquiry and new knowledge will bring changes in some of the ways scientists view the world. By studying the problems that engage today's scientists, students learn to appreciate the importance of science in their lives and to understand the value of a scientific perspective. Students should be encouraged to study both the biological and physical sciences.

Goal 4: Mathematics / Logical Reasoning: To increase students' knowledge about mathematical and logical modes of thinking. This will enable students to appreciate the breadth

of applications of mathematics, evaluate arguments, and detect fallacious reasoning. Students will learn to apply mathematics, logic, and/or statistics to help them make decisions in their lives and careers. Minnesota's public higher education systems have agreed that developmental mathematics includes the first three years of a high school mathematics sequence through intermediate algebra.

Goal 5: History and the Social and Behavioral Sciences: To increase students' knowledge of how historians and social and behavioral scientists discover, describe, and explain the behaviors and interactions among individuals, groups, institutions, events, and ideas. Such knowledge will better equip students to understand themselves and the roles they play in addressing the issues facing humanity.

Goal 6: The Humanities and the Fine Arts: To expand students' knowledge of the human condition and human cultures, especially in relation to behavior, ideas, and values expressed in works of human imagination and thought. Through study in disciplines such as literature, philosophy, and the fine arts, students will engage in critical analysis, form aesthetic judgments, and develop an appreciation of the arts and humanities as fundamental to the health and survival of any society. Students should have experiences in both the arts and humanities.

Goal 7: Human Diversity: To increase students' understanding of individual and group differences (e.g. race, gender, class) and their knowledge of the traditions and values of various groups in the United States. Students should be able to evaluate the United States' historical and contemporary responses to group differences.

Goal 8: Global Perspective: To increase students' understanding of the growing interdependence of nations and peoples and develop their ability to apply a comparative perspective to cross-cultural social, economic and political experiences.

Goal 9: Ethical and Civic Responsibility: To develop students' capacity to identify, discuss, and reflect upon the ethical dimensions of political, social, and personal life and to understand the ways in which they can exercise responsible and productive citizenship. While there are diverse views of social justice or the common good in a pluralistic society, students should learn that responsible citizenship requires them to develop skills to understand their own and others' positions, be part of the free exchange of ideas, and function as public-minded citizens.

Goal 10: People and The Environment: To improve students' understanding of today's complex environmental challenges. Students will examine the inter-relatedness of human society and the natural environment. Knowledge of both bio-physical principles and socio-cultural systems is the foundation for integrative and critical thinking about environmental issues.

Goal 11: Information Literacy: To foster researchers who have the ability to locate and investigate, organize, critically evaluate, and effectively synthesize information. Information literacy will be interwoven throughout the general education curriculum in order to develop students' academic integrity regarding their research.

Requirements

LASC is a minimum of 14 courses (42 credits minimum) and matches with the goal areas of the Minnesota Transfer Curriculum with the exception of Goal Areas 11: Information Literacy. This goal area is embedded in the curriculum of Goal Areas 1A through 10 and is satisfied through the completion of the other goal areas.

A minimum of a 2.0 GPA is required in all courses used to fulfill LASC requirements, including transfer courses. A course from Goal Areas 3, 5, or 6 may also satisfy Goal Areas 7, 8, 9, or 10. Completion of approved course fulfills both goal areas, but the credit may not be double counted. LASC courses must be a minimum of 3 credits and may have pre-requisites.

Goal 1A: Oral Communication – Complete one course.

Goal 1B: Written Communication – Complete one course.

Goal 2: Critical Thinking – Complete a minimum of one course.

Goal 3: Natural Sciences – Complete a minimum of two courses from two different rubrics, at least one course must include a traditional lab experience.

Goal 4: Mathematics / Logical Reasoning – Complete a minimum of one course.

Goal 5: History and the Social and Behavioral Sciences – Complete a minimum of two courses with different disciplinary rubrics.

Goal 6: The Humanities and Fine Arts – Complete a minimum of two courses with different disciplinary rubrics.

Goal 7: Human Diversity – Complete a minimum of one course.

Goal 8: Global Perspective – Complete a minimum of one course.

Goal 9: Ethical and Civic Responsibility – Complete a minimum of one course.

Goal 10: People and the Environment – Complete a minimum of one course.

Goal 11: Information Literacy – This goal is fulfilled automatically when all of the goal areas are completed.

Only courses currently approved for LASC credit may be counted toward completion of the 42 minimum credits required. A complete list of all currently approved courses is available online at <http://www.mnstate.edu/records/lasc-courses/>.

Courses taken for Pass/No Credit grades may not be applied to LASC. In addition to the graduation requirement of a GPA of 2.0 in all MSUM courses, an overall cumulative 2.0 GPA is required in LASC. Certain degree programs may require higher LASC GPAs. Check with the department for more information.

Writing-Intensive Requirements

Incoming freshmen must complete five writing-intensive (W) courses at MSUM:

- English 101 (or an approved alternative)
- One writing-intensive course in the Liberal Arts and Sciences Curriculum.
- One 300- or 400-level writing-intensive course designated by the student's major
- Two writing-intensive courses at the 200-level or higher, only one of which may hold the rubric of the student's major.

If a student has multiple majors, the student must fulfill the university writing-intensive course requirements as well as the upper-level writing requirement of each major.

Incoming transfer students must complete two writing-intensive courses at MSUM:

- One 300- or 400-level writing-intensive course designated by the student's major
- One writing-intensive course at the 200-level or higher

If a student has multiple majors, the student must fulfill the university writing-intensive course requirements as well as the upper-Level writing requirement of each major.

A complete list of all currently approved courses is available online at <http://www.mnstate.edu/records/writing-intensive-courses.aspx>.

Minnesota Transfer Curriculum

The Minnesota Transfer Curriculum (MnTC) was created by mutual agreement of Minnesota's public higher education institutions to aid in transfer among all public colleges and universities in the state. Students completing the specified transfer curriculum at one Minnesota institution will be deemed to have satisfied the general education requirements of the latter institution.

Students who transfer to MSUM with a partially completed MnTC are not required to repeat any goal areas they have already fulfilled, but must complete the remaining requirements of MSUM's Liberal Arts and Sciences Curriculum. A 2.0 MnTC GPA is required for recognition of a student's completion of the entire MnTC with or without completing an associate degree.

In order to complete the MnTC at MSUM a student must complete the following requirements:

- A 2.0 MnTC GPA is required for recognition of a student's completion of the entire Minnesota Transfer Curriculum.
- A minimum of 14 courses (42 semester credits) must be completed in the following goal areas.

Goal 1A: Oral Communication – Complete one course.

Goal 1B: Written Communication – Complete one course.

Goal 2: Critical Thinking – Complete a minimum of one course.

Goal 3: Natural Sciences – Complete a minimum of two courses from two different rubrics, at least one course must include a traditional lab experience.

Goal 4: Mathematics / Logical Reasoning – Complete a minimum of one course.

Goal 5: History and the Social and Behavioral Sciences – Complete a minimum of two courses with different disciplinary rubrics.

Goal 6: The Humanities and Fine Arts – Complete a minimum of two courses with different disciplinary rubrics.

Goal 7: Human Diversity – Complete a minimum of one course.

Goal 8: Global Perspective – Complete a minimum of one course.

Goal 9: Ethical and Civic Responsibility – Complete a minimum of one course.

Goal 10: People and the Environment – Complete a minimum of one course.

Minnesota Transfer Curriculum Two-Year Colleges

Transfer students who have completed an Associate in Arts degree at a regionally accredited college or have completed the MnTC as prescribed by that institution, will be deemed to have met the LASC requirement at MSUM.

Transfer credits may not be applied to meet an area requirement (LASC, major, or minor) unless they also meet the corresponding GPA requirement for the academic area.

All baccalaureate degrees require at least 40 credits of the graduation credits to be at the upper division (300-400) level.

MSUM will accept in transfer, for full credit, college-parallel general education courses offered by institutions with regional accreditation to provide transfer-level general education courses leading to the following degrees: associate degrees in arts, sciences, applied sciences, and the baccalaureate degree.

MSUM will accept for transfer, as lower-division electives, a maximum of 16 semester credits of vocational or technical courses offered by technical colleges. Specific requirements in a student's major or minor field of study may be waived upon evaluation of vocational or technical courses judged by MSUM faculty to be comparable or equivalent to courses offered by MSUM. Any credit granted upon review will be in addition to the total of 16 credits of lower division electives.

Curriculum

This is a listing of available degree programs here at MSUM.

Baccalaureate Degrees

The four-year degrees available from Minnesota State University Moorhead (MSUM) include the Bachelor of Arts, Bachelor of Science, Bachelor of Fine Arts, Bachelor of Science in Nursing, Bachelor of Music, and the Bachelor of Social Work. Each requires the satisfactory completion of 120 or 128 credits of college courses and includes 42 credits in the Liberal Arts and Sciences Curriculum (LASC), from 32-64 credits in a major area, and the remainder in electives. While no minor is required, students may choose from more than 60 possible minor programs. Information about the LASC requirements may be found in the *Common Undergraduate Degree Requirements* section of the **Bulletin** and requirements for degrees are listed in the *Majors, Minors, and Certificates* section.

Multiple Majors and Multiple Degree

Students completing two or more majors with different degree designations will be awarded the more appropriate degree, except that the B.S. degree shall be given if one major is in a field of professional teaching.

Students who seek more than one baccalaureate degree (different designation, i.e. B.A. and B.S.) will be required to complete at least 30 credits beyond the minimum of 120 or 128 credits applied to the first degree.

Students who hold a previous baccalaureate degree from MSUM or from another institution whose degree is recognized by MSUM may earn an additional bachelor's degree (degree name must be different than the initial degree, i.e. B.A. and B.S.) by:

- Completing at least 30 resident credits at MSUM;
- Meeting all MSUM course requirements for the degree program, including at least six credits from the MSUM department awarding the degree and including an approved major and teacher education requirements for any teaching major; and
- Maintaining at least a 2.0 GPA in all studies at MSUM.

Students with a previous MSUM degree may add another major or minor by completing any additional requirements as certified to the Record's Office by the department offering the major or minor and by the education department in the case of any teaching major.

Students completing two majors must meet departmental requirements for each major.

Minors Through Tri-College University Exchange

The Tri-College University commissioners have agreed that students completing minors on one of the other campuses should be given recognition for this accomplishment on their graduation transcripts. Thus, a MSUM student could complete a minor in, for example, agronomy or horticulture at one of the other TCU schools and, upon graduation, that student's transcript

would so indicate. Students should complete the TCU minor approval form and secure signatures from the university/college granting the minor. Additional information may be found at <http://www.mnstate.edu/records/tricollege.aspx>.

Teaching Majors and Minors

Requirements for teaching major programs are listed under the respective departments in this catalog or can be found at <http://www.mnstate.edu/education/>.

University Studies Major

Students who wish to develop a multidisciplinary major built around a chosen theme or who wish to complete a generalist degree or who have completed most but not all of the requirements of a major or have been unable to complete a degree in a timely major may wish to complete a generalist degree, the Bachelor of Science in University Studies. Information on the University Studies degree can be found at <http://www.mnstate.edu/asc/universitystudies.aspx>.

Certificate Programs

Certificates are awarded for successful completion of a *specialized academic program of study which certifies specific* knowledge and/or professional skills in a specialized area of knowledge or practice.

Advising in Pre-Professional Areas

A number of professions, particularly those in the health sciences and legal areas, require advanced specialized training beyond the baccalaureate. Students interested in pursuing these careers must be properly advised about their various options for coursework and degree completion at MSUM so they will be best prepared for more advanced degree work in these fields. For example, MSUM has a Pre-professional committee of faculty who provide advising and support for students at all stages of their interest in and application to medical school. MSUM faculty also have expertise in advising students as they prepare for post-graduate work.

Associate Degree

MSUM offers the two-year Associate in Arts (A.A.). This degree requires completion of the Liberal Arts and Sciences Curriculum and Writing-Intensive requirements, plus electives to fulfill the 64 credit degree requirement. The AA degree is designed so students may continue to study for a baccalaureate degree should educational plans change.

Dual Degree Programs with the University of Minnesota

The Departments of Chemistry and Physics at Minnesota State University Moorhead, in cooperation with the Institute of Technology at the University of Minnesota, have established a Dual Degree Program. The Dual Degree Program allows students to enroll in a prescribed set of courses at MSUM and after three years, transfer to the Institute of Technology at the University of Minnesota. Upon completion of the credits to earn the B.S. Degree in Chemical Engineering

at the University of Minnesota, students would also be granted a B.S. Degree in Chemistry at MSUM. Another track allows students to complete B.S. Degrees in Civil, Mechanical, or Electrical Engineering at the University of Minnesota, and upon completion of one of those engineering specializations, students will be granted the B.S. Degree in Physics at MSUM.

Students enrolled in the Dual Degree Program are guaranteed admission to the Institute of Technology with a significantly lower minimum GPA than those transferring from other programs. The University of Minnesota waives the general education requirements for Dual Degree Program students who have completed MSUM's Liberal Arts and Sciences Curriculum program. International students enrolled in the Dual Degree Program pay one and a half times the University of Minnesota in-state tuition upon transfer to the Institute of Technology.

MSUM has a similar arrangement with the University of North Dakota for some engineering programs. For more information about the dual degree opportunities at MSUM, please contact the departments of Chemistry or Physics.

2+2 Technical Transfer Program

The Construction and Operations Management Department offers a 2+2 transfer program for students earning an AS or AAS degree in a technical field. This B.S. degree program is designed to allow most transfer students in Operations Management to graduate with two additional years of study. Students complete the Operations Management core, plus courses to satisfy the Liberal Arts and Sciences Curriculum and graduation requirements. They then earn a B.S. Degree in Operations Management. MSUM's 2+2 Operations Management program was the first such program accredited by the National Association of Industrial Technology. Articulation agreements are in place for nearly 400 technical programs at most of the technical, community, and co-located colleges in the three-state area.

Teaching License Programs

Many enroll at MSUM in programs that will provide the academic requirements for Minnesota licensure in various fields of education. Upon completing one of these programs, students should apply for licensure through the Records Office. If the license program is combined with study for a postgraduate degree, students must meet admission requirements established by the Office of Graduate Studies. Questions should be directed to specific departments.

Those who hold baccalaureate degrees without a teaching license may earn a Bachelor of Science degree from MSUM or complete the academic requirements for licensure.

Minnesota licensure does not guarantee reciprocal licensure in other states. Therefore, students who intend to teach in other states should contact licensure boards in those states as early as possible to determine appropriate coursework for certification.

Anthropology and Earth Science Department
King Hall 103, (218) 477-4217
Chair: Rinita Dalan

Faculty: Russell Colson, Erik Gooding, George Holley, Karl Leonard, Michael Michlovic, Bruce Roberts, Paul Sando, Kirk Stueve

*The Department of **Anthropology and Earth Science** offers majors in Anthropology, Earth Science Education and Geosciences. Minors are offered in Anthropology and Geosciences. Certificate offered in Geographic Information Science.*

Anthropology

The Anthropology major provides students with an opportunity to understand people in different cultures, places, and times. Students are introduced to the vast range of human cultures, and to the relationship between human beings, their culture, and their environment. At Minnesota State University Moorhead, the major includes an introduction to the four sub-fields of anthropology - cultural anthropology, archaeology, biological anthropology, and linguistics, along with a menu of specialized courses in cultural anthropology and archaeology. The major includes two emphases, or tracks. One is in archaeology, for students wishing to focus on the study of ancient cultures; and the other is in cultural anthropology, for those students interested in the study of contemporary cultures from a cross-cultural and global perspective. There are specialized learning experiences in the form of field and laboratory courses in archaeology, specialized training in geophysical prospection, cultural tours and field schools in ethnography. The field experiences are offered in summer sessions.

Student Learning Outcomes (*Anthropology*)

- Understand the content of the discipline.
- Apply the concepts of anthropology.
- Understand research methods.
- Ability to use resources effectively.

Geosciences

The Geosciences major provides students with an opportunity to understand the Earth, including processes that have shaped its past and those that will shape its future, and the relationships among place, landscape, climate, culture, economy, and people. Students can choose one of three emphases: Geology, Geoarchaeology, or Geographical Science.

Geology is for those students interested in understanding how the Earth works presently and what has happened in Earth's ancient past. Students who choose this track will focus on our environment and its processes, stories of Earth's past, and the formation and extraction of natural resources of the Earth.

Geoarchaeology is for those students interested in understanding what geological evidence and reasoning reveal about past human cultures and activities on Earth. Students who choose this track will focus on the geological, chemical, biological, and physical methods for interpreting artifacts, sediments, and environments important in understanding our human past.

Geographical Science is for those students interested in understanding the relationships among place, people, and environment. Students who choose this track will focus on the distribution of

climate, cultures, and landscapes on Earth, the reason for those distributions, and the way that these interact and effect humans and our economies.

The *Earth Science Education* major is for those students interested in teaching earth science in grades 9-12, and meets the requirements for licensure in Science (grades 5-8). Our Earth Science Education program is particularly strong in providing in-depth coverage of the wide range of Earth Science subjects needed for Minnesota licensure, including Physical Geology, Historical Geology, Meteorology, Astronomy and Planetary Science, Oceanography and Interaction of People with the Land.

A minor in Geosciences is also offered. Students should see an advisor concerning which geoscience courses fit their particular needs or interests.

Student Learning Outcomes (*Geosciences*)

- Ability to apply concepts and principles of geosciences in understanding Earth processes or relationships of people to the Earth.
- Competency in laboratory and field skills and ability to conduct a scientific investigation.
- Ability to use and respond to literature and research in geosciences, including: use of library and research data, ability to interpret results of an investigation in science or social science research, comprehension of key ideas and evidence, understanding of arguments, and ability to communicate arguments and ideas in written and oral form.

B.A. Degree in Anthropology

Description

To receive the B.A. Degree in Anthropology, the student must meet the minimum university requirements and specific requirements for the program. Completion of 120 credits is required for this degree which includes the Liberal Arts and Sciences Core (42 credits).

Core Requirements (12 credits)

This core is required of all students who major in one of the Anthropology emphases: Cultural Anthropology or Archaeology.

[ANTH 110](#) Introduction to Cultural Anthropology (3)

[ANTH 115](#) Introduction to Archaeology (3)

[ANTH 120](#) Introduction to Physical Anthropology (3)

[ANTH 445](#) Seminar in Anthropology (3)

Electives

Emphasis in Archaeology Electives:

Students must complete 10 elective credits. If students in this emphasis elect to take [ANTH 450](#) for six credits, they will need to take only seven elective credits in Anthropology courses.

Emphasis in Cultural Anthropology Electives:

Students must take ten elective credits in Anthropology courses.

Emphasis in Archaeology

Program Requirements

In addition to the courses listed below, students in the Archaeology emphasis must also take one archaeology area course, one applied archaeology course, and one upper level cultural anthropology course for a minimum of 18 credits.

[ANTH 216](#) The Paleolithic Age (3)

[ANTH 217](#) The Rise of Civilization (3)

[ANTH 300](#) Archaeology (3)

Emphasis in Cultural Anthropology

Program Requirements

In addition to the courses listed below, students in the Cultural Anthropology emphasis must also take one cultural anthropology area course, one upper level topical course, and one upper level archaeology course for a total of 18 credits.

[ANTH 265](#) Language and Culture (3)

[ANTH 348](#) Ideas of Culture (3)

[ANTH 380](#) Traditional Cultures (3)

B.S. Degree in Earth Science Education

Description

To receive the B.S. Degree in Earth Science Education, the student must meet the minimum university requirements and specific requirements for the program. Completion of 120 credits is required for this degree which includes the Liberal Arts and Sciences Core (42 credits) and Secondary Teaching Licensure Education requirements (36 credits).

Core Requirements (68 credits)

Students must also fulfill all teacher licensure requirements which will add thirty-six credits to the major total. Completion of this major meets the requirements for Minnesota licensure in Science (Grades 5-8) and Earth Science (Grades 9-12).

[GEOS 115](#) Physical Geology (4)
[GEOS 116](#) Historical Geology (3)
[GEOS 302](#) Mineralogy (3)
[GEOS 303](#) Petrology (3)
[GEOS 305](#) Oceanography (3)
[GEOS 315](#) Sedimentology and Stratigraphy (3)
[GEOS 330](#) Elementary Meteorology (3)
[GEOS 340](#) Economic and Environmental Geology (3)
[GEOS 360](#) Planetary Science (3)
[GEOS 480](#) Senior Seminar (1)
[BIOL 440](#) Middle School/Secondary Science Teaching Methods (3) **or**
[CHEM 440](#) Secondary Science Teaching Methods (3)

Secondary Education Licensure Requirements

(10 credits of Student Teaching required)

[AMCS 233](#) Education and Multicultural America (3)
COMM 100 Speech Communication (3)
[ED 205](#) Introduction to Education (3)
[ED 294](#) Educational Psychology (3)
[ED 310](#) Social Foundations of Education (3)
[ED 398](#) Field Experience in Secondary Education (2)
[ED 443S](#) Classroom Management/Consultation (3)
[ED 448](#) Reading Study Skills in the Content Areas (3)
[ED 461S](#) Student Teaching: Secondary **or**
[ED 460S](#) Student Teaching: Secondary **and**
[EECE 480E](#) Student Teaching: Elementary **or**
[ED 461V](#) Student Teaching: Secondary/K-12
[SPED 225](#) Individuals with Exceptionalities (3)

Related Requirements (28 credits)

[BIOL 111](#) Cell Biology (4)
[BIOL 115](#) Organismal Biology (4)
[CHEM 150](#) General Chemistry I (3)
[CHEM 150L](#) General Chemistry Laboratory I (1)
[CHEM 210](#) General Chemistry II (3)
[CHEM 210L](#) General Chemistry II Lab (1)
[MATH 261](#) Calculus I (4)
[PHYS 160](#) College Physics I with Lab (4)
[PHYS 161](#) College Physics II with Lab (4)

Restricted Electives (3 credits)

Students must complete at least three credits from the courses listed below:

[ANTH 120](#) Introduction to Physical Anthropology (3)

[ANTH 216](#) The Paleolithic Age (3)

[AST 104](#) Stellar Astronomy (3)

[GEOS 117](#) Water, Land, and People (3)

[GEOS 117L](#) Water, Land and People Lab (1)

[GEOS 301](#) Archaeological Prospection (3)

[GEOS 320](#) Economic Geography (3)

[GEOS 325](#) Reading Landscape: Ways of Seeing (3)

[GEOS 350](#) Geoarchaeology (3)

[GEOS 370](#) Structural Geology and Mapping (3)

[GEOS 390](#) Topics in Geosciences (1-3)

[GEOS 307](#) Introduction to GIS (3)

[GEOS 415](#) Reading Geochemical Fingerprints (3)

[GEOS 416](#) Paleontology (3)

[GEOS 417](#) Taphonomy and Paleoecology (3)

[GEOS 450](#) Field Geology (3)

B.S. Degree in Geosciences

Description

To receive the B.S. Degree in Geosciences, the student must meet the minimum university requirements and specific requirements for the program. Completion of 120 credits is required for this degree which includes the Liberal Arts and Sciences Core (42 credits).

Core Requirements

Students in this major must complete a minimum of 120 credits for the B.S. degree and select coursework from one of the three emphases: Geology, Geographical Sciences, or Geoarchaeology.

Emphasis in Geographical Sciences

Program Requirements (34 credits)

[ANTH 307](#) Ecological Anthropology (3)

[GEOS 205](#) Thinking Spatially (3)

[GEOS 207](#) GPS Field Techniques (3)

[GEOS 210](#) Cartography (3)

[GEOS 305](#) Oceanography (3)

[GEOS 307](#) Introduction to GIS (3)

[GEOS 310](#) United States and Canada (3)

[GEOS 320](#) Economic Geography (3)

[GEOS 325](#) Reading Landscape: Ways of Seeing (3)
[GEOS 330](#) Elementary Meteorology (3)
[GEOS 335](#) Environmental Geography and Conservation (3)
[GEOS 480](#) Senior Seminar (1)

Restricted Electives (15 credits)

Six to eight credits must be taken from [GEOS 110](#), [GEOS 111](#), [GEOS 115](#) and [GEOS 117](#). At least nine additional credits must be taken from the other listed courses in this area.

[ANTH 202](#) American Indian Culture (3)
[ANTH 309](#) Indians of the Great Plains (3)
[ANTH 313](#) Understanding Contemporary Africa (3)
[GEOS 110](#) Introductory Physical Geography (3)
[GEOS 111](#) Cultures and Regions (3)
[GEOS 115](#) Physical Geology (4)
[GEOS 117](#) Water, Land, and People (3)
[GEOS 117L](#) Water, Land and People Lab (1)
[GEOS 235](#) Geography of Minnesota and North Dakota (3)
[GEOS 315](#) Sedimentology and Stratigraphy (3)
[GEOS 340](#) Economic and Environmental Geology (3)
[GEOS 350](#) Geoarchaeology (3)
[GEOS 370](#) Structural Geology and Mapping (3)
[GEOS 390](#) Topics in Geosciences (1-3)
[GEOS 407](#) Spatial Analysis (4)
[GEOS 410](#) Eastern Europe & Russia (3)
[GEOS 415](#) Reading Geochemical Fingerprints (3)
[ANTH 450](#) Field Work in Anthropology (6) **or**
[GEOS 450](#) Field Geology (3) **or**
[GEOS 455](#) Field Methods in Geoarchaeology (4)

Recommended Electives

Students should consult with their advisor in the department to determine which elective courses are most appropriate for their interests and plans.

Emphasis in Geology

Program Requirements (35 credits)

[GEOS 115](#) Physical Geology (4)
[GEOS 116](#) Historical Geology (3)
[GEOS 301](#) Archaeological Prospection (3)
[GEOS 302](#) Mineralogy (3)
[GEOS 303](#) Petrology (3)

[GEOS 315](#) Sedimentology and Stratigraphy (3)
[GEOS 340](#) Economic and Environmental Geology (3)
[GEOS 370](#) Structural Geology and Mapping (3)
[GEOS 415](#) Reading Geochemical Fingerprints (3)
[GEOS 416](#) Paleontology (3)
[GEOS 450](#) Field Geology (3)
[GEOS 480](#) Senior Seminar (1)

Related Requirements (19 credits)

[BIOL 115](#) Organismal Biology (4) **or**
[BIOL 305](#) General Botany (4)

[CHEM 150](#) General Chemistry I (3) **and**
[CHEM 150L](#) General Chemistry Laboratory I (1)

[MATH 234](#) Introduction to Probability and Statistics (3) **or**
[BIOL 275](#) Quantitative Biology (4)

[MATH 261](#) Calculus I (4)

[PHYS 160](#) College Physics I with Lab (4) **or**
[PHYS 200](#) General Physics I with Lab (4)

Restricted Electives

Students must complete at least six credits selected from the listed courses.

[GEOS 117](#) Water, Land, and People (3)
[GEOS 117L](#) Water, Land and People Lab (1)
[GEOS 205](#) Thinking Spatially (3)
[GEOS 207](#) GPS Field Techniques (3)
[GEOS 210](#) Cartography (3)
[GEOS 305](#) Oceanography (3)
[GEOS 307](#) Introduction to GIS (3)
[GEOS 320](#) Economic Geography (3)
[GEOS 330](#) Elementary Meteorology (3)
[GEOS 350](#) Geoarchaeology (3)
[GEOS 360](#) Planetary Science (3)
[GEOS 390](#) Topics in Geosciences (1-3)
[GEOS 397](#) Research in Geosciences (1-3)
[GEOS 407](#) Spatial Analysis (3)
[GEOS 417](#) Taphonomy and Paleoecology (3)

Recommended Electives

These courses are not required, but are recommended. Students should consult with their advisor in the department concerning which courses are most appropriate for their interests and plans. It is further recommended that students obtain 3-4 credits of field experience in addition to [GEOS 450](#).

[BIOL 345](#) Principles of Ecology (4)
[CHEM 210](#) General Chemistry II (3)
[CHEM 210L](#) General Chemistry II Lab (1)
[MATH 262](#) Calculus II (4)
[PHYS 201](#) General Physics II with Lab (4)

Emphasis in Geoarchaeology

Program Requirements (40 credits)

[ANTH 115](#) Introduction to Archaeology (3)
[ANTH 300](#) Archaeology (3)
[GEOS 115](#) Physical Geology (4)
[GEOS 115L](#) Physical Geology Lab (0)
[GEOS 117](#) Water, Land, and People (3)
[GEOS 117L](#) Water, Land and People Lab (1)
[GEOS 301](#) Archaeological Prospection (3)
[GEOS 302](#) Mineralogy (3)
[GEOS 303](#) Petrology (3)
[GEOS 307](#) Introduction to GIS (3)
[GEOS 315](#) Sedimentology and Stratigraphy (3)
[GEOS 350](#) Geoarchaeology (3)
[GEOS 415](#) Reading Geochemical Fingerprints (3)
[GEOS 480](#) Senior Seminar (1)
[GEOS 455](#) Field Methods in Geoarchaeology (4) **or**
[ANTH 450](#) Field Work in Anthropology (6)

Related Requirements (12 credits)

Students must take 12 credits from those listed below. Students may select from SOIL 210 Intro Soil Science (NDSU) or SOIL 444 Soil Genesis/Survey (NDSU).

[BIOL 115](#) Organismal Biology (4)
[BIOL 115L](#) Organismal Biology Laboratory (0)
[BIOL 275](#) Quantitative Biology (4)
[BIOL 305](#) General Botany (4)
[BIOL 345](#) Principles of Ecology (4)

[CHEM 150](#) General Chemistry I (3)
[CHEM 150L](#) General Chemistry Laboratory I (1)
[CHEM 210](#) General Chemistry II (3)
[CHEM 210L](#) General Chemistry II Lab (1)

[GEOS 207](#) GPS Field Techniques (3)
[GEOS 407](#) Spatial Analysis (4)

[MATH 234](#) Introduction to Probability and Statistics (3)
[MATH 261](#) Calculus I (4)
[MATH 262](#) Calculus II (4)

[PHYS 160](#) College Physics I with Lab (3) **or**
[PHYS 200](#) General Physics I with Lab (3)
[PHYS 161](#) College Physics II with Lab (4) **or**
[PHYS 201](#) General Physics II with Lab (4)

Restricted Electives

Students must select at least nine credits from the listed courses.

[ANTH 120](#) Introduction to Physical Anthropology (3)
[ANTH 216](#) The Paleolithic Age (3)
[ANTH 217](#) The Rise of Civilization (3)
[ANTH 315](#) North American Archaeology (3)
[ANTH 318](#) Archaeology and the Bible (3)
[ANTH 390](#) Topics in Anthropology (1-3)

[GEOS 116](#) Historical Geology (3)
[GEOS 205](#) Thinking Spatially (3)
[GEOS 210](#) Cartography
[GEOS 325](#) Reading Landscape: Ways of Seeing (3)
[GEOS 340](#) Economic and Environmental Geology (3)
[GEOS 370](#) Structural Geology and Mapping (3)
[GEOS 390](#) Topics in Geosciences (1-3)
[GEOS 397](#) Research in Geosciences (1-3)
[GEOS 416](#) Paleontology (3)
[GEOS 417](#) Taphonomy and Paleoecology (3)
[GEOS 450](#) Field Geology (3)

Recommended Electives

Students should consult with their advisor in the department to determine which elective courses are most appropriate for their interests and plans.

Minor in Anthropology

Core Requirements (9 credits)

[ANTH 110](#) Introduction to Cultural Anthropology (3)

[ANTH 115](#) Introduction to Archaeology (3)

[ANTH 120](#) Introduction to Physical Anthropology (3)

Restricted Electives (12 credits)

Students, in consultation with a faculty advisor, must take one upper level archaeology course, one upper level cultural anthropology course, and two upper level anthropology electives.

Minor in Geosciences

Program Requirements

A minimum of 18 credits must be taken from among Geosciences courses. At least 6 credits must be taken from Geosciences courses at the 100 level, and 9 credits must be at the 300 level or above. Students interested in an emphasis in geology, geoarchaeology, or geographical science should consult with a department faculty member.

Certificate in Geographic Information Science

Description

Certificate provides a focused area of study and basic competency in the theory, technology, and application of Geographic Information Science.

Student Learning Outcomes

- 1) Use computer software to manage, manipulate, analyze, and display spatial data
- 2) Operate GPS devices to record field data and import into a computer environment
- 3) Make professional maps in digital and hardcopy formats
- 4) Access spatial data online and convert hardcopy data to digital format
- 5) Address practical problems with critical spatial thinking abilities and provide GIS-based solutions

Core Requirements (12 credits)

[GEOS 205](#) Thinking Spatially (3)

[GEOS 207](#) GPS Field Techniques (3)

[GEOS 210](#) Cartography (3)

[GEOS 307](#) Introduction to GIS (3)

Biosciences Department
Hagen Hall 103, (218) 477-2572

Chair: Ellen Brisch

Faculty: Sara Anderson, Rebecca Andres, Ellen Brisch, Chris Chastain, Andrew Marry, Daniel McEwen, Donna Bruns Stockrahm, Alison Wallace, Mark Wallert, Kathryn Wise, Brian Wisenden, Patricia Wisenden

The department offers a Bachelor of Arts degree in Biology and Bachelor of Science degree in Life Science Education. In addition to the B.A. in Biology, two emphases are available for students majoring in Biology: a Health and Medical Sciences Emphasis that may be appropriate for prospective health professionals in a variety of fields, and an Ecology and Evolutionary Biology Emphasis that may be appropriate for students interested in natural resources, ecology, and evolution. Biosciences faculty advise students in a number of pre-professional areas such as pre-medicine, pre-optometry, pre-veterinary medicine, pre-physical and occupational therapy, pre-physician's assistant, pre-chiropractic, and pre-respiratory care. Minors in Biology, Botany, Health and Medical Sciences and Zoology are designed to support other fields of study such as art, psychology, education, chemistry and certain business majors. Teaching licensure is available in Life Sciences (grades 9-12). This licensure meets the requirements for licensure in Science (grades 5-8). The sequential nature of the biology curriculum and the necessity to coordinate certain biology courses with courses required in other disciplines makes it important that students considering any of the majors in the Biosciences Department consult a member of the Biosciences faculty early in their college career.

Transfer students wishing to complete any Biology major must complete at least 6 credits selected from approved 300-400 level courses in the Biosciences Department at Minnesota State University Moorhead regardless of the number of transfer credits accepted toward the major.

Student Learning Outcomes

- Understand fundamental biological concepts at the molecular, cellular, organismal, and ecosystem levels.
- Recognize evolution as a unifying theme across biological disciplines.
- Demonstrate competence in general lab and field skills and be introduced to discipline-specific skills and their professional applications.
- Apply critical thinking skills and quantitative tools to evaluate biological information.
- Practice effective oral and written communication of scientific ideas in the manner of professional biologists.
- Acquire basic research skills in introductory courses and refine these skills in advanced courses including independent research.
- Recognize the value of multicultural and ethical perspectives in the advancement and application of science in human society.

B.A. Degree in Biology

Description

To receive the B.A. Degree in Biology, the student must meet the minimum university

requirements and specific requirements for the program. Completion of 120 credits is required for this degree which includes the Liberal Arts and Sciences Core (42 credits).

Core Requirements (12 credits)

[BIOL 111](#) Cell Biology (4)

[BIOL 115](#) Organismal Biology (4)

[BIOL 341](#) Genetics (4)

Program Requirements (11 credits)

[BIOL 345](#) Principles of Ecology (4)

[BIOL 348](#) Evolutionary Biology (3)

[BIOL 350](#) Microbiology (4)

Related Requirements (16 credits)

Students must complete at least six credits in mathematics at the level of [MATH 127](#) or above. Students must complete General Chemistry I and General Chemistry II and their corresponding labs. Students may choose from College Physics I and II OR General Physics I and II.

[CHEM 150](#) General Chemistry I (3)

[CHEM 150L](#) General Chemistry Laboratory I (1)

[CHEM 210](#) General Chemistry II (3)

[CHEM 210L](#) General Chemistry II Lab (1)

[PHYS 160](#) College Physics I with Lab (4) **and**

[PHYS 161](#) College Physics II with Lab (4) **or**

[PHYS 200](#) General Physics I with Lab (4) **and**

[PHYS 201](#) General Physics II with Lab (4)

Restricted Electives

Students must take one course from the Physiology area (Biology 347, 349, or 360); one course from the Zoology area (Biology 321, 322, 372, 402, or 455); one course from the Cellular and Molecular area (Biology 365, 385, 385L, 430, or 438); and one course from the Botany area (Biology 305, 325 or 326). Students who enroll in [BIOL 385L](#) must also enroll in [BIOL 385](#).

[BIOL 305](#) General Botany (4)

[BIOL 321](#) Invertebrate Zoology (3)

[BIOL 322](#) Vertebrate Zoology (4)

[BIOL 326](#) Minnesota Plant Identification (4)

[BIOL 347](#) Plant Physiology (4)

[BIOL 349](#) Human Physiology (4)

[BIOL 360](#) Cellular and Molecular Physiology (4)

[BIOL 365](#) Developmental Biology (4)

[BIOL 372](#) Aquatic Biology (4)

[BIOL 385](#) Molecular Biology (3)
[BIOL 385L](#) Molecular Biology Lab (1)
[BIOL 402](#) Principles of Animal Behavior (3)
[BIOL 430](#) Immunobiology (3)
[BIOL 438](#) Medical Microbiology (3)
[BIOL 455](#) Wildlife Ecology (4)

Emphasis in Ecology and Evolutionary Biology

Program Requirements

[BIOL 275](#) Quantitative Biology (4)
[BIOL 345](#) Principles of Ecology (4)
[BIOL 348](#) Evolutionary Biology (3)
[BIOL 365](#) Developmental Biology (4) **or**
[BIOL 385](#) Molecular Biology (3)
[BIOL 478](#) Research Design (3)
[BIOL 497](#) Research in Biology (3)

Related Requirements

Students must complete one MATH course from the list. Students must complete eight credits of General Chemistry I & II. Students must complete eight credits of PHYS chosen from College Physics I & II OR General Physics I & II.

[CHEM 150](#) General Chemistry I (3)
[CHEM 150L](#) General Chemistry Laboratory I (1)
[CHEM 210](#) General Chemistry II (3)
[CHEM 210L](#) General Chemistry II Lab (1)
[MATH 127](#) College Algebra (3) **or**
[MATH 142](#) Pre-Calculus (4) **or**
[MATH 143](#) Trigonometry (3) **or**
[MATH 261](#) Calculus I (4)
[PHYS 160](#) College Physics I with Lab (4) **and**
[PHYS 161](#) College Physics II with Lab (4) **or**
[PHYS 200](#) General Physics I with Lab (4) **and**
[PHYS 201](#) General Physics II with Lab (4)

Restricted Electives

Students must complete a minimum of one course from the Suborganismal area (Select from [BIOL 347](#), 349, 360); one course from the Organismal area (Select from Biology 305, 321, 322, 350); one course from the Populations and Ecosystems area (Select from Biology 326, 372, 402, 455); and two additional courses to reach a minimum of 15 credits.

[BIOL 305](#) General Botany (4)

[BIOL 321](#) Invertebrate Zoology (3)
[BIOL 322](#) Vertebrate Zoology (4)
[BIOL 326](#) Minnesota Plant Identification (4)
[BIOL 347](#) Plant Physiology (4)
[BIOL 349](#) Human Physiology (4)
[BIOL 350](#) Microbiology (4)
[BIOL 360](#) Cellular and Molecular Physiology (4)
[BIOL 372](#) Aquatic Biology (4)
[BIOL 385](#) Molecular Biology (3)
[BIOL 385L](#) Molecular Biology Lab (1)
[BIOL 402](#) Principles of Animal Behavior (3)
[BIOL 455](#) Wildlife Ecology (4)

Recommended Electives

Select a minimum of six credits from the following list of courses:

[BIOL 335](#) Tropical Field Biology (3)
[BIOL 346](#) An Ecological Perspective (3)
[BIOL 365](#) Developmental Biology (4)
[BIOL 469](#) Internship (1-12)
[BIOL 470](#) Undergraduate Laboratory Teaching (1)
[BIOL 497](#) Undergraduate Research in Biology (1-3)
[CHEM 350](#) Organic Chemistry I (3)
[CHEM 355](#) Organic Chemistry I Lab (1)
[CHEM 360](#) Organic Chemistry II (3)
[CHEM 365](#) Organic Chemistry II Lab (1)
[CHEM 400](#) Biochemistry I (3)
[CHEM 405](#) Biochemistry Laboratory I (1)
[CHEM 410](#) Biochemistry II (3)
[CHEM 415](#) Biochemistry Laboratory II (1)
[GEOS 305](#) Oceanography (3)
[GEOS 416](#) Paleontology (3)
[GEOS 417](#) Taphonomy and Paleocology (3)
[HSAD 326](#) Epidemiology (3)
[MATH 262](#) Calculus II (4)

Emphasis in Health and Medical Sciences

Program Requirements

[BIOL 323](#) Human Anatomy (4)
[BIOL 349](#) Human Physiology (4)
[BIOL 350](#) Microbiology (4)

Related Requirements

Students must complete General Chemistry I and General Chemistry II and their corresponding labs. Students may choose from College Physics I and II OR General Physics I and II and their corresponding labs.

[CHEM 150](#) General Chemistry I (3)
[CHEM 150L](#) General Chemistry Laboratory I (1) **and**
[CHEM 210](#) General Chemistry II (3)
[CHEM 210L](#) General Chemistry II Lab (1)
[PHYS 160](#) College Physics I with Lab (4) **and**
[PHYS 161](#) College Physics II with Lab (4) **or**
[PHYS 200](#) General Physics I with Lab (4) **and**
[PHYS 201](#) General Physics II with Lab (4)

Restricted Electives

Students must take one course, of at least three credits, from those listed below. [BIOL 385L](#) may be taken with [BIOL 385](#).

[BIOL 360](#) Cellular and Molecular Physiology (4)
[BIOL 365](#) Developmental Biology (4)
[BIOL 385](#) Molecular Biology (3)
[BIOL 385L](#) Molecular Biology Lab (1)
[BIOL 430](#) Immunobiology (3)
[BIOL 438](#) Medical Microbiology (3)

Recommended Electives

Students must earn a minimum of eighteen credits from biology courses approved for majors and/or the following list of electives. Course selection should be made in consultation with a faculty advisor and will vary with the pre-professional area of interest.

[ACCT 230](#) Principles of Accounting I (3)
[ANTH 306](#) Medical Anthropology (3)
[AT 210](#) Medical Terminology (1)
[BIOL 275](#) Quantitative Biology (4)
[BIOL 300](#) Biology of Women (3)
[BIOL 345](#) Principles of Ecology (4)
[BIOL 360](#) Cellular and Molecular Physiology (4)
[BIOL 365](#) Developmental Biology (4)
[BIOL 385](#) Molecular Biology (3)
[BIOL 385L](#) Molecular Biology Lab (1)
[BIOL 390](#) Blood Work in the Medical Laboratory (topics) (3)
[BIOL 430](#) Immunobiology (3) WI
[BIOL 438](#) Medical Microbiology (3)

[BUS 230](#) Entrepreneurial Finance (3)
[CHEM 350](#) Organic Chemistry I (3)
[CHEM 355](#) Organic Chemistry I Lab (1)
[CHEM 360](#) Organic Chemistry II (3)
[CHEM 365](#) Organic Chemistry II Lab (1)
[CHEM 380](#) Analytical Chemistry I (4)
[CHEM 400](#) Biochemistry I (3)
[CHEM 405](#) Biochemistry Laboratory I (1)
[CHEM 410](#) Biochemistry II (3)
[CHEM 415](#) Biochemistry Laboratory II (1)
[COMM 211](#) Group and Team Communication (3)
[COMH 200](#) Introduction to Health Promotion and Public Health (2)
[COMH 315](#) Health Agencies and Services (3)
[COMH 401](#) Health Aspects of Aging (3)
[COMH 418](#) Global Health Issues (3)
[CSIS 104](#) Spreadsheet and Database Applications (3)
[ENGL 387](#) Technical Report Writing (4)
[HLTH 305](#) Introduction to Nutrition (3)
[HLTH 330](#) Disease Prevention (2)
[HSAD 326](#) Epidemiology (3)
[HSAD 414](#) Health Services Planning and Evaluation (3)
[HSAD 416](#) Health Services Management (3)
[HSAD 418](#) Medical and Health Care Law (3)
[HSAD 419](#) Financial Management of Health Care Organizations (3)
[MATH 232](#) Applied Statistics (3)
[MATH 234](#) Introduction to Probability and Statistics (3)
[MGMT 360](#) Principles of Management (3)
[PE 320](#) Anatomical Kinesiology (3)
[PE 420](#) Biomechanics (3)
[PHIL 311](#) Morals and Medicine (3)
[PHIL 318](#) Professional Ethics (3)
[PSY 202](#) Developmental Psychology (3)
[PSY 220](#) Social Behavior (3)
[PSY 265](#) Health Psychology (3)
[PSY 310](#) Psychology of Women (3)
[PSY 317](#) Alcoholism and Drug Abuse (3)
[PSY 320](#) Social Psychology (3)
[PSY 345](#) Physiological Psychology (3)
[PSY 402](#) Child/Adolescent Psychology (3)
[PSY 403](#) Adulthood and Aging (3)
[PSY 463](#) Abnormal Psychology (3)
[SOC 308](#) Social Gerontology (3)
[SOC 375](#) Sociology of Health and Medicine (3)
[SW 411](#) Chemical Dependency (3)

B.S. Degree in Life Science Education

Description

To receive the B.S. Degree in Life Science Education, the student must meet the minimum university requirements and specific requirements for the program. Completion of 120 credits is required for this degree which includes the Liberal Arts and Sciences Core (42 credits) and Secondary Teaching Licensure Education requirements (36 credits).

Core Requirements (12 credits)

[BIOL 111](#) Cell Biology (4)

[BIOL 115](#) Organismal Biology (4)

[BIOL 341](#) Genetics (4)

Program Requirements (57 credits)

Students must fulfill all teacher licensure requirements which will add thirty-six credits to the major total.

[BIOL 345](#) Principles of Ecology (4)

[BIOL 347](#) Plant Physiology (4)

[BIOL 348](#) Evolutionary Biology (3)

[BIOL 350](#) Microbiology (4)

[BIOL 440](#) Middle School/Secondary Science Teaching Methods (3)

[BIOL 497](#) Undergraduate Research in Biology (3)

Secondary Education Licensure Requirements

(10 credits of Student Teaching required)

[AMCS 233](#) Education and Multicultural America (3)

COMM 100 Speech Communication (3)

[ED 205](#) Introduction to Education (3)

[ED 294](#) Educational Psychology (3)

[ED 310](#) Social Foundations of Education (3)

[ED 398](#) Field Experience in Secondary Education (2)

[ED 443S](#) Classroom Management/Consultation (3)

[ED 448](#) Reading Study Skills in the Content Areas (3)

[ED 461S](#) Student Teaching: Secondary **or**

[ED 460S](#) Student Teaching: Secondary **and**

[EECE 480E](#) Student Teaching: Elementary **or**

[ED 461V](#) Student Teaching: Secondary/K-12

[SPED 225](#) Individuals with Exceptionalities (3)

Related Requirements (32 credits)

Students must complete 8 credits of CHEM, and 8 credits of PHYS (chosen from College Physics I and II OR General Physics I and II) and 10 credits of GEOS. In addition to these requirements, students must complete six credits in MATH at the 127 level or above.

[CHEM 150](#) General Chemistry I (3)
[CHEM 150L](#) General Chemistry Laboratory I (1)
[CHEM 210](#) General Chemistry II (3)
[CHEM 210L](#) General Chemistry II Lab (1)
[GEOS 115](#) Physical Geology (4)
[GEOS 116](#) Historical Geology (3)
[GEOS 360](#) Planetary Science (3)
[PHYS 160](#) College Physics I with Lab (4) **and**
[PHYS 161](#) College Physics II with Lab (4) **or**
[PHYS 200](#) General Physics I with Lab (4) **and**
[PHYS 201](#) General Physics II with Lab (4)

Minor in Health and Medical Sciences

Program Requirements

[BIOL 111](#) Cell Biology (4)
[BIOL 115](#) Organismal Biology (4)
[BIOL 323](#) Human Anatomy (4)
[BIOL 349](#) Human Physiology (4)

Restricted Electives

Select one of the following courses:

[BIOL 236](#) Introduction to Microbiology (3)
[BIOL 341](#) Genetics (4)
[BIOL 350](#) Microbiology (4)
[BIOL 365](#) Developmental Biology (4)

Minor in Vaccinology

Core Requirements (15 credits)

Students are required to enroll in MICR 470: Basic Immunology (3) and MICR 471: Immunology and Serology Lab (2) at NDSU. TriCollege registration is required.

[BCBT 210](#) Introduction to Vaccinology Seminar (1)
[BCBT 410](#) Vaccinology Senior Seminar (1)
[BIOL 275](#) Quantitative Biology (4)
[BIOL 385](#) Molecular Biology (3)
[BIOL 385L](#) Molecular Biology Lab (1)

Program Requirements (4 credits)

Choose one of the following courses or pair of courses.

[BIOL 350](#) Microbiology (4) **or**
[BIOL 360](#) Cellular and Molecular Physiology (4) **or**
[CHEM 400](#) Biochemistry I (3) **and**
[CHEM 405](#) Biochemistry Laboratory I (1)

Restricted Electives (4 credits)

Students must complete 4 credits from the following list. Research in [BIOL 497](#) or [CHEM 497](#) must involve techniques used in the vaccinology industry.

[BCBT 420](#) Intro to Working in a Regulated Biochemistry and Biotechnology Industry (4)
[BCBT 425](#) Introduction to Validation in the Biochemistry and Biotechnology Industry (4)
[BCBT 430](#) Intro to Quality Assurance and Quality Control in Biochem Biotech Industry (4)
[BCBT 469](#) Internship (1-12)
[BCBT 475](#) Biotechniques: Research and Communication I (2)
[BCBT 476](#) Biotechniques: Research and Communication II (2)
[BIOL 497](#) Undergraduate Research in Biology (1-3)
[CHEM 497](#) Senior Thesis (1)

Minor in Biology

Program Requirements

[BIOL 111](#) Cell Biology (4)
[BIOL 115](#) Organismal Biology (4)
[BIOL 341](#) Genetics (4)

Electives

Select three courses from the list, but only one of the following may be used: [BIOL 347](#), [BIOL 349](#) or [BIOL 360](#).

[BIOL 305](#) General Botany (4)
[BIOL 321](#) Invertebrate Zoology (3)
[BIOL 322](#) Vertebrate Zoology (4)
[BIOL 345](#) Principles of Ecology (4)
[BIOL 347](#) Plant Physiology (4)
[BIOL 348](#) Evolutionary Biology (3)
[BIOL 349](#) Human Physiology (4)
[BIOL 350](#) Microbiology (4)
[BIOL 360](#) Cellular and Molecular Physiology (4)
[BIOL 365](#) Developmental Biology (4)
[BIOL 372](#) Aquatic Biology (4)
[BIOL 385](#) Molecular Biology (3)
[BIOL 402](#) Principles of Animal Behavior (3)
[BIOL 455](#) Wildlife Ecology (4)

Minor in Ecology and Evolutionary Biology

Program Requirements

[BIOL 111](#) Cell Biology (4)

[BIOL 115](#) Organismal Biology (4)

[BIOL 345](#) Principles of Ecology (4)

Electives

Select three courses from the list:

[BIOL 305](#) General Botany (4)

[BIOL 321](#) Invertebrate Zoology (3)

[BIOL 322](#) Vertebrate Zoology (4)

[BIOL 341](#) Genetics (4)

[BIOL 348](#) Evolutionary Biology (3)

[BIOL 350](#) Microbiology (4)

[BIOL 372](#) Aquatic Biology (4)

[BIOL 402](#) Principles of Animal Behavior (3)

[BIOL 455](#) Wildlife Ecology (4)

Chemistry and Biochemistry Department

Hagen Hall 103, (218) 477-2136

Chair: Jeffrey Bodwin

Faculty: Vijay Antharam, Gary Edverson, Shawn Garrett, Craig Jasperse, Richard Lahti, Asoka Marasinghe, Abbas Pezeshk

Minnesota State University Moorhead's Chemistry and Biochemistry Department is on the Approved List of the American Chemical Society (ACS). Less than half of the nation's chemistry departments meet the rigorous standards set by the ACS Committee on Professional Training for faculty, library resources, laboratory space, equipment, and curriculum. A major strength of the chemistry program is its emphasis on undergraduate research. Five different degrees are available:

- B.S. degree in chemistry (ACS approved);
- B.A. degree in chemistry with emphasis in biological chemistry, business, chemical physics, computational chemistry or mathematics;
- B.S. degree in biochemistry and biotechnology with emphasis in cellular and molecular sciences or emphasis in biological chemistry (ACS approve);
- B.S. degree in chemistry teaching.

The **B.S. degree in Chemistry** is a rigorous four-year course of study designed for those students who plan graduate programs in chemistry and its related fields, a career in chemical industries, or chemical professions. ACS is an organization of professional chemists that, among other activities, sets standards for chemistry education.

The **B.A. degree in Chemistry** can be earned with emphases in a number of areas such as biological chemistry, business, chemical physics, computational chemistry or mathematics. This flexibility allows students to include the related field courses in their chemistry program that best fit their future career, graduate school or professional school needs.

The **B.S. degree in Biochemistry and Biotechnology** is a degree that combines studies in both biology and chemistry. This major is designed to teach advanced laboratory skills in the major areas of biochemistry and biotechnology. It provides a laboratory-rich, research-based experience that emphasizes hands-on learning. It includes the application of techniques used in the study of enzymology, cellular physiology, molecular biology and immunology.

The **B.S. degree in Chemistry Education** is part of the certification process to teach chemistry in Minnesota high schools. Students completing this major may also be certified to teach middle school science, grades 5-8. In addition to completing the chemistry core curriculum and middle school science coursework, students must also complete courses in professional (teacher) education.

Biochemistry is the study of chemistry and living systems. Biotechnology is the use of cellular and biomolecular processes to solve problems and make useful products. The different emphases, minor, and certificate offered in Biochemistry and Biotechnology are designed to prepare students for a wide array career and educational opportunities.

The Biochemistry and Biotechnology Degree has two emphases: 1) Cellular and Molecular Sciences and 2) Biological Chemistry. All students completing a BCBT Major must complete one of the two emphases.

The BCBT Major is designed to be a research-based, laboratory-intensive program focusing on training undergraduates in both the theories and practices of the discipline. All BCBT majors are required to participate in a small-group, senior-year research project mentored by one of the BCBT faculty members. Upon graduating with a BCBT Major approximately 30% of students attend medical school, 30% go directly to work in industry, and 40% attend graduate school.

BCBT Majors are strongly encouraged to participate in research outside of their coursework as early as possible in their academic career.

The Biochemistry and Biotechnology Industries are regulated by the U.S. Food and Drug Administration (FDA), the Environmental Protection Agency (EPA), and the Department of Agriculture (USDA). The BCBT Industry Certificate is a unique, advanced training opportunity that prepares people to work in the highly regulated bioscience, pharmaceutical, and chemistry industries. The Certificate Program prepares undergraduates to enter the workforce, provides training to incumbent workers for career advancement, and retrains displaced workers for new careers.

Student Learning Outcomes (*Biochemistry and Biotechnology*)

- Understand fundamental chemical, molecular, cellular, and systems level scientific concepts.
- Demonstrate competence in general and advanced laboratory skills and be introduced to discipline-specific skills and their professional applications.
- Acquire basic research skills in introductory courses and refine those skills in advanced courses including independent research.
- Demonstrate ability to design and conduct independent research.
- Apply critical thinking and quantitative skills to evaluate scientific information.
- Practice effective oral and written communication of scientific ideas in the manner of professional scientists.
- Create well prepared students for medical, professional, and graduate schools, as well as entry into biotechnology industry careers.

Student Learning Outcomes (*Chemistry*)

- Demonstrate basic knowledge and understanding of the fundamentals of experimental and theoretical chemistry.
- Demonstrate skills in analytical thinking, problem solving and application of scientific methods to experimental data.
- Demonstrate skills in laboratory operations including techniques, instrumentation, experimental design, interpretation and reporting of experimental results.
- Demonstrate ability to design and conduct chemical research projects.
- Demonstrate written and oral communication skills.

B.S. Degree in Biochemistry and Biotechnology

Description

To receive the B.S. Degree in Biochemistry and Biotechnology, the student must meet the minimum university requirements and specific requirements for the program. Completion of 120 credits is required for this degree which includes the Liberal Arts and Sciences Core (42 credits).

Student Learning Outcomes

Students completing a B.S. in Biochemistry & Biotechnology major will:

1. Demonstrate basic knowledge and understanding of the fundamentals of experimental and theoretical biochemistry, molecular biology, and biotechnology.
2. Demonstrate skills in analytical thinking, problem solving and application of scientific methods to experimental data.
3. Demonstrate skills in laboratory operations including techniques, instrumentation, experimental design, interpretation and reporting of experimental results.
4. Demonstrate ability to design and conduct chemical research projects.
5. Demonstrate written and oral communication skills.

Core Requirements (67 credits)

Students must also complete an emphasis in either Biological Chemistry or Biochemistry & Molecular Biology.

[BIOL 111/BIOL 111L](#) Cell Biology with lab (4)
[BIOL 115/BIOL 115L](#) Organismal Biology with lab (4)
[BIOL 341/BIOL 341L](#) Genetics with lab (4)
[BIOL 385/BIOL 385L](#) Molecular Biology with lab (4)
[CHEM 150/CHEM 150L](#) General Chemistry I with lab (4)
[CHEM 210/CHEM 210L](#) General Chemistry II with lab (4)
[CHEM 350/CHEM 355](#) Organic Chemistry I with lab (4)
[CHEM 360/CHEM 365](#) Organic Chemistry II with lab (4)
[CHEM 400/CHEM 405](#) Biochemistry I with lab (4)
[CHEM 410](#) Biochemistry II (3)
[BCBT 120](#) Introduction to Biochemistry and Biotechnology Careers (1)
[BCBT 220](#) Survey of BCBT Research and Methodology (1)
[BCBT 360](#) Team-based BCBT Research (3)
[BCBT 460](#) BCBT Literature Review and Presentation (1)
[MATH 261](#) Calculus I (4)

Physiology (choose one course)

[BIOL 347/BIOL 347L](#) Plant Physiology with lab (4) **or**
[BIOL 349/BIOL 349L](#) Human Physiology with lab (4) **or**
[BIOL 360/BIOL 360L](#) Cellular and Molecular Physiology with lab (4)

Biology (choose one course)

[BIOL 323/BIOL 323L](#) Human Anatomy with lab (4) **or**
an additional physiology elective ([BIOL 347](#), [BIOL 349](#), **or** [BIOL 360](#)) (4) **or**
[BIOL 350/350L](#) Microbiology with lab (4) **or**
[BIOL 365/365L](#) Developmental Biology with lab (4) **or**
[BIOL 430](#) Immunobiology (3)

Biotechniques (choose one course)

[BCBT 461](#) Nucleic Acids & Bioinformatics (3) **or**
[BCBT 462](#) Cell Culture & Immunochemistry (3) **or**
[BCBT 463](#) Proteomics & Advanced Chromatography (3)

Physics I (choose one course)

[PHYS 160](#) College Physics I with lab (4) **or**
[PHYS 200](#) General Physics I with lab (4)

Physics II (choose one course)

[PHYS 161](#) College Physics II with lab (4) **or**
[PHYS 201](#) General Physics II with lab (4)

Emphasis in Biological Chemistry

Program Requirements

[CHEM 300](#) Inorganic Chemistry (3)
[CHEM 380](#) Analytical Chemistry with lab (4)
[CHEM 450/CHEM 455](#) Physical Chemistry I with lab (4)
[BCBT 450](#) Biophysical Chemistry (3)
[BCBT 497](#) Senior Research Thesis (1)
[MATH 262](#) Calculus II (4)

Restricted Electives

At least three additional credits of a BCBT restricted elective; at least three additional credits of a BIOL restricted elective; and one open Chemistry elective (Any 300+ level CHEM course EXCEPT 304, 440).

[BCBT 210](#) Introduction to Vaccinology Seminar (1)
[BCBT 397](#) BCBT Research (1-3)
[BCBT 410](#) Vaccinology Senior Seminar (1)
[BCBT 420](#) Introduction to Working in a Regulated BCBT Industry (4)
[BCBT 425](#) Introduction to Validation in the BCBT Industry (4)
[BCBT 430](#) Introduction to Quality Assurance and Control in BCBT Industry (4)
[BCBT 435](#) Ethics in the BCBT Industry (3)
[BCBT 461](#) Biotechniques: Nucleic Acids and Bioinformatics (3)
[BCBT 462](#) Cell Culture and Immunochemistry (3)

[BIOL 323/BIOL 323L](#) Human Anatomy with lab (4)
[BIOL 347/BIOL 347L](#) Plant Physiology with lab (4)
[BIOL 349/BIOL 349L](#) Human Physiology with lab (4)
[BIOL 350/BIOL 350L](#) Microbiology with lab (4)
[BIOL 360/BIOL 360L](#) Cellular and Molecular Physiology with lab (4)
[BIOL 365/BIOL 365L](#) Developmental Biology with lab (4)
[BIOL 430](#) Immunobiology (3)

Emphasis in Biochemistry & Molecular Biology

Program Requirements

Chemistry (choose one)

[CHEM 300](#) Inorganic Chemistry (3) **or**

[CHEM 380](#) Analytical Chemistry with lab (4)

Physical Chemistry (choose one)

[CHEM 450/455](#) Physical Chemistry I with lab (4) **or**

[BCBT 450](#) Biophysical Chemistry (3)

Biology

(At least 3 credits, any 300+ level BIOL course EXCEPT 300, 346, 370, 406, 440) **AND**
an additional biology elective from the following:

[BIOL 323/BIOL 323L](#) Human Anatomy with lab (4)

[BIOL 347/BIOL 347L](#) Plant Physiology with lab (4)

[BIOL 349/BIOL 349L](#) Human Physiology with lab (4)

[BIOL 350/BIOL 350L](#) Microbiology with lab (4)

[BIOL 360/BIOL 360L](#) Cellular and Molecular Physiology with lab (4)

[BIOL 365/BIOL 365L](#) Developmental Biology with lab (4)

[BIOL 430](#) Immunobiology (3)

Biochemistry/Biotechnology (at least three additional credits)

[BCBT 210](#) Introduction to Vaccinology Seminar (1)

[BCBT 397](#) BCBT Research (1-3)

[BCBT 410](#) Vaccinology Senior Seminar (1)

[BCBT 420](#) Introduction to Working in a Regulated BCBT Industry (4)

[BCBT 425](#) Introduction to Validation in the BCBT Industry (4)

[BCBT 430](#) Introduction to Quality Assurance and Control in BCBT Industry (4)

[BCBT 435](#) Ethics in the BCBT Industry (3)

[BCBT 461](#) Biotechniques: Nucleic Acids and Bioinformatics (3)

[BCBT 462](#) Cell Culture and Immunochemistry (3)

[BCBT 497](#) Senior Research Thesis (1)

Open Chemistry elective (Any 300+ level CHEM course EXCEPT 304, 440)

Math (choose one)

[MATH 262](#) Calculus II (4) **or**

[BIOL 275](#) Quantitative Biology (4)

B.A. Degree in Chemistry

Description

To receive the B.A. Degree in Chemistry, the student must meet the minimum university requirements and specific requirements for the program. Completion of 120 credits is required for this degree which includes the Liberal Arts and Sciences Core (42 credits).

Core Requirements (24 credits)

[CHEM 150](#) General Chemistry I (3)
[CHEM 150L](#) General Chemistry Laboratory I (1)
[CHEM 210](#) General Chemistry II (3)
[CHEM 210L](#) General Chemistry Laboratory II (1)
[CHEM 297](#) Introduction to Research (1)
[CHEM 300](#) Inorganic Chemistry I (3)
[CHEM 350](#) Organic Chemistry I (3)
[CHEM 355](#) Organic Chemistry Laboratory (1)
[CHEM 360](#) Organic Chemistry II (3)
[CHEM 380](#) Analytical Chemistry I (4)
[CHEM 498](#) Senior Seminar (1)

Program Requirements (9 credits)

[CHEM 365](#) Organic Chemistry II Lab (1)
[CHEM 400](#) Biochemistry I (3)
[CHEM 405](#) Biochemistry Laboratory I (1)
[CHEM 450](#) Physical Chemistry I (3)
[CHEM 455](#) Physical Chemistry I Lab (1)

Related Requirements

Students must take a combination of College Physics I & II OR General Physics I & II with the required labs.

[PHYS 160](#) College Physics I with Lab (4) **and**
[PHYS 161](#) College Physics II with Lab (4) **or**
[PHYS 200](#) General Physics I with Lab (4) **and**
[PHYS 201](#) General Physics II with Lab (4)
[ENGL 387](#) Technical Report Writing (4)
[MATH 261](#) Calculus I (4)
[MATH 262](#) Calculus II (4) **or**
[MATH 234](#) Introduction to Probability and Statistics (3)

Restricted Electives (12 credits)

Students must choose twelve credits of electives from MATH, BIOL, CHEM, PHYS, or CSIS at the 300 level or higher in consultation with advisor.

Emphasis in Biological Chemistry

Program Requirements

[BIOL 111](#) Cell Biology (4)
[BIOL 111L](#) Cell Biology Lab (0)
[BIOL 341](#) Genetics (4)
[BIOL 341L](#) Genetics Lab (0)
[CHEM 365](#) Organic Chemistry II Lab (1)
[CHEM 400](#) Biochemistry I (3)
[CHEM 405](#) Biochemistry Laboratory I (1)
[CHEM 410](#) Biochemistry II (3)
[CHEM 415](#) Biochemistry Laboratory II (1)
[CHEM 450](#) Physical Chemistry I (3)
[CHEM 455](#) Physical Chemistry I Lab (1)

Related Requirements

Students must take a combination of College Physics I & II OR General Physics I & II with the required labs.

[PHYS 160](#) College Physics I with Lab (4) **and**
[PHYS 161](#) College Physics II with Lab (4) **or**
[PHYS 200](#) General Physics I with Lab (4) **and**
[PHYS 201](#) General Physics II with Lab (4)
[ENGL 387](#) Technical Report Writing (4)
[MATH 261](#) Calculus I (4)
[MATH 262](#) Calculus II (4) **or**
[MATH 234](#) Introduction to Probability and Statistics (3)

Restricted Electives

Students must earn twelve credits of Biology electives and at least 8 credits must be upper division (300 level or higher).

Emphasis in Business

Program Requirements

[ACCT 230](#) Principles of Accounting I (3)
[ACCT 231](#) Principles of Accounting II (3)
[CHEM 400](#) Biochemistry I (3)
[CHEM 405](#) Biochemistry Laboratory I (1)
[CSIS 104](#) Spreadsheet and Database Applications (3)
[ECON 202](#) Principles of Economics I: Micro (3)
[ECON 204](#) Principles of Economics II: Macro (3)
[FINC 340](#) Financial Management (3)
[MGMT 360](#) Principles of Management (3)
[MKTG 310](#) Principles of Marketing (3)

Related Requirements

[ENGL 387](#) Technical Report Writing (4)
[MATH 229](#) Calculus for Business and Social Sciences (3) **or**
[MATH 261](#) Calculus I (4)
[MATH 234](#) Introduction to Probability and Statistics (3)

Restricted Electives

Students must earn three upper division (300 or higher) elective credits in Chemistry. They must also earn three upper division elective credits in Chemistry or Biosciences **OR** three credits in Physics 160 or 200. Students must also earn six upper division elective credits from either Marketing, Finance, Management or take [ACCT 304](#).

Emphasis in Chemical Physics

Program Requirements

[CHEM 365](#) Organic Chemistry II Lab (1)
[CHEM 450](#) Physical Chemistry I (3)
[CHEM 455](#) Physical Chemistry I Lab (1)
[CHEM 460](#) Physical Chemistry II (3)
[CHEM 465](#) Physical Chemistry Laboratory II (1)
[PHYS 202](#) Introduction to 20th Century Physics (3)

Related Requirements

Students must take a combination of College Physics I & II **OR** General Physics I & II with the required labs.

[ENGL 387](#) Technical Report Writing (4)
[MATH 261](#) Calculus I (4)
[MATH 262](#) Calculus II (4)

[PHYS 160](#) College Physics I with Lab (4) **and**
[PHYS 161](#) College Physics II with Lab (4) **or**
[PHYS 200](#) General Physics I with Lab (4) **and**
[PHYS 201](#) General Physics II with Lab (4)

Restricted Electives

Students must earn nine upper division (300 level or higher) elective credits in Physics. In addition, students must earn at least four additional upper division credits from Math, Biology, Chemistry, Physics or Computer Science.

Emphasis in Computational Chemistry

Program Requirements

[CHEM 365](#) Organic Chemistry II Lab (1)
[CHEM 400](#) Biochemistry I (3)
[CHEM 405](#) Biochemistry Laboratory I (1)
[CHEM 450](#) Physical Chemistry I (3)
[CHEM 455](#) Physical Chemistry I Lab (1)
[CSIS 152](#) Introduction to Computers and Programming I-a (3)
[CSIS 252](#) Introduction to Computers and Programming II (3)
[CSIS 352](#) Advanced Concepts in Programming (3)

Related Requirements

Students must take a combination of College Physics I and General Physics I OR College Physics II and General Physics II with the required labs.

[ENGL 387](#) Technical Report Writing (4)
[MATH 261](#) Calculus I (4)
[MATH 262](#) Calculus II (4)
[PHYS 160](#) College Physics I with Lab (4) **and**
[PHYS 161](#) College Physics II with Lab (4) **or**
[PHYS 200](#) General Physics I with Lab (4) **and**
[PHYS 201](#) General Physics II with Lab (4)

Restricted Electives

Students must earn at least four additional upper division (300 level or higher) credits from Chemistry and six upper division elective credits from CSIS.

Emphasis in Mathematical Chemistry

Program Requirements

- [CHEM 365](#) Organic Chemistry II Lab (1)
- [CHEM 450](#) Physical Chemistry I (3)
- [CHEM 455](#) Physical Chemistry I Lab (1)
- [MATH 260](#) Computer Calculus (1)
- [MATH 261](#) Calculus I (4)
- [MATH 262](#) Calculus II (4)
- [MATH 323](#) Multi-Variable and Vector Calculus (4)

Related Requirements

- [ENGL 387](#) Technical Report Writing (4)
- [PHYS 200](#) General Physics I with Lab (4)
- [PHYS 201](#) General Physics II with Lab (4)

Restricted Electives

Students must earn four upper division (300 level or higher) credits in Chemistry electives. In addition, students must earn at least six additional upper division Math credits and three upper division credits from Chemistry or the related fields of Biology, Computer Science, Math or Physics.

B.S. Degree in Chemistry

Description

To receive the B.S. Degree in Chemistry, the student must meet the minimum university requirements and specific requirements for the program. Completion of 120 credits is required for this degree which includes the Liberal Arts and Sciences Core (42 credits).

Core Requirements (48 credits)

- [CHEM 150](#) General Chemistry I (3)
- [CHEM 150L](#) General Chemistry Laboratory I (1)
- [CHEM 210](#) General Chemistry II (3)
- [CHEM 210L](#) General Chemistry II Lab (1)
- [CHEM 297](#) Introduction to Research (1)
- [CHEM 300](#) Inorganic Chemistry I (3)
- [CHEM 350](#) Organic Chemistry I (3)
- [CHEM 355](#) Organic Chemistry I Lab (1)
- [CHEM 360](#) Organic Chemistry II (3)
- [CHEM 365](#) Organic Chemistry II Lab (1)
- [CHEM 380](#) Analytical Chemistry I (4)
- [CHEM 397](#) Undergraduate Research (2)

[CHEM 400](#) Biochemistry I (3)
[CHEM 405](#) Biochemistry Laboratory I (1)
[CHEM 420](#) Inorganic Chemistry II (3)
[CHEM 425](#) Inorganic Chemistry II Lab (1)
[CHEM 450](#) Physical Chemistry I (3)
[CHEM 455](#) Physical Chemistry I Lab (1)
[CHEM 460](#) Physical Chemistry II (3)
[CHEM 465](#) Physical Chemistry Laboratory II (1)
[CHEM 480](#) Analytical Chemistry II (4)
[CHEM 497](#) Senior Thesis (1)
[CHEM 498](#) Seminar (1)

Related Requirements

Students must take a combination of College Physics I & II OR General Physics I & II with the required labs.

[ENGL 387](#) Technical Report Writing (4)
[MATH 261](#) Calculus I (4)
[MATH 262](#) Calculus II (4)
[PHYS 160](#) College Physics I with Lab (4) **and**
[PHYS 161](#) College Physics II with Lab (4) **or**
[PHYS 200](#) General Physics I with Lab (4) **and**
[PHYS 201](#) General Physics II with Lab (4)

Restricted Electives (12 credits)

Students must choose twelve credits of electives from MATH, BIOL, CHEM, PHYS, or CSIS at the 300 level or higher in consultation with advisor.

B.S. Degree in Chemistry Education

Description

To receive the B.S. Degree in Chemistry Education, the student must meet the minimum university requirements and specific requirements for the program. Completion of 120 credits is required for this degree which includes the Liberal Arts and Sciences Core (42 credits) and Secondary Teaching Licensure Education requirements (36 credits).

Core Requirements (70 credits)

Students must fulfill all teacher licensure requirements in addition to the chemistry content core, which adds 36 credits.

Chemistry

[CHEM 150](#) General Chemistry I (3)
[CHEM 150L](#) General Chemistry Laboratory I (1)
[CHEM 210](#) General Chemistry II (3)

[CHEM 210L](#) General Chemistry II Lab (1)
[CHEM 297](#) Introduction to Research (1)
[CHEM 300](#) Inorganic Chemistry I (3)
[CHEM 350](#) Organic Chemistry I (3)
[CHEM 355](#) Organic Chemistry I Lab (1)
[CHEM 380](#) Analytical Chemistry I (4)
[CHEM 397](#) Undergraduate Research (1-3)
[CHEM 400](#) Biochemistry I (3)
[CHEM 440](#) Secondary Science Teaching Methods (3)
[CHEM 450](#) Physical Chemistry I (3)
[CHEM 455](#) Physical Chemistry I Lab (1)
[PHIL 318](#) Professional Ethics (3)

Secondary Education Licensure Requirements

(10 credits of Student Teaching required)

[AMCS 233](#) Education and Multicultural America (3)
COMM 100 Speech Communication (3)
[ED 205](#) Introduction to Education (3)
[ED 294](#) Educational Psychology (3)
[ED 310](#) Social Foundations of Education (3)
[ED 398](#) Field Experience in Secondary Education (2)
[ED 443S](#) Classroom Management/Consultation (3)
[ED 448](#) Reading Study Skills in the Content Areas (3)
[ED 461S](#) Student Teaching: Secondary **or**
[ED 460S](#) Student Teaching: Secondary **and**
[EECE 480E](#) Student Teaching: Elementary **or**
[ED 461V](#) Student Teaching: Secondary/K-12
[SPED 225](#) Individuals with Exceptionalities (3)

Related Requirements (25 credits)

[BIOL 111](#) Cell Biology (4)
[BIOL 115](#) Organismal Biology (4)
[GEOS 115](#) Physical Geology (4)
[GEOS 116](#) Historical Geology (3)
[GEOS 360](#) Planetary Science (3)
[MATH 261](#) Calculus I (4)
[MATH 262](#) Calculus II (4) **or**
[MATH 234](#) Introduction to Probability and Statistics (3)

Restricted Electives (8 credits)

[PHYS 160](#) College Physics I (4) **OR** [PHYS 200](#) General Physics I (4)
[PHYS 161](#) College Physics II (4) **OR** [PHYS 201](#) General Physics II (4)

Minor in Biochemistry and Biotechnology

Core Requirements (22 credits)

[BIOL 385/385L](#) Molecular Biology with lab (4)
[CHEM 400/405](#) Biochemistry I with lab (4)
[CHEM 410](#) Biochemistry II (3)

[BCBT 461](#) Nucleic Acids & Bioinformatics (3) **or**
[BCBT 462](#) Cell Culture & Immunochemistry (3) **or**
[BCBT 463](#) Proteomics & Advanced Chromatography (3)

**At least 8 additional credits from the following list:
(no more than 1 credit from any combination of 397/497 courses)**

[BCBT 397](#) BCBT Research (1-3)
[BCBT 420](#) Intro to Working in a Regulated BCBT Industry (4)
[BCBT 425](#) Intro to Validation in the BCBT Industry (4)
[BCBT 430](#) Intro to Quality Assurance and Control in BCBT Industry (4)
[BCBT 435](#) Ethics in the BCBT Industry (3)
[BCBT 461](#) Biotechniques: Nucleic Acids and Bioinformatics (3)
[BCBT 462](#) Cell Culture and Immunochemistry (3)
[BCBT 469](#) Internship (1-12)
[BCBT 497](#) Senior Research Thesis (1)
[BIOL 347/BIOL 347L](#) Plant Physiology with lab (4)
[BIOL 349/BIOL 349L](#) Human Physiology with lab (4)
[BIOL 360/BIOL 360L](#) Cellular and Molecular Physiology with lab (4)
[BIOL 497](#) Undergraduate Research in Biology (1-3)
[CHEM 397](#) Undergraduate Research (1-3)
[CHEM 497](#) Senior Thesis (1)

Minor in Chemistry

Program Requirements (12 credits)

[CHEM 150](#) General Chemistry I (3)
[CHEM 150L](#) General Chemistry Laboratory I (1)
[CHEM 210](#) General Chemistry II (3)
[CHEM 210L](#) General Chemistry II Lab (1)
[CHEM 350](#) Organic Chemistry I (3)
[CHEM 355](#) Organic Chemistry I Lab (1)

Electives Students must earn ten credits in Chemistry electives at the 300 level or above, not to include [CHEM 304](#).

Certificate in Biochemistry and Biotechnology Industry

Program Requirements

[BCBT 200](#) is required for students without any industry experience. [BCBT 469](#) must be taken for a minimum of 4 credits.

[BCBT 200](#) Introduction to the Biochemistry and Biotechnology Industry (2)

[BCBT 420](#) Intro to Working in a Regulated Biochemistry and Biotechnology Industry (4)

[BCBT 425](#) Introduction to Validation in the Biochemistry and Biotechnology Industry (4)

[BCBT 430](#) Intro to Quality Assurance and Quality Control in Biochem Biotech Industry (4)

[BCBT 435](#) Ethics in the Biochemistry and Biotechnology Industry (3)

[BCBT 469](#) Internship (1-12)

Computer Science and Information Systems Department

Bridges Hall 160, (218) 477-2299

Chair: Andrew Chen

Faculty: Yurii Boreisha, Daniel Brekke, Rhonda Ficek, Michael Haugrud

The Computer Science and Information Systems Department (CSIS) offers programs of study in three areas: Computer Science, Computer Information Systems, and Computer Information Technology. Programs of study in Computer Science are intended for students planning to work in the high technology computer industry or pursue graduate work in computer science. Programs of study in Computer Information Systems are intended for students planning to work in applied areas that utilize computers as application tools. Programs of study in Computer Information Technology are intended for students interested in working on setting up the computing infrastructure of an organization, including network and system administration.

Student Learning Outcomes

- Students will be able to competently develop computer software.
- Students will be able to communicate, to technical and non-technical audiences, about computers and computation through writing and speech.
- Students will possess competitive and comprehensive discipline-specific content knowledge.
- Students will be able to solve problems in their careers.

B.S. Degree in Computer Information Systems

Description

To receive the B.S. Degree in Computer Information Systems, the student must meet the minimum university requirements and specific requirements for the program. Completion of 120 credits is required for this degree which includes the Liberal Arts and Sciences Core (42 credits).

Core Requirements (31 credits)

[CSIS 140](#) Introduction to Information Systems and Internet Technologies (4)
[CSIS 152](#) Introduction to Computers and Programming I-a (3)
[CSIS 153](#) Introduction to Computers and Programming I-b (3)
[CSIS 304](#) Databases (3)
[CSIS 336](#) C#.Net Programming (3)
[CSIS 340](#) Software Engineering (3)
[CSIS 349](#) Networks and Data Communications (3)
[CSIS 405](#) E-Commerce Technology (3)
[CSIS 433](#) Design, Implementation and Support of Information Systems (3)
[CSIS 446](#) Decision Support Systems (3)

Related Requirements (31 credits)

[ACCT 231](#) Principles of Accounting II (3)
[ACCT 230](#) Principles of Accounting I (3)
COMM 100 Speech Communication (3)
[ENGL 387](#) Technical Report Writing (4)
[FINC 340](#) Financial Management (3)
[MATH 229](#) Topics in Calculus (3)
[MATH 234](#) Introduction to Probability and Statistics (3)
[MGMT 360](#) Principles of Management (3)
[MGMT 380](#) Operations Management (3)
[MGMT 456](#) Project Management in Business (3)

Restricted Electives (12 credits)

[CSIS 252](#) Introduction to Computers and Programming II (3)
[CSIS 260](#) Current Programming Languages (3)
[CSIS 272](#) Mobile Application Development with JavaScript (3)
[CSIS 290](#) Special Topics (1-3, up to 4 applied)
[CSIS 316](#) Ethics in the Information Age (3)
[CSIS 335](#) Graphical User Interface Programming (3)
[CSIS 341](#) System and Network Administration (3)
[CSIS 352](#) Advanced Concepts in Programming (3)
[CSIS 360](#) Linux Programming and Development Tools (3)
[CSIS 440](#) Computer Networks Software Concepts (3)
[CSIS 441](#) Network Security (3)
[CSIS 469](#) Internship (up to 3 applied)
[CSIS 490](#) Topics in Computer Science and Information Systems (1-3, up to 3 applied)
[CSIS 497](#) Undergraduate Research (1-3, up to 3 applied)

B.S. Degree in Computer Information Technology

Description

To receive the B.S. Degree in Computer Information Technology, the student must meet the

minimum university requirements and specific requirements for the program. Completion of 120 credits is required for this degree which includes the Liberal Arts and Sciences Core (42 credits).

Core Requirements (40 credits)

[CSIS 103](#) Computer Concepts and Applications (3) **or**
[CSIS 104](#) Spreadsheet and Database Applications (3)
[CSIS 140](#) Introduction to Information Systems and Internet Technologies (4)
[CSIS 152](#) Introduction to Computers and Programming I-a (3)
[CSIS 153](#) Introduction to Computers and Programming I-b (3)
[CSIS 221](#) Foundations of Computing (3)
[CSIS 304](#) Databases (3)
[CSIS 311](#) Server-Side Scripting (3)
[CSIS 341](#) System and Network Administration (3)
[CSIS 349](#) Networks and Data Communications (3)
[CSIS 360](#) Linux Programming and Development Tools (3)
[CSIS 440](#) Computer Networks Software Concepts (3)
[CSIS 441](#) Network Security (3)
[CSIS 469](#) Internship (1-12) **or**
[CSIS 405](#) E-Commerce Technology (3) **or**
[CSIS 446](#) Decision Support Systems (3)

Related Requirements (7 credits)

COMM 100 Speech Communication (3)
[ENGL 387](#) Technical Report Writing (4)

Restricted Electives (12 credits)

[CSIS 115](#) Introduction to MacOS X (1)
[CSIS 212](#) Client-Side Scripting (3)
[CSIS 252](#) Introduction to Computers and Programming II (3)
[CSIS 260](#) Current Programming Languages (3)
[CSIS 272](#) Mobile Application Development with JavaScript (3)
[CSIS 290](#) Special Topics (1-3)
[CSIS 316](#) Ethics in the Information Age (3)
[CSIS 320](#) Architecture (4)
[CSIS 335](#) Graphical User Interface Programming (3)
[CSIS 336](#) C#.Net Programming (3)
[CSIS 340](#) Software Engineering (3)
[CSIS 352](#) Advanced Concepts in Programming (3)
[CSIS 405](#) E-Commerce Technology (3)
[CSIS 430](#) Operating Systems (4)
[CSIS 433](#) Design, Implementation and Support of Information Systems (3)
[CSIS 435](#) Compilers (4)
CSIS 445 Graphics (3)

[CSIS 446](#) Decision Support Systems (3)
[CSIS 450](#) Programming Languages (3)
[CSIS 469](#) Internship (1-12)
[CSIS 485](#) Senior Seminar (1)
[CSIS 490](#) Topics in Computer Science and Information Systems (1-3)
[CSIS 497](#) Undergraduate Research (1-3)

B.S. Degree in Computer Science

Description

To receive the B.S. Degree in Computer Science, the student must meet the minimum university requirements and specific requirements for the program. Completion of 120 credits is required for this degree which includes the Liberal Arts and Sciences Core (42 credits).

Core Requirements (40 credits)

[CSIS 152](#) Introduction to Computers and Programming I-a (3)
[CSIS 153](#) Introduction to Computers and Programming I-b (3)
[CSIS 221](#) Foundations of Computing (3)
[CSIS 252](#) Introduction to Computers and Programming II (3)
[CSIS 304](#) Databases (3)
[CSIS 320](#) Architecture (4)
[CSIS 340](#) Software Engineering (3)
[CSIS 349](#) Networks and Data Communications (3)
[CSIS 352](#) Advanced Concepts in Programming (3)
[CSIS 430](#) Operating Systems (4)
[CSIS 435](#) Compilers (4)
[CSIS 450](#) Programming Languages (3)
[CSIS 485](#) Senior Seminar (1)

Related Requirements

In addition to the courses listed, students must complete one of the following sequences: ([BIOL 111](#) and [BIOL 341](#)) or ([BIOL 115](#) and [BIOL 305](#)) or ([CHEM 150](#) and [CHEM 210](#)) or ([PHYS 160](#) and [PHYS 161](#)) or ([PHYS 200](#) and [PHYS 201](#)). And one course from scientific and/or quantitative areas. Scientific courses may be chosen from Astronomy, Biology, Chemistry, [CSIS 130](#), and any CSIS course at or above the 200 level, Engineering, Geosciences, Technology, Mathematics at 300 level or above, or Physics at 200 level or above. Quantitative courses may be chosen from [ACCT 230](#), [ACCT 231](#), [ACCT 330](#), [ACCT 331](#), [ACCT 350](#), [PHIL 110](#), [PHIL 340](#), [ECON 202](#), [ECON 204](#), [ECON 302](#), [ECON 304](#), [ECON 320](#), or [MGMT 480](#).

[COMM 100](#) Speech Communication (3)
[ENGL 387](#) Technical Report Writing (4)
[MATH 234](#) Introduction to Probability and Statistics (3) **or**

[MATH 335](#) Intermediate Probability and Statistics I (3)

[MATH 261](#) Calculus I (4)

[MATH 262](#) Calculus II (4)

[MATH 310](#) Discrete Mathematics (4)

Restricted Electives (12 credits)

Students must choose twelve elective credits from the listed courses. At least nine of the twelve elective credits must be at or above the 300 level, excluding [CSIS 469](#) or [CSIS 497](#). Students may apply no more than four credits of [CSIS 290](#) to the major. Students may apply no more than three credits of [CSIS 260](#) and 469 to the major.

[CSIS 260](#) Current Programming Languages (3)

[CSIS 272](#) Mobile Application Development with JavaScript (3)

[CSIS 290](#) Special Topics (1-3)

[CSIS 316](#) Ethics in the Information Age (3)

[CSIS 330](#) Analysis and Design of Algorithms (3)

[CSIS 335](#) Graphical User Interface Programming (3)

[CSIS 336](#) C#.Net Programming (3)

[CSIS 341](#) System and Network Administration (3)

CSIS 355 Systems Software (3)

[CSIS 358](#) Introduction to Parallel Computing (3)

[CSIS 360](#) Linux Programming and Development Tools (3)

[CSIS 405](#) E-Commerce Technology (3)

[CSIS 440](#) Computer Networks Software Concepts (3)

[CSIS 441](#) Network Security (3)

CSIS 445 Graphics (3)

[CSIS 446](#) Decision Support Systems (3)

[CSIS 469](#) Internship (1-12)

[CSIS 490](#) Topics in Computer Science and Information Systems (1-3)

[CSIS 497](#) Undergraduate Research (1-3)

Minor in Computer Information Systems

Core Requirements (17 credits)

[CSIS 140](#) Introduction to Information Systems and Internet Technologies (4)

[CSIS 152](#) Introduction to Computers and Programming I-a (3)

[CSIS 153](#) Introduction to Computers and Programming I-b (3)

[CSIS 304](#) Databases (3)

[CSIS 340](#) Software Engineering (4)

Related Requirements (6 credits)

[ACCT 230](#) Principles of Accounting I (3)

[ACCT 231](#) Principles of Accounting II (3)

Restricted Electives (3 credits)

Select one course from this list:

- [CSIS 252](#) Introduction to Computers and Programming II (3)
- [CSIS 349](#) Networks and Data Communications (3)
- [CSIS 433](#) Design, Implementation and Support of Information Systems (3)

Minor in Computer Information Technology

Core Requirements (25 credits)

- [CSIS 103](#) Computer Concepts and Applications (3) **or**
- [CSIS 104](#) Spreadsheet and Database Applications (3)
- [CSIS 140](#) Intro to Info Systems and Internet Technologies (4)
- [CSIS 152](#) Introduction to Computers and Programming I-a (3)
- [CSIS 153](#) Introduction to Computers and Programming I-b (3)
- [CSIS 221](#) Foundations of Computing (3)
- [CSIS 311](#) Server-Side Scripting (3)
- [CSIS 341](#) System and Network Administration (3)
- [CSIS 349](#) Network and Data Communications (3)

Minor in Computer Science

Core Requirements (24 credits)

- [CSIS 152](#) Introduction to Computers and Programming I-a (3)
- [CSIS 153](#) Introduction to Computers and Programming I-b (3)
- [CSIS 252](#) Introduction to Computers and Programming II (3)
- [CSIS 352](#) Advanced Concepts in Programming (3)

12 credits of electives to be chosen from the list of required or restricted elective courses for the Computer Science major.

Construction and Operations Management Department
Hagen Hall 211, (218) 477-2104
Co-Chairs: Pam McGee and Scott Seltveit

Program Coordinator Construction Management: Norma Andersen
Program Coordinator Operations and Project Management: Pam McGee

*The Department of **Construction and Operations Management** offers majors in Construction Management, Operations Management, and Project Management. Minors are offered in Construction Management and Project Management.*

Construction Management Mission Statement:

- To maintain a nationally accredited construction management program, which will produce graduates who will have the technical, managerial and general knowledge necessary to enter and advance professionally in the construction industry.
- Provide an environment, which encourages students and faculty to engage in professional development, critical thinking, and creative endeavors.
- Promote continuous improvement of teaching, learning and program curriculum.

Construction Management Career Information

Construction Management (CM) is a professional program that specifically trains graduates to manage, coordinate, and supervise the construction process from conceptual development through final construction on a timely and economical basis. Throughout the program, students learn the responsibilities of coordinating and managing people, materials, processes, budgets, schedules, and contracts, as well as the safety of employees and the general public.

Construction Managers hold a variety of job titles, such as project manager, field engineer, estimator, scheduler, or construction manager. On large projects construction managers may work for a general contractor – the firm with the overall responsibility of all construction activities on the job. They oversee the completion of all construction processes in accordance with the engineers or architect’s drawings and specification. From 2000 through 2010, CM graduates experienced excellent job placement and average starting salaries often exceeding \$50,000.

The Construction Management program has a laptop requirement. All CM majors who enroll in [CM 230](#), Estimating I, are required to purchase and utilize a laptop computer in the subsequent CM coursework. [CM 230](#) is the beginning of a sequence of courses where laptops will be integrated into the learning process. Freshman and sophomore level CM courses are exempt from this requirement unless students enroll in the estimating sequence their sophomore year.

Construction Management Program Assessment

The Construction Management (CM) program at MSU Moorhead is accredited by the American Council of Construction Education (ACCE), which establishes standards and criteria for excellence in construction education.

Assessment of the Construction Management program must satisfy two entities. First and foremost, assessment is a requirement of the ACCE and the CM program must meet or exceed those standards. ACCE requires a comprehensive assessment plan including program outcomes and student performance outcomes, which are outlined below. In addition, Minnesota State

University Moorhead (MSUM) requires that all degree-granting programs have a student outcomes assessment plan. This assessment plan is designed to satisfy both entities.

Student Learning Outcomes (*Construction Management*)

- The student will apply oral, written, graphic, and listening skills to enhance the communication process.
- The student will apply scientific knowledge to applications of applied mechanics, engineering design fundamentals, and associated mathematics to the construction practices and processes.
- The student will apply the principles of philosophy of general and human resource management systems, accounting, economics and ethics to the construction industry (including team building, leadership concepts/skills, and the Construction Code of Conduct).
- The student will demonstrate knowledge of the science of materials and methods of construction as they apply to the 16 Construction Specifications Institute (CSI) Divisions designated for the construction industry.
- The student will demonstrate estimating skills including interpretation of plans and construction documents, performing quantity take-offs, analyzing productivity and pricing, identifying appropriate cost codes, applying value engineering, and developing detailed project proposals and documentation necessary for construction job acquisition and completion.
- The student will be able to prepare complete cost control processes including the ability to establish a budget, develop a work breakdown structure, prepare cost reports, and forecast expenditures at completion of the project.
- The student will prepare a complete construction project schedule showing the logical sequence of activities and time duration, develop a procurement time table, and establish a project plan in order to monitor progress and update the schedules.
- The student will identify and execute construction safety standards including the ability to interpret the OSHA construction standards, establish safety and health procedures on the job site, perform hazard material and process analysis and enforce safety procedures.
- The student will be able to establish procedures for identifying distance and elevations from known points and layout the project in accordance with the design drawings and site information.
- The student will demonstrate knowledge of overall field administration at the construction site including developing a site plan, evaluating vendors and subcontractors, processing payment applications, maintaining field records such as purchase orders, change orders subcontract agreements, shop drawings, as-built drawings, daily job reports and construction reports.

Operations Management Mission Statement:

Operations Management 2+2 program offers a rigorous, student-centered education for technical students, resulting in fulfilling and life long careers in a broad spectrum of Operations Management roles. The mission of the Operations Management program is three-fold:

- To maintain a nationally accredited operations management program, which will produce graduates who will have the technical, managerial and general knowledge necessary to enter and advance professionally in the industry.
- Provide an environment which encourages students and faculty to engage in professional development, critical thinking, and creative endeavors.
- Promote continuous improvement of teaching, learning and program curriculum.

Operations Management Program Overview

The Operations Management (OM) degree is specifically designed for transfer students who have earned an Associate of Applied Science, Associate of Science, or a Diploma in a field from an accredited institution in a field of study related to Industrial Technology. The technical courses coupled with the upper division technical management courses provide the Operations Management graduate with a unique advantage in today's job market. This "Fast Track" BS degree is appropriate for recent technical college graduates as well as persons in the incumbent workforce seeking an applied educational experience to enhance their competitive advantage and promotional opportunities.

Students identifying Operation Management as their intended major at MSUM may transfer up to 48 technical credits. A minimum of 30 technical credits will be applied to the technical portion of the OM major. Any remaining technical area credits may be transferred and designated as "free electives" counting toward graduation requirements. The AAS degree transfer may not exceed 64 semester hours including 16 to 22 semester hours in Liberal Studies. All university graduation requirements apply for the 2+2 transfer degree. The program is structured so that a student may complete the degree with two additional years of study. The Operations Management 2+2 BS program, the first approved by MnSCU for a block credit transfer, recognizes the technical courses as a cohesive set of courses with stated and verified educational outcomes.

Operations Management Career Information

Operations Management (OM) is a professional program that specifically trains graduates to manage, coordinate, and supervise the operations management process in a variety of industries. Throughout the program, students learn the responsibilities of management, general business, leadership, lean, safety, quality, risk, and production inventory management, allowing them to coordinate and manage people, processes, projects, materials, budgets, schedules, and logistics.

Operations Managers hold a variety of job titles, such as Operations Manager, Technical Sales and Marketing, Quality Assurance Specialists, Design Expert, Information Management, Production Management, Materials Manager, Supply Chain Manager, Purchasing, Logistics, Process Engineer, Manufacturing Engineer, Continuous Improvement Manger, etc. The Operations Management program is offered fully on line, on campus and off campus in the Twin Cities.

Operations Management Program Assessment

The Operations Management (OM) program at MSU Moorhead is accredited by the Association of Technical Management and Applied Engineering (ATMAE), which establishes standards and criteria for excellence in Industrial Technology.

Assessment of the Operations Management program must satisfy two entities. First and foremost, assessment is a requirement of the ATMAE and the OM program must meet or exceed those standards. ATMAE requires a comprehensive assessment plan including program outcomes and student performance outcomes, which are outlined below. In addition, Minnesota State University Moorhead (MSUM) requires that all degree-granting programs have a student outcomes assessment plan. This assessment plan is designed to satisfy both entities.

Internship Requirement

Students will be required to fulfill an internship as part of their graduation requirements. The student will participate in various activities with Career Services to ensure they have a proper resume, cover letter and job search strategy. The student is responsible for finding their own internship. There are three types of internships that qualify: 1) If the student is gainfully employed in an Industrial Technology job setting, they can work with their manager and take their internship at their current place of employment. The manager, faculty advisor and student will outline the specific objectives of the internship to ensure there is a proper amount of Operations Management related objectives. 2) The student may attend various job fairs, work with industries interested in Operations Management interns, and/or search companies of interest and find an internship position. Once the student has interviewed and been offered a position as intern, the University paperwork will coincide with the requirements of the employer. 3) The student may launch a full scale job search in the Operations Management field and treat their first Operations Management position as their internship. All types of internships must meet the program and university requirements.

Student Learning Outcomes (*Operations Management*)

- **Communication Skills:** The graduate will be able to apply oral, written, graphic, and listening skills and be able to contribute and facilitate team efforts.
- **Information Technology Skills:** The graduate will be able to demonstrate appropriate computer skills through the use of word processing, databases, and spreadsheets applications and electronic data searches.
- **Scientific and Technical Skills:** The graduate will be able to apply mathematical and physical principles to business and industrial applications and implement efficient scientific and technological solutions to industrial problems individually and in a team setting.
- **Technical Area Competence:** The graduate will be assumed to have gained this competency at their transferring institution by graduating from an accredited institution in an articulated technical oriented program.
- **Economics and Cost Estimating:** The graduate will be able to demonstrate skills for determining the cost advantage of different processes and performing cost estimates. The student will also understand and be able to document the costs and benefits associated with production concepts such as Just-In-Time and Total Quality Management.
- **Total Quality Management:** The graduate will understand the implication of TQM on the local and national economy, methods and procedures for planning, organizing and controlling for quality, statistical methods for quality control, and the application of quality tools and techniques for designing products and services.

- **Production and Inventory Management:** The graduate will understand the carried needs for inventory, technology and human resources in different production environments, the effect of inventory on business performance, different techniques for scheduling materials, workers, machinery and space, and the Theory of Constraints and its usage for production scheduling.
- **Project Management and Leadership:** The graduate will be able to apply skills of organizing and managing resources to deliver the temporary or one-time endeavor project with a defined scope, time and cost constraints. The graduate will also understand the changing workplace structure and be a positive contributor.
- **Positive Personal Habits:** The graduate will be able to apply appropriate management skills, demonstrate ethical actions and conduct, be aware of the personal value for involvement and contribution to the community and knowledge of industry expectations.
- **Global and Cultural Awareness:** The graduate will exhibit an understanding and acceptance of human and cultural diversity, and a concern for ethical treatment of all persons. Additionally, graduates will have a realistic understanding of the internationalization of business and industry.

Project Management Program Overview

Businesses are recognizing the value of project management beyond its traditional use in information technology. This degree is designed to offer the core business knowledge and project management skills needed to apply for many cross-departmental initiatives in many different industries. These include health care, information technology, manufacturing, retail, government and nonprofit agencies. It is built around the competencies in "A guide to the Project Management Body of Knowledge" (PMBOK guide), which is a globally recognized standard for project management. People who choose a career in Project Management are often interested in pursuing project leads, project management or coordinator positions in corporations, consulting firms, government and nonprofit agencies.

Project Management Career Information

Students can apply the broad range of computer, communication, business and project management skills obtained in a Bachelor of Science in Project Management degree program to many industries. To reiterate this includes government, nonprofit, information technology, corporations and businesses of varying size and scope. Graduates should be equipped to offer strategies and tactics to solve problems, evaluate project risks, motivate a professional team, manage a project schedule, offer customer facing solutions and visionary leadership to accomplish goals in a timely manner, with budget and resource constraints.

Project Managers hold a variety of job titles, such as project analyst, project consultant, IT project manager, project coordinator, risk manager, project manager, IT director, software manager, helpdesk manager, business development, operations manager, nonprofit manager.

B.S. Degree in Construction Management

Description

To receive the B.S. Degree in Construction Management, the student must meet the minimum university requirements and specific requirements for the program. Completion of 120 credits is required for this degree which includes the Liberal Arts and Sciences Core (42 credits).

Core Requirements (56 credits)

All majors must earn at least three credits from [CM 469](#) Internship

[CM 200](#) Construction Surveying (1)
[CM 200L](#) Construction Surveying Lab (1)
[CM 205](#) Professional Growth Seminar I (1)
[CM 216](#) Construction Graphics (3)
[CM 220](#) Commercial Building Methods and Materials (3)
[CM 223](#) Construction Statics (3) **OR**
[ENG 243](#) Engineering Mechanics I - Statics (3)
[CM 230](#) Estimating I: Quantity Survey (3)
[CM 254](#) Mechanical/Electrical Systems (3)
[CM 325](#) Heavy/Highway Construction Materials (3)
[CM 326](#) Heavy/Highway Construction Materials Lab (1)
[CM 327](#) Sustainability in the Built Environment (3)
[CM 335](#) Estimating II-Pricing and Productivity (3)
[CM 340](#) Planning and Scheduling (4)
[CM 350](#) Structural Design and Analysis (3)
[CM 365](#) Construction Safety (2)
[CM 370](#) Construction Documents and Specifications (3)
[CM 425](#) Equipment Productivity and Analysis (3)
[CM 434](#) Construction Cost Analysis (3)
[CM 460](#) Project Administration (3)
[CM 469](#) Internship (1-12)
[CM 496](#) Capstone Experience (3)

Related Requirements (40 credits)

[ACCT 230](#) Principles of Accounting I (3)
[ACCT 304](#) Legal Environment of Business (3)
[CHEM 150](#) General Chemistry I (3) **and**
[CHEM 150L](#) General Chemistry Laboratory I (1) **OR**
[GEOS 115](#) Physical Geology (4) **and**
[GEOS 115L](#) Physical Geology Lab (0) **OR**
[PHYS 161](#) College Physics II with Lab (4)
COMM 100 Speech Communication (3)
[ECON 202](#) Principles of Economics I: Micro (3) **OR**
[ECON 204](#) Principles of Economics II: Macro (3)
[ENGL 101](#) English Composition I (3)
[ENGL 201](#) English Composition II (3) **OR**

[ENGL 202](#) English Composition and Literature (3) **OR**
[ENGL 387](#) Technical Report Writing (4)
[MATH 229](#) Calculus for Business and Social Sciences (3) **OR**
[MATH 234](#) Introduction to Probability and Statistics (3)
[MGMT 360](#) Principles of Management (3)
[PMGT 385](#) Process Leadership (3)
[OM 394](#) Computer Applications for Technologists (3)
[PHYS 160](#) College Physics I with Lab (4)

Restricted Electives (3 credits)

Select one of the following courses:

[MGMT 380](#) Operations Management (3)
[MGMT 405](#) Small Business Management (3)
[MGMT 433](#) Business Intelligence Using Data Mining (3)
[MGMT 440](#) Human Resource Management (3)
[MGMT 451](#) Organizational Behavior (3)
[OM 380](#) Methods Improvement (3)
[PMGT 496](#) Project Management Capstone (3)
[OM 482](#) Quality Planning and Implementation (3)

B.S. Degree in Operations Management

Description

To receive the B.S. Degree in Operations Management, the student must meet the minimum university requirements and specific requirements for the program. Completion of 120 credits is required for this degree which includes the Liberal Arts and Sciences Core (42 credits).

Core Requirements (34 credits)

Students in this major will transfer in 30 technical credits from a technical area and complete the following core courses.

[ENGL 387](#) Technical Report Writing (4)
[MGMT 360](#) Principles of Management (3)
[OM 380](#) Methods Improvement (3)
[OM 393](#) Occupational Safety and Health (3)
[OM 394](#) Computer Applications for Technologists (3)
[OM 469](#) Internship (3)
[OM 482](#) Quality Planning and Implementation (3)
[OM 483](#) Cost Analysis (3)
[OM 485](#) Production and Inventory Management (3)
[PMGT 300](#) Project Management and Scheduling (3)
[PMGT 385](#) Process Leadership (3)

Related Requirements (18 credits)

Students must complete the requirements listed below, but only need to select two science courses.

[ACCT 230](#) Principles of Accounting I (3)
[ECON 202](#) Principles of Economics I: Micro (3)
[MATH 127](#) College Algebra (3)
[MATH 234](#) Introduction to Probability and Statistics (3)

Any two (2) of the following science courses:

[CHEM 102](#) Environmental Chemistry (3)
[CHEM 105](#) Crime Scene Science (3)
[CHEM 110](#) Fundamentals of Chemistry (3) **and**
[CHEM 110L](#) Fundamentals of Chemistry Lab (1)
[CHEM 150](#) General Chemistry I (3) **and**
[CHEM 150L](#) General Chemistry Laboratory I (1)
[CHEM 180](#) Introduction to Organic and Biochemistry (4) **and**
[CHEM 185](#) Introduction to Organic and Biochemistry Lab (1)
[CHEM 304](#) The Environment and You (3)
[GEOS 115](#) Physical Geology (4) **and**
[GEOS 115L](#) Physical Geology Lab (0)
[GEOS 116](#) Historical Geology (3)
[PHYS 105](#) Physics of Music (3)
[PHYS 160](#) College Physics I with Lab (4)
[PSCI 170](#) Physical Science I (3)
[PSCI 378](#) Energy and the Environment (3)

B.S. Degree in Project Management

Description

To receive the B.S. Degree in Project Management, the student must meet the minimum university requirements and specific requirements for the program. Completion of 120 credits is required for this degree which includes the Liberal Arts and Sciences Core (42 credits).

Core Requirements (47 credits)

[ACCT 230](#) Principles of Accounting I (3)
[ENGL 387](#) Technical Report Writing (4)
[FINC 340](#) Financial Management (3)
[MGMT 360](#) Principles of Management (3)
[MGMT 370](#) Management Information Systems (3)
[MGMT 456](#) Project Management in Business (3)
[MKTG 310](#) Principles of Marketing (3)
[OM 380](#) Methods Improvements (3)

[OM 394](#) Computer Applications in Business (3)
[OM 482](#) Quality Planning and Implementation (3)
[OM 483](#) Cost Analysis (3)
[PMGT 300](#) Project Management and Scheduling (3)
[PMGT 385](#) Process Leadership (3)
[PMGT 400](#) Advanced Project Management, Risk and Liability (3)
[PMGT 496](#) Project Management (3)

Related Requirements (9 credits)

[MATH 127](#) College Algebra (3)
[MATH 234](#) Probability and Statistics (3)
[ECON 202](#) Microeconomics (3)

Minor in Construction Management

Core Requirements (22 credits)

In addition to the listed courses, students must earn at least six credits in Construction Management electives. Students must choose their electives in consultation with their faculty advisor.

[CM 220](#) Commercial Building Methods and Materials (3)
[CM 230](#) Estimating I: Quantity Survey (3)
[CM 340](#) Planning and Scheduling (4)
[CM 460](#) Project Administration (3)
[ENG 200](#) Surveying (3)

Minor in Project Management

Core Requirements (22 credits)

[PMGT 300](#) Project Management and Scheduling (3)
[PMGT 385](#) Process Leadership (3)
[MGMT 360](#) Principles of Management (3)
[OM 394](#) Computers for Technologists (4)
[PMGT 400](#) Advanced Project Management, Risk and Liability (3)
[MGMT 456](#) Project Management in Business (3)
[PMGT 496](#) Project Management Capstone (3)

Economics, Law and Politics

*The Department of **Economics, Law and Politics** offers majors in Economics, International Studies, Paralegal, and Political Science. Minors are offered in Economics and Political Science.*

Economics

MacLean Hall 380, (218) 477-2842

Chair: Gregory Stutes

Faculty: Steven Bolduc, Vern Dobis, Oscar Flores-Ibarra, Tonya Jo Hansen

The major and minor programs in economics offer a set of required and elective courses designed to develop students' abilities for analyzing complex choices in a rapidly changing world. Two emphases within the major in economics, a traditional liberal arts program and business economics are available. Both prepare students for careers in finance, private business, education and government.

Student Learning Outcomes (*Economics*)

- Students should demonstrate awareness of a broad range of sub-fields in economics.
- Students should demonstrate knowledge of basic economics concepts.
- Students should be able to conduct original research in economics.
- Students should demonstrate effective presentation skills.
- Students should demonstrate effective writing skills.
- Students should demonstrate the ability to apply quantitative tools.

Political Science and International Studies

Location: MacLean 380, (218) 477-2942

Chair: Barbara Headrick

Faculty: Philip Baumann, Andrew Conteh, Barbara Headrick, Paul Kramer, Margaret Sankey

Political Science

The ancient Greek philosopher, Aristotle, indicated that among all areas of human inquiry, political science is the "master science". Not only is the study of politics challenging, rewarding, and important, but it often leads to careers in foreign and domestic government service, higher education and the practice of law.

Student Learning Outcomes (*Political Science*)

- Students demonstrate familiarity with major concepts, institutions and theories in political science.
- Students can apply knowledge of major concepts, institutions and theories in political science to political events and government policymaking.
- Students demonstrate familiarity with the basic goals, means and critiques of political science research.

- Students demonstrate effective writing skills.

International Studies

The International Studies major is designed around a required international experience such as an internship or exchange program. Students are expected to acquire an understanding of the culture and the geographical area of the country in which they study. A core of required international courses across the curriculum at the lower level is combined with an upper level emphasis in development or diplomacy. Students develop a proficiency in a foreign language and complete a senior project with the advice and counsel of an interdisciplinary committee including their advisor.

This program is ideal for those who wish to develop a career involving various kinds of international relations such as careers with the Foreign Service, non-governmental agencies, international organizations such as the U.N., IMF, NATO, EU, or working in international trade for multinational companies. It is also excellent preparation for participation in international volunteer organizations such as the Peace Corps and non-governmental organizations (NGO's).

Student Learning Outcomes (*International Studies*)

- Discuss how processes of globalization impact human rights.
- Describe linkages between globalization, migration and development.
- Discuss the impact of cultural context on one's own world view.
- Discuss how international experience has affected one's own understanding of the world.
- Demonstrate an ability to think critically.
- Demonstrate an ability to analyze issues from an interdisciplinary perspective.
- Demonstrate an ability to engage in thoughtful discussion of complex global issues and challenges.

Paralegal

Center for Business 115, (218) 477-2862 or 477-4646

Program Coordinator: Tracy Gompf

Faculty: Deborah Schaefer Kukowski

The Paralegal major is a professional four-year Bachelor of Science degree. The major is guided by an advisory group composed of university and community members. To complete the major, students must meet the requirements of the core, satisfy at least one of the three areas of emphasis, and complete at least three credits from one of the other areas of emphasis. To receive the Bachelor of Science degree in Paralegal, students must attain a minimum GPA of 2.25 in

courses required to complete the Paralegal major.

Student Learning Outcomes (*Paralegal*)

- Student knows substantive and procedural law applicable to the course.
- Student can identify legal issues.
- Student can analyze legal issues.
- Student can research the law.
- Student can draft legal memoranda and/or trial or appellate court briefs.
- Student can draft documents and pleadings.
- Student communicates effectively orally and in writing.
- Student understands the rules of legal ethics.
- Student can obtain information by interviewing and investigation.
- Student understands roles and relationships within a legal services delivery team.

B.A. Degree in Economics

Description

To receive the B.A. Degree in Economics, the student must meet the minimum university requirements and specific requirements for the program. Completion of 120 credits is required for this degree which includes the Liberal Arts and Sciences Core (42 credits).

Core Requirements (21 credits)

[ECON 202](#) Principles of Economics I: Micro (3)

[ECON 204](#) Principles of Economics II: Macro (3)

[ECON 302](#) Intermediate Microeconomic Theory (3)

[ECON 304](#) Intermediate Macroeconomic Theory (3)

[ECON 370](#) Quantitative Economic Analysis (3)

[ECON 425](#) International Trade and Finance (3)

[ECON 498](#) Economics Seminar (3)

Related Requirements (6 credits)

In addition to the listed courses, students must take six elective credits in Accounting or Computer Science. Students planning to do graduate work in Economics are encouraged to take additional mathematics courses.

[ACCT 230](#) Principles of Accounting I (3)

[COMM 100](#) Speech Communication (3)

[CSIS 103](#) Computer Concepts and Applications (3)

[ENGL 387](#) Technical Report Writing (4)

[MATH 229](#) Topics in Calculus (3)

[MATH 234](#) Introduction to Probability and Statistics (3)

Electives

Fifteen additional elective credits in Economics courses are required. [ECON 100](#) and 300 may not be used as electives for Economic majors. Select from the following:

[ECON 305](#) The Economics of Poverty, Discrimination, and Inequality (3)

[ECON 315](#) Government and Business (3)

[ECON 320](#) Money and Banking (3)

[ECON 350](#) Public Finance (3)

[ECON 390](#) Topics in Economics (1-3)

[ECON 415](#) Industrial Organization and Public Policy (3)

[ECON 416](#) Labor Economics (3)

[ECON 469](#) Internship (1-12)

[ECON 492](#) Individual Study in Economics (1-3)

Emphasis in Business Economics

Program Requirements (27 credits)

[ECON 202](#) Principles of Economics I: Micro (3)

[ECON 204](#) Principles of Economics II: Macro (3)

[ECON 302](#) Intermediate Microeconomic Theory (3)

[ECON 304](#) Intermediate Macroeconomic Theory (3)

[ECON 315](#) Government and Business (3) **or**

[ECON 415](#) Industrial Organization and Public Policy (3)

[ECON 320](#) Money and Banking (3)

[ECON 370](#) Quantitative Economic Analysis (3)

[ECON 425](#) International Trade and Finance (3)

[ECON 498](#) Economics Seminar (3)

Related Requirements (6 credits)

In addition to the listed courses, students must also take six elective credits in Accounting or Computer Science. Students planning to do graduate work in Economics are encouraged to take additional mathematics courses.

[ACCT 230](#) Principles of Accounting I (3)

[ACCT 231](#) Principles of Accounting II (3)

[ACCT 304](#) Legal Environment of Business (3)

COMM 100 Speech Communication (3)

[CSIS 103](#) Computer Concepts and Applications (3)

[ENGL 387](#) Technical Report Writing (4)

[FINC 340](#) Financial Management (3)

[MATH 229](#) Topics in Calculus (3)

[MATH 234](#) Introduction to Probability and Statistics (3)

[MGMT 360](#) Principles of Management (3)

[MGMT 370](#) Management Information Systems (3)

[MKTG 310](#) Principles of Marketing (3)

Restricted Electives (9 credits)

Students must complete nine elective credits in Economics. [ECON 100](#) does not count as an elective.

B.S. Degree in International Studies

Description

To receive the B.S. Degree in International Studies, the student must meet the minimum university requirements and specific requirements for the program. Completion of 120 credits is required for this degree which includes the Liberal Arts and Sciences Core (42 credits).

Core Requirements

This core is required of all students who major in one of the International Studies emphases: Development or Diplomacy. Students must complete a minimum of one credit in [INTL 400](#) and a minimum of three credits in [INTL 450](#). In addition to the listed courses, students are required to demonstrate proficiency at the second year level in a foreign language. Students may demonstrate their competency by means of an evaluation by the language department, or they must complete college level courses through the 200 level. If course work is required, this may add up to 16 semester credits to the requirements of this major.

[ANTH 110](#) Introduction to Cultural Anthropology (3)

[ECON 204](#) Principles of Economics II: Macro (3)

[GEOS 111](#) Cultures and Regions (3)

[HIST 104](#) World History I (3)

[HIST 105](#) World History II (3)

[INTL 101](#) Introduction to Global Issues (3)

[INTL 400](#) Global Experience (1-2)

[INTL 450](#) Senior Project (3-6)

[PHIL 120](#) World Religions (3)

[POL 160](#) International Relations (3)

[SOC 110](#) Introduction to Sociology (3)

Emphasis in Diplomacy

Program Requirements

Students must complete at least 21 credits from the listed courses.

[ANTH 265](#) Language and Culture (3)

[ANTH 313](#) Understanding Contemporary Africa (3)

[ANTH 380](#) Traditional Cultures (3)

COMM 300 Intercultural Communication (3)

COMM 324 International Communications (3)

[GEOS 320](#) Economic Geography (3)

[GEOS 410](#) Eastern Europe and Russia (3)
[HIST 302](#) East Asian History II (3)
[HIST 304](#) History of Africa (3)
[HIST 322](#) History of Britain II (3)
[HIST 324](#) Twentieth Century Europe (4)
[HIST 346](#) Modern China (3)
[HIST 347](#) Modern Japan (3)
[INTL 370](#) Understanding International Security (3)
[MC 300](#) International Communications (3)
[POL 265](#) International Protection of Human Rights (3)
[POL 350](#) Comparative Governments of Western Europe (3)
[POL 352](#) Political Problems in Developing Countries (3)
[POL 360](#) American Foreign Policy (3)
[POL 361](#) International Political Economy (3)
[POL 363](#) Public International Law (3)
[POL 366](#) International Conflict Resolution (3)
[POL 369](#) International Organizations (3)

Restricted Electives

Students must complete one of the listed research methods courses.

COMM 319 Communication Research Methods (3)
[HIST 205](#) Introduction to Historical Methods (3)
[POL 310](#) Political Science Research Methods (3)
[SOC 350](#) Methods and Statistics for Social Research (4)

Emphasis in Development

Program Requirements

Students must complete at least 21 credits chosen from the following list.

[ANTH 306](#) Medical Anthropology (3)
[ANTH 307](#) Ecological Anthropology (3)
COMM 300 Intercultural Communication (3)
[COMH 326](#) Epidemiology (3)
[ECON 300](#) Global Economic Issues (3)
[GEOS 320](#) Economic Geography (3)
[GEOS 410](#) Eastern Europe and Russia (3)
[HIST 334](#) History of Latin America II (3)
[HIST 336](#) History of Mexico (3)
[HIST 373](#) Monsoon Asia: People and the Environment (3)
[INTL 308](#) Migration and Human Adaptation (3)

[INTL 364](#) International Migration (3)
[POL 265](#) International Protection of Human Rights (3)
[POL 352](#) Political Problems in Developing Countries (3)
[POL 361](#) International Political Economy (3)
[POL 364](#) International Migration (3)
[SOC 315](#) Population (3)
[SOC 322](#) Urban Sociology (3)

Restricted Electives

Students must take one of the listed research methods courses.

[COMM 319](#) Communication Research Methods (3)
[HIST 205](#) Introduction to Historical Methods (3)
[POL 310](#) Political Science Research Methods (3)
[SOC 350](#) Methods and Statistics for Social Research (4)

B.S. Degree in Paralegal

Description

To receive the B.S. Degree in Paralegal, the student must meet the minimum university requirements and specific requirements for the program. Completion of 120 credits is required for this degree which includes the Liberal Arts and Sciences Core (42 credits).

Core Requirements (37 credits)

Majors must complete the core requirements and at least one area of emphasis. This requires 12 credits from: Commercial Law, Elder Law and Probate, or Litigation. In addition, all majors must complete at least 3 credits from one other area of emphasis. Credits in excess of the minimum requirements are applied to general electives.

[ACCT 230](#) Principles of Accounting I (3)
[ACCT 304](#) Legal Environment of Business (3)
[PARA 125](#) Introduction to Paralegal (3)
[PARA 250](#) Legal Research and Writing I (3)
[PARA 251](#) Legal Research and Writing II (3)
[PARA 310](#) Civil Procedure I (3)
[PARA 320](#) Family Law (3)
[PARA 325](#) Interviewing (3)
[PARA 340](#) Evidence (3)
[PARA 375](#) Legal Ethics (3)
[PARA 425](#) Advanced Legal Research and Writing (3)
[PARA 469](#) Internship (1-12) *Must earn at least 4 credits

Emphasis in Commercial Law

Program Requirements

[ACCT 306](#) Contracts and Business Entities (3)

[ACCT 407](#) Commercial Transactions, Property and Special Topics (3)

[PARA 321](#) Employment Law (3)

[PARA 331](#) Debtor-Creditor and Bankruptcy Law (3)

Related Requirements

Students must complete at least three credits in one other area of emphasis.

Emphasis in Elder Law and Probate

Program Requirements

[PARA 380](#) Real Property Law (3)

[PARA 405](#) Probate and Estate Planning (3)

[PARA 416](#) Elder Law (3)

[PARA 446](#) Estate, Gift and Trust Taxation (3)

Related Requirements

Students must complete at least three credits in one other area of emphasis.

Emphasis in Litigation

Program Requirements

[PARA 346](#) Public Benefits (3)

[PARA 410](#) Civil Procedure II (3)

[PARA 420](#) Criminal Litigation (3)

[PARA 435](#) Personal Injury (3)

Related Requirements

Students must complete at least three credits in one other area of emphasis.

B.A. Degree in Political Science

Description

To receive the B.A. Degree in Political Science, the student must meet the minimum university requirements and specific requirements for the program. Completion of 120 credits is required for this degree which includes the Liberal Arts and Sciences Core (42 credits).

Core Requirements (27 credits)

[POL 120](#) American National Government and Politics (3)
[POL 160](#) International Relations (3)
[POL 210](#) Intro to Political Science (3)
[POL 230](#) Introduction to the Law (3)
[POL 310](#) Political Science Research Methods (3)
[POL 340](#) Public Administration (3) **or**
[POL 341](#) Public Policy (3)
[POL 349](#) Great Power Politics (3) **or**
[POL 350](#) Comparative Governments of Western Europe (3)
[POL 352](#) Political Problems in Developing Countries (3)
[POL 361](#) International Political Economy (3)

Electives

Students must take sufficient electives in Political Science courses to bring the total Political Science credits to 48.

Emphasis in Strategic Studies

Program Requirements (6 credits)

[POL 150](#) Comparative Political Traditions (3)
[POL 151](#) Contemporary Comparative Politics (3)

Restricted Electives (15 credits)

Students must complete 15 credits from the following list of courses.

[POL 266](#) International Terrorism (3)
[POL 314](#) War and the Modern World (3)
[POL 315](#) Political Thought (3)
[POL 316](#) War and the Environment (3)
[POL 317](#) Strategic Games and Game Theory (3)
[POL 349](#) Great Power Politics (3) **or**
[POL 350](#) Comparative Government of Western Europe (3)
[POL 354](#) U.S. Defense Policy (3)
[POL 356](#) Soviet Russia/Global Cold War (3)
[POL 360](#) American Foreign Policy (3)
[POL 363](#) Public International Law (3)
[POL 366](#) International Conflict Resolution (3)
[POL 370](#) Understanding International Security (3)
[POL 380](#) Politics of Great Britain (3)

Minor in Economics

Core Requirements

[ECON 202](#) Principles of Economics I: Micro (3)
[ECON 204](#) Principles of Economics II: Macro (3)
[ECON 300](#) Global Economic Issues (3) **or**
[ECON 425](#) International Trade and Finance (3)
[ECON 302](#) Intermediate Microeconomic Theory (3) **or**
[ECON 304](#) Intermediate Macroeconomic Theory (3)

Electives

Nine approved credits in Economics courses. [ECON 100](#) does not count as an elective. Select from the following:

[ECON 300](#) Global Economic Issues (3) **or**
[ECON 425](#) International Trade and Finance (3)
[ECON 302](#) Intermediate Microeconomic Theory (3) **or**
[ECON 304](#) Intermediate Macroeconomic Theory (3)
[ECON 305](#) The Economics of Poverty, Discrimination, and Inequality (3)
[ECON 320](#) Money and Banking (3)
[ECON 350](#) Public Finance (3)
[ECON 390](#) Topics in Economics (1-3)
[ECON 416](#) Labor Economics (3)
[ECON 469](#) Internship (1-12)
[ECON 497](#) Undergraduate Research in Economics (1-3)

Minor in Political Science

Core Requirements (6 credits)

[POL 120](#) American National Government and Politics (3)
[POL 210](#) Introduction to Political Science (3)

Electives Students must earn at least fifteen credits of Political Science electives, nine of which must be at the 300 level or above.

English Department

Weld Hall 216, (218) 477-2235

Chair: Michael McCord

Faculty: Kevin Carollo, Sheila Coghil, Alan Davis, Tim Decker, Lin Enger, Laura Fasick, Jill Frederick, Yahya Frederickson, Stephen Hamrick, Susan Imbarrato, Elizabeth Kirchoff, Michael McCord, Katherine Meiners, Liz Rowse, Sharon Scapple, Elizabeth Severn, Thomas Tammaro, Kevin Zepper, Richard Zinober.

The Department of English offers majors in English, English and Mass Communications, and Communication Arts and Literature Education. Minors offered are in English and English writing. Certificates offered are in Professional Writing and Publishing.

Requirements for majors, dual majors, and minors in English are set forth in detail below. Anyone who wishes to major or minor in English must see the chairperson and be assigned an advisor. Because of the significant number of electives permitted, English majors and minors must consult their advisors each semester to plan programs which are both academically acceptable and personally satisfying. Students who wish to set up individualized majors including English courses (for instance, Comparative Literature or language studies) should consult the chair. **English 200, Introduction to Literary Studies, is a prerequisite to all core courses.**

The B.A. and B.S. (teaching) programs presently have similar core requirements; but among the other differences, the B.S. program includes coursework prescribed by the Minnesota State Board of Education for a teaching major in English on the secondary level.

Students intending to pursue graduate study are advised to take more than the minimum number of 300 and 400-level courses. They are also advised to make themselves proficient in at least one foreign language.

Only English courses in which a student has earned “C-” or higher will be accepted to fulfill requirements within the major.

All majors will take one designated Capstone seminar, preferably in their senior year, which serves as a culminating course for their academic study in English. Writing majors may use an English 487 or 488 seminar as their Capstone seminar. English Education majors take 491. All students should consult with their advisors for help in selecting an appropriate Capstone course.

Certificate in Publishing

The purpose of the Certificate in Publishing is to prepare students to work within the unique framework of the publishing industry, and to design and deliver an educational experience that allows students to learn about acquiring, editing, publishing and promoting new literature. As students at MSUM and as interns associated with New Rivers Press at MSUM, completing the certificate would develop a set of skills that will qualify a student for entry level employment in the publishing industry.

Certificate in Professional Writing

The Certificate in Professional Writing provides the opportunity for students, professionals, and business people to enhance their communication skills and credentials with a special emphasis on coursework tailored to their work settings and careers. The Certificate in Professional Writing is designed for students pursuing or holding a bachelor's degree from MSUM or an equivalent university.

Student Learning Outcomes

- Perform critical analysis (and/or creative achievement) within the context of literary tradition.
- Develop an awareness of literature as an essential component of civilization, and to be knowledgeable of major authors, works, and traditions of literature.
- Develop reading and writing skills that draw upon and engage with authoritative scholarship and creativity within the discipline.
- Stimulate and reinforce a love of reading and writing that encourages lifelong learning.
- Write interpretative and critical analysis of literary works.
- Find authoritative literary scholarship in the library.
- Find, analyze and synthesize critical issues pertaining to an author or work.
- Use standard documentation procedures following MLA style with projects involving research and writing.
- Discuss literary and historical issues with peers from a variety of critical or creative perspectives.
- Deliver an oral report reflecting in-depth research into a particular topic or project.

Student learning outcomes for the English Teaching majors (BS) are from the National Council for Teaching of English Guidelines

- Demonstrate a respect for the worth and contributions of all learners.
- Show an understanding of language acquisition and development.
- Demonstrate the image of language and visual images on thinking and composing.
- Demonstrate how to respond to and interpret what is read in different ways.
- Use a wide range of writing strategies to generate meaning and to clarify understanding.
- Show knowledge of a broad historical and contemporary spectrum of United States, British, and world literatures.
- Recognize the influence of media on culture and on people's actions and communication.
- Use major sources of research and theory to understand the relationship between research and practice.
- Examine, evaluate, and select resources which support the teaching of English language arts.

B.A. Degree in English

Description

To receive the B.A. Degree in English, the student must meet the minimum university requirements and specific requirements for the program. Completion of 120 credits is required for this degree which includes the Liberal Arts and Sciences Core (42 credits).

Core Requirements (20 credits)

Students must select the Emphasis in Literature or Emphasis in Writing in order to complete the English major. English 200 is a prerequisite for all Core.

[ENGL 211](#) Major British Writers I (4)
[ENGL 212](#) Major British Writers II (4)
[ENGL 314](#) Topics in Shakespeare (3)
[ENGL 314T](#) Shakespeare: Theory (1)
[ENGL 371](#) Survey of American Literature I (4)
[ENGL 372](#) Survey of American Literature II (4)

Emphasis in Literature

Program Requirements (4 credits)

[ENGL 496](#) Literature Capstone Seminar (4)

Restricted Electives (13 credits)

Students must take seven credits in English elective courses. Of the seven credits, no more than one course may be at the 200-level; one course must be at the 300 or 400-level in British literature, and one course must be at the 300 or 400-level in American literature.

One three credit course in literature written before 1800 and one three credit course written after 1800 are required. Both courses must be at the 300-level or above.

Emphasis in Writing

Program Requirements (12 credits)

Students must take twelve credits in English courses which have a writing emphasis. Select from the following courses:

[ENGL 285](#) Scriptwriting (4)
[ENGL 286](#) Writing for the Workplace (3)
[ENGL 288](#) Introduction to Creative Writing (3)
[ENGL 387](#) Technical Report Writing (4)
[ENGL 388](#) Creative Writing (3)
[ENGL 395](#) Theory and Methods of Tutoring (3)
[ENGL 469](#) Internship (1-12)
[ENGL 487](#) Advanced Technical Report Writing (4)
[ENGL 488](#) Advanced Creative Writing (4)

Restricted Electives

Students must take a minimum of four credits in literature electives at the 300 or 400 level.

B.A. Degree in English and Mass Communications

Description

To receive the B.A. Degree in English and Mass Communications, the student must meet the minimum university requirements and specific requirements for the program. Completion of 120 credits is required for this degree which includes the Liberal Arts and Sciences Core (42 credits).

Core Requirements (19 credits)

[ENGL 200](#) Introduction to Literary Studies (3)
[ENGL 211](#) Major British Writers I (4)
[ENGL 212](#) Major British Writers II (4)
[ENGL 371](#) Survey of American Literature I (4)
[ENGL 372](#) Survey of American Literature II (4)

Program Requirements (21 credits)

COMM 101 Introduction to Mass Media (3)
COMM 210 Media Writing (3)
COMM 220 Layout and Typography I (3)
COMM 230 Photography (3)
COMM 324 International Communications (3) **or**
COMM 302 History of Mass Communications (3)
COMM 400 Mass Media Ethics and Issues (3)
COMM 403 Communications Law (3)

Restricted Electives (13 credits)

Students must choose ten credits from the listed English courses and must also choose a three credit mass communications course from those listed.

[ENGL 285](#) Scriptwriting (4)
[ENGL 288](#) Introduction to Creative Writing (3)
[ENGL 387](#) Technical Report Writing (4)
[ENGL 388](#) Creative Writing (3)
[ENGL 395](#) Theory and Methods of Tutoring (3)
[ENGL 487](#) Advanced Technical Report Writing (4)
COMM 306 Advertising Copywriting (3) **or**
COMM 307 Writing for Public Relations (3) **or**
COMM 308 Broadcast Journalism (3) **or**
COMM 309 Reporting (3)

Electives

Students must take 10 elective credits in English courses and 9 elective credits in communications courses. At least nine of the English elective credits must be at the 300 level or

above. Further, at least one course must be in American literature and at least one course must be in British literature. The English electives should be chosen in close consultation with an advisor from the English department. The communications electives must also be chosen in close consultation with a faculty advisor in the School of Communication and Journalism department.

B.S. Degree in Communication Arts and Literature Education

Description

To receive the B.S. Degree in Communication Arts and Literature Education, the student must meet the minimum university requirements and specific requirements for the program. Completion of 120 credits is required for this degree which includes the Liberal Arts and Sciences Core (42 credits) and Secondary Teaching Licensure Education requirements (36 credits).

Core Requirements (19 credits)

English 200 is a prerequisite for all Core and major courses.

[ENGL 211](#) Major British Writers I (4)

[ENGL 212](#) Major British Writers II (4)

[ENGL 314](#) Topics in Shakespeare (3)

[ENGL 371](#) Survey of American Literature I (4)

[ENGL 372](#) Survey of American Literature II (4)

Program Requirements (58 credits)

[ENGL 491](#) is the capstone course for students in this major. Students must also fulfill all teacher licensure requirements.

COMM 415 Teaching Methods: Communication Studies (3)

[ENGL 280](#) World Literature: East and West (3)

[ENGL 365](#) Language and Learning (3)

[ENGL 394](#) Advanced Composition (3)

[ENGL 491](#) Methods of Teaching English (4)

[ENGL 493](#) Grammars of English (3)

[ENGL 494](#) Teaching English in Middle/Junior High (3)

Secondary Education Licensure Requirements

(10 credits of Student Teaching required)

[AMCS 233](#) Education and Multicultural America (3)

COMM 100 Speech Communication (3)

[ED 205](#) Introduction to Education (3)

[ED 294](#) Educational Psychology (3)

[ED 310](#) Social Foundations of Education (3)

[ED 398](#) Field Experience in Secondary Education (2)

[ED 443S](#) Classroom Management/Consultation (3)
[ED 448](#) Reading Study Skills in the Content Areas (3)
[ED 461S](#) Student Teaching: Secondary (10)
[SPED 225](#) Individuals with Exceptionalities (3)

Electives Students must earn six credits in English electives. One course must be at the 400 level, and one courses must be at the 300 or 400 level.

Minor in English

Core Requirements (16 credits)

[ENGL 211](#) Major British Writers I (4)
[ENGL 212](#) Major British Writers II (4)
[ENGL 371](#) Survey of American Literature I (4)
[ENGL 372](#) Survey of American Literature II (4)

Electives Students must take eight credits in English electives. One course must be at the 300 or 400 level in British literature and one course must be at the 300 or 400 level in American literature.

Minor in English-Writing

Restricted Electives (12 credits)

Students must take at least twelve credits chosen from the following courses. A maximum of three credits hours from [ENGL 469](#) is applicable to this minor.

[ENGL 285](#) Scriptwriting (4)
[ENGL 286](#) Writing for the Workplace (3)
[ENGL 288](#) Introduction to Creative Writing (3)
[ENGL 354](#) Non Fiction Writing (3)
[ENGL 387](#) Technical Report Writing (4)
[ENGL 388](#) Creative Writing (3)
[ENGL 395](#) Theory and Methods of Tutoring (3)
[ENGL 469](#) Internship (1-12)
[ENGL 488](#) Advanced Creative Writing (4)

Electives Students must take six credits in English elective courses in consultation with Minor advisor. Each student is encouraged to assemble a portfolio of writing samples to present to prospective employers.

Minor in Religious Studies

Description

Religious Studies Minor - 21 credits

Core Requirements (9 credits)

- [PHIL 120](#) World Religions (3)
- [PHIL 301](#) Philosophy of Religion (3)
- [HUM 320](#) Humanities East and West (3)

Restricted Electives (12 credits)

Students must choose twelve credits from the listed electives. Students may substitute other courses, such as topics courses, in consultation with the student's advisor and with approval by the Coordinator of Religious Studies. Electives must be drawn from at least three different disciplines.

- [ANTH 314](#) American Indian Worldviews (3)
- [ANTH 316](#) Magic, Witchcraft and Belief (3)
- [ANTH 318](#) Archaeology and the Bible (3)
- [ART 411](#) Medieval Art (4)
- [ART 420](#) Renaissance Art (4)
- [ENGL 234](#) Mythology (3)
- [HIST 244](#) Women in World Religions (3)
- [HIST 317](#) Medieval Europe (4)
- [HIST 385](#) History of Christianity (4)
- [HIST 386](#) Muhammad & the Origins of Islam (3)
- [PHIL 302](#) Buddhist Philosophy (3)
- [PHIL 304](#) Medieval Philosophy (3)
- [PHIL 322](#) Religious Traditions in Our Global Society (3)
- [SOC 330](#) Sociology of Religion (3)

Certificate in Professional Writing

Description

The Certificate in Professional Writing provides the opportunity for students, professionals, and business people to enhance their communication skills and credentials with a special emphasis on coursework tailored to their work settings and careers.

Core Requirements

- [CSIS 103](#) Computer Concepts and Applications (3)
- COMM 220 Layout and Typography I (3)
- [ENGL 286](#) Writing in the Workplace (3)
- [ENGL 387](#) Technical Report Writing (4)
- COMM 301 Business and Professional Communications (3)

To have the Certificate in Professional Writing posted to their transcripts and B.A. or B.S. diploma, students must complete the worksheet provided by the Program Advisor Linda Lein, who can be reached at LeinLi@mnstate.edu.

Certificate in Publishing

Program Requirements (6 credits)

Students must complete at least 3 credits of an internship.

[MC 402](#) Introduction to Publishing (3)

[MC 469](#) Internship (1-12)

Electives

Students must complete at least 6 credits chosen from the following list of electives:

[ENGL 288](#) Introduction to Creative Writing (3)

[ENGL 388](#) Creative Writing (3)

[ENGL 488](#) Advanced Creative Writing (4)

[ENGL 490](#) Special Topics (1-4)

[ENGL 497](#) Tutorial (1-3)

[MC 307](#) Writing for Public Relations (3)

[MC 309](#) Reporting (3)

[MC 310](#) Copy Editing (3)

[MC 327](#) Editing Public Relations Copy (3)

[MC 390](#) Special Topics (1-3)

[MC 405](#) Writing for the Web (3)

[MC 406](#) Feature Writing (3)

[MC 407](#) Magazine Writing (3)

[MC 490](#) Special Topics (1-4)

[MC 497](#) Problems in Mass Communications (1-4)

Communication Arts/Literature Middle Level (5-8) Teaching Endorsement-Licensure

Description

Successful completion of this program will qualify students to apply for a middle level Minnesota teaching endorsement in Communication Arts/Literature, which will allow them to extend their Elementary or Secondary teaching license so that they can teach English/Language Arts in grades 5-8

Admission Requirements

Students who seek this endorsement must be admitted to a degree program in either A) Elementary Inclusive Education or B) secondary education in any subject area OR students who seek this endorsement must already be licensed to teach either Elementary Inclusive Education or secondary education in any subject area.

Core Requirements (15 credits)

- [ENGL 280](#) World Literature East and West (3)
- [ENGL 365](#) Language and Learning (3)
- [ENGL 394](#) Theory and Methods: Writing Grades 5-12 (3)
- [ENGL 493](#) Grammars of English (3)
- [ENGL 494](#) Theory and Methods: CA/L Grades 5-8 (3)

Program Requirements (18 credits)

- [ED 205](#) Introduction to Education (3)
- [ED 294](#) Educational Psychology (3)
- [ED 398](#) Field Experience in Secondary Education (2)
- [ED 448](#) Reading Study Skills in the Content Areas (3)
- [ED 460S](#) Student Teaching (4) **and**
- [ED 443S](#) Classroom Management/Consultation (3) **or**
- [STL 428](#) Building Partnerships (3)

Related Requirements (3 credits)

- [COMM 415](#) Teaching Methods: Communication Studies (3)

Health and Physical Education Department

Alex Nemzek Hall 103, (218) 477-2445

Chair: Dawn Hammerschmidt

Faculty: Jay Albrecht, James Gemar, Wendy Frappier, Julie Knutson

MSUM's Health and Physical Education (HPE) Department offers programs for students who are interested in administrative positions in teaching health or physical education in schools, exercise science, athletic training or coaching.

Bachelor of Science in Physical Education: Teaching

Physical education teaching graduates are employed as K-12 physical education teachers, developmental adapted physical education teachers, and athletic coaches. A developmental adapted physical education licensure or coaching minor enhances public school employment opportunities. Other physical education teaching graduates assume jobs in a variety of recreational and fitness fields.

Student Learning Outcomes (*Physical Education*)

- **Content Knowledge:** Physical education teachers understand physical education content and disciplinary concepts related to the development of a physically educated person.
- **Growth and Development:** Physical education teachers understand how individuals learn and develop and can provide opportunities that support their physical, cognitive, social, and emotional development.

- **Diverse Students:** Physical education teachers understand how individuals differ in their approaches to learning and create appropriate instruction adapted to these differences.
- **Management and Motivation:** Physical education teachers use an understanding of individual and group motivation and behavior to create a safe learning environment that encourages positive social interaction, active engagement in learning and self-motivation.
- **Communication:** Physical education teachers use knowledge of effective verbal, nonverbal, and media communication techniques to enhance learning and engagement in physical activity settings.
- **Planning and Instruction:** Physical education teachers plan and implement a variety of developmentally appropriate instructional strategies to develop physically educated individuals, based on state and national (NASPE K-12) standards.
- **Student Assessment:** Physical education teachers understand and use assessment to foster physical, cognitive, social, and emotional development of students in physical activity.
- **Reflection:** Physical education teachers are reflective practitioners who evaluate the effects of their actions on others and seek opportunities to grow professionally.
- **Technology:** Physical education teachers use information technology to enhance learning and to enhance personal and professional productivity.
- **Collaboration:** Physical education teachers foster relationships with colleagues, parents/guardians, and community agencies to support students' growth and well-being.

Bachelor of Science in Health Education

School health educators are licensed to teach health education in the public or private schools at 5-12 level. Students obtaining a health education teaching degree are also eligible for positions in the community setting.

Student Learning Outcomes (*Health Education*)

- Health education teachers will assess individual and community needs for health education.
- Health education teachers plan effective health education programs.
- Health education teachers implement health education programs.
- Health education teachers evaluate the effectiveness of coordinated school health programs.
- Health education teachers coordinate provision of health education programs and services.
- Health education teachers act as a resource person in health education.
- Health education teachers communicate health and health education needs, concerns, and resources.

Bachelor of Science in Exercise Science

The exercise science major prepares students for careers in fitness, exercise science, wellness and health. The major will also prepare students for graduate school programs in exercise science, exercise physiology or cardiac rehabilitation. One of the goals of the exercise science program is to prepare students to sit for certification by the American Council on Exercise, National Strength and Conditioning Association, American College of Sports Medicine, and National Academy of Sport Medicine.

Student Learning Outcomes (*Exercise Science*)

- Demonstrate knowledge in integrated training, fitness assessment concepts, and program design concepts as defined by the national Academy of Sports Medicine, American College of Sports Medicine and National Strength and Conditioning Association.
- Demonstrate the knowledge, skills and abilities to assess the health status of individuals and the ability to conduct exercise testing and interpretation as identified by NASM, ACSM and NACA.
- Apply basic competencies required of a fitness professional in a sports medicine, cardiac rehabilitation, fitness center or sports training facility.

Bachelor of Science in Athletic Training

The Athletic Training Education Program at MSUM is a nationally accredited program through the Commission on Accreditation of Athletic Training Education (CAATE). The Athletic Training Education Program provides students with an in-depth study of Athletic Training including prevention, care, evaluation, treatment, and rehabilitation of musculoskeletal injuries. Athletic Training students also learn about health care administration and professional development pertaining to athletic training. The Athletic Training Education Program prepares students to become eligible for the Board of Certification examination, which is the entry-level credential needed to practice Athletic Training. Some states also require Athletic Trainers to be registered or licensed. Certified Athletic Trainers have employment opportunities at the secondary level, college/university level, sports medicine clinics, physician's offices, industrial and corporate settings, and with professional athletic teams. In addition, this program provides preparation for other allied health professions and graduate studies.

Athletic Training Education Program Admission Requirements

Athletic Training coursework and clinical education experiences are sequential. The sequencing of coursework and clinical education provides the Athletic Training student the opportunity to gain knowledge and master skills over time. The first three semesters are observational; the student completes the required coursework and observational hours. During the fall/third semester of the observational period the student applies to the Athletic Training Education Program.

A limited number of applicants will be admitted to the Athletic Training Education Program. The number of students admitted into the Athletic Training Education Program will be dependent upon the number of clinical education sites available for that given year. Application to the Athletic Training Education Program will take place during the fall semester. The policy for transfer students will include a careful evaluation of the students' clinical experiences and educational competencies, and their compatibility with MSUM's Athletic Training Education Program. Transfer students should contact the Program Coordinator regarding requirements. Only admitted students will proceed in the curriculum. Interested students must meet with the Program Coordinator before declaring Athletic Training as a major.

Competitive admittance is dependent upon successful completion of the following:

1. Admission to Minnesota State University Moorhead.
2. Submission of official transcripts from ALL colleges/universities where credit was earned.
3. Academic Achievement:
 - a grade of C- or better in [BIOL 111](#) Cell Biology or BIOL 115 Organismal Biology;
 - a grade of B or better in [AT 120](#) Introduction to Athletic Training;
 - a grade of B or better in [AT 220](#) Care & Prevention of Athletic Injuries;
4. Completion of 10 hours of documented Athletic Training facility observation.
5. Submission of three letters of recommendation.
6. Submission of application form.
7. Submission of a formal letter of application (essay).
8. Completion of an on-campus interview with a committee of Certified Athletic Trainers.
9. Completion of immunizations as required by MSUM including Hepatitis B, TB (yearly), and MMR vaccinations.
10. Completion of a physical examination and medical history questionnaire.
11. Completion of Technical Standards.
12. Completion of a criminal background check and required off campus paperwork (prior to clinical experience at affiliated sites).

Retention Requirements in Athletic Training Education Program

Once accepted into the Athletic Training Education Program, the student will continue to meet the academic and clinical requirements of the program. If a student fails to meet the retention requirements of the program, the student will not be allowed to progress through the program until retention requirements are met and dependent upon clinical education availability.

Sophomore Year:

- minimum 2.5 cumulative GPA;
- minimum 3.0 GPA in athletic training major courses;
- demonstrate competency in accordance to appropriate level;
- compliance with the NATA's Code of Ethics;
- compliance with all established policies defined in the Athletic Training Student Handbook;
- compliance with clinical assignments and directions given by the athletic training staff;
- complete proper paperwork for practicum courses within the first week of school.

Junior Year:

- minimum 2.75 cumulative GPA;
- minimum 3.0 GPA in athletic training major courses;
- demonstrate competency in accordance to appropriate level;
- compliance with the NATA's Code of Ethics;

- compliance with all established policies defined in the Athletic Training Student Handbook;
- compliance with clinical assignments and directions given by the athletic training staff;
- repeated TB immunization.

Senior Year:

- minimum 2.75 cumulative GPA;
- minimum 3.0 GPA in athletic training major courses;
- demonstrate competency in accordance to appropriate level;
- compliance with the NATA's Code of Ethics;
- compliance with all established policies defined in the Athletic Training Student Handbook;
- compliance with clinical assignments and directions given by the athletic training staff;
- repeated TB immunization.

The National Athletic Trainers' Association has outlined areas of expertise and specific domains and competencies within each of the following areas. This educational framework serves as the foundation needed to sit for the Board of Certification examination which is a necessary credential to work as an Athletic Trainer. Upon completion of the course of study required for Athletic Training, the student should have a collection of knowledge, skills, and values regarding the following areas:

- Evidenced-Based Practice (EBP)
- Prevention and Health Promotion (PHP)
- Clinical Examination and Diagnosis (CE)
- Acute Care of Injuries and Illnesses (AC)
- Therapeutic Interventions (TI)
- Psychosocial Strategies and Referral (PS)
- Healthcare Administration (HA)
- Professional Development and Responsibility (PD)

Student Learning Outcomes (*Athletic Training*)

- Demonstrate knowledge consistent with the entry-level education as defined by the National Athletic Trainers' Association Educational Competencies.
- Employ critical thinking and clinical decision-making skills while providing athletic training services.
- Be able to communicate effectively, through written and verbal means, with the general public and other medical and health professionals.
- Provide athletic training services within the ethical, professional, clinical, and legal parameters of the Board of Certification Standards of Professional Practice and/or state practice act.
- Demonstrate an appreciation of the need for community involvement and citizenship as an allied health professional.

B.S. Degree in Athletic Training

Description

To receive the B.S. Degree in Athletic Training, the student must meet the minimum university requirements and specific requirements for the program. Completion of 120 credits is required for this degree which includes the Liberal Arts and Sciences Core (42 credits).

Core Requirements (64 credits)

Students must complete a minimum of 2 credits in [AT 469](#).

- [AT 120](#) Introduction to Athletic Training (1)
- [AT 210](#) Medical Terminology (1)
- [AT 220](#) Care and Prevention of Injuries & Illnesses (3)
- [AT 225](#) Professional Rescuer CPR/AED and Basic First Aid (2)
- [AT 320](#) Athletic Training Techniques (3)
- [AT 321](#) Orthopedic Clinical Assessment: Upper Extremity (3)
- [AT 321L](#) Orthopedic Clinical Assessment: Upper Extremity Lab (1)
- [AT 322](#) Orthopedic Clinical Assessment: Lower Extremity (3)
- [AT 322L](#) Orthopedic Clinical Assessment: Lower Extremity Lab (1)
- [AT 323](#) Therapeutic Modalities (3)
- [AT 323L](#) Therapeutic Modalities Lab (1)
- [AT 324](#) Therapeutic Exercise (3)
- [AT 324L](#) Therapeutic Exercise Lab (1)
- [AT 362](#) Athletic Training Practicum I (2)
- [AT 363](#) Athletic Training Practicum II (2)
- [AT 364](#) Athletic Training Practicum III (2)
- [AT 420](#) Athletic Training Senior Seminar (2)
- [AT 440](#) Pharmacology and Medical Issues (3)
- [AT 460](#) Organization and Administration of Athletic Training (3)
- [AT 465](#) Athletic Training Practicum IV (2)
- [AT 466](#) Athletic Training Practicum V (2)
- [AT 469](#) Internship (2-12)
- [HLTH 305](#) Introduction to Nutrition (3)
- [PE 320](#) Anatomical Kinesiology (3)
- [PE 321](#) Human Physiology (3)
- [PE 420](#) Biomechanics (3)
- [PE 421](#) Physiology of Exercise (3)
- [PE 473](#) Exercise Testing and Interpretation (3)

Related Requirements (10 credits)

- [BIOL 111](#) Cell Biology (4) **or**
- [BIOL 115](#) Organismal Biology (4)
- [MATH 232](#) Applied Statistics (3)
- [PSY 113](#) General Psychology (3)

Electives

Students must choose three elective credits from the following list of courses:

- [BIOL 323](#) Human Anatomy (4)
- [BIOL 349](#) Human Physiology (4)
- [CHEM 150](#) General Chemistry I (3)
- [CHEM 150L](#) General Chemistry Laboratory I (1)
- [CHEM 210](#) General Chemistry II (3)
- [CHEM 210L](#) General Chemistry II Lab (1)
- [CSIS 103](#) Computer Concepts and Applications (3)
- [ENGL 387](#) Technical Report Writing (4)
- [HLTH 110](#) Personal Health and Wellness (3)
- [HLTH 330](#) Disease Prevention (2)
- [PE 310](#) Sport and Play in the United States (3)
- [PE 311](#) Motor Learning (2)
- [PHIL 311](#) Morals and Medicine (3)
- [PHIL 318](#) Professional Ethics (3)
- [PSY 265](#) Health Psychology (3)

B.S. Degree in Exercise Science

Description

To receive the B.S. Degree in Exercise Science, the student must meet the minimum university requirements and specific requirements for the program. Completion of 120 credits is required for this degree which includes the Liberal Arts and Sciences Core (42 credits).

Core Requirements (38 credits)

Students must earn at least two credits in [PE 469](#) Internship.

- [AT 220](#) Care and Prevention of Injuries & Illnesses (3)
- [HLTH 110](#) Personal Health and Wellness (3)
- [HLTH 125](#) First Aid and CPR (2)
- [HLTH 305](#) Introduction to Nutrition (3)
- [HLTH 330](#) Disease Prevention (2)
- [PE 310](#) Sport and Play in the United States (3)
- [PE 311](#) Motor Learning (2)
- [PE 320](#) Anatomical Kinesiology (3)
- [PE 321](#) Human Physiology (3)
- [PE 365](#) Health and Fitness Instructor (3)
- [PE 420](#) Biomechanics (3)
- [PE 421](#) Physiology of Exercise (3)
- [PE 469](#) Internship (1-12)
- [PE 473](#) Exercise Testing and Interpretation (3)

Electives

Elective course selections should be made in close consultation with students advisor, depending upon the career goals of the student. 17 credits.

Recommended for students interested in a career as a fitness professional:

[BUS 230](#) Entrepreneurial Finance (3)

[BUS 231](#) Entrepreneurial Leadership & Organization (3)

[BUS 232](#) Entrepreneurial Marketing (3)

PE Exercise Science Activity Courses (Max 4)

[PE 100](#) – Aerobics

[PE 102](#) – Weight Training I

[PE 136](#) – Pilates

[PE 137](#) – Yoga

[PE 190](#) – Topics

[PE 193](#) – Elementary School Activities

[PE 202](#) Strength and Conditioning Exercise Techniques (1)

[PE 302](#) Strength and Conditioning Program Design (2)

[PE 452](#) Adapted PE (3)

[PE 364](#) Group Exercise Instruction (3)

[PE 460](#) Principles of Coaching (3)

[PE 474](#) Tests and Measurements in PE (3)

Recommended for students applying to a graduate program (exercise physiology, cardiac rehab, rehabilitative science):

[AT 210](#) Medical Terminology (1)

[BIOL 111/BIOL 111L](#) Cell Biology and lab (4)

[BIOL 115/BIOL 115L](#) Organismal Biology and lab (4)

[BIOL 323/BIOL 323L](#) Human Anatomy and lab (4)

[BIOL 349/BIOL 349L](#) Human Physiology and lab (4)

[CHEM 150/CHEM 150L](#) General Chemistry I and lab (4)

[CHEM 210/CHEM 210L](#) General Chemistry II and lab (4)

[MATH 232](#) Applied Statistics (3)

[PHYS 160](#) College Physics I and lab (4)

[PHYS 161](#) College Physics II and lab (4)

[PSY 202](#) Developmental Psychology (3)
[PSY 463](#) Abnormal Psychology (3)

Recommended for students interested in health and wellness:

[HLTH 190](#) – Topics
[HLTH 327](#) Safety Education and Consumer Protection (3)
[HLTH 412](#) Education for Sexuality and HIV/AIDS (3)

Recommended to improve communication and computer skills:

[CSIS 103](#) Computer Concepts and Applications (3)
[ENGL 286](#) Writing for the Workplace (3)
[ENGL 387](#) Technical Report Writing (4)
COMM 100 Speech Communication (3)

B.S. Degree in Health Education

Description

To receive the B.S. Degree in Health Education, the student must meet the minimum university requirements and specific requirements for the program. Completion of 120 credits is required for this degree which includes the Liberal Arts and Sciences Core (42 credits) and Secondary Teaching Licensure Education requirements (36 credits).

Core Requirements (60 credits)

In addition to the courses listed below, students must fulfill 36 credits of teacher licensure requirements.

[HLTH 110](#) Personal Health and Wellness (3)
[HLTH 125](#) First Aid and CPR (2)
[HLTH 305](#) Introduction to Nutrition (3)
[HLTH 327](#) Safety Education and Consumer Protection (3)
[HLTH 330](#) Disease Prevention (2)
[HLTH 335](#) Health Education and the Middle Level Adolescent (3)
[HLTH 340](#) Health Methods and Materials (3)
[HLTH 412](#) Education for Sexuality and HIV/AIDS (3)
[HLTH 465](#) Coordinated School Health Programs (2)

Secondary Education Licensure Requirements

(10 credits of Student Teaching required)

[AMCS 233](#) Education and Multicultural America (3)
COMM 100 Speech Communication (3)
[ED 205](#) Introduction to Education (3)
[ED 294](#) Educational Psychology (3)

[ED 310](#) Social Foundations of Education (3)
[ED 398](#) Field Experience in Secondary Education (2)
[ED 443S](#) Classroom Management/Consultation (3)
[ED 448](#) Reading Study Skills in the Content Areas (3)
[ED 461S](#) Student Teaching: Secondary **or**
[ED 460S](#) Student Teaching: Secondary **and**
[EECE 480E](#) Student Teaching: Elementary **or**
[ED 461V](#) Student Teaching: Secondary/K-12
[SPED 225](#) Individuals with Exceptionalities (3)

Related Requirements (18 credits)

Courses in the following areas: Athletic Training, Biology, Community Health, Health Service Administration, Physical Education, Psychology, Philosophy and Sociology (Suggested courses are listed).

[AT 220](#) Care and Prevention of Injuries & Illnesses (3)
[BIOL 100](#) Issues in Human Biology (3)
[BIOL 104](#) Human Biology (3)
[BIOL 109](#) Biology Today (3)
[COMH 200](#) Introduction to Health Promotion and Public Health (2)
[COMH 315](#) Health Agencies and Services (3)
[COMH 418](#) Global Health Issues (3)
[HSAD 326](#) Epidemiology (3)
[PE 321](#) Human Physiology (3)
[PHIL 311](#) Morals and Medicine (3)
[PSY 113](#) General Psychology (3)
[SOC 110](#) Introduction to Sociology (3)
[SOC 120](#) Social Psychology (3)
[SOC 320](#) Sociology of the Family (3)

B.S. Degree in Physical Education--Teaching

Description

To receive the B.S. Degree in Physical Education, the student must meet the minimum university requirements and specific requirements for the program. Completion of 120 credits is required for this degree which includes the Liberal Arts and Sciences Core (42 credits) and Secondary Teaching Licensure Education requirements (36 credits).

Core Requirements (81 credits)

In addition to the courses listed below, students must fulfill 36 credits of teacher licensure requirements.

[HLTH 110](#) Personal Health and Wellness (3)
[HLTH 125](#) First Aid and CPR (2)

[PE 191](#) Activities Course: Dance (2)
[PE 192](#) Activities Course: Gymnastics (1)
[PE 193](#) Activities Course: Elementary School (2)
[PE 194](#) Activities Course: Non-Traditional (1)
[PE 200](#) Foundations of Physical Education (3)
[PE 310](#) Sport and Play in the United States (3)
[PE 311](#) Motor Learning (2)
[PE 320](#) Anatomical Kinesiology (3)
[PE 321](#) Human Physiology (3)
[PE 360](#) Elementary Methods in Physical Education (3)
[PE 361](#) Secondary Methods in Physical Education (3)
[PE 362](#) Middle School Methods in Physical Education (2)
[PE 420](#) Biomechanics (3)
[PE 421](#) Physiology of Exercise (3)
[PE 452](#) Adaptive Physical Education (3)
[PE 474](#) Tests and Measurements in Physical Education (3)

Secondary Education Licensure Requirements

(10 credits of Student Teaching required)

[AMCS 233](#) Education and Multicultural America (3)
COMM 100 Speech Communication (3)
[ED 205](#) Introduction to Education (3)
[ED 294](#) Educational Psychology (3)
[ED 310](#) Social Foundations of Education (3)
[ED 398](#) Field Experience in Secondary Education (2)
[ED 443S](#) Classroom Management/Consultation (3)
[ED 448](#) Reading Study Skills in the Content Areas (3)
[ED 461S](#) Student Teaching: Secondary **or**
[ED 460S](#) Student Teaching: Secondary **and**
[EECE 480E](#) Student Teaching: Elementary **or**
[ED 461V](#) Student Teaching: Secondary/K-12
[SPED 225](#) Individuals with Exceptionalities (3)

Restricted Electives (3 credits)

Students must earn one credit in courses that focus on physical fitness, one credit in courses that focus on team sports, and one credit in courses that focus on individual sports. Consult your academic advisor when making your selections from the listed courses.

[PE 100](#) Aerobic Dance (1)
[PE 102](#) Weight Training I (1)
[PE 112](#) Bowling (1)
[PE 114](#) Golf (1)
[PE 116](#) Tennis I (1)
[PE 124](#) Badminton (1)

[PE 130](#) Volleyball I (1)
[PE 132](#) Basketball (1)
[PE 133](#) Softball (1)
[PE 134](#) Soccer (1)
[PE 136](#) Pilates (1)
[PE 137](#) Yoga I (1)
[PE 160](#) Swimming I (1)
[PE 190](#) Topics in Fundamental Activities (1-4)

B.A. Degree in Physical Education

Description

To receive the B.A. Degree in Physical Education (non-teaching), the student must meet the minimum university requirements and specific requirements for the program. Completion of 128 credits is required for this degree which includes the Liberal Arts and Sciences Core (42 credits).

Core Requirements (45 credits)

This major is for students who DO NOT plan to complete licensure in teaching.

[HLTH 110](#) Personal Health and Wellness (3)
[HLTH 125](#) First Aid and CPR (2)
[PE 160](#) Swimming I (1) **or**
[PE 161](#) Swimming II (1)
[PE 191](#) Activities Course: Dance (2)
[PE 192](#) Activities Course: Gymnastics (1)
[PE 193](#) Activities Course: Elementary School (2)
[PE 194](#) Activities Course: Non-Traditional (1)
[PE 200](#) Foundations of Physical Education (3)
[PE 310](#) Sport and Play in the United States (3)
[PE 311](#) Motor Learning (2)
[PE 320](#) Anatomical Kinesiology (3)
[PE 321](#) Human Physiology (3)
[PE 360](#) Elementary Methods in Physical Education (3)
[PE 361](#) Secondary Methods in Physical Education (3)
[PE 362](#) Middle School Methods in Physical Education (2)
[PE 420](#) Biomechanics (3)
[PE 421](#) Physiology of Exercise (3)
[PE 452](#) Adaptive Physical Education (3)
[PE 474](#) Tests and Measurements in Physical Education (3)

Restricted Electives (3 credits)

Students must earn one credit in courses that focus on physical fitness, one credit in courses that focus on team sports, and one credit in courses that focus on individual sports. Consult your academic advisor when making your selections from the listed courses.

[PE 100](#) Aerobic Dance (1)
[PE 102](#) Weight Training I (1)
[PE 112](#) Bowling (1)
[PE 114](#) Golf (1)
[PE 116](#) Tennis I (1)
[PE 124](#) Badminton (1)
[PE 130](#) Volleyball I (1)
[PE 132](#) Basketball (1)
[PE 134](#) Soccer (1)

Minor in Coaching

Core Requirements (20 credits)

[AT 220](#) Care and Prevention of Injuries & Illnesses (3)
[HLTH 125](#) First Aid and CPR (2)
[PE 350](#) Mechanical Principles of Sport (3) **or**
[PE 420](#) Biomechanics (3)
[PE 351](#) Physiology of Sport (2) **or**
[PE 421](#) Physiology of Exercise (3)
[PE 367](#) Coaching Soccer (3) **or**
[PE 371](#) Coaching Football (3) **or**
[PE 372](#) Coaching Basketball (3) **or**
[PE 373](#) Coaching Baseball and Softball (3) **or**
[PE 374](#) Coaching Track and Field (3) **or**
[PE 375](#) Coaching Wrestling (3) **or**
[PE 376](#) Coaching Golf and Tennis (3) **or**
[PE 378](#) Coaching Swimming and Diving (3) **or**
[PE 379](#) Coaching Volleyball (3)
[PE 460](#) Principles of Coaching (3)
[PE 461](#) Coaching Practicum (1)

Minor in Health Education

Core Requirements (27 credits)

Students who select this minor must also earn a teaching major in another discipline.

[HLTH 110](#) Personal Health and Wellness (3)
[HLTH 125](#) First Aid and CPR (2)
[HLTH 305](#) Introduction to Nutrition (3)
[HLTH 327](#) Safety Education and Consumer Protection (3)
[HLTH 330](#) Disease Prevention (2)
[HLTH 335](#) Health Education and the Middle Level Adolescent (3)
[HLTH 340](#) Health Methods and Materials (3)

[HLTH 412](#) Education for Sexuality and HIV/AIDS (3)
[HLTH 465](#) Coordinated School Health Programs (2)
[PE 321](#) Human Physiology (3)

Minor in Physical Education - Teaching

Core Requirements (28 credits)

Students who select this minor must also earn a teaching major in another discipline. Students should be advised that the State of Minnesota does not recognize minors in Physical Education for teacher licensure. Students who desire licensure in states other than Minnesota should check with teacher licensure authorities to determine licensure requirements. In addition to the courses listed below, students are required to earn one additional elective in an activity course.

[HLTH 125](#) First Aid and CPR (2)
[PE 191](#) Activities Course: Dance (2)
[PE 192](#) Activities Course: Gymnastics (1)
[PE 193](#) Activities Course: Elementary School (2)
[PE 200](#) Foundations of Physical Education (3)
[PE 320](#) Anatomical Kinesiology (3)
[PE 321](#) Human Physiology (3)
[PE 360](#) Elementary Methods in Physical Education (3)
[PE 361](#) Secondary Methods in Physical Education (3)
[PE 362](#) Middle School Methods in Physical Education (2)
[PE 452](#) Adaptive Physical Education (3)

Minor in Strength and Conditioning

Core Requirements (21 credits)

[HLTH 125](#) First Aid and CPR (2)
[HLTH 305](#) Introduction to Nutrition (3)
[PE 202](#) Strength and Conditioning Exercise Techniques (1)
[PE 302](#) Strength and Conditioning Program Design (2)
[PE 320](#) Anatomical Kinesiology (3)
[PE 365](#) Health and Fitness Instructor (3)
[PE 402](#) Strength and Conditioning Practicum (1)
[PE 420](#) Biomechanics (3)
[PE 421](#) Physiology of Exercise (3)

Wellness Minor

Description

The Wellness Minor is designed to introduce students to wellness concepts and develop the strategies to achieve optimal health. 21 credits.

Core Requirements (14 credits)

- [HLTH 110](#) Personal Health & Wellness (3)
- [HLTH 305](#) Introduction to Nutrition (3)
- [HLTH 327](#) Safety Education and Consumer Protection (3)
- [HLTH 330](#) Disease Prevention (2)
- [HLTH 412](#) Education for Sexuality and HIV/AIDS (3)

Electives

Seven credits total. Maximum of two credits in Wellness Activity courses (PE).

- [PE 100](#) Aerobic Dance (1)
- [PE 104](#) Exercise and Body Development (1)
- [PE 136](#) Pilates (1)
- [PE 137](#) Yoga I (1)
- [PE 138](#) Yoga II (1)
- [PE 190](#) Topics (1)

- [AT 210](#) Medical Terminology (1)
- [BIOL 300](#) Biology of Women (3)
- [HLTH 125](#) First Aid and CPR (2)
- [HLTH 190](#) Topics (1)
- [HSAD 326](#) Applied Epidemiology (3)
- [PSY 220](#) Social Behavior (3)
- [PSY 265](#) Health Psychology (3)
- [PSY 403](#) Adulthood and Aging (3)
- [PSY 317](#) Alcoholism and Drug Abuse (3)
- [SOC 308](#) Social Gerontology (3)
- [SOC 375](#) Sociology of Health and Medicine (3)

History, Languages, Critical Race and Women's Studies

The Department of History, Languages, Critical Race and Women's Studies offers majors in East Asian Studies, History, Social Studies, Spanish, Spanish Education, Teaching English as a Second Language and Women's and Gender Studies. Minors are offered in African American Studies, American Indian Studies, American Multicultural Studies, Asian American Studies, East Asian Studies, History, Spanish, Spanish Education, Teaching English as a Second Language, Women's Health and Women's and Gender Studies. A Certificate in Women and Science is also offered.

History and Social Studies

MacLean Hall 374, (218) 477-2812

Chair: Annette K. Morrow

Faculty: Yolanda Arauza, Henry Chan, Nathan Clarke, Paul Harris, Steve Hoffbeck, Sean

Taylor
Social Studies Program Coordinator: Steven Hoffbeck

History

The History Department offers courses in U.S., European, South American, African, Asian, and World History to meet the varied needs and interests of our students. History courses can be found that fulfill requirements in several areas of the Liberal Arts and Sciences Curriculum. Upper-division courses in History also prepare students for careers as teachers or in such diverse areas as law, government, libraries, museums, and business. The study of history at MSUM involves much more than the memorization of names and dates. Our students learn to think analytically and critically about the past and to understand history as the experiences of real human beings.

Social Studies

Successful completion of the Social Studies major leads to certification from the State of Minnesota to teach in grades five through twelve.

The major has four components:

1. **Core requirements, also known as distribution requirements.** These courses expose majors to the various disciplines that comprise Social Studies. All students must complete the 27-29 credit requirement listed below.
2. **Emphasis.** Majors must choose one discipline as their emphasis. Requirements for each discipline are listed below.
3. **Secondary emphasis.** Majors must choose one discipline as their secondary emphasis. Requirements for each discipline are listed below.
4. **Teacher licensure requirements.** These requirements are common to all secondary education majors and are listed under Secondary Education. Students should carefully study and understand all of these components and choose their course of study in consultation with their advisor. In selecting primary and secondary emphases, students should consider their own interest and aptitudes and the needs of the job market in secondary schools. While History is the foundation of Social Studies in the schools and is the most frequently taught subject in Social Studies, other areas are also taught at the secondary level, often depending on the size of the school. In Minnesota, high schools must commonly offer courses in Geography, Political Science, and Economics.

It is also worth noting that students can enhance their appeal as teacher candidates by qualifying themselves to coach a sport. Consult with the Health and Physical Education Department to learn more.

Student Learning Outcomes (*History and Social Studies*)

Students completing programs in History and Social Studies will demonstrate the following:

Thinking Skills

- **Reading Comprehension:** Students should be able to identify the main point or thesis in a piece of historical writing, analyze how it is developed and supported with evidence, and recognize the differences in historical interpretation among different authors.
- **Historical Thinking Skills:** Students should be able to understand and interpret events in their appropriate historic context, understand and interpret relations of cause and effect and other sequential relations, understand the complexity of human motivations, and appreciate cultural differences in patterns of behavior and ideation.
- **Critical Thinking:** Students should be able to synthesize a variety of evidence and formulate a thesis on the basis of insights gained from research; develop their thesis in an organized and logical progression, using appropriate evidence to support points; and recognize the shortcomings of their evidence and anticipate possible objections.

Research Skills

- **Finding Resources:** Students should be able to identify a variety of different kinds of source materials that could shed light on a particular topic, including both primary and secondary sources, and use the library and other resources to locate relevant sources.
- **Using Evidence:** Students should be able to identify a variety of different kinds of source materials that could shed light on a particular topic, including both primary and secondary sources, recognize potential sources of bias, and be able to evaluate which of their sources are the most authoritative.

Communication Skills

- **Written Communication:** Students should be able to write clear and grammatical prose, cite their sources properly, and respond constructively to criticism to make appropriate revisions.
- **Oral Communication:** Students should be able to contribute clearly and thoughtfully to class discussion and deliver an effective oral presentation.

Languages and Cultures

MacLean Hall 279, (218) 477-2912

Chair: Annette Morrow

Faculty: Tsuo-Wen Chao, John Hall, Linda Houts-Smith, Takanori Mita

East Asian Studies

The department offers a B.A. major and minor in East Asian Studies. Students who major in East Asian Studies may select one of three areas of emphasis: business, humanities, or language and culture. The core requirements for this program consist of:

1. Four semesters of Chinese or Japanese;
2. Chinese 132 (Chinese Culture) and Japanese 142 (Japanese Culture);
3. Two East Asian history courses.

For detailed requirements, see *B.A. Degree in East Asian Studies*. Three year courses of study are offered in Japanese and two years in Chinese.

Student Learning Outcomes (*East Asian Studies*)

- Ability to assess their knowledge of Asian history.
- Ability to demonstrate listening comprehension skills, writing skills, and reading skills in Japanese and Chinese.

Spanish

The department offers B.A. and B.S. majors and minors in Spanish. In our Spanish program, students first focus on becoming proficient in their use and understanding of the language then they begin to take courses in culture and civilization, literature, linguistics, and translation.

The Department of History, Languages, Critical Race and Women's Studies is affiliated with Sigma Delta Pi, the National Collegiate Hispanic Honor Society. Our chapter of the Society, Upsilon Sigma, has been nationally recognized for Honor and Merit.

Proposed course of study for B.A. Spanish majors:

1st year

Fall semester [SPAN 201](#) and [SPAN 211](#)

Spring semester [SPAN 202](#) and [SPAN 212](#)

2nd year

Fall semester [SPAN 301](#) and [SPAN 311](#)

Spring semester [SPAN 302](#), [SPAN 321](#) (odd years) or [SPAN 322](#) (even years)

3rd year

Fall semester [SPAN 340](#) and [SPAN 401](#)

Spring semester [SPAN 341](#) (even years) or [SPAN 342](#) (odd years), [SPAN 351](#)

4th year

Fall semester any 3rd or 4th year elective

Spring semester any 3rd or 4th year elective

Students who are seeking a B.S. degree in Spanish Education will need to work closely with their advisor in order to make the proper adjustments to the program outlined above. Students who begin their Spanish studies at a level below Spanish 201 will also need to make adjustments to the above schedule, in consultation with their faculty advisor.

Admission to [SPAN 301](#) has the following prerequisites:

- Transfer students or incoming freshmen must take a placement exam before enrolling in Spanish 301.
- Students who have taken Spanish 201 and 202 at MSUM must have a minimum GPA of 3.0 in those two courses in order to enroll in Spanish 301.

Student Learning Outcomes (*Spanish*)

- **Listening Proficiency:** Students are able to understand main ideas and most details of connected discourse on a variety of topics in different times; demonstrate emerging awareness of culturally implied meanings.
- **Reading Proficiency:** Students are able to follow the main ideas or facts of written discourse.
- **Writing Proficiency:** Students are able to meet most practical writing needs.
- **Oral Proficiency:** Students can initiate and maintain communication for most uncomplicated social tasks.
- **Cultural Competency:** Students are able to develop concern for, awareness of, and appreciation of the diversity of local, international and global cultures.

Other Languages

Students may obtain minors in French, German, Norwegian, and Scandinavian Studies through Tri-College coursework.

Study Abroad

Students who are studying in the department are strongly encouraged to take advantage of the opportunity to study abroad. We have exchange programs and connections with other study abroad programs in Japan, Spain, and Ecuador. Students who wish to study abroad should work closely with their faculty advisor in order to plan a course of study that will apply to their major or minor coursework. For further information, contact the department. Organized trips usually take place in the spring or right after spring semester.

General Information

Several departments/programs, —including Art History, Biology, Chemistry, English, History, Mass Communications, Philosophy, Political Science, Psychology, and Sociology—either require or strongly recommend that their B.A. majors study at least one foreign language, especially if they intend to pursue graduate degrees. International Business and International Studies require two years of a foreign language.

Previous Instruction

Students with one year or less of foreign language at the secondary level should enroll in a beginning language course (101). Students with two years of high school language study should ordinarily enroll in 102. Most students who have had three to four years of high school language instruction should enroll in an intermediate course (201 and 211 or 202 and 212).

There is a required, online placement exam for incoming Spanish students. Consult with the department chair if you have questions concerning placement.

Teaching Foreign Languages

Students who plan to teach foreign languages in elementary or secondary public schools should elect the B.S. major or minor.

All students, including transfer students, who apply for the B.S. degree with a language major must have completed a minimum of 14 credits of upper-level coursework in the department, including [LANG 471](#) and [LANG 472](#). Candidates for teaching licensure must be able to pass a number of proficiency tests that meet the standards of the State Board of Teaching before the application for teaching licensure can be approved. All students seeking a B.S. major or minor in the department should establish and maintain close contact with a departmental advisor to be certain that satisfactory progress is being made toward the degree. Consult with the department chair concerning an advisor.

Graduate Study in Foreign Languages

A reading knowledge of a second foreign language is essential to graduate study in languages. A student who expects to seek a graduate degree is advised to plan an undergraduate curriculum with a minor in a second language or with a double major. It is also advisable to take more than the minimum credits required for the major.

Teaching English as a Second Language

Program Coordinator: Linda Houts-Smith

MacLean Hall 279B, 218-477-4059

The Bachelor of Science in Teaching ESL is a degree for individuals who wish to practice teaching ESL/EFL in a classroom setting overseas or in U.S. K-12 schools. It is specifically intended to provide individuals with the initial preparation for a teaching certificate in Minnesota. Since licensure requirements vary from state to state and country to country, students should consult licensing boards in the locations where they wish to work to determine whether the B.S. in TESL will meet the requirements in the location of the student's choice.

American Multicultural Studies

Bridges 359, (218) 477-2196

Faculty: Phyllis May-Machunda, Kim Park-Nelson

American Multicultural Studies courses develop students' knowledge and understanding of the diverse heritage of the United States in the past and present. Grounded in the historical experiences, cultural practices, literary traditions, artistic production, intellectual contributions, political struggles, and voices of Native American Indian, African American, Chicano/Latino and Asian American peoples, American Multicultural Studies courses provide an increased level of knowledge about the multicultural foundations of the United States. By emphasizing these perspectives, we challenge misperceptions derived from the social construction of race and use interdisciplinary methods to situate these histories and viewpoints into contexts that highlight

interactions with the American mainstream. As a result, students learn theoretical and applied skills central to a liberal studies education, while cultivating a greater respect for the diversity of our common humanity.

American Multicultural Studies courses are particularly appropriate for career fields where a broad and diverse knowledge of American society is desirable, such as in history, education, human and social services, public service, business, communications, sociology, health professions, women's studies, global studies, law and the arts.

Student Learning Outcomes (*American Multicultural Studies*)

- Recognize the status, concerns, achievements, representations and experiences of African Americans, Native American Indians, Chicanos/Latinos, and Asian Americans.
- Examine and apply key concepts from multicultural American experiences, values, beliefs and behaviors to core visual, aural and literary texts.
- Comprehend and critique humanistic and social scientific texts within their historical and cultural contexts.
- Identify, analyze and discuss complex issues and policies in American society from critical interdisciplinary, comparative, and multicultural perspectives.
- Interpret and synthesize research materials using interdisciplinary methodologies and skills.
- Create and critically evaluate oral, written, and visual presentations of multicultural research.

Women's and Gender Studies

MacLean Hall, 175 (218) 477-4075

Program Director: Kandace Creel Falcon

Program and Affiliated Faculty: Anna Arnar, Laurie Blunsom, Steve Bolduc, Marilea Bramer, Karen Branden, Ellen Brisch, Layna Cole, Rebecca Gardner, Brittney Goodman, Paul Harris, Geri Hendrix-Sloan, Susan Humphers-Ginther, Kyja Kristjansson-Nelson, Phyllis May-Machunda, Terry Manno, Katherine Meiners, Annette Morrow, Carol Okigbo, Raymond Rea, Larry Schwartz, Sherry Short, Chris Walla, Patricia Wisenden, Deborah White

Women's and Gender Studies Curriculum

The Women's and Gender Studies program at MSUM has been ongoing since 1971. Students can earn a major or minor in Women's and Gender Studies, a minor in Women's Health, and a certificate in Women and Science. Women's and Gender Studies uses diverse historic and contemporary sources to examine the intersections of gender with racism, classism, heterosexism and other oppressions. Courses in the program use theoretical frameworks from social science, history and humanities plus other disciplines grounded in anti-oppression and social justice work to analyze the social and political locations of diverse identities. The program combines an interdisciplinary understanding of social structures with specific analyses of women's experiences both locally and globally. Students are challenged to understand and analyze complex current and historic realities and to enact social change through activism.

For further information about the Women's and Gender Studies Program, please visit our website:

web.mnstate.edu/women/.

Student Learning Outcomes

- Describe how identities are socially constructed along intersecting axes of gender, race, class, sexuality and ability.
- Demonstrate knowledge of issues facing women and the movements that have responded to those issues both historically and globally.
- Recognize and analyze dynamics of social power, including relations of oppression and privilege between men and women as well as between women of different social groups.
- Evaluate issues utilizing the tools of multiple disciplines (multidisciplinarity) and by moving between disciplines in ways that bring those disciplines together (interdisciplinarity).
- Examine the relationship between theory and practice by applying knowledge gained in the academy to circumstances, experiences and activist work outside of the academy.

B.A. Degree in East Asian Studies

Description

To receive the B.A. Degree in East Asian Studies, the student must meet the minimum university requirements and specific requirements for the program. Completion of 120 credits is required for this degree which includes the Liberal Arts and Sciences Core (42 credits).

Core Requirements (22 credits)

This core is required of all students who major in one of the East Asian Studies emphases: Language and Culture, Humanities, and Business. All students must complete Chinese 132 and Japanese 142. Additionally, students must complete the Chinese 101, 102, 201, 202 sequence or the Japanese 101, 102, 201, 202 sequence. Students may not count courses in more than one category; if a course satisfies the Core Requirements section, it may not also be used to satisfy a requirement in any of the emphases. No courses in the Core Requirements or the emphases may be taken Pass/No Credit.

[CHIN 132](#) Introduction to Chinese Culture (3)

[JAPN 142](#) Introduction to Japanese Culture (3)

[CHIN 101](#) Beginning Chinese I (4)

[CHIN 102](#) Beginning Chinese II (4)

[CHIN 201](#) Intermediate Chinese I (4)

[CHIN 202](#) Intermediate Chinese II (4)

OR

[JAPN 101](#) Beginning Japanese I (4)

[JAPN 102](#) Beginning Japanese II (4)

[JAPN 201](#) Intermediate Japanese I (4)
[JAPN 202](#) Intermediate Japanese II (4)

Related Requirements (6 credits)

[HUM 320](#) Humanities East-West required and choose one more from the list for the remaining 3 credits.

[HIST 301](#) East Asian History I (3)
[HIST 302](#) East Asian History II (3)
[HIST 346](#) Modern China (3)
[HIST 347](#) Modern Japan (3)
[HUM 320](#) Humanities East and West (3)

Emphasis in Business

Program Requirements (12 credits)

Students must earn twelve credits from the following list of courses. Normally, business minors or majors will not need additional prerequisites to take these courses. Non-business students should note that [ACCT 231](#) and [MATH 234](#) are prerequisites for [FINC 340](#); [FINC 340](#) is a prerequisite for [FINC 445](#); [ECON 202](#) is a prerequisite for [MKTG 310](#); [MKTG 310](#) is a prerequisite for [MKTG 444](#); and [MGMT 360](#) is a prerequisite for [MGMT 458](#).

[ECON 300](#) Global Economic Issues (3)
[FINC 340](#) Financial Management (3)
[FINC 445](#) International Financial Management (3)
[MGMT 360](#) Principles of Management (3)
[MGMT 458](#) International Management (3)
[MKTG 310](#) Principles of Marketing (3)
[MKTG 444](#) International Marketing (3)

Related Requirements (6 credits)

Students must take [HUM 320](#) and must also select one additional course from the following list.

[HIST 301](#) East Asian History I (3)
[HIST 302](#) East Asian History II (3)
[HIST 346](#) Modern China (3)
[HIST 347](#) Modern Japan (3)
[HUM 320](#) Humanities East and West (3)

Emphasis in Humanities

Program Requirements (4 credits)

[ART 338](#) Non-Western Art (4)

Related Requirements (6 credits)

Students must take [HUM 320](#) and must also select one additional course from the following list.

[HIST 301](#) East Asian History I (3)

[HIST 302](#) East Asian History II (3)

[HIST 346](#) Modern China (3)

[HIST 347](#) Modern Japan (3)

[HUM 320](#) Humanities East and West (3)

Restricted Electives

Students must earn four credits from the listed history courses (students may not use courses taken previously to satisfy the Related Requirements section). Students must also earn five credits in advanced language/culture study in the listed Chinese, History, Humanities, Japanese, or Speech courses (students may satisfy part or all of the language/culture requirement via approved study abroad programs).

[CHIN 390](#) Topics in Chinese Language, Literature and Culture (1-4)

[CHIN 397](#) Independent Study in Chinese - Advanced Level (1-3)

[COMM 300](#) Intercultural Communication (3)

[HIST 220](#) Asian-American Experience (3)

[HIST 301](#) East Asian History I (3)

[HIST 302](#) East Asian History II (3)

[HIST 346](#) Modern China (3)

[HIST 347](#) Modern Japan (3)

[HIST 401](#) Senior Seminar (3-4)

[HIST 497](#) Independent Study (1-3)

[HUM 320](#) Humanities East and West (3)

[JAPN 302](#) Japanese Conversation and Composition (4)

[JAPN 390](#) Topics in Japanese Language, Literature and Culture (1-4)

[JAPN 397](#) Independent Study in Japanese: Advanced Level I (1-3)

Emphasis in Language and Culture

Related Requirements (6 credits)

Students must take [HUM 320](#) and must also select one additional course from the list.

[HIST 301](#) East Asian History I (3)
[HIST 302](#) East Asian History II (3)
[HIST 346](#) Modern China (3)
[HIST 347](#) Modern Japan (3)
[HUM 320](#) Humanities East and West (3)

Restricted Electives

Students must complete four credits from the listed history courses (students may not use courses taken previously to satisfy the Related Requirements section). Students must also complete eight credits in advanced language/culture study in the listed Japanese or Chinese courses (students may satisfy part or all of the language/culture requirement via approved study abroad programs).

[CHIN 390](#) Topics in Chinese Language, Literature and Culture (1-4)
[CHIN 397](#) Independent Study in Chinese - Advanced Level (1-3)
[HIST 301](#) East Asian History I (3)
[HIST 302](#) East Asian History II (3)
[HIST 346](#) Modern China (3)
[HIST 347](#) Modern Japan (3)
[HIST 401](#) Senior Seminar (3-4)
[HIST 497](#) Independent Study (1-3)
[JAPN 302](#) Japanese Conversation and Composition (4)
[JAPN 390](#) Topics in Japanese Language, Literature and Culture (1-4)
[JAPN 397](#) Independent Study in Japanese: Advanced Level I (1-3)

B.A. Degree in History

Description

To receive the B.A. Degree in History, the student must meet the minimum university requirements and specific requirements for the program. Completion of 120 credits is required for this degree which includes the Liberal Arts and Sciences Core (42 credits).

Core Requirements (19 credits)

[HIST 104](#) World History I (3)
[HIST 105](#) World History II (3)
[HIST 121](#) US History I (3)
[HIST 122](#) US History II (3)
[HIST 205](#) Introduction to Historical Methods (3)
[HIST 401](#) Senior Seminar (4)

Related Requirements

Students must earn at least a C in each history class.

Students are responsible for keeping an archive of their academic work on e-folio.

Restricted Electives (27 credits)

Students must complete:

- Between 6 and 12 credits at the 300 level or above in the European history.
- Between 6 and 12 credits at the 300 level or above in the United States or Canadian history.
- Between 6 and 12 credits at the 300 level or above in the African, Asian, Latin American, or Middle Eastern history.

At least two (2) or more of the following geographical areas must be represented: Africa, Asia, Latin America, or the Middle East.

Electives

Students must earn at least 46 credits in courses with the History rubric. The elective total credits in History may vary, depending on the credit value of the History courses which students present for graduation.

B.S. Degree in Social Studies

Description

To receive the B.S. Degree in Social Studies, the student must meet the minimum university requirements and specific requirements for the program. Completion of 120 credits is required for this degree which includes the Liberal Arts and Sciences Core (42 credits) and Secondary Teaching Licensure Education requirements (36 credits). Students must complete a primary and a secondary emphasis.

Core Requirements (27 credits)

[ANTH 110](#) Introduction to Cultural Anthropology (3)

[ECON 100](#) The American Economy (3)

[GEOS 111](#) Cultures and Regions (3)

[HIST 121](#) History of the United States to 1877 (3)

[HIST 122](#) History of the United States Since 1877 (3)

[HIST 440](#) Secondary Social Studies Instruction (3)

[POL 105](#) Making Sense of Politics (3)

[PSY 113](#) General Psychology (3)

[SOC 110](#) Introduction to Sociology (3) **or**

[SOC 210](#) Social Problems (3)

Emphasis in Anthropology

Program Requirements

Anthropology Primary Emphasis (24 credits)

In addition to the courses listed below, students must take 12 elective credits in Anthropology and at least one of the courses must be a cultural anthropology course. Students must also choose a secondary emphasis in Economics, Geography, History, Political Science, Psychology, or Sociology.

[ANTH 115](#) Introduction to Archaeology (3)

[ANTH 120](#) Introduction to Physical Anthropology (3)

[ANTH 265](#) Language and Culture (3)

[ANTH 300](#) Archaeology (3)

Anthropology Secondary Emphasis (12 credits)

In addition to one of the courses listed below, students must also choose at least nine credits of Anthropology electives.

[ANTH 115](#) Introduction to Archaeology (3) **or**

[ANTH 120](#) Introduction to Physical Anthropology (3)

Emphasis in Economics

Program Requirements

Economics Primary Emphasis (24 credits)

In addition to the courses listed below, students must complete at least nine elective credits in Economics courses. Students must also choose a secondary emphasis in Anthropology, Geography, History, Political Science, Psychology, or Sociology.

[ECON 202](#) Principles of Economics I: Micro (3)

[ECON 204](#) Principles of Economics II: Macro (3)

[ECON 300](#) Global Economic Issues (3)

[ECON 302](#) Intermediate Microeconomic Theory (3)

[ECON 304](#) Intermediate Macroeconomic Theory (3)

Economics Secondary Emphasis (12 credits)

In addition to the courses listed below, students must complete three credits in economics electives at the 300 level or higher.

[ECON 202](#) Principles of Economics I: Micro (3)

[ECON 204](#) Principles of Economics II: Macro (3)

[ECON 300](#) Global Economic Issues (3)

Emphasis in Geography

Program Requirements

Geography Primary Emphasis (25 credits)

All students in this emphasis must complete [GEOS 110](#) Introductory Physical Geography (3) and [GEOS 480](#) Senior Seminar (1). Additionally, students must complete six credits from the following courses. Students must also choose a secondary emphasis in Anthropology, Economics, History, Political Science, Psychology, or Sociology.

[GEOS 235](#) Geography of Minnesota and North Dakota (3)

[GEOS 310](#) United States and Canada (3)

[GEOS 410](#) Eastern Europe and Russia (3)

Students must complete fifteen credits from the following courses. Students may not fulfill the "Restricted Electives" section with any of the courses applied toward the "Requirements" section of this emphasis.

[ANTH 307](#) Ecological Anthropology (3)

[GEOS 235](#) Geography of Minnesota and North Dakota (3)

[GEOS 305](#) Oceanography (3)

[GEOS 310](#) United States and Canada (3)

[GEOS 320](#) Economic Geography (3)

[GEOS 325](#) Reading Landscape: Ways of Seeing (3)

[GEOS 330](#) Elementary Meteorology (3)

[GEOS 335](#) Environmental Geography and Conservation (3)

[GEOS 405](#) Geographic Information Systems (3)

[GEOS 410](#) Eastern Europe and Russia (3)

Geography Secondary Emphasis (12 credits)

Students must take [GEOS 110](#) Introductory Physical Geography (3) and must also take one of the following courses:

[GEOS 235](#) Geography of Minnesota and North Dakota (3)

[GEOS 310](#) United States and Canada (3)

[GEOS 410](#) Eastern Europe and Russia (3)

Students will complete six credits from the listed courses. Students may not fulfill the "Restricted Electives" section with any of the courses applied toward the "Requirements" section of this emphasis.

[ANTH 307](#) Ecological Anthropology (3)
[GEOS 235](#) Geography of Minnesota and North Dakota (3)
[GEOS 305](#) Oceanography (3)
[GEOS 310](#) United States and Canada (3)
[GEOS 320](#) Economic Geography (3)
[GEOS 325](#) Reading Landscape: Ways of Seeing (3)
[GEOS 330](#) Elementary Meteorology (3)
[GEOS 335](#) Environmental Geography and Conservation (3)
GEOS 405 Geographic Information Systems (3)
[GEOS 410](#) Eastern Europe and Russia (3)

Emphasis in History

Program Requirements

History Primary Emphasis (21 credits)

Students must take the following. Students must also choose a secondary emphasis in Anthropology, Economics, Geography, Political Science, Psychology, or Sociology.

[HIST 104](#) World History I (3)
[HIST 105](#) World History II (3)
[HIST 205](#) Introduction to Historical Methods (3)

Additionally, students must take 12 credits of electives at the 300 level or above distributed in the following areas: at least three credits in European History, at least three credits in U.S. or Canadian History, and at least three credits in African, Asian, Latin American, or modern Middle Eastern History. In addition, students must take a 3 credit elective which can be in any area of history.

History Secondary Emphasis (12 credits)

Students must take [HIST 105](#) World History II (3)

Students must also take 9 credits of courses at the 300 level or above distributed as follows: one course in European History; one course in the history of either Africa, Asia, Latin America, or the modern Middle East; and one course in the history of the United States or Canada.

Emphasis in Political Science

Program Requirements

Political Science Primary Emphasis (24 credits)

Students must also choose a secondary emphasis in Anthropology, Economics, Geography, History, Psychology, or Sociology.

[POL 120](#) American National Government and Politics (3)

[POL 160](#) International Relations (3)

[POL 221](#) Minnesota State and Local Government (3)

[POL 310](#) Political Science Research Methods (3)

[POL 315](#) Political Thought (3)

[POL 350](#) Comparative Governments of Western Europe (3)

Students must also choose six credits in Political Science electives.

Political Science Secondary Emphasis (12 credits)

[POL 120](#) American National Government and Politics (3)

[POL 160](#) International Relations (3)

Students must also choose six credits in Political Science electives.

Emphasis in Psychology

Program Requirements

Psychology Primary Emphasis (24 credits)

Students must also choose a secondary emphasis in Anthropology, Economics, Geography, History, Political Science, or Sociology.

[PSY 202](#) Developmental Psychology (3)

[PSY 231](#) Psychological Statistics and Methodology I (3)

[PSY 261](#) Personality (3)

In addition to the courses listed above, students must complete 15 elective credits in Psychology courses. Six of the elective credits must be at the 300 level or above.

Psychology Secondary Emphasis (12 credits)

[PSY 202](#) Developmental Psychology (3) **or**

[PSY 261](#) Personality (3)

Students must also complete 9 elective credits in Psychology courses. Six of the elective credits must be at the 300 level or above.

Emphasis in Sociology

Program Requirements

Sociology Primary Emphasis (26 credits)

Students who choose Sociology as their primary emphasis must take [SOC 110](#) as part of the Core requirements. In addition to the courses listed below, students must take 11 credits in Sociology electives at the 300 level or above. Students must also choose a secondary emphasis in Anthropology, Economics, Geography, History, Political Science, or Psychology.

[SOC 120](#) Social Psychology (3)

[SOC 210](#) Social Problems (3)

[SOC 302](#) Social Theory (3)

[SOC 310](#) Dominant-Subordinate Group Relations (3)

[SOC 412](#) Sociology of Complex Organizations (3)

Sociology Secondary Emphasis (12 credits)

Students who choose Sociology as their secondary emphasis must take [SOC 110](#) as part of the Core requirements. In addition to the courses listed below, students must take three credits at the 300 level or above in Sociology courses.

[SOC 210](#) Social Problems (3)

[SOC 302](#) Social Theory (3)

[SOC 310](#) Dominant-Subordinate Group Relations (3)

Emphasis in American Multicultural Studies-Secondary Emphasis Only

Program Requirements

American Multicultural Studies-Secondary Emphasis Only

[AMCS 300](#) Theories and Methods in American Multicultural Studies (3) **OR**

[AMCS 372](#) Dynamics of Prejudice and Oppression (3)

Select one course from each of the 3 cultural emphases:
African American, American Indian and Chicano/Latino

African American

[AMCS 209](#) African American Humanities I: Roots (3)

[AMCS 210](#) African American Humanities II: 1865-Present (3)

[AMCS 211](#) Contemporary African Americans (3)

American Indian

[AMCS 102](#) Contemporary American Indians (3)

[AMCS 202](#) Traditional American Indian Cultures (3)

[AMCS 225](#) Ojibwe Culture (3)

[AMCS 270](#) American Indian Education (3)

Chicano/Latino

[AMCS 103](#) Contemporary Chicanos (3)

[AMCS 203](#) Chicano Culture (3)

[AMCS 303](#) Latinos in the United States (3)

B.A. Degree in Spanish

Description

To receive the B.A. Degree in Spanish, the student must meet the minimum university requirements and specific requirements for the program. Completion of 120 credits is required for this degree which includes the Liberal Arts and Sciences Core (42 credits).

Core Requirements (36 credits)

[SPAN 201](#) Intermediate Spanish I (3)

[SPAN 202](#) Intermediate Spanish II (3)

[SPAN 211](#) Intermediate Spanish Conversation I (3)

[SPAN 212](#) Intermediate Spanish Conversation II (3)

[SPAN 301](#) Spanish Grammar & Composition I (3)

[SPAN 302](#) Spanish Grammar & Composition II (3)

[SPAN 311](#) Advanced Spanish Conversation I (3)

[SPAN 321](#) Iberian Culture and Civilization (3) **or**

[SPAN 322](#) Latin American Culture and Civilization (3)

[SPAN 340](#) Introduction to Spanish Literature (3)

[SPAN 341](#) Survey of Iberian Literature (3) **or**

[SPAN 342](#) Survey of Latin American Literature (3)

[SPAN 351](#) Spanish Phonetics and Phonology (3)

[SPAN 401](#) Advanced Spanish Grammar and Composition (3)

Restricted Electives (6 credits)

Students must take six credits in Spanish electives from the following list. If a student takes [SPAN 321](#) in partial fulfillment of the major, [SPAN 322](#) can be taken as an elective, and vice-versa. If a student takes [SPAN 341](#) in partial fulfillment of the major, [SPAN 342](#) can be taken as an elective, and vice-versa.

[SPAN 390](#) Topics in Spanish Language, Literature, and Culture (1-4)

[SPAN 421](#) Advanced Iberian Culture and Civilization (3)
[SPAN 422](#) Advanced Latin American Culture and Civilization (3)
[SPAN 443](#) Genres and Themes of Iberian/Latin American Literature (3)
[SPAN 444](#) Periods and Authors of Iberian/Latin American Literature (3)
[SPAN 451](#) Survey of Spanish Linguistics (3)
[SPAN 461](#) Introduction to Spanish Translation I (3)
[SPAN 490](#) Special Topics in Spanish Language, Literature or Culture (1-4)
[SPAN 497](#) Independent Study in Spanish - Advanced Level (1-2)

B.S. Degree in Spanish Education

Description

To receive the B.S. Degree in Spanish Education, the student must meet the minimum university requirements and specific requirements for the program. Completion of 128 credits is required for this degree which includes the Liberal Arts and Sciences Core (42 credits) and Secondary Teaching Licensure Education requirements (36 credits).

Core Requirements (81 credits)

The teaching major is identical to the B.A. program except that students must take [LANG 471](#), [LANG 472](#), and [LANG 475](#) and fulfill all teacher licensure requirements (36 credits of education courses, including student teaching).

[LANG 471](#) Methods and Materials in Teaching Languages I (3)
[LANG 472](#) Methods and Materials in Teaching Languages II (3)
[LANG 475](#) Second Language Assessment (3)
[SPAN 201](#) Intermediate Spanish I (3)
[SPAN 202](#) Intermediate Spanish II (3)
[SPAN 211](#) Intermediate Spanish Conversation I (3)
[SPAN 212](#) Intermediate Spanish Conversation II (3)
[SPAN 301](#) Spanish Grammar & Composition I (3)
[SPAN 302](#) Spanish Grammar & Composition II (3)
[SPAN 311](#) Advanced Spanish Conversation I (3)
[SPAN 321](#) Iberian Culture and Civilization (3) **or**
[SPAN 322](#) Latin American Culture and Civilization (3)
[SPAN 340](#) Introduction to Spanish Literature (3)
[SPAN 341](#) Survey of Iberian Literature (3) **or**
[SPAN 342](#) Survey of Latin American Literature (3)
[SPAN 351](#) Spanish Phonetics and Phonology (3)
[SPAN 401](#) Advanced Spanish Grammar and Composition (3)

Secondary Education Licensure Requirements

(10 credits of Student Teaching required)

[AMCS 233](#) Education and Multicultural America (3)
COMM 100 Speech Communication (3)

[ED 205](#) Introduction to Education (3)
[ED 294](#) Educational Psychology (3)
[ED 310](#) Social Foundations of Education (3)
[ED 398](#) Field Experience in Secondary Education (2)
[ED 443S](#) Classroom Management/Consultation (3)
[ED 448](#) Reading Study Skills in the Content Areas (3)
[ED 461S](#) Student Teaching: Secondary **or**
[ED 460S](#) Student Teaching: Secondary **and**
[EECE 480E](#) Student Teaching: Elementary **or**
[ED 461V](#) Student Teaching: Secondary/K-12
[SPED 225](#) Individuals with Exceptionalities (3)

Restricted Electives (6 credits)

Students must take six credits from the following list. If a student takes [SPAN 321](#) in partial fulfillment of the major, [SPAN 322](#) can be taken as an elective, and vice-versa. If a student takes [SPAN 342](#) in partial fulfillment of the major, [SPAN 342](#) can be taken as an elective, and vice-versa.

[SPAN 390](#) Topics in Spanish Language, Literature, and Culture (1-4)
[SPAN 421](#) Advanced Iberian Culture and Civilization (3)
[SPAN 422](#) Advanced Latin American Culture and Civilization (3)
[SPAN 443](#) Genres and Themes of Iberian/Latin American Literature (3)
[SPAN 444](#) Periods and Authors of Iberian/Latin American Literature (3)
[SPAN 451](#) Survey of Spanish Linguistics (3)
[SPAN 461](#) Introduction to Spanish Translation I (3)
[SPAN 490](#) Special Topics in Spanish Language, Literature or Culture (1-4)
[SPAN 497](#) Independent Study in Spanish - Advanced Level (1-2)

B.S. Degree in Teaching English as a Second Language

Description

To receive the B.S. Degree in Teaching English as a Second Language (TESL), the student must meet the minimum university requirements and specific requirements for the program. Completion of 120 credits is required for this degree which includes the Liberal Arts and Sciences Core (42 credits) and Secondary Teaching Licensure Education requirements (36 credits).

Core Requirements (69 credits)

[ENGL 365](#) Language and Learning (3)
[LANG 457](#) Second Language Acquisition & Language Teaching (3)
[LANG 471](#) Methods and Materials in Teaching Languages I (3)
[LANG 472](#) Methods and Materials in Teaching Languages II (3)
[LANG 475](#) Second Language Assessment (3)
[PHIL 318](#) Professional Ethics (3)

[STL 291](#) Early Literacy (3)
[TESL 451](#) English Structures (3)
[TESL 454](#) Grammar for Teaching English as a Second Language (3)
[TESL 455](#) Oral Discourse Structures (3)
[TESL 456](#) Written Discourse Structures (3)

Secondary Education Licensure Requirements
(10 credits of Student Teaching required)

[AMCS 233](#) Education and Multicultural America (3)
COMM 100 Speech Communication (3)
[ED 205](#) Introduction to Education (3)
[ED 294](#) Educational Psychology (3)
[ED 310](#) Social Foundations of Education (3)
[ED 398](#) Field Experience in Secondary Education (2)
[ED 443S](#) Classroom Management/Consultation (3)
[ED 448](#) Reading Study Skills in the Content Areas (3)
[ED 461S](#) Student Teaching: Secondary **or**
[ED 460S](#) Student Teaching: Secondary **and**
[EECE 480E](#) Student Teaching: Elementary **or**
[ED 461V](#) Student Teaching: Secondary/K-12
[SPED 225](#) Individuals with Exceptionalities (3)

Related Requirements

One year of second foreign language study at the college level or its equivalent (6-8 credits).

B.A. Degree in Women's and Gender Studies

Description

To receive the B.A. Degree in Women's and Gender Studies, the student must meet the minimum university requirements and specific requirements for the program. Completion of 120 credits is required for this degree which includes the Liberal Arts and Sciences Core (42 credits).

Core Requirements (12 credits)

[WS 100](#) Women Today: Contemporary Women's Issues (3)
[WS 247](#) Women's Studies: Perspectives and Intersections (3)
[WS 324](#) Feminist Theory (3)
[WS 412](#) Seminar in Women's Studies (3)

Related Requirements (6 credits)

Students must complete a minimum of six credits in the Arts and Humanities Area, six credits in Multicultural/Global Perspectives Area, and six credits in the Social and Natural Sciences Area. At least nine of these credits must be at the upper division level.

Arts and Humanities Area (minimum of 6 credits):

[WS 246](#) - [ENGL 246](#) Women in Literature (3)
[WS 269](#) Global Sexualities in Pop Culture (3)
[WS 312](#) Rhetorics of Resistance: Feminist Responses from the Humanities (3)
[WS 408](#) - [ART 408](#) Women and Art (4)
[WS 350](#) - [HIST 350](#) Women in European History (4)
[HIST 375](#) Women in United States History (3)
[WS 244](#) - [HIST 244](#) Women World Religions (3)
[WS 314](#) - [PHIL 314](#) Feminist Philosophy (3)
[WS 235](#) - [PHIL 235](#) Sex and Love (3)
[WS 495](#) - [PHIL 495](#) Topics in Feminist Theory (3)

Multicultural/Global Perspectives Area (minimum of 6 credits):

[WS 420](#) Feminism in Global Perspective (3) **AND** one of the following
[AMCS 372](#) Dynamics of Prejudice and Oppression (3) **or**
[WS 330](#) Gender, Justice and the Environment (3) **or**
[WS 415](#) Media and Diverse Identities (3)

Social and Natural Sciences Area (minimum of 6 credits):

[WS 219](#) - [SOC 219](#) Sociology of Sexual Behavior (3)
[WS 300](#) - [BIOL 300](#) Biology of Women (3)
[WS 303](#) - [ANTH 303](#) Cross Cultural Gender (3)
[WS 308](#) - [SOC 308](#) Social Gerontology (3)
[WS 333](#) - [SOC 333](#) Sociology of Gender (3)
[WS 334](#) - [SOC 334](#) Lesbian, Gay, Bisexual, Transgender and Queer Issues (3)
[PSY 310](#) Psychology of Women (3)
[WS 406](#) - [BIOL 406](#) DNA as Destiny: Genetics and Society (3)
[WS 407](#) Inclusive Science (3)
[WS 416](#) - [SOC 416](#) Violence in the Family (3)

Restricted Electives (12 credits)

Students may use ENGL 248 only when topic relates to Women's and Gender Studies content, and [CJ 400](#) only when the topic is "Women and Crime". (Courses listed above but not applied in a concentration area above may be used for elective credits).

[CJ 400](#) Seminar in Criminal Justice (must be Women and Crime)
[COMH 301](#) Women's and Children's Health (3)
[HIST 375](#) Women in US History (3)
[PSY 310](#) Psychology of Women (3)
[WS 316](#) Women in Action (3)
[WS 269](#) Global Sexualities in Pop Culture (3)
[WS 330](#) Gender, Justice and the Environment (3)
[WS 334](#) Lesbian, Gay, Bisexual, Transgender and Queer Issues (3)
[WS 390](#) Topics in Women's Studies (1-4)

[WS 395](#) Research in Women's Studies (1-3) (may repeat once)
[WS 397](#) Independent Study (1-3) (may repeat once)
[WS 407](#) Inclusive Science (3)
[WS 410](#) Directed Readings in Women's Studies (1-3)
[WS 412](#) Seminar in Women's Studies (3) (may repeat twice)
[WS 415](#) Media and Diverse Identities (3)
[WS 470](#) Undergraduate Teaching Assistant (1)
[WS 314](#) - [PHIL 314](#) Feminist Philosophy (3)
[WS 235](#) - [PHIL 235](#) Sex and Love (3)
[WS 495](#) - [PHIL 495](#) Topics in Feminist Theory (3)
[WS 303](#) - [ANTH 303](#) Cross-Cultural Gender (3)
[WS 406](#) - [BIOL 406](#) DNA as Destiny: Genetics and Society (3)
[WS 305](#) - [ECON 305](#) The Economics of Poverty, Discriminations and Inequality (3)
[WS 244](#) - [HIST 244](#) Women in World Religion (3)
[WS 350](#) - [HIST 350](#) Women in European History (3)
[WS 294](#) Women and Sport (3)
[WS 219](#) - [SOC 219](#) Sociology of Sexual Behavior (3)
[WS 308](#) - [SOC 308](#) Social Gerontology (3)
[WS 310](#) - [SOC 310](#) Dominant-Subordinate Group Relations (3)
[WS 320](#) - [SOC 320](#) Sociology of the Family (3)
[WS 333](#) - [SOC 333](#) Sociology of Gender (3)
[WS 416](#) - [SOC 416](#) Violence in the Family (3)

Electives

Students must take nine credits and only two may be from the same disciplinary area.

[COMH 301](#) Women's and Children's Health (3)
[AMCS 372](#) Dynamics of Prejudice and Oppression (3)
[HIST 375](#) Women in US History (3)
[PSY 310](#) Psychology of Women (3)
[WS 316](#) Women in Action (3)
[WS 269](#) Global Sexualities in Pop Culture (3)
[WS 330](#) Gender, Justice and the Environment (3)
[WS 334](#) Lesbian, Gay, Bisexual, Transgender and Queer Issues (3)
[WS 390](#) Topics in Women's Studies (1-4)
[WS 395](#) Research in Women's Studies (1-3) (may repeat once)
[WS 397](#) Independent Study (1-3) (may repeat once)
[WS 407](#) Inclusive Science (3)
[WS 410](#) Directed Readings in Women's Studies (1-3)
[WS 412](#) Seminar in Women's Studies (3) (may repeat twice)
[WS 415](#) Media and Diverse Identities (3)
[WS 470](#) Undergraduate Teaching Assistant (1)
[WS 235](#) - [PHIL 235](#) Sex and Love (3)
[WS 495](#) - [PHIL 495](#) Topics in Feminist Theory (3)
[WS 303](#) - [ANTH 303](#) Cross-Cultural Gender (3)

[WS 406](#) - [BIOL 406](#) DNA as Destiny: Genetics and Society (3)
[WS 305](#) - [ECON 305](#) The Economics of Poverty, Discriminations and Inequality (3)
[WS 244](#) - [HIST 244](#) Women in World Religion (3)
[WS 350](#) - [HIST 350](#) Women in European History (3)
[WS 294](#) Women and Sport (3)
[WS 219](#) - [SOC 219](#) Sociology of Sexual Behavior (3)
[WS 308](#) - [SOC 308](#) Social Gerontology (3)
[WS 310](#) - [SOC 310](#) Dominant-Subordinate Group Relations (3)
[WS 320](#) - [SOC 320](#) Sociology of the Family (3)
[WS 333](#) - [SOC 333](#) Sociology of Gender (3)
[WS 416](#) - [SOC 416](#) Violence in the Family (3)
[WS 312](#) Rhetorics of Resistance (3)
[WS 420](#) Feminism in Global Perspective (3) (if not taken as a core course)
[WS 408](#) - [ART 408](#) Women and Art (4)
[WS 300](#) - [BIOL 300](#) Biology of Women (3)
[WS 246](#) - [ENGL 246](#) Women in Literature (3)

Minor in African American Studies

Core Requirements (9 credits)

[AMCS 209](#) African American Humanities I: Roots (3)
[AMCS 210](#) African American Humanities II: 1865-Present (3) **or**
[AMCS 211](#) Contemporary African Americans (3)
[AMCS 300](#) Theories and Methods in American Multicultural Studies (3)

Restricted Electives (9 credits)

Students will choose nine credits in electives from the following courses. [AMCS 210](#) or [AMCS 211](#) may be used only if not taken to meet a requirement above.

[AMCS 210](#) African American Humanities II: 1865-Present (3) **or**
[HIST 304](#) History of Africa (3)
[AMCS 211](#) Contemporary African Americans (3)
[AMCS 301](#) African American Music (3)
[AMCS 302](#) Latinos of the Caribbean: Cuba, Dominican Republic, and Puerto Rico (3)
[AMCS 315](#) African American Images in Film (3)
[AMCS 325](#) African American Theatre (3)
[AMCS 390](#) Topics in American Multicultural Studies (1-3)
[AMCS 469](#) Internship (1-12)
[ANTH 313](#) Understanding Contemporary Africa (3)
[ENGL 356](#) African American Literature (3)
[HIST 377](#) African-Americans in U.S. History (3)
[MUS 215](#) History of Jazz (3)

Minor in American Indian Studies

Core Requirements (12 credits)

[AMCS 102](#) Contemporary American Indians (3)
[AMCS 270](#) American Indian Education (3)
[AMCS 320](#) American Indian Belief Systems (3)
[AMCS 372](#) Dynamics of Prejudice and Oppression (3) **or**
[SOC 310](#) Dominant-Subordinate Group Relations (3)

Restricted Electives (6 credits)

Students will choose six elective credits from the following courses. For [AMCS 390](#), [AMCS 461](#), or [AMCS 469](#) to count as a restricted elective in this minor, the content must focus on American Indian topics. With prior approval, the six elective credits may possibly include [ENGL 248](#), [HIST 333](#), and/or [HIST 311](#). All courses presented to satisfy the elective requirements of the minor are subject to the approval of the department chair.

[AMCS 190](#) Topics in American Multicultural Studies (1-3)
[AMCS 202](#) Traditional American Indian Cultures (3)
[AMCS 225](#) Ojibwe Culture (3)
[AMCS 290](#) Topics in American Multicultural Studies (1-3)
[AMCS 304](#) American Indians and Hollywood (3)
[AMCS 390](#) Topics in American Multicultural Studies (1-3)
[AMCS 469](#) Internship (1-12)
[ANTH 210](#) Midwest/Plains Prehistory (3)
[ANTH 311](#) American Indians and the Environment (3)
[ANTH 315](#) North American Archaeology (3)
[ANTH 327](#) The Aztecs (3)
[ANTH 337](#) The Maya (3)
[ENGL 352](#) Native American Literature (3)

Minor in American Multicultural Studies

Core Requirements (3 credits)

[AMCS 300](#) Theories and Methods in American Multicultural Studies (3)

Restricted Electives (12 credits)

Students must select one course from the list below, plus one course from three of the four areas (African American Studies, American Indian Studies, Asian American Studies and Chicano/Latino Studies) for a total of 12 credits.

[AMCS 233](#) Education and Multicultural America (3)
[AMCS 312](#) Origins of Multicultural America (3)

[AMCS 313](#) Modern Multicultural America (3)
[AMCS 372](#) Dynamics of Prejudice and Oppression (3)
[AMCS 498](#) Capstone Seminar in American Multicultural Studies (3)
[ECON 305](#) The Economics of Poverty, Discrimination, and Inequality (3)
[POL 265](#) International Protection of Human Rights (3)
[POL 333](#) Constitutional Law II: Civil Rights and Liberties (3)
[SOC 210](#) Social Problems (3)
[SOC 325](#) Social Movements (3)
[SOC 407](#) Contemporary Sociological Theory (3)
[WS 312](#) Rhetorics of Resistance: Feminist Responses from the Humanities (3)
[WS 415](#) Media and Diverse Identities (3)

African American Studies (Area 1)

Amcs 190, 290, 390, 461 and 469 must have an African American Studies emphasis

[AMCS 190](#) Topics in American Multicultural Studies (1-3)
[AMCS 209](#) African American Humanities I: Roots (3)
[AMCS 210](#) African American Humanities II: 1865-Present (3)
[AMCS 211](#) Contemporary African Americans (3)
[AMCS 290](#) Topics in American Multicultural Studies (1-3)
[AMCS 301](#) African American Music (3)
[AMCS 315](#) African American Images in Film (3)
[AMCS 325](#) African American Theatre (3)
[AMCS 390](#) Topics in American Multicultural Studies (1-3)
[AMCS 461](#) Readings: American Multicultural Studies (1-3)
[AMCS 469](#) Internship (1-12)
[ENGL 356](#) African American Literature (3)
[HIST 304](#) History of Africa (3)
[HIST 377](#) African-American in U.S. History (3)
[THTR 325](#) African American Theatre (3)

American Indian Studies (Area 2)

Amcs 190, 290, 390, 461 and 469 must have an American Indian Studies emphasis

[AMCS 102](#) Contemporary American Indians (3)
[AMCS 190](#) Topics in American Multicultural Studies (1-3)
[AMCS 202](#) Traditional American Indian Cultures (3)
[AMCS 225](#) Ojibwe Culture (3)
[AMCS 290](#) Topics in American Multicultural Studies (1-3)
[AMCS 304](#) American Indians and Hollywood (3)
[AMCS 320](#) American Indian Belief Systems (3)
[AMCS 390](#) Topics in American Multicultural Studies (1-3)
[AMCS 461](#) Readings: American Multicultural Studies (1-3)
[AMCS 469](#) Internship (1-12)
[ANTH 210](#) Midwest/Plains Prehistory (3)
[ANTH 311](#) American Indians and the Environment (3)

[ANTH 315](#) North American Archaeology (3)
[ANTH 327](#) The Aztecs (3)
[ANTH 337](#) The Maya (3)
[ENGL 352](#) Native American Literature (3)

Asian American Studies (Area 3)

Amcs 390, 461 and 469 must have an Asian American Studies emphasis

[AMCS 220](#) Contemporary Asian America (3)
[AMCS 368](#) Transnational Asian Adoption (3)
[AMCS 390](#) Topics in American Multicultural Studies (1-3)
[AMCS 461](#) Readings: American Multicultural Studies (1-3)
[AMCS 469](#) Internship (1-12)
[ANTH 308](#) Migration and Human Adaptation (3) **or**
[INTL 308](#) Migration and Human Adaptation (3)
[HIST 301](#) East Asian History I (3)
[HIST 302](#) East Asian History II (3)
[HIST 307](#) Topics in Asian History (3)
[HIST 373](#) Monsoon Asia: People and the Environment (3)
[HIST 378](#) Asian American History (3)
[INTL 364](#) International Migration (3) **or**
[POL 364](#) International Migration (3)
[JAPN 142](#) Introduction to Japanese Culture (3)
[JAPN 385](#) Hiroshima Peace Studies Tour (3)

Chicano/Latino Studies (Area 4)

Amcs 190, 290, 390, 461 and 469 must have an Chicano/Latino Studies emphasis.

[AMCS 103](#) Contemporary Chicanos (3)
[AMCS 190](#) Topics in American Multicultural Studies (1-3)
[AMCS 203](#) Chicano Culture (3)
[AMCS 290](#) Topics in American Multicultural Studies (1-3)
[AMCS 302](#) Latinos of the Caribbean: Cuba, Dominican Republic, and Puerto Rico (3)
[AMCS 303](#) Latinos in the United States (3)
[AMCS 390](#) Topics in American Multicultural Studies (1-3)
[AMCS 469](#) Internship (1-12)
[ANTH 327](#) The Aztecs (3)
[ANTH 337](#) The Maya (3)
[HIST 225](#) Introduction to Latin American History (3)
[HIST 333](#) History of Latin America I (3)
[HIST 334](#) History of Latin America II (3)
[HIST 336](#) History of Mexico (3)

Minor in Asian American Studies

Core Requirements (12 credits)

[AMCS 220](#) Contemporary Asian America (3)
[AMCS 312](#) Origins of Multicultural America (3) **or**
[AMCS 313](#) Modern Multicultural America (4)
[AMCS 368](#) Transnational Asian Adoption (3)
[ANTH 308](#) Migration and Human Adaptation (3) **or**
[INTL 308](#) Migration and Human Adaptation (3) **or**
[INTL 364](#) International Migration (3) **or**
[POL 364](#) International Migration (3)

Restricted Electives (6 credits)

Students will complete six semester credits in electives from the following courses. For 290, 390, 461 or 469 to count as an elective in this minor, the content must focus on Asian American Studies topics.

[AMCS 290](#) Topics in American Multicultural Studies (1-3)
[AMCS 390](#) Topics in American Multicultural Studies (1-3)
[AMCS 461](#) Readings: American Multicultural Studies (1-3)
[AMCS 469](#) Internship (1-12)
[CHIN 132](#) Introduction to Chinese Culture (3)
[HIST 220](#) Asian-American Experience (3)
[HIST 301](#) East Asian History I (3)
[HIST 302](#) East Asian History II (3)
[HIST 307](#) Topics in Asian History (3)
[HIST 373](#) Monsoon Asia: People and the Environment (3)
[HIST 378](#) Asian-American History (3)
[JAPN 142](#) Introduction to Japanese Culture (3)
[JAPN 385](#) Hiroshima Peace Studies Tour (3)

Minor in Chicano/Latino Studies

Core Requirements (12 credits)

[AMCS 103](#) Contemporary Chicanos (3)
[AMCS 203](#) Chicano Culture (3)
[AMCS 303](#) Latinos in the United States (3)
[AMCS 312](#) Origins of Multicultural America (3) **or**
[AMCS 313](#) Modern Multicultural America (4)

Restricted Electives (6 credits)

Students shall choose at least six semester credits from the courses listed. For 390, 461, or 469 to count as an elective in this minor, the content must focus on Chicano/Latino topics. In some cases, courses other than those listed here may be presented as electives. All courses presented to satisfy the elective requirements of the minor are subject to the approval of the department chair.

[AMCS 302](#) Latinos of the Caribbean: Cuba, Dominican Republic, and Puerto Rico (3)

[AMCS 390](#) Topics in American Multicultural Studies (1-3)

[AMCS 461](#) Readings: American Multicultural Studies (1-3)

[AMCS 469](#) Internship (1-12)

[ANTH 327](#) The Aztecs (3)

[ANTH 337](#) The Maya (3)

[HIST 333](#) History of Latin America I (3)

[HIST 334](#) History of Latin America II (3)

[HIST 335](#) History of the Aztecs and the Incas (3)

[HIST 336](#) History of Mexico (3)

[SOC 360](#) Latin American Issues (3)

[SPAN 322](#) Latin American Culture and Civilization (4)

[SPAN 340](#) Introduction to Spanish Literature (4)

Minor in East Asian Studies

Core Requirements

Students must take one year of Chinese language or Japanese language.

Restricted Electives

Students must take a minimum of two courses (6-8 credits) in East Asian History. In addition, students must choose at least five credits in elective courses in close consultation with an advisor in the East Asian program. Courses may be taken from the list below. Other courses may apply if approved by the program coordinator. Equivalents of some of these courses may be taken through study abroad programs with approval of the program coordinator.

[ART 338](#) Non-Western Art (4)

[CHIN 101](#) Beginning Chinese I (4)

[CHIN 102](#) Beginning Chinese II (4)

[CHIN 132](#) Introduction to Chinese Culture (3)

[CHIN 190](#) Topics in Chinese Language, Literature, and Culture (1-4)

[CHIN 201](#) Intermediate Chinese I (4)

[CHIN 202](#) Intermediate Chinese II (4)

[CHIN 250](#) Beginning Chinese Calligraphy (2)

[CHIN 290](#) Topics in Chinese Language, Literature, and Culture (1-4)

[CHIN 297](#) Independent Study in Chinese - Intermediate Level (1-2)

[CHIN 390](#) Topics in Chinese Language, Literature and Culture (1-4)

[CHIN 397](#) Independent Study in Chinese - Advanced Level (1-3)

[CMST 300](#) Intercultural Communication (3)

[HIST 220](#) Asian-American Experience (3)
[HIST 301](#) East Asian History I (3)
[HIST 302](#) East Asian History II (3)
[HIST 307](#) Topics in Asian History (3)
[HIST 346](#) Modern China (3)
[HIST 347](#) Modern Japan (3)
[HIST 401](#) Senior Seminar (3-4)
[HIST 497](#) Independent Study (1-3)
[HUM 320](#) Humanities East and West (3)
[JAPN 101](#) Beginning Japanese I (4)
[JAPN 102](#) Beginning Japanese II (4)
[JAPN 142](#) Introduction to Japanese Culture (3)
[JAPN 190](#) Topics in Japanese Language, Literature, and Culture (1-4)
[JAPN 201](#) Intermediate Japanese I (4)
[JAPN 202](#) Intermediate Japanese II (4)
[JAPN 290](#) Topics in Japanese Language, Literature, and Culture (1-4)
[JAPN 297](#) Independent Study in Japanese - Intermediate Level (1-2)
[JAPN 302](#) Japanese Conversation and Composition (4)
[JAPN 390](#) Topics in Japanese Language, Literature and Culture (1-4)
[JAPN 397](#) Independent Study in Japanese: Advanced Level I (1-3)
[PHIL 120](#) World Religions (3)

Minor in History

Core Requirements (12 credits)

[HIST 104](#) World History I (3)
[HIST 105](#) World History II (3)
[HIST 121](#) US History I (3)
[HIST 122](#) US History II (3)

Restricted Electives (9 credits)

300 level or above in Africa, Asia, Latin America, or the Middle East 3 credits
300 level or above in US, Canadian, or European History 6 credits

Minor in Spanish

Core Requirements (24 credits)

[SPAN 201](#) Intermediate Spanish I (3)
[SPAN 202](#) Intermediate Spanish II (3)
[SPAN 211](#) Intermediate Spanish Conversation I (3)
[SPAN 212](#) Intermediate Spanish Conversation II (3)
[SPAN 301](#) Spanish Grammar & Composition I (3)
[SPAN 302](#) Spanish Grammar & Composition II (3)

[SPAN 311](#) Advanced Spanish Conversation I (3)
[SPAN 321](#) Iberian Culture and Civilization (3) **or**
[SPAN 322](#) Latin American Culture and Civilization (3)

Minor in Spanish Education

Program Requirements (30 credits)

[LANG 471](#) Methods and Materials in Teaching Languages I (3)
[LANG 472](#) Methods and Materials in Teaching Languages II (3)
[SPAN 201](#) Intermediate Spanish I (3)
[SPAN 202](#) Intermediate Spanish II (3)
[SPAN 211](#) Intermediate Spanish Conversation I (3)
[SPAN 212](#) Intermediate Spanish Conversation II (3)
[SPAN 301](#) Spanish Grammar & Composition I (3)
[SPAN 302](#) Spanish Grammar & Composition II (3)
[SPAN 311](#) Advanced Spanish Conversation I (3)
[SPAN 321](#) Iberian Culture and Civilization (3) **or**
[SPAN 322](#) Latin American Culture and Civilization (3)

Minor in Teaching English as a Second Language

Core Requirements (18 credits)

[ENGL 365](#) Language and Learning (3)
[LANG 457](#) Second Language Acquisition & Language Teaching (3)
[LANG 471](#) Methods and Materials in Teaching Languages I (3)
[LANG 472](#) Methods and Materials in Teaching Languages II (3)
[TESL 451](#) English Structures (3)
[TESL 454](#) Grammar for Teaching English as a Second Language (3)

Related Requirements

One year of college level foreign language study or its equivalent (6-8 credits).

Minor in Women's Health

Program Requirements (14 credits)

[COMH 200](#) Introduction to Health Promotion and Public Health (2)
[COMH 301](#) Women's and Children's Health (3)
[COMH 418](#) Global Health Issues (3)
[WS 100](#) Women Today: Contemporary Women's Issues (3)
[WS 420](#) Feminism in Global Perspective (3)

Electives

A minimum of six credits is required. Students majoring in Biology: one elective course must be from WS, HLTH, or COMH; the course may be cross-listed with WS. Students majoring in Community Health or Health: one elective course must be from WS or BIOL.

- [BIOL 125](#) Human Anatomy and Physiology I (3)
- [BIOL 126](#) Human Anatomy and Physiology II (3)
- [BIOL 323](#) Human Anatomy (4)
- [BIOL 349](#) Human Physiology (4)
- [BIOL 350](#) Microbiology (4)
- [BIOL 365](#) Developmental Biology (4)
- [BIOL 430](#) Immunobiology (3)
- [BIOL 438](#) Medical Microbiology (3)
- [COMH 326](#) Epidemiology (3)
- [HLTH 305](#) Introduction to Nutrition (3)
- [HLTH 330](#) Disease Prevention (2)
- [WS 247](#) Women's Studies: Perspectives and Intersections (3)
- [WS 300](#) Biology of Women (3) **or**
- [BIOL 300](#) Biology of Women (3)
- [WS 407](#) Inclusive Science: Women, Gender and Science (3)

Minor in Women's and Gender Studies

Program Requirements (12 credits)

- [WS 100](#) Women Today: Contemporary Women's Issues (3)
- [WS 247](#) Women's Studies: Perspectives and Intersections (3)
- [WS 324](#) Feminist Theory (3)
- [WS 412](#) Seminar in Women's Studies (3) **or**
- [WS 420](#) Feminism in Global Perspective (3)

Electives

Students must take nine credits and only two may be from the same disciplinary area.

- [COMH 301](#) Women's and Children's Health (3)
- [AMCS 372](#) Dynamics of Prejudice and Oppression (3)
- [HIST 375](#) Women in US History (3)
- [PSY 310](#) Psychology of Women (3)
- [WS 316](#) Women in Action (3)
- [WS 269](#) Global Sexualities in Pop Culture (3)
- [WS 330](#) Gender, Justice and the Environment (3)
- [WS 334](#) Lesbian, Gay, Bisexual, Transgender and Queer Issues (3)
- [WS 390](#) Topics in Women's Studies (1-4)
- [WS 395](#) Research in Women's Studies (1-3) (may repeat once)

[WS 397](#) Independent Study (1-3) (may repeat once)
[WS 407](#) Inclusive Science (3)
[WS 410](#) Directed Readings in Women's Studies (1-3)
[WS 412](#) Seminar in Women's Studies (3) (may repeat twice)
[WS 415](#) Media and Diverse Identities (3)
[WS 470](#) Undergraduate Teaching Assistant (1)
[WS 235](#) - [PHIL 235](#) Sex and Love (3)
[WS 495](#) - [PHIL 495](#) Topics in Feminist Theory (3)
[WS 303](#) - [ANTH 303](#) Cross-Cultural Gender (3)
[WS 406](#) - [BIOL 406](#) DNA as Destiny: Genetics and Society (3)
[WS 305](#) - [ECON 305](#) The Economics of Poverty, Discriminations and Inequality (3)
[WS 244](#) - [HIST 244](#) Women in World Religion (3)
[WS 350](#) - [HIST 350](#) Women in European History (3)
[WS 294](#) Women and Sport (3)
[WS 219](#) - [SOC 219](#) Sociology of Sexual Behavior (3)
[WS 308](#) - [SOC 308](#) Social Gerontology (3)
[WS 310](#) - [SOC 310](#) Dominant-Subordinate Group Relations (3)
[WS 320](#) - [SOC 320](#) Sociology of the Family (3)
[WS 333](#) - [SOC 333](#) Sociology of Gender (3)
[WS 416](#) - [SOC 416](#) Violence in the Family (3)
[WS 312](#) Rhetorics of Resistance (3)
[WS 420](#) Feminism in Global Perspective (3) (if not taken as a core course)
[WS 408](#) - [ART 408](#) Women and Art (4)
[WS 300](#) - [BIOL 300](#) Biology of Women (3)
[WS 246](#) - [ENGL 246](#) Women in Literature (3)

Certificate in Women and Science

Program Requirements (13 credits)

Students must complete any Natural Science course with Lab and the following three courses:

[WS 247](#) Women's Studies: Perspectives and Intersections (3)

[WS 300/BIOL 300](#) Biology of Women (3)

[WS 407](#) Inclusive Science: Women, Gender and Science (3)

Honors Program

MacLean 374C, (218) 477- 4104

Program Director: Elizabeth Nawrot

The new MSUM Honors Program provides excellent teaching, mentorship, and long-term intellectual development. The program is built around three themes: explore, create, experience. Within a flexible framework, students are expected to explore different courses, lectures, and ideas that challenge the intellect; create with faculty mentors their own research or creative

activities; and experience the breadth of university life by attending concerts, plays, exhibitions, special lectures, or to experience what the world has to offer by studying abroad.

Program Components and Definitions

The main components of the Honors Program are the Honors Colloquium, three Honors Courses, the Honors Capstone, and eight Honors Encounters.

- The Honors Colloquium develops student's analytical, logical, and critical reading skills and its structures to encourage open discussion of current issues, controversial ideas, and broadly interdisciplinary intellectual themes.
- The Honors Capstone enables the student to use and extend skills and abilities developed over the course of their experience, developing an intellectual and/or professional written project that demonstrates their accomplishments in the program.
- Honors Encounters are one-credit /pass/fail courses. Students can earn an Honors Encounters credit by attending any combination of at least three Honors Lectures, other lectures and performances or exhibitions as approved by the Honors Director or Honors Program Committee. Students will be expected to write a short report of each event attended. In addition, students could earn Honors Encounter credits by learning abroad, studying foreign languages beyond major requirements and carrying out independent research or creative activities beyond major requirements.

Entrance Requirements:

Admission to the Honors Program is by automatic invitation for entering freshmen who have achieved an ACT score of 26 or greater (equivalent SAT) or who are in the top 25% of their high school graduating class and also earned a GPA of at least 3.6. New students who do not meet these requirements (as well as current or transfer students) may apply for the Honors Program by providing a personal statement outlining their academic and intellectual goals, a writing sample, and school transcripts.

Mathematics

Mathematics Department

MacLean Hall 375, (218) 477-2274

Chair: Ellen Fagerstrom

Faculty: Sayel Ali, Aggie Chadraa, Tamara Fitting, Damiano Fulghesu, Adam Goyt, Timothy Harms, Justin James, Bette Midgarden, Michael Miller, Kristine Montis, Lian Ng, Carol Okigbo, Ariyaratna Wijetunga

The Bachelor of Arts (B.A.) degree in Mathematics requires a minimum of 120 credits and is designed to prepare students to enter graduate school in mathematics or other disciplines that require a strong background in mathematics. This degree is also appropriate for students seeking a solid liberal arts degree that will enable them to be successful in a wide variety of careers.

The Bachelor of Science (B.S.) degree in Mathematics education requires a minimum of 120 credits. This degree is for students who intend to teach mathematics at the middle school or high school level. In addition to the requirements in the Mathematics Department, students must complete the “Professional Education Sequence” of courses required for Teaching Licensure.

The Bachelor of Science (B.S.) degree in Mathematics requires a minimum of 120 credits and is a professional degree with two emphases:

Computational Emphasis

This emphasis is for students who wish to prepare themselves for industrial careers that involve problem solving using computer technology.

Actuarial Science Emphasis

This emphasis will help prepare students to become actuaries. The professional services of actuaries are needed in areas of insurance and employee benefit programs. Actuaries are required to have an understanding of the mathematical structure underlying insurance and pensions, and thus must have a strong background in mathematics, statistics and business.

Students who major in mathematics often declare a minor in a second field such as biology, chemistry, physics, computer science, or business. Minors in mathematics are available to complement any major.

Math Placement and Testing Policy

Students who present acceptable ACT math subscores will be exempt from testing. The ACT math subscores will be used for course placement for college-level courses. Students without ACT scores or with ACT scores that signify the student is not ready for college-level work must take the Accuplacer tests. Information regarding Accuplacer testing is available at the Academic Support Center.

The shelf life of ACT scores is **2 years** from original test year in order to be considered for exemption. The shelf life of Accuplacer math scores is 24 months from original test date.

Students who have completed their math requirement at another institution will be exempt from testing. Students enrolled in courses leading up to their math requirement completion will also be exempt from testing and be able to register for the next course in the sequence.

- An ACT Math sub-score of **24 or above** (SAT Math sub-score of 560 or above) and prerequisite knowledge of trigonometry may enroll in [MATH 261](#).
- An ACT Math sub-score of **24 or above** (SAT Math sub-score of 560 or above) may enroll in [MATH 142](#), [MATH 143](#), [MATH 229](#), or [MATH 234](#).
- An ACT Math sub-score of **23 or above** (SAT Math sub-score of 540 or above) may enroll in [MATH 227](#) or [MATH 232](#).
- An ACT Math sub-score of **22 or above** (SAT Math sub-score of 520 or above) may enroll in [MATH 127](#).
- An ACT Math sub-score of **19 or above** (SAT Math sub-score of 460 or above) may enroll in [MDEV 099](#), [MATH 105](#), or [MATH 110](#).

- An ACT Math sub-score of **18 or below** (SAT Math sub-score of below 460) must take Accuplacer for placement (see below).

Accuplacer Minimums / Eligible to register for:

- An Accuplacer Arithmetic score of 57 or above or an Accuplacer Arithmetic and Elementary Algebra combined score of 100 or above may enroll in [MDEV 090](#) or [MDEV 095](#).
- An Accuplacer Elementary Algebra score of 76 or above may enroll in [MDEV 099](#), [MATH 105](#), or [MATH 110](#).
- An Accuplacer College Level Mathematics score of 50 or above may enroll in [MATH 127](#), [MATH 142](#), [MATH 143](#), [MATH 227](#), [MATH 229](#), [MATH 232](#), or [MATH 234](#).
- An Accuplacer College Level Mathematics score of 50 or above may enroll in [MATH 261](#) if accompanied by prerequisite knowledge of trigonometry.

Student Learning Outcomes

- Understand the theory and applications of calculus and linear algebra.
- Develop the capacity for rigorous analytical thought and the ability to communicate ideas in a precise manner.
- Possess an awareness of the abstract nature of theoretical mathematics and the ability to write proofs.
- Possess an understanding of the breadth of the mathematical sciences and their deep inter-connecting principles.
- Ability to solve multi-step problems and perform complex tasks.
- Develop the ability to detect basic mathematical structures (patterns) and make generalizations from them.

B.A. Degree in Mathematics

Description

To receive the B.A. Degree in Mathematics, the student must meet the minimum university requirements and specific requirements for the program. Completion of 120 credits is required for this degree which includes the Liberal Arts and Sciences Core (42 credits).

Core Requirements (36 credits)

All majors must complete the ETS Major Field Test in Mathematics.

[MATH 260](#) Computer Calculus (1)

[MATH 261](#) Calculus I (4)

[MATH 262](#) Calculus II (4)

[MATH 291](#) LaTeX (1)

[MATH 310](#) Discrete Mathematics (4)

[MATH 323](#) Multi-Variable and Vector Calculus (4)

[MATH 327](#) Introduction to Linear Algebra (3)

[MATH 361](#) Intermediate Analysis I (4)
[MATH 362](#) Intermediate Analysis II (3)
[MATH 392](#) Sophomore Seminar (1)
[MATH 476](#) Abstract Algebra I (4)
[MATH 491](#) Mathematical Writing (2)
[MATH 492](#) Senior Seminar (1)

Related Requirements (3 credits)

[CSIS 152](#) Introduction to Computers and Programming I-a (3)

Restricted Electives (12 credits)

Students must take twelve credits of electives in mathematics. All electives must be at the 300 level or higher. Math 303, 304, 306, 316, 401, 406, 416, and 486 may not be counted among the twelve required electives.

B.S. Degree in Mathematics

Description

To receive the B.S. Degree in Mathematics, the student must meet the minimum university requirements and specific requirements for the program. Completion of 120 credits is required for this degree which includes the Liberal Arts and Sciences Core (42 credits).

Core Requirements (39 credits)

All majors must complete the ETS Major Field Test in Mathematics.

[MATH 260](#) Computer Calculus (1)
[MATH 261](#) Calculus I (4)
[MATH 262](#) Calculus II (4)
[MATH 310](#) Discrete Mathematics (4)
[MATH 323](#) Multi-Variable and Vector Calculus (4)
[MATH 327](#) Introduction to Linear Algebra (3)
[MATH 335](#) Intermediate Probability and Statistics I (3)

Emphasis in Actuarial Science

Program Requirements (18 credits)

[MATH 291](#) LaTeX (1)
[MATH 336](#) Intermediate Probability and Statistics II (4)
[MATH 421](#) Actuarial Science I (3)
[MATH 435](#) Mathematical Statistics I (4)
[MATH 491](#) Mathematical Writing (2)

[MATH 361](#) Intermediate Analysis I (4) **or**
[MATH 450](#) Numerical Analysis I (4)

Related Requirements (21 credits)

[ACCT 230](#) Principles of Accounting I (3)
[ACCT 231](#) Principles of Accounting II (3)
[CSIS 152](#) Intro to Computers and Programming I-a (3)
[ECON 202](#) Principles of Economics I: Micro (3)
[ECON 204](#) Principles of Economics II: Macro (3)
[FINC 340](#) Financial Management (3)
[FINC 360](#) Principles of Investment (3)

Emphasis in Computational

Program Requirements (17 credits)

[MATH 291](#) LaTeX (1)
[MATH 355](#) Mathematical Modeling (3)
[MATH 361](#) Intermediate Analysis I (4) **or**
[MATH 435](#) Mathematical Statistics I (4)
[MATH 366](#) Differential Equations (3)
[MATH 450](#) Numerical Analysis I (4)
[MATH 491](#) Mathematical Writing (2)

Related Requirements (15 credits)

Students must take fifteen credits of approved Computer Science and Information Systems courses. These must include the following courses:

[CSIS 152](#) Introduction to Computers and Programming Ia (3) **and**
[CSIS 153](#) Introduction to Computers and Programming Ib (3) **and**
[CSIS 252](#) Introduction to Computers and Programming II (3)

plus any two of the following CSIS courses:

[CSIS 304](#) Databases (3)
[CSIS 335](#) Graphical User Interface Programming (3)
[CSIS 336](#) C#.Net Programming (3)
[CSIS 349](#) Networks and Data Communications (3)
[CSIS 352](#) Advanced Concepts in Programming (3)
[CSIS 360](#) Linux Programming and Development Tools (3)
[CSIS 446](#) Decision Support Systems (3)
[CSIS 450](#) Programming Languages (3)

Restricted Electives

Students must take three credits in mathematics at the level of Math 300 or higher and may not include Math 303, 304, 306, 316, 406, 416, and 486.

B.S. Degree in Mathematics Education

Description

To receive the B.S. Degree in Mathematics Education, the student must meet the minimum university requirements and specific requirements for the program. Completion of 120 credits is required for this degree which includes the Liberal Arts and Sciences Core (42 credits) and Secondary Teaching Licensure Education requirements (36 credits).

Core Requirements (59 credits)

- [MATH 260](#) Computer Calculus (1)
- [MATH 261](#) Calculus I (4)
- [MATH 262](#) Calculus II (4)
- [MATH 310](#) Discrete Mathematics (4)
- [MATH 323](#) Multi-Variable and Vector Calculus (4)
- [MATH 327](#) Introduction to Linear Algebra (3)
- [MATH 335](#) Intermediate Probability and Statistics I (3)

Secondary Education Licensure Requirements

(10 credits of Student Teaching required)

- [AMCS 233](#) Education and Multicultural America (3)
- COMM 100 Speech Communication (3)
- [ED 205](#) Introduction to Education (3)
- [ED 294](#) Educational Psychology (3)
- [ED 310](#) Social Foundations of Education (3)
- [ED 398](#) Field Experience in Secondary Education (2)
- [ED 443S](#) Classroom Management/Consultation (3)
- [ED 448](#) Reading Study Skills in the Content Areas (3)
- [ED 461S](#) Student Teaching: Secondary
- [SPED 225](#) Individuals with Exceptionalities (3)

Program Requirements

- [MATH 316](#) Teaching Mathematics in the Middle Grades (3)
- [MATH 361](#) Intermediate Analysis I (4)
- [MATH 416](#) Mathematics in the Secondary School (3)
- [MATH 476](#) Abstract Algebra I (4)
- [MATH 486](#) History of Mathematics (3)
- [MATH 487](#) Foundations of Geometry (3)

Restricted Electives (3 credits)

Students must take three elective credits in mathematics. These electives must be at the 300 level or higher and may not include Math 303, 304, 306, and 406.

Minor in Mathematics

Core Requirements (13 credits)

- [MATH 260](#) Computer Calculus (1)
- [MATH 261](#) Calculus I (4)
- [MATH 262](#) Calculus II (4)
- [MATH 323](#) Multi-Variable and Vector Calculus (4)

Restricted Electives (12 credits)

Students must take twelve credits of electives in mathematics. These electives must be at the 300 level or higher and may not include Math 303, 304, 306, 316, 406, and 416.

Minor in Mathematics Education

Core Requirements (19 credits)

NOTE: This program does not satisfy State of Minnesota middle school or secondary school licensure requirements.

- [MATH 260](#) Computer Calculus (1)
- [MATH 261](#) Calculus I (4)
- [MATH 262](#) Calculus II (4)
- [MATH 316](#) Teaching Mathematics in the Middle Grades (3)
- [MATH 323](#) Multi-Variable and Vector Calculus (4)
- [MATH 416](#) Mathematics in the Secondary School (3)

Restricted Electives (6 credits)

Students must take two of the following three courses.

- [MATH 327](#) Introduction to Linear Algebra (3)
- [MATH 335](#) Intermediate Probability and Statistics I (3)
- [MATH 487](#) Foundations of Geometry (3)

Minor in Mathematics: Elementary Education Major

Core Requirements

NOTE: Contact your advisor for current licensure information on whether the minor satisfies the State of Minnesota mathematics licensure requirements for grades 5-8 or the licensure requirements for other states. This minor is a concentration for Elementary Education majors. [MATH 303](#), 304, and 406 are part of the elementary education major and, thus, these courses are not listed among the requirements for this minor.

[MATH 232](#) Applied Statistics (3) **or**
[MATH 234](#) Introduction to Probability and Statistics (3) **or**
[MATH 335](#) Intermediate Probability and Statistics I (3)
[MATH 261](#) Calculus I (4)
[MATH 262](#) Calculus II (4)
[MATH 310](#) Discrete Mathematics (4)
[MATH 316](#) Teaching Mathematics in the Middle Grades (3)

Restricted Electives

Students must take one of the four courses listed. Students who choose [MATH 323](#) must take [MATH 260](#) as a co-requisite.

[MATH 323](#) Multi-Variable and Vector Calculus (4) **and**
[MATH 260](#) Computer Calculus (1) **or**
[MATH 327](#) Introduction to Linear Algebra (3) **or**
[MATH 486](#) History of Mathematics (3) **or**
[MATH 487](#) Foundations of Geometry (3)

Philosophy and Humanities Department

MacLean Hall 279, (218) 477-2478

Chair: Phil Mouch

Faculty: Marilea Bramer, Konrad Czynski, Theodore Gracyk, Chang-Seong Hong

The study of philosophy develops the ability to solve problems, communicate, organize ideas and issues, assess pros and cons and boil down complex data. It is a reasoned pursuit of fundamental truths, a quest for understanding, a study of principles of conduct. It seeks to establish standards of evidence, to provide rational methods of resolving conflicts, and to create techniques for evaluating ideas and arguments. Philosophy develops the perspective of other individuals and cultures; enhances one's ability to perceive the relationships among various fields of study; and deepens one's understanding of the varieties of human experience. People trained in philosophy are prepared for many tasks—they can cope with change, or even move into new careers more easily.

Philosophy is an excellent second major or minor to accompany a major in any other discipline. The Minnesota State University Moorhead curriculum makes it possible to start a major in

philosophy as late as the beginning of the junior year. Philosophy courses enhance understanding of communication and society (journalism); examine moral and legal reasoning (pre-law); and create a greater capacity for the integration of medical research and ethics (pre-med/ health professions). Courses are also available in the areas of general ethics, logic and philosophy of science (pre-engineering), and philosophy of religion (pre-seminary).

People trained in philosophy enter teaching professions (at all levels), medicine, law, computer science, management, publishing, sales, criminal justice and public relations. Most fields employ people educated in philosophy. Minnesota State University Moorhead's Philosophy Department guides students to become clear thinkers and good writers, skills valued in all professions. The generalist approach of philosophy gives graduates the ultimate in flexibility, the capability to adapt to changing ideas and technologies, and a framework of reason to guide one's personal life.

Student Learning Outcomes

- Ability to read and understand standard philosophical texts.
- Ability to write philosophical essays.
- Ability to engage in philosophical discussion and make oral presentations of their research.
- Know the views of major philosophers, know the primary issues in the major subject areas, and know both contemporary and non-mainstream approaches to philosophy.
- Ability to evaluate and construct philosophical arguments.
- Ability to engage in original philosophical research.

B.A. Degree in Philosophy

Description

To receive the B.A. Degree in Philosophy, the student must meet the minimum university requirements and specific requirements for the program. Completion of 120 credits is required for this degree which includes the Liberal Arts and Sciences Core (42 credits).

Core Requirements (16 credits)

[PHIL 300](#) History of Ethics (3)

[PHIL 303](#) Classical Philosophy (3)

[PHIL 305](#) Modern Philosophy: 17th Century (3)

[PHIL 306](#) Modern Philosophy: 18th Century (3)

[PHIL 340](#) Symbolic Logic (3)

[PHIL 498](#) Senior Project (1)

Restricted Electives

Students must take one course from a grouping of courses with a historical emphasis ([PHIL 304](#), [PHIL 307](#), [PHIL 309](#), [PHIL 355](#), [PHIL 490](#), and [PHIL 492](#)) and will need departmental approval for application of [PHIL 490](#) and/or [PHIL 492](#) to this category. Students must also take [PHIL 407](#)

or [PHIL 408](#).

[PHIL 304](#) Medieval Philosophy (3) **or**
[PHIL 307](#) 19th Century Philosophy (3) **or**
[PHIL 309](#) Continental Philosophy (3) **or**
[PHIL 355](#) Existentialism (3) **or**
[PHIL 490](#) Topics in Philosophy (1-4) **or**
[PHIL 492](#) Major Philosophers (1-3)
[PHIL 407](#) Theory of Knowledge (3) **or**
[PHIL 408](#) Metaphysics (3)

Electives Students will need to earn at least fourteen credits of electives in philosophy, eight of which must be at the 300 level or above.

Recommended Electives

There is no language requirement for the major in philosophy; however, students planning to do graduate work in philosophy should carefully consider the desirability of intensive work in one or more languages. German, French or Greek are typically most relevant to graduate work. Early consultation with a faculty advisor is recommended.

Minor in Humanities- Fine Arts

Core Requirements (3 credits)

[HUM 101](#) Humanities Through the Arts (3)

Restricted Electives (18 credits)

Students must choose two courses in each of three of the four following areas:

History and appreciation of the visual arts; Theatre, film and literature; Music; and at least two of the elective credits must be in a studio, applied, or performing course.

Minor in Humanities- Western Culture

Core Requirements (8 credits)

HUM 214 Classical and Medieval Worlds (4)
HUM 215 Renaissance Through the Modern World (4)

Restricted Electives (3 credits)

Students must take one of the following two courses.

[HUM 211](#) Perspectives on Society (3)
HUM 213 Perspectives on the Self (3)

Electives In consultation with an advisor from the department, students must choose thirteen credits of electives from humanistic disciplines that best serve individual interests, such as history, philosophy, political science, literature, or courses in appreciation of the arts.

Minor in Philosophy

Core Requirements (6 credits)

[PHIL 110](#) Practical Reasoning (3) **or**
[PHIL 340](#) Symbolic Logic (3)
[PHIL 215](#) Contemporary Moral Issues (3) **or**
[PHIL 300](#) History of Ethics (3)

Restricted Electives (3 credits)

At least three credits must be taken from the following list of courses. Students will need departmental approval for application of [PHIL 490](#) and/or [PHIL 492](#) to this category.

[PHIL 303](#) Classical Philosophy (3)
[PHIL 304](#) Medieval Philosophy (3)
[PHIL 305](#) Modern Philosophy: 17th Century (3)
[PHIL 306](#) Modern Philosophy: 18th Century (3)
[PHIL 307](#) 19th Century Philosophy (3)
[PHIL 355](#) Existentialism (3)
[PHIL 490](#) Topics in Philosophy (1-4)
[PHIL 492](#) Major Philosophers (1-3)

Electives Eleven credits of Philosophy electives required. At least eight credits of the minor must be in 300 or 400 level courses.

Physics and Astronomy Department

Hagen Hall 307, (218) 477-2141

Chair: Steve Lindaas

Faculty: Juan Cabanela, Matthew Craig, Dennis Jacobs, Richard Lahti, Ananda Shastri, Linda Winkler

The Department of Physics and Astronomy offers four degrees: a Bachelor's Degree in Physics, Bachelor's Degree in Physics Teaching, Bachelor's Degree in Sustainability, and a dual Physics/Engineering degree in conjunction with the University of Minnesota. The Bachelor's Degree in Physics may be further enhanced with an Emphasis in Astronomy, Emphasis in Business, or an Emphasis in Medical Physics. In addition, the department supports a minor in Physics, a minor in Medical Physics and a minor in Astronomy. The physics major prepares students for a wide variety of science-related careers immediately upon graduation. It also prepares students for further study in a graduate or professional school.

The major strengths of the physics program include:

- an emphasis on active learning using computers as tools for data collection, analysis, and modeling;
- opportunities for undergraduate research;
- involvement of students in outreach program.

The sequential nature of the physics curriculum, and the necessity to coordinate physics courses with courses taken in other departments make it imperative that a student considering a major or minor in physics or astronomy consult a member of the Department of Physics and Astronomy early in his/her career.

Bachelor's Degree in Physics Education

This degree prepares the student to be certified to teach high-school physics in Minnesota. The program combines physics courses for the major with education courses needed for licensure. A student with this degree is strongly encouraged to also take a broad education in chemistry, life science, and earth science to obtain general science licensure in grades 5 through 8.

Bachelor's Degree in Sustainability

The Sustainability program is designed to give students an understanding of the need for long-term sustainable practices in our lifestyles and economy. The six areas of emphasis will prepare the student with a background that will allow them to enter the new green economy. The Bachelor's Degree in Sustainability is enhanced by Emphases in Business, Construction Management, Energy Sustainability, Environmental Policy, Environmental Science, or Operations Management.

Engineering/Physics Dual Degree

This program is unique in the Tri-College system. The student completes the core physics and Liberal Arts and Sciences Curriculum requirements in his/her first three years at Minnesota State University Moorhead. The student then completes a final two years at the Institute of Technology at the University of Minnesota, completing a Bachelor of Science degree in Mechanical, Civil, or Electrical Engineering. It is expected students in the dual degree program will obtain both a physics and engineering degree in 5 years. The Dual Degree Advisor and the Pre-engineering Advisor will work with individual students to ensure that requirements are met for both programs.

Bachelor's Degree in Physics-Emphasis in Astronomy

This program requires completion of a minimum of 120 credits and prepares the student for graduate work in astronomy. In addition to the core physics courses the students takes advanced astronomy courses in place of physics.

Bachelor's Degree in Physics-Emphasis in Business

This program requires completion of a minimum of 120 credits and prepares the physics student for a career in industry. In addition to physics courses, the student takes additional courses in finance, management, and marketing.

Bachelor's Degree in Physics-Emphasis in Medical Physics

This program requires completion of a minimum of 120 credits and is a program for students

interested in medical physics, a branch of applied physics that utilizes physics concepts and methods in the treatment and diagnosis of human disease. A medical physics emphasis also serves students interested in biophysics and the technological aspects of biotechnology.

Minor in Astronomy

The minor in astronomy curriculum is designed for students who have an interest in astronomy and earth sciences. A student pursuing a minor in astronomy must have a solid mathematical foundation in algebra and trigonometry.

Minor in Physics

This minor is designed for the student who wants to have a strong resume in physical science, and is pursuing a closely allied major such as mathematics, chemistry, or computer science. A student pursuing a physics minor must have a solid mathematical foundation in algebra, trigonometry, and calculus.

Minor in Medical Physics

The Minor in Medical Physics is a program designed for students in biosciences and chemistry related fields, who are looking for additional expertise in a branch of applied physics that utilizes physics concepts and methods in the treatment and diagnosis of human disease.

Student Learning Outcomes (Physics)

- Demonstrate basic knowledge of experimental and theoretical physics.
- Apply analytical thinking, mathematical analysis, and computational techniques to the solution of problems.
- Reach both quantitative and qualitative conclusions from experimental and observational data.
- Apply analytical thinking, instrumentation skills, and computer techniques to perform experiments.
- Conduct independent research.

Student Learning Outcomes (Sustainability)

Students will understand:

- 1st and 2nd Laws of Thermodynamics.
- Limits to growth including population pressure.
- Biodiversity.
- Climate change.
- Peak oil.
- Environmental pollution.
- Environmental policy.
- Present and future energy sources and their effect on the environment.
- Social change.
- Lifestyle effects on the environment.
- Basic principles of the various scientific disciplines.

B.S. Degree in Physics

Description

To receive the B.S. Degree in Physics, the student must meet the minimum university requirements and specific requirements for the program. Completion of 120 credits is required for this degree which includes the Liberal Arts and Sciences Core (42 credits).

Core Requirements (41 credits)

Students may substitute [PHYS 160](#) and [PHYS 161](#) for [PHYS 200](#) and [PHYS 201](#).

- [PHYS 200](#) General Physics I with Lab (4)
- [PHYS 201](#) General Physics II with Lab (4)
- [PHYS 202](#) Introduction to 20th Century Physics (3)
- [PHYS 305](#) Experimental Physics I (3)
- [PHYS 306](#) Experimental Physics II (3)
- [PHYS 315](#) Physics Seminar (1)
- [PHYS 322](#) Elementary Modern Physics (3)
- [PHYS 330](#) Intermediate Mechanics (4)
- [PHYS 342](#) Introduction to Research (1)
- [PHYS 350](#) Computational Methods for Physical Science (3)
- [PHYS 370](#) Electromagnetic Theory (4)
- [PHYS 399](#) Thermodynamics (3)
- [PHYS 430](#) Quantum Mechanics (3)
- [PHYS 455](#) Senior Project (2)

Related Requirements

Students who fulfill the Mathematics requirements listed below at MSUM are also required to take Math 260, Computer Calculus (1 credit). Math 260 may be taken concurrently with any course in the Calculus series (Math 261, 262, 323); students are encouraged to take Math 260 with Math 261.

- [ENGL 387](#) Technical Report Writing (4)
- [MATH 261](#) Calculus I (4)
- [MATH 262](#) Calculus II (4)
- [MATH 323](#) Multi-Variable and Vector Calculus (4)
- [MATH 366](#) Differential Equations (3)

Electives Students must earn eight elective credits in Physics at the 300 level or higher.

Emphasis in Business

Program Requirements (24 credits)

[PHYS 469](#) must be taken for a minimum of 3 credits and a maximum of 6 credits may count toward the emphasis.

[ACCT 230](#) Principles of Accounting I (3)
[ACCT 304](#) Legal Environment of Business (3)
[ECON 202](#) Principles of Economics I: Micro (3)
[FINC 340](#) Financial Management (3)
[MGMT 360](#) Principles of Management (3)
[MGMT 380](#) Operations Management (3)
[MKTG 310](#) Principles of Marketing (3)
[PHYS 469](#) Internship (3-6)

Restricted Electives (6 credits)

Student must earn an additional 3 credits in physics at the 300 level or above, plus 3 credits from the courses listed below.

[FINC 325](#) Financial Institutions and Markets (3)
[FINC 354](#) Real Estate Finance and Investments (3)
[FINC 441](#) Advanced Financial Management (3)
[MGMT 370](#) Management Information Systems (3)
[MGMT 405](#) Small Business Management (3)
[MGMT 433](#) Business Intelligence Using Data Mining (3)
[MGMT 440](#) Human Resource Management (3)
[MGMT 451](#) Organizational Behavior (3)
[MGMT 469](#) Internship (1-12)
[MKTG 311](#) Marketing Management (3)
[MKTG 419](#) Supply Chain Management (3)

Emphasis in Astronomy

Program Requirements (18 credits)

Students must complete two of the following three courses:

[AST 102](#) Solar System Astronomy (3)
[AST 104](#) Stellar Astronomy (3)
[AST 324](#) Life and Death in the Universe (3)

Students must complete all of the following courses:

[AST 361](#) Stellar Astrophysics (3)
[AST 362](#) Galactic and Extragalactic Astrophysics (3)

[AST 365](#) Cosmology (3)
[AST 366](#) Observational Astronomy (3)

Restricted Electives

Students must earn four credits selected from the courses listed below:

[AST 360](#) Planetary Science (3)
[AST 390](#) Projects in Advanced Astronomy (1-3)
[PHYS 312](#) Analog Electronics (3)
[PHYS 325](#) Optics (3)
[PHYS 469](#) Internship (1-12)

Emphasis in Medical Physics

Program Requirements (14 credits)

[CHEM 150](#) General Chemistry I (3)
[CHEM 150L](#) General Chemistry Laboratory I (1)
[CHEM 210](#) General Chemistry II (3)
[CHEM 210L](#) General Chemistry II Lab (1)
[PHYS 312](#) Analog Electronics (3)
[PHYS 318](#) Biophysics and Medical Imaging (3)

Restricted Electives

[BIOL 111](#) Cell Biology (4)
[BIOL 115](#) Organismal Biology (4)
[BIOL 323](#) Human Anatomy (4)
[BIOL 349](#) Human Physiology (4)
[CHEM 350](#) Organic Chemistry I (3)
[CHEM 360](#) Organic Chemistry II (3)
[PHYS 430](#) Quantum Mechanics (3)

B.S. Degree in Physics Education

Description

To receive the B.S. Degree in Physics Education, the student must meet the minimum university requirements and specific requirements for the program. Completion of 120 credits is required for this degree which includes the Liberal Arts and Sciences Core (42 credits) and Secondary Teaching Licensure Education requirements (36 credits).

Core Requirements (64 credits)

Students may substitute [PHYS 160](#) and [PHYS 161](#) for [PHYS 200](#) and [PHYS 201](#).

[PHYS 200](#) General Physics I with Lab (4)
[PHYS 201](#) General Physics II with Lab (4)
[PHYS 202](#) Introduction to 20th Century Physics (3)
[PHYS 305](#) Experimental Physics I (3)
[PHYS 306](#) Experimental Physics II (3)
[PHYS 322](#) Elementary Modern Physics (3)
[PHYS 330](#) Intermediate Mechanics (4)
[PHYS 370](#) Electromagnetic Theory (4)

Secondary Education Licensure Requirements
(10 credits of Student Teaching required)

[AMCS 233](#) Education and Multicultural America (3)
COMM 100 Speech Communication (3)
[ED 205](#) Introduction to Education (3)
[ED 294](#) Educational Psychology (3)
[ED 310](#) Social Foundations of Education (3)
[ED 398](#) Field Experience in Secondary Education (2)
[ED 443S](#) Classroom Management/Consultation (3)
[ED 448](#) Reading Study Skills in the Content Areas (3)
[ED 461S](#) Student Teaching: Secondary **or**
[ED 460S](#) Student Teaching: Secondary **and**
[EECE 480E](#) Student Teaching: Elementary **or**
[ED 461V](#) Student Teaching: Secondary/K-12
[SPED 225](#) Individuals with Exceptionalities (3)

Program Requirements (29 credits)

[BIOL 111](#) Cell Biology (4)
[BIOL 115](#) Organismal Biology (4)
[CHEM 150](#) General Chemistry I (3)
[CHEM 150L](#) General Chemistry Laboratory I (1)
[CHEM 210](#) General Chemistry II (3)
[CHEM 210L](#) General Chemistry II Lab (1)
[GEOS 115](#) Physical Geology (4)
[GEOS 116](#) Historical Geology (3)
[GEOS 360](#) Planetary Science (3)
[PHYS 440](#) Secondary Science Teaching Methods (3)

Related Requirements (27 credits)

[MATH 261](#) Calculus I (4)
[MATH 262](#) Calculus II (4)
[MATH 323](#) Multi-Variable and Vector Calculus (4)
[MATH 366](#) Differential Equations (3)

B.S. Degree in Sustainability

Description

To receive the B.S. Degree in Sustainability, the student must meet the minimum university requirements and specific requirements for the program. Completion of 120 credits is required for this degree which includes the Liberal Arts and Sciences Core (42 credits).

Core Requirements (21 credits)

[ANTH 317](#) Collapse (3)
[BIOL 370](#) Exploring Biology (3)
[CHEM 105](#) Crime Scene Science (3) **or**
[CHEM 110](#) Fundamentals of Chemistry (3) **and**
[CHEM 110L](#) Fundamentals of Chemistry Lab (1) **or**
[CHEM 150](#) General Chemistry I (3) **and**
[CHEM 150L](#) General Chemistry Laboratory I (1)
[GEOS 115](#) Physical Geology (4) **and**
[GEOS 115L](#) Physical Geology Lab (0) **or**
[GEOS 117](#) Water, Land, and People (3) **and**
[GEOS 117L](#) Water, Land and People Lab (1)
[MATH 142](#) Pre-Calculus (4)
[PHYS 140](#) Introduction to Sustainability (3)

Restricted Electives

Students must take [HIST 379](#) or [CHEM 304](#) to satisfy the upper-level writing requirement for the major.

Students must take four courses (12 credits) from the following:

[ANTH 307](#) Ecological Anthropology (3)
[CM 327](#) Sustainability in the Built Environment (3)
[GEOS 335](#) Environmental Geography and Conservation (3)
[HIST 379](#) Environmental History (3)
[POL 345](#) Environmental Politics (3)
[PSY 324](#) Environmental Psychology (3)
[SOC 319](#) Society and the Environment (3)

Students must take three courses (9 credits) from the following:

[BIOL 346](#) An Ecological Perspective (3)
[CHEM 304](#) The Environment and You (3)
[GEOS 305](#) Oceanography (3)
[GEOS 330](#) Elementary Meteorology (3)
[PSCI 378](#) Energy and the Environment (3)

Emphasis in Business

Program Requirements

[PHYS 469](#) must be taken for a minimum of 3 credits and a maximum of 6 credits may count toward the emphasis.

[ACCT 230](#) Principles of Accounting I (3)
[ECON 202](#) Principles of Economics I: Micro (3)
[FINC 325](#) Financial Institutions and Markets (3) **or**
[FINC 360](#) Principles of Investment (3)
[FINC 340](#) Financial Management (3)
[MATH 234](#) Introduction to Probability and Statistics (3)
[MGMT 360](#) Principles of Management (3)
[MGMT 380](#) Operations Management (3)
[MKTG 310](#) Principles of Marketing (3)
[MGMT 465](#) Entrepreneurship (3) **or**
[MKTG 465](#) Entrepreneurship (3)
[MKTG 311](#) Marketing Management (3) **or**
[MKTG 421](#) Consumer Behavior (3)
[PHYS 469](#) Internship (3-6)

Emphasis in Construction Management

Program Requirements

[CM 469](#) must be taken for a minimum of 3 credits and a maximum of 5 credits may count toward the emphasis.

[CM 216](#) Construction Graphics (3)
[CM 220](#) Commercial Building Methods and Materials (3)
[CM 230](#) Estimating I: Quantity Survey (3)
[CM 254](#) Mechanical/Electrical Systems (3)
[CM 335](#) Estimating II-Pricing and Productivity (3)
[CM 340](#) Planning and Scheduling (4)
[CM 370](#) Construction Documents and Specifications (3)
[CM 460](#) Project Administration (3)
[CM 469](#) Internship (3-6)
[MGMT 360](#) Principles of Management (3)

Emphasis in Energy

Program Requirements

[PHYS 469](#) must be taken for a minimum of 3 credits and a maximum of 6 credits may count toward the emphasis.

[CHEM 210](#) General Chemistry II (3) **and**
[CHEM 210L](#) General Chemistry II Lab (1)
[CM 254](#) Mechanical/Electrical Systems (3)
[PHYS 160](#) College Physics I with Lab (4) **or**
[PHYS 200](#) General Physics I with Lab (4)
[PHYS 161](#) College Physics II with Lab (4) **or**
[PHYS 201](#) General Physics II with Lab (4)
[PHYS 202](#) Introduction to 20th Century Physics (3)
[PHYS 302](#) Sustainable Energy-Science and Application (3)
[PHYS 312](#) Analog Electronics (3)
[PHYS 455](#) Senior Project (2)
[PHYS 469](#) Internship (3-6)

Emphasis in Environmental Policy

Program Requirements

[PHYS 469](#) Internship must be taken for a minimum of three credits and a maximum of six credits will count toward the emphasis. Select at least 30 credits from the list of courses below. The credits cannot overlap with the credits counted in the core or restricted electives.

[ANTH 307](#) Ecological Anthropology (3)
[BIOL 308](#) Pacific Northwest Ecology (3)
[BIOL 335](#) Tropical Field Biology (3)
[BIOL 345](#) Principles of Ecology (4)
[BIOL 455](#) Wildlife Ecology (4)
[ENGL 407](#) Big City, Big Impact (3)
[GEOS 115/GEOS 115L](#) Physical Geology (4)
[GEOS 117](#) Water, Land and People (3) **and**
[GEOS 117L](#) Water, Land and People Lab (1)
[GEOS 305](#) Oceanography (3)
[GEOS 307](#) Introduction to Geographic Info Systems (3)
[GEOS 330](#) Elementary Meteorology (3)
[GEOS 340](#) Economic and Environmental Geology (3)
[GEOS 415](#) Reading Geochemical Fingerprints (3)
[HIST 373](#) Monsoon Asia: People and the Environment (3)
[HIST 379](#) Environmental History (3)

[HIST 469](#) Internship (1-12)
[HIST 497](#) Independent Study (1-3)
[PHYS 469](#) Internship (3-6)
[POL 345](#) Environmental Politics (3)
[PSCI 378](#) Energy and the Environment (3)
[PSY 324](#) Environmental Psychology (3)
[SOC 319](#) Society and the Environment (3)

Emphasis in Environmental Science

Program Requirements

[GEOS 469](#) Internship must be taken for a minimum of three credits and a maximum of six credits will count toward the emphasis.

[BIOL 111](#) Cell Biology (4)
[BIOL 115](#) Organismal Biology (4)
[GEOS 115](#) Physical Geology (4)
[GEOS 115L](#) Physical Geology Lab (0)
[GEOS 117](#) Water, Land and People (3)
[GEOS 117L](#) Water, Land and People Lab (1)
[GEOS 469](#) Internship (3-6)

Students must also select five courses from the following:

[BIOL 335](#) Tropical Field Biology (3)
[BIOL 345](#) Principles of Ecology (4)
[BIOL 455](#) Wildlife Ecology (4)
[GEOS 307](#) Introduction to GIS (3)
[GEOS 340](#) Economic and Environmental Geology (3)
[GEOS 415](#) Reading Geochemical Fingerprints (3)

Emphasis in Operations Management

Program Requirements

[OM 469](#) must be taken for a minimum of 3 credits and a maximum of 6 credits may count toward the emphasis.

[ACCT 230](#) Principles of Accounting I (3)
[MGMT 360](#) Principles of Management (3)
[OM 380](#) Methods Improvement (3)
[OM 393](#) Occupational Safety and Health (3)

[OM 394](#) Computer Applications for Technologists (3)
[OM 469](#) Internship (3-6)
[OM 482](#) Quality Planning and Implementation (3)
[OM 483](#) Cost Analysis (3)
[OM 485](#) Production and Inventory Management (3)
[PMGT 385](#) Process Leadership (3)
[PMGT 496](#) Project Management (3)

Minor in Astronomy

Core Requirements (14 credits)

Students must take two of the following three courses and must take both [PHYS 160](#) and [PHYS 161](#):

[AST 102](#) Solar System Astronomy (3)
[AST 104](#) Stellar Astronomy (3)
[AST 324](#) Life and Death in the Universe (3)

Electives

Depending on elective choices, student will earn eight to ten credits in this area.

[AST 190](#) Topics in Astronomy (1-3)
[AST 360](#) Planetary Science (3)
[AST 361](#) Stellar Astrophysics (3)
[AST 362](#) Galactic and Extragalactic Astrophysics (3)
[AST 365](#) Cosmology (3)
[AST 366](#) Observational Astronomy (3)
[AST 390](#) Projects in Advanced Astronomy (1-3)
[GEOS 115](#) Physical Geology (4)

Minor in Medical Physics

Core Requirements (27 credits)

[PHYS 200](#) General Physics I with Lab (4)
[PHYS 201](#) General Physics II with Lab (4)
[PHYS 202](#) Introduction to 20th Century Physics (3)
[PHYS 305](#) Experimental Physics I (3)
[PHYS 306](#) Experimental Physics II (3)
[PHYS 315](#) Physics Seminar (1)
[PHYS 312](#) Analog Electronics (3)
[PHYS 318](#) Biophysics and Medical Imaging (3)
[PHYS 322](#) Elementary Modern Physics (3)

Minor in Physics

Core Requirements (21 credits)

Students may substitute [PHYS 160/PHYS 161](#) for [PHYS 200/PHYS 201](#).

[PHYS 200](#) General Physics I with Lab (4)

[PHYS 201](#) General Physics II with Lab (4)

[PHYS 202](#) Introduction to 20th Century Physics (3)

[PHYS 305](#) Experimental Physics I (3)

[PHYS 306](#) Experimental Physics II (3)

[PHYS 315](#) Physics Seminar (1)

[PHYS 322](#) Elementary Modern Physics (3)

Electives Students must earn five elective credits in Physics courses at the 300 level or higher.

Psychology Department

Bridges Hall 360, (218) 477-2802

Chair: Magdalene Chalikia

Faculty: Rochelle Bergstrom, Richard Kolotkin, Christine Malone, Olivia Melroe, Elizabeth Nawrot, Gary Nickell, Margaret Potter, Lisa Stewart

The Psychology Department offers an undergraduate major and minor in psychology. An important aspect of the program is the science/research orientation built into the curriculum. Students may specialize in areas emphasizing preparation for graduate school or for work in the profession at the bachelor's degree level. [MATH 127](#) College Algebra or an equivalent for LASC Goal 4 is recommended prior to taking [PSY 230](#).

Student Learning Outcomes

- Students can demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.
- Students can understand and apply basic research methods in psychology, including research design, data analysis, and interpretation.
- Students can respect and use critical and creative thinking, skeptical inquiry and when possible, the scientific approach to solve problems related to behavior and mental processes.
- Students can understand and apply psychological principles to personal, social, and organizational issues.
- Students are able to weigh evidence, tolerate ambiguity, act ethically, and reflect other values that are the underpinnings of psychology as a discipline.
- Students can demonstrate information competence and the ability to use computers and other technology for many purposes.
- Students can demonstrate effective writing skills in various formats (e.g., informing, defending, explaining, persuading, arguing, teaching).

- Students can recognize, understand, and respect the complexity of sociocultural and international diversity.

B.A. Degree in Psychology

Description

To receive the B.A. Degree in Psychology, the student must meet the minimum university requirements and specific requirements for the program. Completion of 120 credits is required for this degree which includes the Liberal Arts and Sciences Core (42 credits).

Core Requirements

[PSY 113](#) General Psychology (3)

[PSY 202](#) Developmental Psychology (3)

[PSY 230](#) Statistics for the Behavioral Sciences (4)

[PSY 261](#) Personality (3)

[PSY 330](#) Experimental Methods (3) *Upper Level Writing Intensive Course required for major

[PSY 463](#) Abnormal Psychology (3)

[PSY 481](#) Seminar in Psychology (3)

Students must take at least 18 elective credits in Psychology courses, 9 of which must be at the 300 level or above.

Total Credits for Major: 120

Minor in Psychology

Core Requirements

With departmental approval, students may substitute [MATH 234](#) or [SOC 350](#) for [PSY 230](#).

[PSY 230](#) Statistics for the Behavioral Sciences (4)

[PSY 113](#) General Psychology (3)

[PSY 202](#) Developmental Psychology (3)

[PSY 261](#) Personality (3)

Twelve elective credits in Psychology are required. At least six of the 12 must be at the 300 or 400 level.

Total Credits: 24-25

School of Business

Center for Business 207A, (218) 477-4646

Co-Chairs: Sheri Erickson and Ben Clapp

Faculty: M. Wayne Alexander, Peter Geib, Lori Johnson, Jerome Kuperman, Vinod Lall, Han Li, Ruth Lumb, Ken Meyer, Kim Mollberg, Eduardo Pablo, Jane Pettinger, Leonard Sliwoski, Mary Stone, James Swenson, William Violet, Jinpei Wu

Areas of Study

MSUM is Accredited by AACSB. Majors in Accounting, Business Administration, and Finance are offered. Related requirements are in business ethics, economics, computer information systems, mathematics, psychology or sociology and communications. MSUM offers a four-year graduation guarantee to its business majors.

SCHOOL OF BUSINESS ADMISSION AND COURSE ENROLLMENT POLICY

Any MSUM student who has completed 40 semester credits and who also meets the specific course prerequisites may register for the following courses without any special permission: [ACCT 304](#), [FINC 340](#), [MGMT 360](#), [MKTG 310](#). Students seeking to take any courses beyond these four courses must be either admitted to the School of Business or receive a “program override” from the School of Business Academic Advisor.

Obtaining Admission to the School of Business

Admission to the School of Business enables students to register for other upper-level School of Business courses and to pursue any School of Business major.

Students who officially declare any School of Business major must apply for admission. A previously admitted student returning to complete a degree in the School of Business after a year or more of taking no courses must also formally reapply for admission and will be placed into an existing program and follow the curriculum in effect as of the returning date. The student-initiated application must be approved by the Chair of the School of Business. The applicant must meet the following requirements at the time of application.

- An overall GPA of at least 2.50 (includes all MSUM courses and courses accepted in transfer).
- Completion of, or current enrollment in, the 60th semester credit.
- Must have signed the School of Business Integrity Oath Acknowledgement.
- Completion of, or current enrollment in, the following MSUM courses or equivalent courses:

[ACCT 230](#) & [ACCT 231](#)

[CSIS 104](#)

[ECON 202](#) & [ECON 204](#)

[ENGL 101](#)

[MATH 227](#) or [MATH 229](#) & [MATH 234](#)

[PSY 113](#) or [SOC 110](#)

[CMST 100](#)

Enrollment in Upper-Level School of Business Courses by Non-Business Majors with Business Course Requirements and Non-Business Majors Seeking Minors

Programs outside the School of Business often identify upper-level accounting or business courses as required or elective courses within their own programs. In addition, students in other programs may decide to declare a minor in the School of Business. In both cases, students may need to take upper-level accounting or business courses beyond [ACCT 304](#), [FINC 340](#), [MGMT 360](#), and/or [MKTG 310](#). Such students need to obtain a “program override” from the School of Business Academic Advisor. Students are also expected to have at least junior standing and meet course prerequisites when taking each course. A maximum of 21 upper-level School of Business credits may be taken without apply for admission to the School of Business.

Enrollment in Upper-Level School of Business Courses by Non-Degree Seeking Undergraduate Degree Holders.

A non-degree seeking student who has an undergraduate degree may take any course in the School of Business provided that their undergraduate GPA is at least 2.5 (includes all courses taken or courses accepted in transfer) and that they have satisfied all the prerequisites for that course as shown in the course catalog. When attempting to enroll in courses, the registration system will check for course prerequisite. If a student is found to lack required prerequisites but believe that they have in fact satisfied the requirement, they can seek a program override form the department chair that will allow them to enroll. In addition, after taking at least three courses under this condition, a minimum overall GPA of 2.5 for all such courses must be maintained.

Course Prerequisites and Overrides

When students cannot register because other system indicates that they have not satisfied course prerequisites and/or minimum GPA requirements, only department chairs and the School of Business Academic and Transfer Advisor are authorized to do overrides. As students are responsible for meeting the requirements for course prerequisites prior to attempting to enroll in a course, faculty are advised to inform students of their responsibilities and to only refer students to the chairs or the Academic and Transfer Advisor if one of the following two conditions are met:

- The student appears to have satisfied the prerequisite using a transferred course according to their DARS but the system is not recognizing the course as satisfying the prerequisite requirement when attempting to register.
- The student is graduating in the present semester and not being able to enroll in the course due to not having completed the prerequisites will delay their graduation.

[BUS 498](#) has a minimum GPA requirement as a prerequisite. An override for this requirement will be granted by the Academic Advisor upon receiving acknowledgement from the student in writing that they have been informed of the minimum GPA requirement necessary for graduation. This written acknowledgement will be placed in the faculty advisor’s student folder.

Graduation Policy for School of Business

All School of Business majors must have a 2.50 overall GPA to graduate. This GPA is based

solely on courses taken at MSUM. All School of Business minors must have a 2.00 GPA in courses comprising the minor.

Baccalaureate Degree Programs

Majors in Accounting, Business Administration and Finance are offered. The following curricula are subject to change. See Program Worksheets for current degree requirements. At least 60 non-business semester credits are required. At least half of the minimum credits required for degree completion must be earned from departments other than Economics and The School of Business. A maximum of 9 credits of Economics courses can be used to meet this requirement.

Substitution and waivers of courses required for the B.S. degree in Accounting, Business Administration and Finance must be approved in writing by the chair of the School of Business.

At least half of the course requirements for the major or minor must be earned on this campus.

Business majors require:

- completion of related requirements;
- completion of core requirements;
- completion of major requirements and restricted electives; and
- at least 60 non-business credits that may include 9 credits of economics.

Student Learning Outcomes

- Exhibit basic knowledge of business principles and processes.
- Write in a clear and professional manner.
- Prepare and deliver an effective business presentation.
- Identify and analyze ethical issues in a professional context.
- Demonstrate basic understanding of business from a global perspective.

B.S. Degree in Accounting

Description

To receive the B.S. Degree in Accounting, the student must meet the minimum university requirements and specific requirements for the program. Completion of 120 credits is required for this degree which includes the Liberal Arts and Sciences Core (42 credits).

Core Requirements (27 credits)

Business Policy and Strategy should be taken after all core requirements are completed.

[ACCT 230](#) Principles of Accounting I (3)

[ACCT 231](#) Principles of Accounting II (3)

[ACCT 304](#) Legal Environment of Business (3)

[BUS 498](#) Business Policy and Strategy (3)

[FINC 340](#) Financial Management (3)

[MGMT 360](#) Principles of Management (3)
[MGMT 370](#) Management Information Systems (3)
[MGMT 380](#) Operations Management (3)
[MKTG 310](#) Principles of Marketing (3)

Program Requirements (24 credits)

[ACCT 306](#) Contracts and Business Entities (3)
[ACCT 330](#) Intermediate Accounting I (3)
[ACCT 331](#) Intermediate Accounting II (3)
[ACCT 350](#) Cost Accounting (3)
[ACCT 375](#) Accounting Systems (3)
[ACCT 430](#) Advanced Accounting (3)
[ACCT 441](#) Tax Accounting I (3)
[ACCT 460](#) Audit I (3)

Related Requirements

In addition to the courses listed below, students must take one Global course and one Human Diversity course. This requirement can be met by taking one course in LASC 7 and one course in LASC 8. [CMST 301](#) OR [ENGL 387](#) is the writing-intensive course for this major. Students may substitute [CSIS 103](#) and [CSIS 104A](#) for [CSIS 104](#).

COMM 100 Speech Communication (3)
[CSIS 104](#) Spreadsheet and Database Applications (3)
[ECON 202](#) Principles of Economics I: Micro (3)
[ECON 204](#) Principles of Economics II: Macro (3)
[MATH 229](#) Topics in Calculus (3) **or**
[MATH 227](#) Survey of Differential Calculus with Algebra (4)
[MATH 234](#) Introduction to Probability and Statistics (3)
[ENGL 387](#) Technical Report Writing (4) **or**
COMM 301 Business and Professional Communication (3)
[PHIL 312](#) Business Ethics (3)
[PSY 113](#) General Psychology (3) **or**
[SOC 110](#) Introduction to Sociology (3)

Restricted Electives

Students must complete a minimum of three credits and may apply up to three semester hours of [ACCT 469](#) to this category.

[ACCT 407](#) Commercial Transactions, Property and Special Topics (3)
[ACCT 432](#) Advanced Accounting II (3)
[ACCT 443](#) Tax Accounting II (3)
[ACCT 446](#) Estate, Gift and Trust Taxation (3)

[ACCT 461](#) Audit II (3)
[ACCT 469](#) Internship (1-12)

Minor in Accounting: Business Major

Core Requirements (12 credits)

[ACCT 306](#) Contracts and Business Entities (3)
[ACCT 330](#) Intermediate Accounting I (3)
[ACCT 331](#) Intermediate Accounting II (3)
[ACCT 441](#) Tax Accounting I (3)

Electives

Students must take three credits from the following list. Courses which satisfy major requirements cannot be used to satisfy minor requirements.

[ACCT 321](#) Employment Law (3)
[ACCT 350](#) Cost Accounting (3)
[ACCT 375](#) Accounting Systems (3)
[ACCT 407](#) Commercial Transaction (3)
[ACCT 430](#) Advanced Accounting I (3)
[ACCT 432](#) Advanced Accounting II (3)
[ACCT 443](#) Tax Accounting II (3)
[ACCT 446](#) Est/Gift Trust Tax (3)
[ACCT 460](#) Audit I (3)
[ACCT 461](#) Audit II (3)
[ACCT 469](#) Internship (1-12)

Minor in Accounting: Non-Business Major

Core Requirements (21 credits)

[ACCT 230](#) Principles of Accounting I (3)
[ACCT 231](#) Principles of Accounting II (3)
[ACCT 304](#) Legal Environment of Business (3)
[ACCT 306](#) Contracts and Business Entities (3)
[ACCT 330](#) Intermediate Accounting I (3)
[ACCT 331](#) Intermediate Accounting II (3)
[ACCT 441](#) Tax Accounting I (3)

Electives

Student must take three credits from the following list:

[ACCT 321](#) Employment Law (3)
[ACCT 350](#) Cost Accounting (3)
[ACCT 375](#) Accounting Systems (3)
[ACCT 407](#) Commercial Transaction (3)
[ACCT 430](#) Advanced Accounting I (3)
[ACCT 432](#) Advanced Accounting II (3)
[ACCT 443](#) Tax Accounting II (3)
[ACCT 446](#) Est/Gift Trust Tax (3)
[ACCT 460](#) Audit I (3)
[ACCT 461](#) Audit II (3)
[ACCT 469](#) Internship (1-12)

B.S. Degree in Business Administration

Description

To receive the B.S. Degree in Business Administration, the student must meet the minimum university requirements and specific requirements for the program. Completion of 120 credits is required for this degree which includes the Liberal Arts and Sciences Core (42 credits).

Core Requirements (27 credits)

Business Policy and Strategy should be taken after all core requirements are complete.

[ACCT 230](#) Principles of Accounting I (3)
[ACCT 231](#) Principles of Accounting II (3)
[ACCT 304](#) Legal Environment of Business (3)
[BUS 498](#) Business Policy and Strategy (3)
[FINC 340](#) Financial Management (3)
[MGMT 360](#) Principles of Management (3)
[MGMT 370](#) Management Information Systems (3)
[MGMT 380](#) Operations Management (3)
[MKTG 310](#) Principles of Marketing (3)

Program Requirements (15 credits)

Students must choose one MGMT, one FINC, and one MKTG course from the list below. In addition, students must choose one quantitative course (Select from [ECON 370](#), [MGMT 419](#), [MKTG 419](#), [MKTG 422](#), or [MGMT 480](#)) and also must take one international course (Select from [ECON 300](#), [ECON 425](#), [FINC 445](#), [MGMT 458](#) or [MKTG 444](#).)

[FINC 325](#) Financial Institutions and Markets (3) **or**
[FINC 360](#) Principles of Investment (3)
[MGMT 433](#) Business Intelligence Using Data Mining (3) **or**
[MGMT 451](#) Organizational Behavior (3) **or**
[MGMT 465](#) Entrepreneurship (3)

[MKTG 311](#) Marketing Management (3) **or**
[MKTG 421](#) Consumer Behavior (3)

Related Requirements

In addition to the courses listed below, students must take one Global Course and one Human Diversity course. This requirement can be met by taking one course in LASC 7 and one course in LASC 8. [ENGL 387](#) OR COMM 301 is the writing-intensive course for this major. Students may substitute [CSIS 103](#) and [CSIS 104A](#) for [CSIS 104](#).

COMM 100 Speech Communication (3)
[CSIS 104](#) Spreadsheet and Database Applications (3)
[ECON 202](#) Principles of Economics I: Micro (3)
[ECON 204](#) Principles of Economics II: Macro (3)
[MATH 229](#) Topics in Calculus (3) **or**
[MATH 227](#) Survey of Differential Calculus with Algebra (4)
[MATH 234](#) Introduction to Probability and Statistics (3)
[PHIL 312](#) Business Ethics (3)
[PSY 113](#) General Psychology (3) **or**
[SOC 110](#) Introduction to Sociology (3)
[ENGL 387](#) Technical Report Writing (4) **or**
COMM 301 Business and Professional Communication (3)

Restricted Electives (9 credits)

Students must take nine credits numbered 300 or above from at least two of the following areas: Accounting, Business, Finance, Economics, Management, and Marketing. Students may use any combination of three credits of the following courses to count as one restricted business elective: Internship (469), Small Business Consulting (406) or Problems (497).

Emphasis in Management

Program Requirements (18 credits)

Students must take both MGMT courses listed, and one FINC and one MKTG course from the list below. In addition, students must choose one quantitative course (Select from [MGMT 419](#) or [MGMT 480](#)) and also must take one international course ([MGMT 458](#)).

[FINC 325](#) Financial Institutions and Markets (3) **or**
[FINC 360](#) Principles of Investment (3)
[MGMT 433](#) Business Intelligence Using Data Mining (3)
[MGMT 451](#) Organizational Behavior (3) **or**
[MGMT 465](#) Entrepreneurship (3)
[MKTG 311](#) Marketing Management (3) **or**
[MKTG 421](#) Consumer Behavior (3)

Related Requirements (27 credits)

In addition to the courses listed below, students must take one Global Course and one Human Diversity course. This requirement can be met by taking one course in LASC 7 and one course in LASC 8. [ENGL 387](#) OR COMM 301 is the writing-intensive course for this major. Students may substitute [CSIS 103](#) and [CSIS 104A](#) for [CSIS 104](#).

[COMM 100](#) Speech Communication (3)
[CSIS 104](#) Spreadsheet and Database Applications (3)
[ECON 202](#) Principles of Economics I: Micro (3)
[ECON 204](#) Principles of Economics II: Macro (3)
[MATH 229](#) Topics in Calculus (3) **or**
[MATH 227](#) Survey of Differential Calculus with Algebra (4)
[MATH 234](#) Introduction to Probability and Statistics (3)
[PHIL 312](#) Business Ethics (3)
[PSY 113](#) General Psychology (3) **or**
[SOC 110](#) Introduction to Sociology (3)
[ENGL 387](#) Technical Report Writing (4) **or**
COMM 301 Business and Professional Communication (3)

Restricted Electives (6 credits)

Students must choose one course (3-credits) from the following list of MGMT electives and one 3 credit business elective course at the 300 or 400 level that is not MGMT. [MGMT 419](#) or [MGMT 480](#) may not be used if used for quantitative course.

[MGMT 315](#) Government and Business (3)
[MGMT 405](#) Small Business Management (3)
[MGMT 415](#) Industrial Organization and Public Policy (3)
[MGMT 416](#) Labor Economics (3)
[MGMT 419](#) Supply Chain Management (3)
[MGMT 440](#) Human Resource Management (3)
[MGMT 456](#) Project Management in Business (3)
[MGMT 465](#) Entrepreneurship (3)
[MGMT 469](#) Internship (1-12)
[MGMT 480](#) Management Science (3)
[MGMT 497](#) Problems in Management (1-3)

Emphasis in Marketing

Program Requirements (18 credits)

Students must take both MKTG courses listed and choose one FINC and one MGMT course from the list below. In addition, students must choose one quantitative course; select from

([MKTG 419](#) or [MKTG 422](#)) and also must take one international course ([MKTG 444](#)).

[FINC 325](#) Financial Institutions and Markets (3) **or**
[FINC 360](#) Principles of Investment (3)
[MGMT 433](#) Business Intelligence Using Data Mining (3) **or**
[MGMT 451](#) Organizational Behavior (3) **or**
[MGMT 465](#) Entrepreneurship (3)
[MKTG 311](#) Marketing Management (3)
[MKTG 421](#) Consumer Behavior (3)

Related Requirements (27 credits)

In addition to the courses listed below, students must take one Global Course and one Human Diversity course. This requirement can be met by taking one course in LASC 7 and one course in LASC 8. [ENGL 387](#) OR COMM 301 is the writing-intensive course for this major. Students may substitute [CSIS 103](#) and [CSIS 104A](#) for [CSIS 104](#).

COMM 100 Speech Communication (3)
[CSIS 104](#) Spreadsheet and Database Applications (3)
[ECON 202](#) Principles of Economics I: Micro (3)
[ECON 204](#) Principles of Economics II: Macro (3)
[MATH 229](#) Topics in Calculus (3) **or**
[MATH 227](#) Survey of Differential Calculus with Algebra (4)
[MATH 234](#) Introduction to Probability and Statistics (3)
[PHIL 312](#) Business Ethics (3)
[PSY 113](#) General Psychology (3) **or**
[SOC 110](#) Introduction to Sociology (3)
[ENGL 387](#) Technical Report Writing (4) **or**
COMM 301 Business and Professional Communication (3)

Restricted Electives

Students must select one course from the list below. Students may not use more than three credits from [MKTG 469](#) and [MKTG 497](#) to satisfy this section. Students must select one business elective that is not a MKTG course at the 300 or 400 level. Students may not use [MKTG 419](#) or [MKTG 422](#) if used as the quantitative course nor [MKTG 433](#) or [MKTG 465](#) if used for the Management requirement.

[MKTG 317](#) Services Marketing (3)
[MKTG 330](#) Personal Selling (3)
[MKTG 335](#) Retail Management (3)
[MKTG 419](#) Supply Chain Management (3)
[MKTG 422](#) Marketing Research (3)
[MKTG 423](#) Marketing Communications (3)
[MKTG 465](#) Entrepreneurship (3)

[MKTG 469](#) Internship (1-12)
[MKTG 497](#) Problems in Marketing (1-3)

Emphasis in International Business

Program Requirements (18 credits)

Students must choose one FINC, one MGMT, and one MKTG course from the list below. Students must complete the International courses [MGMT 458](#) and [MKTG 444](#) and select from either [ECON 425](#) or [FINC 445](#).

[FINC 325](#) Financial Institutions and Markets (3) **or**
[FINC 360](#) Principles of Investment (3)
[MGMT 433](#) Business Intelligence Using Data Mining (3) **or**
[MGMT 451](#) Organizational Behavior (3) **or**
[MGMT 465](#) Entrepreneurship (3)
[MKTG 311](#) Marketing Management (3) **or**
[MKTG 421](#) Consumer Behavior (3)
[MGMT 458](#) International Management (3)
[MKTG 444](#) International Marketing (3)
[ECON 425](#) International Trade and Finance (3) **or**
[FINC 445](#) International Financial Management (3)

(2 years) All students must take two years of a second spoken language. All or part of this requirement may be waived due to demonstrated competency.

Related Requirements (27 credits)

In addition to the courses listed below, students must take one Global Course and one Human Diversity course. This requirement can be met by taking one course in LASC 7 and one course in LASC 8. [ENGL 387](#) OR COMM 301 is the writing-intensive course for this major. Students may substitute [CSIS 103](#) and [CSIS 104A](#) for [CSIS 104](#).

COMM 100 Speech Communication (3)
[CSIS 104](#) Spreadsheet and Database Applications (3)
[ECON 202](#) Principles of Economics I: Micro (3)
[ECON 204](#) Principles of Economics II: Macro (3)
[MATH 229](#) Topics in Calculus (3) **or**
[MATH 227](#) Survey of Differential Calculus with Algebra (4)
[MATH 234](#) Introduction to Probability and Statistics (3)
[PHIL 312](#) Business Ethics (3)
[PSY 113](#) General Psychology (3) **or**
[SOC 110](#) Introduction to Sociology (3)

[ENGL 387](#) Technical Report Writing (4) **or**
COMM 301 Business and Professional Communication (3)

Restricted Electives

Students must take two courses totaling six credits from the following list, at least one must be numbered 300 or above. Continent/country specific courses will be allowed subject to advisor and chair approval. [ECON 425](#) or [FINC 445](#) cannot be used if already used for quantitative course.

[ACCT 469](#) Internship (1-12) **or**
[FINC 469](#) Internship (1-12) **or**
[MGMT 469](#) Internship (1-12) **or**
[MKTG 469](#) Internship (1-12)
[ANTH 348](#) Ideas of Culture (3)
[ECON 425](#) International Trade and Finance (3) **or**
[FINC 445](#) International Financial Management (3)
[INTL 101](#) Introduction to Global Issues (3)
COMM 324 International Communications (3)
[POL 160](#) International Relations (3)
[POL 360](#) American Foreign Policy (3)

Minor in Business Administration: Business Major

Core Requirements (15 credits)

Students must take fifteen credits in Business Administration courses above the major requirements in any of the business degree programs. Courses which satisfy major requirements cannot be used to satisfy minor requirements. The courses must be chosen from at least three of the following areas: Accounting, Business, Economics, Finance, Management, or Marketing.

Minor in Business Administration: Non-Business Major

Core Requirements (18 credits)

[ACCT 230](#) Principles of Accounting I (3)
[ECON 202](#) Principles of Economics I: Micro (3)
[FINC 340](#) Financial Management (3)
[MATH 234](#) Introduction to Probability and Statistics (3)
[MGMT 360](#) Principles of Management (3)
[MKTG 310](#) Principles of Marketing (3)

Restricted Electives (6 credits)

Students must choose one course from two of the following course groupings: [MGMT 380](#), [MGMT 433](#) or [MGMT 451](#); [MKTG 311](#), [MKTG 421](#) or [MKTG 422](#); [FINC 360](#) or [FINC 445](#).

Certificate in Business Analytics

Description

The four-course Business Analytics Certificate Program introduces a broad category of skills, techniques, and applications that facilitate the use of data to generate business intelligence for effective and smart decision making that could be applied to various hierarchical levels and different functional units within any organization. Students of the program will be able to extract, explore, and analyze large amounts of data to develop predictive models, discover meaningful patterns, and generate rules for business decision making. Organizations are now-a-days collecting increasing amounts of data from their business processes, workforce, customers, etc. without knowing much about how this data could be utilized to provide them the needed competitive advantage and improve key outcome measures. It has become increasingly critical for organizations to understand and leverage the capabilities of BA and inform managers on how to use these techniques to make intelligent business decisions and smart choices that not only guide them in their operational activities but also their identifying scientifically strategic directions.

Core Requirements (12 credits)

[MATH 234](#) Introduction to Probability and Statistics (3)

[MGMT 370](#) Management Information Systems (3)

[MGMT 380](#) Operations Management (3)

[MGMT 433](#) or [MKTG 433](#) Business Intelligence Using Data Mining (3)

Minor in Entrepreneurship for Non-Business Majors

Description

The five-course Entrepreneurship Minor Program (15 credits) offers a top-level introduction to the fundamentals of management and entrepreneurship to those who own and run small to medium-sized businesses, as well as to managers responsible for innovation and new product or service development. The Program helps individuals who are creating or building new businesses learn the essentials of business and venture initiation. Students will study finance, management and marketing essentials. Designed for non-business majors who have not formally studied business, this program emphasizes the application of classroom concepts to practical decision making in the workplace.

Core Requirements (15 credits)

[BUS 229](#) Introduction to Entrepreneurship (3)

[BUS 230](#) Entrepreneurial Finance (3)

[BUS 231](#) Entrepreneurial Leadership and Organization (3)

[BUS 232](#) Entrepreneurial Marketing (3)

[BUS 309](#) Building a Workable Business Plan (3)

Certificate in Entrepreneurship

Program Requirements

- [BUS 229](#) Introduction to Entrepreneurship (3)
- [BUS 230](#) Entrepreneurial Finance (3)
- [BUS 231](#) Entrepreneurial Leadership and Organization (3)
- [BUS 232](#) Entrepreneurial Marketing (3)
- [BUS 309](#) Building a Workable Business Plan (3)

Minor in International Business: Non-Business Major

Core Requirements (18 credits)

- [ACCT 230](#) Principles of Accounting I (3)
- [ECON 202](#) Principles of Economics I: Micro (3)
- [FINC 340](#) Financial Management (3)
- [MATH 234](#) Introduction to Probability and Statistics (3)
- [MGMT 360](#) Principles of Management (3)
- [MKTG 310](#) Principles of Marketing (3)

Restricted Electives (6 credits)

Students must take two of the following courses:

- [FINC 445](#) International Financial Management (3)
- [MGMT 458](#) International Management (3)
- [MKTG 444](#) International Marketing (3)

Certificate Doing Business in China

Description

The Doing Business in China certificate program is designed for students interested in understanding the complexities of doing business in the cultural and political environment of China and the impact of China's remarkable economic transformation on international business. No prior knowledge or experience with China's business environment is required.

Core Requirements

- [CHIN 101](#) Beginning Chinese (4)
- [CHIN 132](#) Introduction to Chinese Culture (3)
- [BUS 145](#) Introduction to International Business (3)
- [BUS 245](#) Seminar on Doing Business in China (3)
- [BUS 345](#) Business Trip to China (3)

Minor in Management: Non-Business Major

Core Requirements (21 credits)

[ACCT 230](#) Principles of Accounting I (3)
[ECON 202](#) Principles of Economics I: Micro (3)
[MATH 234](#) Introduction to Probability and Statistics (3)
[MGMT 360](#) Principles of Management (3)
[MGMT 380](#) Operations Management (3)
[MGMT 405](#) Small Business Management (3) **or**
[MGMT 440](#) Human Resource Management (3)
[MGMT 433](#) Business Intelligence Using Data Mining (3) **or**
[MGMT 451](#) Organizational Behavior (3)

Restricted Electives (3 credits)

Students must take one three credit Management elective.

Minor in Marketing: Non-Business Major

Core Requirements (18 credits)

[ECON 202](#) Principles of Economics I: Micro (3)
[MATH 234](#) Introduction to Probability and Statistics (3)
[MKTG 310](#) Principles of Marketing (3)
[MKTG 311](#) Marketing Management (3)
[MKTG 421](#) Consumer Behavior (3)
[MKTG 422](#) Marketing Research (3)

Restricted Electives (6 credits)

Students must take six credits of Marketing electives.

B.S. Degree in Finance

Description

To receive the B.S. Degree in Finance, the student must meet the minimum university requirements and specific requirements for the program. Completion of 120 credits is required for this degree which includes the Liberal Arts and Sciences Core (42 credits).

Core Requirements (27 credits)

[ACCT 230](#) Principles of Accounting I (3)
[ACCT 231](#) Principles of Accounting II (3)
[ACCT 304](#) Legal Environment of Business (3)
[BUS 498](#) Business Policy and Strategy (3)
[FINC 340](#) Financial Management (3)
[MGMT 360](#) Principles of Management (3)
[MGMT 370](#) Management Information Systems (3)

[MGMT 380](#) Operations Management (3)
[MKTG 310](#) Principles of Marketing (3)

Program Requirements (18 credits)

[ECON 320](#) Money and Banking (3) **or**
[FINC 325](#) Financial Institutions and Markets (3)
[FINC 360](#) Principles of Investment (3)
[FINC 425](#) Bank Management (3)
[FINC 441](#) Advanced Financial Management (3)
[FINC 445](#) International Financial Management (3)
[FINC 460](#) Portfolio Analysis and Management (3)

Related Requirements

In addition to the courses listed below, students must take one Global Course and one Human Diversity course. This requirement can be met by taking one course in LASC 7 and one course in LASC 8. COMM 301 OR [ENGL 387](#) is the writing-intensive course for this major. Students may substitute [CSIS 103](#) and [CSIS 104A](#) for [CSIS 104](#).

COMM 100 Speech Communication (3)
[CSIS 104](#) Spreadsheet and Database Applications (3)
[ECON 202](#) Principles of Economics I: Micro (3)
[ECON 204](#) Principles of Economics II: Macro (3)
[MATH 229](#) Topics in Calculus (3) **or**
[MATH 227](#) Survey of Differential Calculus with Algebra (4)
[MATH 234](#) Introduction to Probability and Statistics (3)
[PHIL 312](#) Business Ethics (3)
[PSY 113](#) General Psychology (3) **or**
[SOC 110](#) Introduction to Sociology (3)
[ENGL 387](#) Technical Report Writing (4) **or**
COMM 301 Business and Professional Communication (3)

Restricted Electives

Students may choose any two of the following courses. Students may not use more than three credits from [FINC 469](#) and [FINC 497](#) to satisfy this section.

[ACCT 330](#) Intermediate Accounting I (3)
[ACCT 331](#) Intermediate Accounting II (3)
[FINC 352](#) Principles of Insurance and Risk Management (3)
[FINC 354](#) Real Estate Finance and Investments (3)
[FINC 446](#) Financial Decision Making (3)
[FINC 463](#) Futures and Options (3)
[FINC 466](#) Advanced Personal Finance (3)

[FINC 469](#) Internship (1-12)
[FINC 497](#) Problems in Finance (1-3)

Minor in Finance: Business Major

Core Requirements (15 credits)

Students must take fifteen credits in Finance courses above the major requirements for any of the business degree programs. Courses which satisfy major requirements cannot be used to satisfy minor requirements.

Minor in Finance: Non-Business Major

Core Requirements (18 credits)

[ACCT 230](#) Principles of Accounting I (3)
[ECON 202](#) Principles of Economics I: Micro (3)
[FINC 340](#) Financial Management (3)
[FINC 360](#) Principles of Investment (3)
[FINC 445](#) International Financial Management (3)
[MATH 234](#) Introduction to Probability and Statistics (3)

Restricted Electives (6 credits)

Students must earn six credits in Finance electives. Students may not use Accounting or Economics courses to fulfill this requirement.

School of Communication and Journalism

MacLean Hall 260, (218) 477-2983

Chair: Colan T. Hanson

Faculty: Jason Anderson, Liz Conmy, Rebecca Gardner, Deneen Gilmour, Martin Grindeland, Theresa Hest, Merrie Sue Holtan, Daniel Johnson, Jody Mattern, Anthony Ocana, Lok Pokhrel, Aaron D. Quanbeck, Christopher Walker, Camilla Wilson

The School of Communication and Journalism offers majors in Advertising, Advertising & Public Relations, Broadcast Journalism, Communication Studies, Documentary Journalism, Multimedia Journalism, Photojournalism, and Public Relations. Minors are offered in Advertising, Broadcast Journalism, Communication Studies, Leadership Studies, Mass Communications, Media Analysis, Photojournalism, Public Relations, and Sports Communications. A certificate is offered in Publishing.

Today's world demands professionals who can communicate clearly and work effectively with others. Today's world requires that we evaluate messages and make good decisions based on what we see and hear. Today's world needs leaders who have clear visions for the future and an ability to make those visions into a reality.

Each of the majors offered in the School of Communication and Journalism balances the breadth of the liberal arts and sciences curriculum with the depth of a program specific curriculum to provide a student with a well-rounded education. Graduates complete a total of 120 credits with a minimum of 40 credits in coursework at the 300 to 400 levels. Distribution of the total credits needed to complete the baccalaureate degree include 42 credits in the liberal arts and sciences curriculum; 39 to 69 credits in a selected major; and the remaining credits earned through internship credits, restricted and/or unrestricted elective credits.

Each of the professional majors include coursework designed to enhance a student's verbal and visual storytelling skills, as well as the technical skills needed to effectively share a message(s) using multimedia platforms. Additionally, each of the professional majors includes theory-based coursework that addresses contemporary issues involving rhetorical theories of communication, principles of effective communication, communication ethics, and communication law. The goal of each major is to prepare the graduate for a professional communications career.

The major in Communication Studies is a professional major whose goal is to provide career preparation designed to be applicable in numerous industries as well as providing the research background needed for advanced degree work. Similarly, with its liberal arts base, the dual major in English and Mass Communication provides career preparation applicable in numerous industries, and the publishing industry in particular, as well as providing the research background needed for advanced degree work.

Internships, service learning projects, as well as other work experiences, are strongly encouraged as a means of acquiring additional career preparation. Transfer and Tri-College University credits, applied to the professional major, must be approved using MSUM's course exception document, appear in an articulated agreement between MSUM and another university, or appear as a declared course equivalent in the Minnesota Transfer Curriculum. Professional program majors and minors in the School of Communication and Journalism were previously offered through the Department of Communication Studies and the Department of Mass Communications. The departments were subsequently merged into the School of Communication and Journalism on March 1, 2014.

Program Goals and Learning Outcomes for the Majors and Minors

Overarching Learning Outcomes

Overarching learning outcomes for the programs involved in the School of Communication and Journalism are, by the very nature of the discipline, rhetorical in their roots. While each program major identifies learning outcomes based upon its own professional standards, practices, and evolving trends in the industries and careers served by the program major, all still find their roots in classical rhetorical communication theory. Each of the School's program majors is inclusive of the following learning outcomes:

1. To develop an ability to critically analyze a communication situation to discover its salient issues for purposes of developing an appropriate response.

2. To develop an ability to identify and evidence responsive talking points that provide a critical response for the public(s) involved in the communication situation.
3. To develop an ability to effectively partition the response as a means of maximizing the impact of the messaging on those involved in the communication situation.
4. To develop an ability to strategically select the media platform(s) to be employed as the communication vehicle(s) to engage the public(s) involved in the communication situation.
5. To develop an ability to effectively employ the use of visual and verbal symbols, motion and sound as a means of adding an appropriate level of clarity and emphasis to one's messaging.
6. To develop the skill set(s) needed to effectively deliver one's message to those involved in the communication situation.
7. To develop an understanding and commitment to upholding the ethical standards of communication that is a part of the situation being addressed.

Advertising Major - 57 credits

The goal of the major in Advertising is to prepare a graduate for a career in the advertising profession. In addition to the overarching learning outcomes stated above, nuanced learning outcomes of the advertising major are: to demonstrate an awareness and understanding of the principles of advertising; to demonstrate an awareness and understanding of the ethical standards of the advertising profession; to demonstrate an awareness and understanding of the information-sharing process, the relationship-building process, and the centrality of the process of persuasion to advertising; to demonstrate entry level competency to research, create, write, design, and produce advertising visual and verbal messaging, and campaigns; to develop an awareness and understanding of the process of buying and selling of media; to demonstrate an ability to work collaboratively as a member of a team; to demonstrate a competency to produce an advertising document that meets entry-level, industry standards; and to demonstrate entry-level professional competence through the successful completion of an internship or other professional field experience.

Advertising Minor - 18 credits

The goals of the minor in Advertising are to introduce students to the profession of advertising and develop one's skills in verbal and visual storytelling. The minor in advertising is designed to achieve the following learning outcomes: to develop an awareness and understanding of the analytical process used to design an advertising message for a defined situation; to demonstrate professional, entry-level proficiency in composition of an advertising message designed to influence product selection among a target public; to demonstrate an ability to work collaboratively with others on an advertising project; and develop an awareness of the strategies and tactics used in the advertising industry.

Broadcast Journalism Major - 45 credits

The goal of the major in Broadcast Journalism is to prepare a graduate for a professional career in broadcast journalism. In addition to the overarching learning outcomes stated above, nuanced learning outcomes of the broadcast journalism major are: to demonstrate an awareness and understanding of the principles of broadcast journalism; to demonstrate an awareness and understanding of the ethical standards of the journalism profession; to investigate, write, report,

photograph, edit and produce news for television; to demonstrate an ability to work collaboratively as a member of a team; to develop and produce a television documentary (traditionally in fall semester) that meets professional industry standards; to develop and produce a weekly television news program (traditionally in spring semester), *Campus News*, that meets professional industry standards; and to demonstrate an entry-level professional competency through the successful completion of an internship or other professional field experience.

Broadcast Journalism Minor - 18 credits

The goals of the minor in Broadcast Journalism are to introduce students to broadcast journalism and develop one's skills in verbal and visual storytelling. The minor in Broadcast Journalism is designed to achieve the following learning outcomes: to develop an awareness and understanding of the analytical process used to design a news story in response to defined situation; to demonstrate professional, entry-level proficiency in the composition of a broadcast journalism message designed to share information with a target public; to demonstrate an ability to work collaboratively with others on a broadcast journalism task; and to develop an awareness and understanding of the strategies and tactics used in the broadcast journalism environment.

Communication Studies Major - 48 credits

The Communication Studies represents a unique major with its roots in Aristotle's examination of the art of logic, argument, and persuasion. Over time, the communication discipline has evolved to examine human interaction and behavior using social scientific approaches to understand the world. As a result, Communication Studies also aims to bridge the gap between the study of psychology (i.e., the mind) and sociology (i.e., the context, the situation) by seeking to better understand human communication through social scientific practices. Today, researchers might take any number of approaches to examining human communication including a focus on message production, message processing, and message effects in a variety of contexts including interpersonal, group, intercultural, family, health, and social influence to name just a few. Communication is at the core of one's work, community, and personal relationships. We cultivate young professionals for successful careers in a variety of industries including: education, health care, technology, business, non-profits, helping professions, sales, and media organizations.

Student learning outcomes include: to demonstrate a foundational knowledge of communication research methods and the role of research in the creation of knowledge; to recognize, diagnose, and respond to communication situations using appropriate communication theories and concepts; to create effective communication messages in a variety of contexts and situations; to analyze communication messages in a variety of cultures, contexts and situations; and to demonstrate the knowledge to successfully manage group environments and/or interpersonal relationships.

Communication Studies Minor - 15 credits

The goals of the minor in Communication Studies are to introduce students to both the theory and practice of human communication in a variety of contexts and interactive settings. The minor includes nine credits of core courses and six credits of electives in Communication Studies.

Leadership Studies Minor - 14 credits

The goals of the minor in Leadership Studies are to develop individuals who have the knowledge, skills, and experiences to serve as leaders in their capacity as students, professionals and citizens. While modeled after Stephen Covey's *The Four Roles of Leadership*, the learning outcomes of the minor in Leadership Studies are: to understand the major perspectives of leadership and appropriately apply those perspectives in a range of interactions; to acquire the ability to develop collaborative strategies to achieve specific goals; to acquire the knowledge and experience necessary to apply ethical theories to leadership situations; to acquire the skill set necessary to effectively lead others on a project or in an organization; and to acquire the knowledge and understanding necessary to evaluate their own leadership strengths and weaknesses.

Documentary Journalism Major - 48 credits

The goal of the major in Documentary Journalism is to prepare a graduate for a career in the documentary journalism profession including in-depth projects, photo documentaries, television documentaries and online magazines. In addition to the overarching learning outcomes stated above, the nuanced learning outcomes of the documentary journalism major are: to demonstrate an awareness and understanding of the principles of documentary journalism; to demonstrate an awareness and understanding of the ethical standards of the journalism profession; to investigate, write, report, photograph, edit and produce publications for print, broadcast and the internet that meets professional industry standards; to demonstrate an ability to work collaboratively as a member of a team; and to demonstrate an entry-level professional competency through the successful completion of an internship or other professional field experience.

Integrated Advertising and Public Relations - 69 credits

The goal of the major in Integrated Advertising and Public Relations is to prepare a graduate for a career in the advertising and public relations professions. In addition to the overarching learning outcomes stated above, the nuanced learning outcomes of the integrated advertising and public relations major are: to demonstrate an awareness and understanding of the principles of both advertising and public relations; to demonstrate an awareness and understanding of the ethical standards of both the advertising and public relations professions; to demonstrate an awareness and understanding of the information sharing process, the relationship building process and the centrality of the process of persuasion to advertising and public relations; to demonstrate entry-level competency to research, create, write, design and produce both advertising and public relations visual and verbal messaging, campaigns, and special events; to develop an awareness and understanding of the process of the buying and selling media; to demonstrate an ability to work collaboratively as a member of a team; to demonstrate a competency to produce an advertising or public relations document that meets entry-level, industry standards; and demonstrate entry-level professional competence through the successful completion of an internship or other professional field experience.

Mass Communications Minor - 27 credits (Non-prescriptive electives)

The goals of the minor in Mass Communications are to introduce students to the profession of mass communications and develop one's skills in verbal and visual storytelling. Students can concentrate electives in a particular area of interest or may choose to take a broad range of electives from the various courses offered in mass communications.

Media Analysis Minor - 18 credits

The goal of the minor in Media Analysis is designed to introduce students to the strategic use of media. The minor in media analysis is designed to achieve the following learning outcomes: to develop an awareness of the process employed in media planning; to develop an understanding of the process employed in selecting media; and to develop proficiency in evaluating the efficacy of media used to deliver messaging to a targeted public.

Multimedia Journalism Major - 57 credits

The goal of the major in Multimedia Journalism is to prepare a graduate for a career in the journalism profession. In addition to the overarching learning outcomes stated above, the nuanced learning outcomes of the multimedia journalism major are: to demonstrate an awareness and understanding of the principles of journalism; to demonstrate an awareness and understanding of the ethical standards of the journalism profession; to investigate, write, report, digitally photograph and digitally edit video and still photographs, copy-edit, design and produce content that incorporates formatting for both online and off-line publications; to demonstrate an ability to work collaboratively as a member of a team; to develop and publish an online publication that meets entry-level, industry standards; and to demonstrate entry-level professional competency through the successful completion of an internship or other professional field experience.

Photojournalism Major - 45 credits

The goal of the Photojournalism major is to prepare a graduate for a career in the photojournalism profession. In addition to the overarching learning outcomes stated above, the nuanced learning outcomes of the photojournalism major are: to demonstrate an awareness and understanding of the principles of photojournalism; to demonstrate an awareness and understanding of the ethical standards of the journalism profession; to investigate, report, digitally photograph and digitally edit photos for news stories, feature stories and photo documentaries; to demonstrate an ability to work collaboratively as a member of a team; to develop and produce a photo documentary (traditionally in both fall and spring semesters) that meets professional industry standards; and to demonstrate an entry-level professional competency through the successful completion of an internship or other professional field experience.

Photojournalism Minor - 18 credits

The goals of the minor in Photojournalism are to introduce students to photojournalism and develop one's skills in visual storytelling. The minor in photojournalism is designed to achieve the following learning outcomes: to develop an awareness and understanding of the analytical process used to design a news photograph in response to defined situation; to demonstrate professional, entry-level proficiency in the composition of a photojournalism message designed to share information with a target public; to demonstrate an ability to work collaboratively with others on a photojournalism task; and to develop an awareness and understanding of the strategies and tactics used in a photojournalism environment.

Public Relations Major - 60 credits

The goal of the major in Public Relations is to prepare a graduate for a career in the public relations profession. In addition to the overarching learning outcomes stated above, the nuanced

learning outcomes of the public relations major are: to demonstrate an awareness and understanding of the principles of public relations; to demonstrate an awareness and understanding of the ethical standards of the public relations profession; to demonstrate an awareness and understanding of the information sharing process, the relationship building process and the centrality of the process of persuasion to public relations; to demonstrate entry level competency to research, create, write, design and produce public relations visual and verbal messaging, campaigns, and special events; to demonstrate an ability to work collaboratively as a member of a team; to demonstrate a competency to produce an public relations document that meets entry-level, industry standards; and to demonstrate entry-level professional competence through the successful completion of an internship or other professional field experience.

Public Relations Minor - 18 credits

The goals of the minor in Public Relations are to introduce students to the public relations profession and develop one's skills in verbal and visual storytelling. The minor in Public Relations is designed to achieve the following learning outcomes: to develop an awareness and understanding of the analytical process used to design a public relations response to defined situation; to demonstrate professional, entry-level proficiency in the composition of a public relations message designed to share information with a target public; to demonstrate an ability to work collaboratively with others on a public relations task; and to develop an awareness and understanding of the strategies and tactics used in the public relations environment.

Sports Communication Minor - 18 credits

The goals of the minor in Sports Communication are to introduce students to the profession of sports communication and develop one's skills in verbal and visual storytelling. The minor in sports communications is designed to achieve the following learning outcomes: to develop an awareness and understanding of the analytical process used to design a response to defined sports communications situation; to demonstrate an entry-level, professional proficiency in composing sports communication messaging designed to share information with a target public; and to demonstrate an ability to work collaboratively with others in producing a sports communication initiative.

Dual Major: Mass Communications and English - 69 credits

The dual major is available for those wishing to concentrate on writing. A student may choose to focus the writing experience to coincide with an interest in advertising, public relations, broadcast journalism, photojournalism, multimedia journalism or documentary journalism. A student's program will include 36 credits earned in the Department of English and 33 credits earned in the School of Communication and Journalism. A student may select his/her major advisor from either the Department of English or the School of Communication and Journalism. Students are encouraged to get advising from faculty in both program units.

Certificate in Publishing - 12 credits

As a joint venture among the Departments of English and the School of Communication and Journalism, the goal of the publishing certificate is to provide experience in the publishing industry. The certificate program delivers an educational experience with particular learning outcomes designed to engage the student in the publishing industry through the processes of acquiring, editing, publishing and promoting literary materials. As a dimension of the certificate

program, students are afforded an opportunity to serve as interns with MSUM's New Rivers Press.

B.S. Degree in Advertising

Description

The major in Advertising balances the breadth of the liberal arts and sciences curriculum with the depth of a professional curriculum in photojournalism, along with a choice of unrestricted electives to provide a well-rounded educational experience. Majors must complete 120 credits with a minimum of 40 credits at the 300-400 levels. Majors will complete a minimum of 42 credits in LASC, 45 credits in the advertising program, and the remaining credits will be available as unrestricted electives. Internships, while not formally required, are strongly encouraged to gain additional insight into the journalism profession. The goal of the advertising curriculum is to prepare a graduate for a career in the advertising profession. The learning outcomes are: to demonstrate an awareness and understanding of the principles of advertising; to demonstrate an awareness and understanding of the ethical standards of the advertising profession; to demonstrate an awareness and understanding of the information sharing process, the relationship building process and the centrality of the process of persuasion to advertising; to demonstrate entry level competency to research, create, write, design and produce advertising visual and verbal messaging and campaigns; to develop an awareness and understanding of the process of the buying and selling media; to demonstrate an ability to work collaboratively as a member of a team; to demonstrate a competency to produce an advertising document that meets entry-level, industry standards; and to demonstrate entry-level professional competence through the successful completion of an internship or other professional field experience involving advertising.

Core Requirements (57 credits)

[MC 100](#) Introduction to Mass Media (3)

Effective spring 2015, course will be offered as COMM 101 Introduction to Mass Media (3)

[MC 210](#) Media Writing (3)

Effective spring 2015, course will be offered as COMM 210 Media Writing (3)

[MC 220](#) Layout & Typography I (3)

Effective spring 2015, course will be offered as COMM 220 Layout & Typography I (3)

[MC 230](#) Photography (3)

Effective spring 2015, course will be offered as COMM 230 Photography (3)

[MC 251](#) Video Production for Advertising, News, & Public Relations (3)

Effective spring 2015, course will be offered as COMM 251 Video Production for Ad, News, & PR (3)

[MC 300](#) International Communications (3)

Effective spring 2015, course will be offered as COMM 324 International Communications (3)

OR

[MC 302](#) History of Mass Communications (3)

Effective spring 2015, course will be offered as COMM 302 History of Mass Communications (3)

[MC 303](#) Advertising Principles (3)

Effective spring 2015, course will be offered as COMM 303 Advertising Principles (3)

[MC 304](#) Public Relations Principles (3)

Effective spring 2015, course will be offered as COMM 304 Public Relations Principles (3)

[MC 305](#) Imaging in Advertising and Public Relations (3)

Effective spring 2015, course will be offered as COMM 305 Imaging in Advertising and Public Relations (3)

[MC 306](#) Advertising Copywriting (3) ****Writing Intensive for Major****

Effective spring 2015, course will be offered as COMM 306 Advertising Copywriting (3)

[MC 320](#) Layout & Typography II (3)

Effective spring 2015, course will be offered as COMM 320 Layout & Typography II (3)

[MC 351](#) Messaging for Mobile Media (3)

Effective spring 2015, course will be offered as COMM 351 Messaging for Mobile Media (3)

[MC 352](#) Social Media Campaigns (3)

Effective spring 2015, course will be offered as COMM 352 Social Media Campaigns (3)

[MC 365](#) Media Planning (3)

Effective spring 2015, course will be offered as COMM 365 Media Planning

[MC 383](#) Event Planning (3)

Effective spring 2015, course will be offered as COMM 383 Event Planning (3)

[MC 400](#) Mass Media Ethics and Issues (3)

Effective spring 2015, course will be offered as COMM 400 Mass Media Ethics and Issues (3)

[MC 401](#) Communications Law (3)

Effective spring 2015, course will be offered as COMM 403 Communications Law (3)

[MC 459](#) Advertising Campaign Research (3)

Effective spring 2015, course will be offered as COMM 459 Advertising Campaign Research (3)

[MC 460](#) Advertising Campaign Execution (3)

Effective spring 2015, course will be offered as COMM 460 Advertising Campaign Execution (3)

B.S. Degree in Advertising and Public Relations

Description

The major in Advertising and Public Relations balances the breadth of the liberal arts and sciences curriculum with the depth of a professional curriculum in both advertising and public relations, along with a choice of unrestricted electives to provide a well-rounded educational experience. Majors must complete 120 credits with a minimum of 40 credits at the 300-400 levels. Majors will complete a minimum of 42 credits in LASC, 69 credits in the advertising and public relations program, and the remaining credits will be available as unrestricted electives. Internships, while not formally required, are strongly encouraged to gain additional insight into the journalism profession. The goal of the advertising and public relations curriculum is to prepare a graduate for a career in the advertising and public relations professions. The learning outcomes are: to demonstrate an awareness and understanding of the principles of both advertising and public relations; to demonstrate an awareness and understanding of the ethical standards of both the advertising and public relations professions; to demonstrate an awareness and understanding of the information sharing process, the relationship building process and the centrality of the process of persuasion to advertising and public relations; to demonstrate entry-level competency to research, create, write, design and produce both advertising and public relations visual and verbal messaging, campaigns, and special events; to develop an awareness and understanding of the process of the buying and selling media; to demonstrate an ability to work collaboratively as a member of a team; to demonstrate a competency to produce an advertising or public relations document that meets entry-level, industry standards; and demonstrate entry-level professional competence through the successful completion of an internship or other professional field experience involving advertising and/or public relations.

Core Requirements (69 credits)

Campaign Research and Execution must be taken in the same topic area: both courses must be either in advertising or both courses in public relations.

[MC 100](#) Introduction to Mass Media (3)

Effective spring 2015, course will be offered as COMM 101 Introduction to Mass Media (3)

[MC 210](#) Media Writing (3)

Effective spring 2015, course will be offered as COMM 210 Media Writing (3)

[MC 220](#) Layout & Typography I (3)

Effective spring 2015, course will be offered as COMM 220 Layout & Typography I (3)

[MC 230](#) Photography (3)

Effective spring 2015, course will be offered as COMM 230 Photography (3)

[MC 251](#) Video Production for Advertising, News, and Public Relations (3)

Effective spring 2015, course will be offered as COMM 251 Video Production for Ad, News, and PR (3)

[MC 300](#) International Communications (3)

Effective spring 2015, course will be offered as COMM 324 International Communications (3)

OR

[MC 302](#) History of Mass Communications (3)

Effective spring 2015, course will be offered as COMM 302 History of Mass Communications (3)

[MC 303](#) Advertising Principles (3)

Effective spring 2015, course will be offered as COMM 303 Advertising Principles (3)

[MC 304](#) Public Relations Principles (3)

Effective spring 2015, course will be offered as COMM 304 Public Relations Principles (3)

[MC 305](#) Imaging in Advertising and Public Relations (3)

Effective spring 2015, course will be offered as COMM 305 Imaging in Advertising & Public Relations (3)

[MC 306](#) Advertising Copywriting (3) ****Writing Intensive for Major****

Effective spring 2015, course will be offered as COMM 306 Advertising Copywriting (3)

[MC 307](#) Writing for Public Relations (3) ****Writing Intensive for Major****

Effective spring 2015, course will be offered as COMM 307 Writing for Public Relations (3)

[MC 320](#) Layout & Typography II (3)

Effective spring 2015, course will be offered as COMM 320 Layout & Typography II (3)

[MC 327](#) Editing Public Relations Copy (3)

Effective spring 2015, course will be offered as COMM 327 Editing Public Relations Copy (3)

[MC 351](#) Messaging for Mobile Media (3)

Effective spring 2015, course will be offered as COMM 351 Messaging for Mobile Media (3)

[MC 352](#) Social Media Campaigns (3)

Effective spring 2015, course will be offered as COMM 352 Social Media Campaigns (3)

[MC 365](#) Media Planning (3)

Effective spring 2015, course will be offered as COMM 365 Media Planning (3)

[MC 375](#) Strategies and Tactics in Public Relations (3)

Effective spring 2015, course will be offered as COMM 375 Strategies and Tactics in Public Relations (3)

[MC 383](#) Event Planning (3)

Effective spring 2015, course will be offered as COMM 383 Event Planning (3)

[MC 400](#) Mass Media Ethics and Issues (3)

Effective spring 2015, course will be offered as COMM 400 Mass Media Ethics and Issues (3)

[MC 401](#) Communications Law (3)

Effective spring 2015, course will be offered as COMM 403 Communications Law (3)

[MC 423](#) Marketing Communications (3)

Effective spring 2015, course will be offered as COMM 423 Marketing Communications (3)

[MC 459](#) Advertising Campaign Research (3)

Effective spring 2015, course will be offered as COMM 459 Advertising Campaign Research (3)

OR

[MC 470](#) Public Relations Campaign Research (3)

Effective spring 2015, course will be offered as COMM 470 Public Relations Campaign Research (3)

[MC 460](#) Advertising Campaign Execution (3)

Effective spring 2015, course will be offered as COMM 460 Advertising Campaign Execution (3)

OR

[MC 471](#) Public Relations Campaign Execution (3)

Effective spring 2015, course will be offered as COMM 471 Public Relations Campaign Execution (3)

B.S. Degree in Broadcast Journalism

Description

The major in Broadcast Journalism balances the breadth of the liberal arts and sciences curriculum with the depth of a professional curriculum in broadcast journalism, along with a choice of unrestricted electives to provide a well-rounded educational experience. Majors must complete 120 credits with a minimum of 40 credits at the 300-400 levels. Majors will complete a minimum of 42 credits in LASC, 45 credits in the broadcast journalism program, and the remaining credits will be available as unrestricted electives. Internships, while not formally required, are strongly encouraged to gain additional insight into the journalism profession. The goal of the broadcast journalism curriculum is to prepare a graduate for a career in the journalism profession. The learning outcomes are: to demonstrate an awareness and understanding of the principles of broadcast journalism; to demonstrate an awareness and understanding of the ethical standards of the journalism profession; to investigate, write, report, photograph, edit and produce news for television; to demonstrate an ability to work collaboratively as a member of a team; to develop and produce a television documentary [traditionally in fall semester] that meets professional industry standards; to develop and produce a weekly television news program [traditionally in spring semester], Campus News, that meets professional industry standards; and to demonstrate an entry-level professional competency through the successful completion of an internship or other professional field experience.

Core Requirements (45 credits)

[MC 342](#) and [MC 343](#) may not be taken at the same time and when taking either, [MC 344](#) must be taken concurrently.

[MC 100](#) Introduction to Mass Media (3)

Effective spring 2015, course will be offered as COMM 101 Introduction to Mass Media (3)

[MC 210](#) Media Writing (3)

Effective spring 2015, course will be offered as COMM 210 Media Writing (3)

[MC 220](#) Layout & Typography I (3)

Effective spring 2015, course will be offered as COMM 220 Layout & Typography I (3)

[MC 230](#) Photography (3)

Effective spring 2015, course will be offered as COMM 230 Photography (3)

[MC 300](#) International Communications (3)

Effective spring 2015, course will be offered as COMM 324 International Communications (3)

OR

[MC 302](#) History of Mass Communications (3)

Effective spring 2015, course will be offered as COMM 302 History of Mass Communications (3)

[MC 308](#) Broadcast Journalism (3)

Effective spring 2015, course will be offered as COMM 308 Broadcast Journalism (3)

[MC 309](#) Reporting (3) ****Writing Intensive for Major****

Effective spring 2015, course will be offered as COMM 309 Reporting (3)

[MC 341](#) TV News Writing (3)

Effective spring 2015, course will be offered as COMM 341 TV News Writing (3)

[MC 342](#) TV News Reporting (3)

Effective spring 2015, course will be offered as COMM 342 TV News Reporting (3)

[MC 343](#) TV News Photography (3)

Effective spring 2015, course will be offered as COMM 343 TV News Photography (3)

[MC 344](#) TV News Video Editing (3)

Effective spring 2015, course will be offered as COMM 344 TV News Video Editing (3)

[MC 400](#) Mass Media Ethics and Issues (3)

Effective spring 2015, course will be offered as COMM 400 Mass Media Ethics and Issues (3)

[MC 401](#) Communications Law (3)

Effective spring 2015, course will be offered as COMM 403 Communications Law (3)

[MC 440](#) Broadcast Documentary (3)

Effective spring 2015, course will be offered as COMM 430 Broadcast Documentary (3)

B.A. Degree in Communication Studies

Description

To receive the B.A. Degree in Communication Studies, the student must meet the minimum university requirements and specific requirements for the program. Completion of 120 credits is required for this degree which includes the Liberal Arts and Sciences Core (42 credits).

Core Requirements (24 credits)

[CMST 100](#) Speech Communication (3)

Effective spring 2015, course will be offered as COMM 100 Speech Communication (3)

[CMST 110](#) Introduction to Communication Studies (3)

Effective spring 2015, course will be offered as COMM 110 Introduction to Communication Studies (3)

[CMST 210](#) Introduction to Communication Theory (3)

Effective spring 2015, course will be offered as COMM 315 Introduction to Communication Theory (3)

[CMST 215](#) Communication Research Methods (3)

Effective spring 2015, course will be offered as COMM 319 Communication Research Methods (3)

[CMST 301](#) Business and Professional Communication (3)

Effective spring 2015, course will be offered as COMM 301 Business and Professional Communication (3)

[CMST 308](#) Group and Team Communication (3)

Effective spring 2015, course will be offered as COMM 211 Group and Team Communication (3)

[CMST 310](#) Rhetorical Theory and Criticism (3)

Effective spring 2015, course will be offered as COMM 310 Rhetorical Theory and Criticism (3)

[CMST 496](#) Senior Seminar (3)

Effective spring 2015, course will be offered as COMM 496 Senior Seminar (3)

Restricted Electives (24 credits)

24 credits of restricted electives required. 18 should be from the School of Communication and Journalism. In consultation with their advisors, students will select six credits of coursework outside the School of Communication and Journalism that develop an area of interest. No more

than six credits of CMST/COMM 496 Internship may be applied toward the restricted elective requirement.

[CMST 111](#) Argumentation and Debate (3)

Effective spring 2015, course will be offered as COMM 111 Argumentation and Debate (3)

[CMST 300](#) Intercultural Communication (3)

Effective spring 2015, course will be offered as COMM 300 Intercultural Communication (3)

[CMST 309](#) Training and Development (3)

Effective spring 2015, course will be offered as COMM 317 Training and Development (3)

[CMST 311](#) Principles of Persuasion (3)

Effective spring 2015, course will be offered as COMM 311 Principles of Persuasion (3)

[CMST 315](#) Interpersonal Communication (3)

Effective spring 2015, course will be offered as COMM 201 Interpersonal Communication (3)

[CMST 401](#) Organizational Communication (3)

Effective spring 2015, course will be offered as COMM 401 Organizational Communication (3)

[CMST 405](#) Research Practicum (1)

Effective spring 2015, course will be offered as COMM 412 Research Practicum (1)

[CMST 406](#) Academic Service-Learning Practicum (1)

Effective spring 2015, course will be offered as COMM 417 Academic Service-Learning Practicum (1)

[CMST 410](#) The Rhetoric of Popular Culture (3)

Effective spring 2015, course will be offered as COMM 410 The Rhetoric of Popular Culture (3)

[CMST 411](#) Political Campaign Communication (3)

Effective spring 2015, course will be offered as COMM 411 Political Campaign Communication (3)

[CMST 414](#) Health Communication (3)

Effective spring 2015, course will be offered as COMM 414 Health Communication (3)

[CMST 415](#) Teaching Methods: Communication Studies (3)

Effective spring 2015, course will be offered as COMM 415 Teaching Methods: Communication Studies (3)

[CMST 469](#) Internship (1-12) (No more than six credits may be applied toward the restricted elective requirement)

Effective spring 2015, course will be offered as COMM 469 Internship (1-12)

[LEAD 301](#) Introduction to Leadership (3)

B.S. Degree in Documentary Journalism

Description

The major in Documentary Journalism balances the breadth of the liberal arts and sciences curriculum with the depth of a professional curriculum in documentary journalism, along with a choice of unrestricted electives to provide a well-rounded educational experience. Majors must complete 120 credits with a minimum of 40 credits at the 300-400 levels. Majors will complete a minimum of 42 credits in LASC, 45 credits in the documentary journalism program, and the remaining credits will be available as unrestricted electives. Internships, while not formally required, are strongly encouraged to gain additional insight into the journalism profession. The goal of the documentary journalism curriculum is to prepare a graduate for a career in the journalism profession. The learning outcomes are: to demonstrate an awareness and understanding of the principles of documentary journalism; to demonstrate an awareness and understanding of the ethical standards of the journalism profession; to investigate, report, photograph, edit and produce publications for print, broadcast and the internet that meets professional industry standards; to demonstrate an ability to work collaboratively as a member of a team; and to demonstrate an entry-level professional competency through the successful completion of an internship or other professional field experience.

Core Requirements

Students must take [MC 343](#) and [MC 344](#) concurrently.

[MC 100](#) Introduction to Mass Media (3)

Effective spring 2015, course will be offered as COMM 101 Introduction to Mass Media (3)

[MC 210](#) Media Writing (3)

Effective spring 2015, course will be offered as COMM 210 Media Writing (3)

[MC 220](#) Layout & Typography I (3)

Effective spring 2015, course will be offered as COMM 220 Layout & Typography I (3)

[MC 230](#) Photography (3)

Effective spring 2015, course will be offered as COMM 230 Photography (3)

[MC 300](#) International Communications (3)

Effective spring 2015, course will be offered as COMM 324 International Communications (3)

OR

[MC 302](#) History of Mass Communications (3)

Effective spring 2015, course will be offered as COMM 302 History of Mass Communications (3)

[MC 309](#) Reporting (3) ****Writing Intensive for Major****

Effective spring 2015, course will be offered as COMM 309 Reporting (3)

[MC 330](#) Photojournalism (3)

Effective spring 2015, course will be offered as COMM 330 Photojournalism (3)

[MC 341](#) TV News Writing (3)

Effective spring 2015, course will be offered as COMM 341 TV News Writing (3)

[MC 343](#) TV News Photography (3)

Effective spring 2015, course will be offered as COMM 343 TV News Photography (3)

[MC 344](#) TV News Video Editing (3)

Effective spring 2015, course will be offered as COMM 344 TV News Video Editing (3)

[MC 400](#) Mass Media Ethics and Issues (3)

Effective spring 2015, course will be offered as COMM 400 Mass Media Ethics and Issues (3)

[MC 401](#) Communications Law (3)

Effective spring 2015, course will be offered as COMM 403 Communications Law (3)

[MC 405](#) Writing for the Web (3)

Effective spring 2015, course will be offered as COMM 405 Writing for the Web (3)

[MC 420](#) Digital Storytelling (3)

Effective spring 2015, course will be offered as COMM 420 Digital Storytelling (3)

[MC 430](#) Documentary Photography (3)

Effective spring 2015, course will be offered as COMM 430 Documentary Photography (3)

[MC 440](#) Broadcast Documentary (3)

Effective spring 2015, course will be offered as COMM 440 Broadcast Documentary (3)

B.S. Degree in Multimedia Journalism

Description

The major in Multimedia Journalism balances the breadth of the liberal arts and sciences curriculum with the depth of a professional curriculum in multimedia journalism, along with a choice of unrestricted electives to provide a well-rounded educational experience. Majors must complete 120 credits with a minimum of 40 credits at the 300-400 levels. Majors will complete a minimum of 42 credits in LASC, 45 credits in the multimedia journalism program, and the remaining credits will be available as unrestricted electives. Internships, while not formally required, are strongly encouraged to gain additional insight into the journalism profession. The goal of the multimedia journalism curriculum is to prepare a graduate for a career in the journalism profession. The learning outcomes are: to demonstrate an awareness and understanding of the principles of journalism; to demonstrate an awareness and understanding of the ethical standards of the journalism profession; to investigate, report, photograph and digitally edit video and still photographs, copy-edit, design and produce content that incorporates formatting for both online and off-line publications; to demonstrate an ability to work collaboratively as a member of a team; to develop and publish an online publication that meets

entry-level, industry standards; and to demonstrate entry-level professional competency through the successful completion of an internship or other professional field experience.

Core Requirements (57 credits)

Students must take [MC 344](#) concurrently with either [MC 342](#) or [MC 343](#).

[MC 100](#) Introduction to Mass Media (3)

Effective spring 2015, course will be offered as COMM 101 Introduction to Mass Media (3)

[MC 210](#) Media Writing (3)

Effective spring 2015, course will be offered as COMM 210 Media Writing (3)

[MC 220](#) Layout & Typography I (3)

Effective spring 2015, course will be offered as COMM 220 Layout & Typography I (3)

[MC 230](#) Photography (3)

Effective spring 2015, course will be offered as COMM 230 Photography (3)

[MC 251](#) Video Production for Advertising, News, and Public Relations (3)

Effective spring 2015, course will be offered as COMM 251 Video Production for Ad, News, & PR (3)

[MC 300](#) International Communications (3)

Effective spring 2015, course will be offered as COMM 324 International Communications (3)

OR

[MC 302](#) History of Mass Communications (3)

Effective spring 2015, course will be offered as COMM 302 History of Mass Communications (3)

[MC 309](#) Reporting (3) ****Writing Intensive for Major****

Effective spring 2015, course will be offered as COMM 309 Reporting (3)

[MC 310](#) Copy Editing (3)

Effective spring 2015, course will be offered as COMM 321 Copy Editing (3)

[MC 330](#) Photojournalism (3)

Effective spring 2015, course will be offered as COMM 330 Photojournalism (3)

[MC 342](#) TV News Reporting (3)

Effective spring 2015, course will be offered as COMM 342 TV News Reporting (3)

OR

[MC 343](#) TV News Photography (3)

Effective spring 2015, course will be offered as COMM 343 TV News Photography (3)

[MC 344](#) TV News Video Editing (3)

Effective spring 2015, course will be offered as COMM 344 TV News Video Editing (3)

[MC 352](#) Social Media Campaigns (3)

Effective spring 2015, course will be offered as COMM 352 Social Media Campaigns (3)

[MC 400](#) Mass Media Ethics and Issues (3)

Effective spring 2015, course will be offered as COMM 400 Mass Media Ethics and Issues (3)

[MC 401](#) Communications Law (3)

Effective spring 2015, course will be offered as COMM 403 Communications Law (3)

[MC 405](#) Writing for the Web (3)

Effective spring 2015, course will be offered as COMM 405 Writing for the Web (3)

[MC 406](#) Feature Writing (3)

Effective spring 2015, course will be offered as COMM 406 Feature Writing (3)

[MC 407](#) Magazine Writing (3)

Effective spring 2015, course will be offered as COMM 407 Magazine Writing (3)

[MC 420](#) Digital Storytelling (3)

Effective spring 2015, course will be offered as COMM 420 Digital Storytelling (3)

[MC 492](#) Online Journalism Workshop (3)

Effective spring 2015, course will be offered as COMM 492 Online Journalism Workshop (3)

B.S. Degree in Photojournalism

Description

The major in Photojournalism balances the breadth of the liberal arts and sciences curriculum with the depth of a professional curriculum in photojournalism, along with a choice of unrestricted electives to provide a well-rounded educational experience. Majors must complete 120 credits with a minimum of 40 credits at the 300-400 levels. Majors will complete a minimum of 42 credits in LASC, 45 credits in the photojournalism program, and the remaining credits will be available as unrestricted electives. Internships, while not formally required, are strongly encouraged to gain additional insight into the journalism profession. The goal of the photojournalism curriculum is to prepare a graduate for a career in the journalism profession. The learning outcomes are: to demonstrate an awareness and understanding of the principles of photojournalism; to demonstrate an awareness and understanding of the ethical standards of the journalism profession; to investigate, report, photograph and digitally edit photos for news stories, feature stories and photo documentaries; to demonstrate an ability to work collaboratively as a member of a team; to develop and produce a photo documentary [traditionally in both fall and spring semesters] that meets professional industry standards; and to demonstrate an entry-level professional competency through the successful completion of an internship or other professional field experience.

Core Requirements (45 credits)

Students must take [MC 343](#) and [MC 344](#) concurrently. [MC 430](#) must be successfully completed twice for a total of six credits.

[MC 100](#) Introduction to Mass Media (3)

Effective spring 2015, course will be offered as COMM 101 Introduction to Mass Media (3)

[MC 210](#) Media Writing (3)

Effective spring 2015, course will be offered as COMM 210 Media Writing (3)

[MC 220](#) Layout & Typography I (3)

Effective spring 2015, course will be offered as COMM 220 Layout & Typography I (3)

[MC 230](#) Photography (3)

Effective spring 2015, course will be offered as COMM 230 Photography (3)

[MC 300](#) International Communications (3)

Effective spring 2015, course will be offered as COMM 324 International Communications (3)

OR

[MC 302](#) History of Mass Communications (3)

Effective spring 2015, course will be offered as COMM 302 History of Mass Communications (3)

[MC 308](#) Broadcast Journalism (3)

Effective spring 2015, course will be offered as COMM 308 Broadcast Journalism (3)

OR

[MC 309](#) Reporting (3) ****Writing Intensive for Major****

Effective spring 2015, course will be offered as COMM 309 Reporting (3)

[MC 320](#) Layout & Typography II (3)

Effective spring 2015, course will be offered as COMM 320 Layout & Typography II (3)

[MC 330](#) Photojournalism (3)

Effective spring 2015, course will be offered as COMM 330 Photojournalism (3)

[MC 331](#) Photo Editing (3)

Effective spring 2015, course will be offered as COMM 331 Photo Editing (3)

[MC 343](#) TV News Photography (3)

Effective spring 2015, course will be offered as COMM 343 TV News Photography (3)

[MC 344](#) TV News Video Editing (3)

Effective spring 2015, course will be offered as COMM 344 TV News Video Editing (3)

[MC 400](#) Mass Media Ethics and Issues (3)

Effective spring 2015, course will be offered as COMM 400 Mass Media Ethics and Issues (3)

[MC 401](#) Communications Law (3)

Effective spring 2015, course will be offered as COMM 403 Communications Law (3)

[MC 430](#) Documentary Photography (3)

Effective spring 2015, course will be offered as COMM 430 Documentary Photography (3)

B.S. Degree in Public Relations

Description

The major in Public Relations balances the breadth of the liberal arts and sciences curriculum with the depth of a professional curriculum in public relations, along with a choice of unrestricted electives to provide a well-rounded educational experience. Majors must complete 120 credits with a minimum of 40 credits at the 300-400 levels. Majors will complete a minimum of 42 credits in LASC, 45 credits in the public relations program, and the remaining credits will be available as unrestricted electives. Internships, while not formally required, are strongly encouraged to gain additional insight into the public relations profession. The goal of the public relations curriculum is to prepare a graduate for a career in the public relations profession. The learning outcomes are: to demonstrate an awareness and understanding of the principles of public relations; to demonstrate an awareness and understanding of the ethical standards of the public relations profession; to demonstrate an awareness and understanding of the information sharing process, the relationship building process and the centrality of the process of persuasion to public relations; to demonstrate entry level competency to research, create, write, design and produce public relations visual and verbal messaging, campaigns, and special events; to demonstrate an ability to work collaboratively as a member of a team; to demonstrate a competency to produce an public relations document that meets entry-level, industry standards; and to demonstrate entry-level professional competence through the successful completion of an internship or other professional field experience involving advertising.

Core Requirements

[MC 100](#) Introduction to Mass Media (3)

Effective spring 2015, course will be offered as COMM 101 Introduction to Mass Media (3)

[MC 210](#) Media Writing (3)

Effective spring 2015, course will be offered as COMM 210 Media Writing (3)

[MC 220](#) Layout & Typography I (3)

Effective spring 2015, course will be offered as COMM 220 Layout & Typography I (3)

[MC 230](#) Photography (3)

Effective spring 2015, course will be offered as COMM 230 Photography (3)

[MC 251](#) Video Production for Advertising, News, and Public Relations (3)

Effective spring 2015, course will be offered as COMM 251 Video Production for Ad, News, & PR (3)

[MC 300](#) International Communications (3)

Effective spring 2015, course will be offered as COMM 324 International Communications (3)

OR

[MC 302](#) History of Mass Communications (3)

Effective spring 2015, course will be offered as COMM 302 History of Mass Communications (3)

[MC 303](#) Advertising Principles (3)

Effective spring 2015, course will be offered as COMM 303 Advertising Principles (3)

[MC 304](#) Public Relations Principles (3)

Effective spring 2015, course will be offered as COMM 304 Public Relations Principles (3)

[MC 305](#) Imaging in Advertising and Public Relations (3)

Effective spring 2015, course will be offered as COMM 305 Imaging in Advertising and Public Relations (3)

[MC 307](#) Writing for Public Relations (3) ****Writing Intensive for Major****

Effective spring 2015, course will be offered as COMM 307 Writing for Public Relations (3)

[MC 320](#) Layout & Typography II (3)

Effective spring 2015, course will be offered as COMM 320 Layout & Typography II (3)

[MC 327](#) Editing Public Relations Copy (3)

Effective spring 2015, course will be offered as COMM 327 Editing Public Relations Copy (3)

[MC 351](#) Messaging for Mobile Media (3)

Effective spring 2015, course will be offered as COMM 351 Messaging for Mobile Media (3)

[MC 352](#) Social Media Campaigns (3)

Effective spring 2015, course will be offered as COMM 352 Social Media Campaigns (3)

[MC 375](#) Strategies and Tactics in Public Relations (3)

Effective spring 2015, course will be offered as COMM 375 Strategies and Tactics in Public Relations (3)

[MC 383](#) Event Planning (3)

Effective spring 2015, course will be offered as COMM 383 Event Planning (3)

[MC 400](#) Mass Media Ethics and Issues (3)

Effective spring 2015, course will be offered as COMM 400 Mass Media Ethics and Issues (3)

[MC 401](#) Communications Law (3)

Effective spring 2015, course will be offered as COMM 403 Communications Law (3)

[MC 470](#) Public Relations Campaign Research (3)

Effective spring 2015, course will be offered as COMM 470 Public Relations Campaign Research (3)

[MC 471](#) Public Relations Campaign Execution (3)

Effective spring 2015, course will be offered as COMM 471 Public Relations Campaign Execution (3)

Minor in Advertising

Description

The minor in Advertising is designed to introduce students to advertising and develop one's skills in verbal and visual storytelling. The minor in Advertising is designed to achieve the following learning outcomes: to develop an awareness and understanding of the analytical process used to design an advertising message for a defined situation; to demonstrate professional, entry-level proficiency in composition of an advertising message designed to influence product selection by a target public; to demonstrate an ability to work collaboratively with others on an advertising project; and develop an awareness of the strategies and tactics used in the advertising industry.

Core Requirements (18 credits)

[MC 210](#) Media Writing (3)

Effective spring 2015, course will be offered as COMM 210 Media Writing (3)

[MC 220](#) Layout & Typography I (3)

Effective spring 2015, course will be offered as COMM 220 Layout & Typography I (3)

[MC 230](#) Photography (3)

Effective spring 2015, course will be offered as COMM 230 Photography (3)

[MC 251](#) Video Production for Advertising, News, and Public Relations (3)

Effective spring 2015, course will be offered as COMM 251 Video Production for Ad, News, & PR (3)

[MC 303](#) Advertising Principles (3)

Effective spring 2015, course will be offered as COMM 303 Advertising Principles (3)

[MC 306](#) Advertising Copywriting (3)

Effective spring 2015, course will be offered as COMM 306 Advertising Copywriting (3)

Minor in Broadcast Journalism

Description

The minor in Broadcast Journalism is designed to introduce students to broadcast journalism and develop one's skills in verbal and visual storytelling. The minor in Broadcast Journalism is designed to achieve the following learning outcomes: to develop an awareness and understanding of the analytical process used to design a news story in response to defined situation; to demonstrate professional, entry-level proficiency in the composition of a broadcast journalism message designed to share information with a target public; to demonstrate an ability to work collaboratively with others on a broadcast journalism task; and to develop an awareness and understanding of the strategies and tactics used in broadcast journalism environment.

Core Requirements (18 credits)

[MC 342](#) and [MC 343](#) may not be taken at the same time and when taking either, [MC 344](#) must be taken concurrently.

[MC 308](#) Broadcast Journalism (3)

Effective spring 2015, course will be offered as COMM 308 Broadcast Journalism (3)

[MC 341](#) TV News Writing (3)

Effective spring 2015, course will be offered as COMM 341 TV News Writing (3)

[MC 342](#) TV News Reporting (3)

Effective spring 2015, course will be offered as COMM 342 TV News Reporting (3)

[MC 343](#) TV News Photography (3)

Effective spring 2015, course will be offered as COMM 343 TV News Photography (3)

[MC 344](#) TV News Editing (3)

Effective spring 2015, course will be offered as COMM 344 TV News Editing (3)

Minor in Communication Studies

Core Requirements (9 credits)

[CMST 100](#) Speech Communication (3)

Effective spring 2015, course will be offered as COMM 100 Speech Communication (3)

[CMST 210](#) Introduction to Communication Theory (3)

Effective spring 2015, course will be offered as COMM 315 Introduction to Communication Theory (3)

[CMST 215](#) Communication Research Methods (3)

Effective spring 2015, course will be offered as COMM 319 Communication Research Methods (3)

OR

[CMST 310](#) Rhetorical Theory and Criticism (3)

Effective spring 2015, course will be offered as COMM 310 Rhetorical Theory and Criticism (3)

OR

[CMST 410](#) The Rhetoric of Popular Culture (3)

Effective spring 2015, course will be offered as COMM 410 The Rhetoric of Popular Culture (3)

Restricted Electives (6 credits)

Students must take six credits in communication electives which are at the 300 level or above.

[CMST 300](#) Intercultural Communication (3)

Effective spring 2015, course will be offered as COMM 300 Intercultural Communication (3)

[CMST 301](#) Business and Professional Communication (3)

Effective spring 2015, course will be offered as COMM 301 Business and Professional Communication (3)

[CMST 308](#) Group and Team Communication (3)

Effective spring 2015, course will be offered as COMM 211 Group and Team Communication (3)

[CMST 309](#) Training and Development (3)

Effective spring 2015, course will be offered as COMM 317 Training and Development (3)

[CMST 310](#) Rhetorical Theory and Criticism (3)

Effective spring 2015, course will be offered as COMM 310 Rhetorical Theory and Criticism (3)

[CMST 311](#) Principles of Persuasion (3)

Effective spring 2015, course will be offered as COMM 311 Principles of Persuasion (3)

[CMST 315](#) Interpersonal Communication (3)

Effective spring 2015, course will be offered as COMM 201 Interpersonal Communication (3)

[CMST 390](#) Special Topics in Communication (1-3)

Effective spring 2015, course will be offered as COMM 390 Topics in Communication (1-3)

[CMST 401](#) Organizational Communication (3)

Effective spring 2015, course will be offered as COMM 401 Organizational Communication (3)

[CMST 410](#) The Rhetoric of Popular Culture (3)

Effective spring 2015, course will be offered as COMM 410 The Rhetoric of Popular Culture (3)

[CMST 411](#) Political Campaign Communication (3)

Effective spring 2015, course will be offered as COMM 411 Political Campaign Communication (3)

[CMST 414](#) Health Communication (3)

Effective spring 2015, course will be offered as COMM 414 Health Communication (3)

[CMST 415](#) Teaching Methods: Communication Studies (3)

Effective spring 2015, course will be offered as COMM 415 Teaching Methods: Communication Studies (3)

[CMST 416](#) Special Projects in Speech Communication (1-3)

Effective spring 2015, course will be offered as COMM 416 Special Projects in Speech Communication (1-3)

[CMST 490](#) Special Topics in Communication (1-3)

Effective spring 2015, course will be offered as COMM 490 Topics in Communication (1-3)

Minor in Leadership Studies

Description

The Leadership Studies Minor will intentionally develop the knowledge, skills and experiences of students so they will be leaders as students, professionals and citizens. - 15 credits

Student Learning Outcomes

1. Students will be able to evaluate their own leadership strengths and weaknesses.
2. Students will identify major perspectives of leadership and be able to apply those perspectives to a range of interactions.
3. Students will develop the strategies to work with others to achieve specific goals.
4. Students will develop an ability to apply ethical theories to leadership situations.
5. Students will have the ability to effectively lead others on a project or in an organization.

Core Requirements (15 credits)

[LEAD 301](#) Introduction to Leadership (3)

[CMST 308](#) Group and Team Communication (3)

Effective spring 2015, [CMST 308](#) will be offered as COMM 211 Group and Team Communication (3)

[PHIL 215](#) Contemporary Moral Issues (3)

[PMGT 385](#) Process Leadership (3)

[LEAD 498](#) Leadership Seminar (3)

Minor in Mass Communications

Description

Minor in Mass Communications - 27 credits

Core Requirements (12 credits)

[MC 100](#) Introduction to Mass Media (3)

Effective spring 2015, course will be offered as COMM 101 Introduction to Mass Media (3)

[MC 210](#) Media Writing (3)

Effective spring 2015, course will be offered as COMM 210 Media Writing (3)

[MC 220](#) Layout & Typography I (3)

Effective spring 2015, course will be offered as COMM 220 Layout & Typography I (3)

[MC 230](#) Photography (3)

Effective spring 2015, course will be offered as COMM 230 Photography (3)

Restricted Electives (6 credits)

Students must choose two courses from the following list.

[MC 300](#) International Communications (3)

Effective spring 2015, course will be offered as COMM 324 International Communications (3)

[MC 302](#) History of Mass Communications (3)

Effective spring 2015, course will be offered as COMM 302 History of Mass Communications (3)

[MC 400](#) Mass Media Ethics and Issues (3)

Effective spring 2015, course will be offered as COMM 400 Mass Media Ethics and Issues (3)

[MC 401](#) Communications Law (3)

Effective spring 2015, course will be offered as COMM 403 Communications Law (3)

Electives

Students must choose nine credits of Communications electives.

Minor in Media Analysis

Description

The minor in Media Analysis is designed to introduce students to the strategic use of media. The minor in Media Analysis is designed to achieve the following learning outcomes: to develop an awareness of the process of media planning; and to develop an understanding of the process employed in selecting and evaluating the efficacy of media used to deliver messaging to a targeted public.

Core Requirements (18 credits)

[MC 100](#) Introduction to Mass Media (3)

Effective spring 2015, course will be offered as COMM 101 Introduction to Mass Media (3)

[MC 210](#) Media Writing (3)

Effective spring 2015, course will be offered as COMM 210 Media Writing (3)

[MC 220](#) Layout & Typography I (3)

Effective spring 2015, course will be offered as COMM 220 Layout & Typography I (3)

[MC 352](#) Social Media Campaigns (3)

Effective spring 2015, course will be offered as COMM 352 Social Media Campaigns (3)

[MC 354](#) Social Media Metrics (3)

Effective spring 2015, course will be offered as COMM 354 Social Media Metrics (3)

[MC 365](#) Media Planning (3)

Effective spring 2015, course will be offered as COMM 365 Media Planning (3)

Minor in Photojournalism

Description

The minor in Photojournalism is designed to introduce students to photojournalism and develop one's skills in visual storytelling. The minor in Photojournalism is designed to achieve the following learning outcomes: to develop an awareness and understanding of the analytical process used to design a news photograph in response to defined situation; to demonstrate professional, entry-level proficiency in the composition of a photojournalism message designed to share information with a target public; to demonstrate an ability to work collaboratively with others on a photojournalism task; and to develop an awareness and understanding of the strategies and tactics used in photojournalism environment.

Core Requirements (18 credits)

[MC 343](#) and [MC 344](#) must be taken concurrently.

[MC 220](#) Layout & Typography I (3)

Effective spring 2015, course will be offered as COMM 220 Layout & Typography I (3)

[MC 230](#) Photography (3)

Effective spring 2015, course will be offered as COMM 230 Photography (3)

[MC 320](#) Layout & Typography II (3)

Effective spring 2015, course will be offered as COMM 320 Layout & Typography II (3)

[MC 330](#) Photojournalism (3)

Effective spring 2015, course will be offered as COMM 330 Photojournalism (3)

[MC 343](#) TV News Photography (3)

Effective spring 2015, course will be offered as COMM 343 TV News Photography (3)

[MC 344](#) TV News Editing (3)

Effective spring 2015, course will be offered as COMM 344 TV News Editing (3)

Minor in Public Relations

Description

The minor in Public Relations is designed to introduce students to public relations and develop one's skills in verbal and visual storytelling. The minor in Public Relations is designed to achieve the following learning outcomes: to develop an awareness and understanding of the analytical process used to design a public relations response to defined situation; to demonstrate professional, entry-level proficiency in the composition of a public relations message designed to share information with a target public; to demonstrate an ability to work collaboratively with others on a public relations task; and to develop an awareness and understanding of the strategies and tactics used in public relations environment.

Core Requirements (18 credits)

[MC 210](#) Media Writing (3)

Effective spring 2015, course will be offered as COMM 210 Media Writing (3)

[MC 220](#) Layout & Typography I (3)

Effective spring 2015, course will be offered as COMM 220 Layout & Typography I (3)

[MC 230](#) Photography (3)

Effective spring 2015, course will be offered as COMM 230 Photography (3)

[MC 304](#) Public Relations Principles (3)

Effective spring 2015, course will be offered as COMM 304 Public Relations Principles (3)

[MC 307](#) Writing for Public Relations (3)

Effective spring 2015, course will be offered as COMM 307 Writing for Public Relations (3)

[MC 375](#) Case Studies in Organizational Public Relations (3)

Effective spring 2015, course will be offered as COMM 375 Case Studies in Organizational Public Relations (3)

Minor in Sports Communication

Description

The minor in Sports Communications is designed to introduce students to Sports Communications and develop one's skills in verbal and visual storytelling. The minor in Sports Communications is designed to achieve the following learning outcomes: to develop an awareness and understanding of the analytical process used to design a response to defined sports communications situation; to develop an ability to demonstrate professional, entry-level proficiency in composition of a sports communications messaging designed to share information

with a target public; and to demonstrate an ability to work collaboratively with others in producing a sports communication initiative.

Core Requirements (18 credits)

[MC 210](#) Media Writing (3)

Effective spring 2015, course will be offered as COMM 210 Media Writing (3)

[MC 220](#) Layout & Typography I (3)

Effective spring 2015, course will be offered as COMM 220 Layout & Typography I (3)

[MC 251](#) Video Production for Advertising, News, and Public Relations (3)

Effective spring 2015, course will be offered as COMM 251 Video Production for Ad, News, & PR (3)

[MC 353](#) Audio and Video Production Online (3)

Effective spring 2015, course will be offered as COMM 353 Audio and Video Production Online (3)

[MC 381](#) Sports Information and the Media (3)

Effective spring 2015, course will be offered as COMM 381 Sports Information and the Media (3)

[MC 382](#) Sports Promotions (3)

Effective spring 2015, course will be offered as COMM 382 Sports Promotions (3)

Certificate in Publishing

Program Requirements (6 credits)

Students must complete at least 3 credits of an internship.

[MC 402](#) Introduction to Publishing (3)

[MC 469](#) Internship (1-12)

Electives

Students must complete at least 6 credits chosen from the following list of electives:

[ENGL 288](#) Introduction to Creative Writing (3)

[ENGL 388](#) Creative Writing (3)

[ENGL 488](#) Advanced Creative Writing (4)

[ENGL 490](#) Special Topics (1-4)

[ENGL 497](#) Tutorial (1-3)

[MC 307](#) Writing for Public Relations (3)

[MC 309](#) Reporting (3)

[MC 310](#) Copy Editing (3)

[MC 327](#) Editing Public Relations Copy (3)
[MC 390](#) Special Topics (1-3)
[MC 405](#) Writing for the Web (3)
[MC 406](#) Feature Writing (3)
[MC 407](#) Magazine Writing (3)
[MC 490](#) Special Topics (1-4)
[MC 497](#) Problems in Mass Communications (1-4)

School of Media Arts and Design

Roland Dille Center for the Arts 116, (218) 477-2126

Chair: Kyja Kristjansson-Nelson

Faculty: Anthony Adah, Tom Anstadt, Tom Brandau, Don Clark, Trista Conzemius, Meghan Duda, Alexandria Fogarty, Raymond Rea, Al Sheets

The School of Media Arts and Design offers majors in Animation, Film Production, Film Studies, Graphic Communications, and Graphic Design. Minors offered are in Film History and Criticism, Film Production, Graphic Communications, and Media Arts.

The faculty and students of the School of Media Arts and Design are linked together by a common focus on the creation and analysis of messages that powerfully affect their chosen audience. We provide a challenging, contemporary, relevant curriculum within the context of the Liberal Arts that prepares our graduates to become contributing and ethical citizens in a diverse, global community. We promote creativity, critical thinking, and lifelong discovery through courses that integrate theory and history with practice and application.

Animation

The Animation major concentrates on the creation of technical graphics, 3D modeling, and techniques used in the animation industry, including game graphics and 3D simulations. Classes also include film studies, video and audio production. Graduates may find employment with animation studios, video production houses, television stations, music industry, multimedia, web, and advertising agencies.

Film Studies

The **Film Production** major and the **Film Studies** major are designed for students who wish to work in some aspect of the film industry as well as those who are interested in the academic study of film. Classes incorporate the traditional format of film and new digital technologies into the curriculum.

Two film majors are available. The Film Studies major focuses on the theoretical and historical analysis of cinema as it relates to various genres, directors, and other topical studies. The Film Production major gives students the opportunity to get hands-on experience in cinematography, picture and sound editing, directing, producing, and screenwriting.

Student Learning Outcomes (*Film Production and Film Studies*)

- Students will utilize three phases (preproduction/production/postproduction) of production preparation in the creation of film and video projects.
- Students will demonstrate knowledge of film history, production aesthetics and theory.
- Students will demonstrate knowledge of basic filmmaking practices and techniques. These include: specialized language use, cinematography principles, lighting and sound elements, editing and directing concepts.
- Students will examine, analyze, and articulate conclusions as to the historical/critical values inherent in film text materials.
- Students will integrate evaluation, theory and production/research skills in the creation of a capstone project for public presentation.

Graphic Communications

Upon graduation, you will receive a Bachelor of Science degree in Graphic Communications, with an **emphasis in 3D Graphics, Digital Design and Production, or Interactive Multimedia**. Graduates of this program are skilled in many of the areas of the graphics industry. This background provides them experiences in computer graphics, multimedia, photography, printing, advertising, graphic design, presentation graphics, television, CAD, and computer animation.

Graphic Communications and Its Related Disciplines

Graphic Communications, while dealing with design, focuses more on the production and technology aspects of the graphics industry. A degree in Graphic Design focuses more on design and aesthetics, and incorporates fine arts and art history courses into the degree. A Mass Communications degree is more involved with content and placement of mass media, such as public relations and advertising, journalism, and photojournalism.

Graphic Communications Emphasis

The Graphic Communications degree with an emphasis in **Digital Design and Production** involves primarily the Adobe Creative Suite applications. Classes are focused on using the software to design graphics and layouts, create new graphics and images, and manipulate and enhance images. Projects are prepared from concept to production. At the 400 level, students take prepress and production courses in which they learn to prepare projects for an offset lithographic press using digital prepress techniques. Graduates work in advertising agencies, newspapers, magazines, printing companies, in-house corporations, and music industry and multimedia production.

The Graphic Communications degree with an emphasis in **Interactive Multimedia** concentrates on multimedia and web design and development. Within this emphasis students take classes using software such as Flash, Dreamweaver, App Development, Photoshop, Javascript, and PHP/SQL. Classes may also include scripting and audio production. Graduates work in multimedia houses, web design firms, production houses, video editing, television stations, music industry, and advertising agencies.

The **3D Graphics** emphasis in the Graphic Communications program concentrates on technical graphics, 3D modeling, animation game graphics and simulations. Within this emphasis students take classes using software such as; 3D Studio Max, MAYA, AutoCAD, Pro Tools, Final Cut Pro. Classes also include video and audio production. Graduates may find employment with video production houses, video editing, television stations, music industry, multimedia and web design firms, and advertising agencies.

For all students within the Graphic Communications major there is a common core of courses. The core includes all of the introductory courses that lead into both emphases to ensure all graduates have a basic knowledge of both areas. This also helps students make an educated decision about which emphasis to focus. The common core also includes upper level classes such as project management and the GCOM final project.

Declaring a Graphic Communications Major

Before declaring a Graphic Communications major, students must first complete the **Pre-Graphic Communications** program (see GCOM Handbook). Once completed, students must apply for admission to the Graphic Communications program.

Graduation Requirements for a Graphic Communications Major

To graduate with a B.S. degree in Graphic Communications, students must complete **ALL** of the courses in the major with a “**C**” or above and have an **overall GPA of at least 2.5**.

Student Learning Outcomes (Graphic Communications)

The program of study is designed to prepare a professional graphic communicator who possesses skills and knowledge acquired through education and hands-on experience necessary to secure entry-level employment in one of the following areas: graphic and digital design, multimedia authoring and development, web authoring and development, and computer animation.

- The student will be able to apply oral, written, graphic and effective listening skills.
- The student will be able to implement various forms of manual and computer technology inclusive in the development and production of the visual image. This includes the many industry standard hardware and software applications used by the graphic communications industry.
- The student will be able to apply the methods of the graphic communications industry as described by the American Institute of Graphic Arts (AIGA), Printing Industries of America (PIA), and Graphic Communications Association (GCA).
- The student will be able to understand the sequence of estimating work. This includes the design and implementation of a company, the establishing of BHR's, equipment selection, workspace design, and job estimation.
- The student will be able to initiate a design project, formulate and communicate the purpose and scope of their project, work independently to complete all aspects of the project within the assigned timeframe, and present and interpret their work to industry practitioners.

Graphic Design

Traditional and computer processes are utilized for in-depth studio investigations into various conceptual and technical applications towards effective visual communication. Investigations deal with one or more of the following: symbols, typography, information design, systems, 3D, visual concepts, and multimedia. Projects may include logos, brochures, CD covers, posters, magazine layouts, packaging, annual reports, and many more issues dealing with visual communications and society. The American Institute of Graphic Artists (AIGA) and The National Association of Schools of Art and Design (NASAD) do not recognize the Bachelor of Arts (BA) degree in art or design as adequate preparation for entry as a graphic design professional. The Bachelor of Fine Arts (BFA) is considered the professional and specialized degree program for entry into practice. At the BFA level an internship is required.

B.A. Degree in Animation

Description

The Animation major concentrates on the creation of technical graphics, 3D modeling, and techniques used in the animation industry, including game graphics and 3D simulations. Classes also include film studies and video/audio production. Graduates may find employment with animation studios, video production houses, television stations, music industry, multimedia, web, and advertising agencies. To receive the B.A. Degree in Animation, the student must meet the minimum university requirements and specific requirements for the program. Completion of 120 credits is required for this degree which includes the Liberal Arts and Sciences Core (42 credits).

Admission Requirements

A major GPA of 2.5 and completion of all 100 and 200 level courses in the major prior to advancing to the 300 and 400 level coursework.

Core Requirements (40 credits)

[ANIM 113](#) MAYA (3)
[ANIM 216](#) 3D Modeling (3)
[ANIM 316](#) 3D Animation (3)
[ANIM 416](#) Animation Studio (3)
[ANIM 366](#) Motion Graphics (3)
[FILM 100](#) Technical Training: Video Production (1)
[FILM 172](#) Video Production (3)
[FILM 280](#) History of Film (3)
[FILM 280S](#) Studio in Film History (1)
[FILM 281](#) Film Appreciation (3)
[FILM 281S](#) Studio in Film Appreciation (1)
[FILM 375](#) Animation Techniques (3)
[FILM 402](#) Senior Seminar Project Development (1)
[FILM 480](#) Film Theory and Criticism (3)
[FILM 496](#) Senior Seminar (3)
[GCOM 255](#) Beginning Computer Graphics (3)

Electives

Choose 12 credits from the following list:

[ART 101](#) Basic Drawing I (4)
[ART 170](#) Art Appreciation (3)
COMM 230 Photography (3) **or**
[ART 203F](#) Photography (4)
[ENGL 285](#) Scriptwriting (4)
[ENGL 286](#) Writing for the Workplace (3)
[ENGL 288](#) Introduction to Creative Writing (3)
[ENGL 388](#) Creative Writing (3)
[FILM 200](#) Technical Training: Beginning Filmmaking (1)
[FILM 284](#) Beginning Filmmaking (3)
[FILM 290](#) Topics in Film (1-3)
[FILM 384](#) Techniques of Film Directing (4)
[FILM 386](#) Genre Studies (3)
[FILM 372](#) Editing Techniques (3)
[FILM 378](#) Techniques of Producing (3)
[FILM 387](#) Director Studies (3)
[FILM 388](#) Topical Studies (3)
[FILM 390](#) Topics in Film (1-3)
[FILM 400](#) Technical Training: Intermediate Filmmaking (1)
[FILM 401](#) Technical Training: Advanced Filmmaking (1)
[FILM 416](#) Special Projects in Film (1-3)
[FILM 469](#) Internship (1-12)
[FILM 472](#) Advanced Video Production (3)
[FILM 484](#) Intermediate Filmmaking (3)
[FILM 485](#) Advanced Filmmaking (3)
[FILM 490](#) Topics in Film (1-3)
[GCOM 355](#) Intermediate Computer Graphics (3)
[GCOM 455](#) Advanced Computer Graphics (3)
[GCOM 457](#) Digital Prepress (3)
[GCOM 266](#) Introduction to Multimedia (3)
[GCOM 366](#) Intermediate Web Design (3)
[GCOM 368](#) Advanced Web Design (3)
[GCOM 452](#) Project Management (3)
[MUS 364](#) Survey of Film Music (3)
[PHIL 320](#) Philosophy of Art (3) **or**
[ART 320](#) Philosophy of Art (3)

B.A. Degree in Film Production

Description

The Film Production major is designated for students who wish to work in some aspect of the film industry as well as those who are interested in the academic study of film. Classes incorporate the traditional format of film and new digital technologies into the curriculum. The Film Production major gives students the opportunity to get hands-on experience in cinematography, picture and sound editing, directing, producing and screenwriting. To receive the B.A. Degree in Film Production, the student must meet the minimum university requirements and specific requirements for the program. Completion of 120 credits is required for this degree which includes the Liberal Arts and Sciences Core (42 credits).

Core Requirements (39 credits)

[ENGL 285](#) Scriptwriting (4)
[FILM 100](#) Tech Training: Video Production (1)
[FILM 101A](#) Practicum (1)
[FILM 172](#) Video Production (3)
[FILM 200](#) Tech Training: Beginning Filmmaking (1)
[FILM 280](#) History of Film (3)
[FILM 280S](#) Studio in Film History (1)
[FILM 281](#) Film Appreciation (3)
[FILM 281S](#) Studio in Film Appreciation (1)
[FILM 284](#) Beginning Filmmaking (3)
[FILM 384](#) Techniques of Film Directing (4)
[FILM 386](#) Genre Studies (3) **or**
[FILM 387](#) Director Studies (3) **or**
[FILM 388](#) Topical Studies (3)
[FILM 400](#) Tech Training: Intermediate Filmmaking (1)
[FILM 402](#) Senior Seminar Project Development (1)
[FILM 480](#) Film Theory and Criticism (3)
[FILM 484](#) Intermediate Filmmaking (3)
[FILM 496](#) Senior Seminar (3)

Electives

Students must complete at least 13 credits and must include one Film course.

[ART 170](#) Art Appreciation: Content and Form (3)
[ART 233](#) Global Art History I (3)
[ART 234](#) Global Art History II (3)
[ENGL 288](#) Introduction to Creative Writing (3)
[ENGL 388](#) Creative Writing (3)
[FILM 290](#) Topics in Film (1-3)
[FILM 372](#) Editing Techniques (3)
[FILM 375](#) Animation Techniques (3)

[FILM 378](#) Techniques of Producing (3)
[FILM 383](#) Adaptations to Film (3)
[FILM 385](#) Survey of International Cinema (3)
[FILM 385S](#) Studio in International Cinema (1)
[FILM 386](#) Genre Studies (3)
[FILM 387](#) Director Studies (3)
[FILM 388](#) Topical Studies (1-3)
[FILM 390](#) Topics in Film (1-3)
[FILM 401](#) Tech Training: Advanced Filmmaking (1)
[FILM 416](#) Special Projects in Film (1-3)
[FILM 469](#) Internship (1-12)
[FILM 472](#) Advanced Video Production (3)
[FILM 485](#) Advanced Filmmaking (3)
[FILM 490](#) Topics in Film (1-3)
[ANIM 216](#) 3D Modeling (3)
[ANIM 316](#) 3D Animation (3)
[ANIM 416](#) Animation Studio (3)
COMM 230 Photography (3) **or**
[ART 203F](#) Introduction to Photography (4)
COMM 251 Video Production for Ad, News, and PR (3)
[MUS 363](#) Audio for Film and Multimedia (3)
[MUS 364](#) Survey of Film Music (3)
[MUS 381](#) Studio Production II (2)
[MUS 382](#) Digital Audio for Multi-Media (3)
[PHIL 320](#) Philosophy of the Arts (3) **or**
[ART 320](#) Philosophy of the Arts (3)
[THTR 230](#) Acting I: Principles (3)
[THTR 232](#) Principles of Makeup for Stage and Film (2)
[THTR 235](#) Directing I: Principles (3)
[THTR 255](#) Stagecraft (3)
[THTR 322](#) Drama II (3)

B.A. Degree in Film Studies

Description

The Film studies major is designed for students who wish to work in some aspect of the film industry as well as those who are interested in the academic study of film. Classes incorporate the traditional format of film and new digital technologies into the curriculum. The Film Studies major focuses on the theoretical and historical analysis of cinema as it relates to various genres, directors and other topical studies. To receive the B.A. Degree in Film Studies, the student must meet the minimum university requirements and specific requirements for the program. Completion of 120 credits is required for this degree which includes the Liberal Arts and Sciences Core (42 credits).

Core Requirements (37 credits)

[FILM 100](#) Technical Training: Video Production (1)
[FILM 101A](#) Practicum (1)
[FILM 172](#) Video Production (3)
[FILM 280](#) History of Film (3)
[FILM 280S](#) Studio in Film History (1)
[FILM 281](#) Film Appreciation (3)
[FILM 281S](#) Studio in Film Appreciation (1)
[FILM 302](#) Practicum (1)
[FILM 383](#) Adaptations to Film (3)
[FILM 385](#) Survey of International Cinema (3)
[FILM 385S](#) Studio in International Cinema (1)
[FILM 386](#) Genre Studies (3)
[FILM 387](#) Director Studies (3)
[FILM 388](#) Topical Studies (3)
[FILM 402](#) Senior Seminar Project Development (1)
[FILM 480](#) Film Theory and Criticism (3)
[FILM 496](#) Senior Seminar (3)

Restricted Electives

Choose one of the following (will be repeated for credit).

[FILM 386](#) Genre Studies (3)
[FILM 387](#) Director Studies (3)
[FILM 388](#) Topical Studies (3)

Electives

Students must complete at least 12 credits and must include one Film course.

[ART 170](#) Art Appreciation: Content and Form (3)
[ART 233](#) Global Art History I (3)
[ART 234](#) Global Art History II (3)
COMM 315 Introduction to Communication Theory (3)
COMM 310 Rhetorical Theory and Criticism (3)
COMM 410 The Rhetoric of Popular Culture (3)
[ENGL 285](#) Scriptwriting (4)
[FILM 200](#) Tech Training: Beginning Filmmaking (1)
[FILM 284](#) Beginning Filmmaking (3)
[FILM 290](#) Topics in Film (1-3)
[FILM 372](#) Editing Techniques (3)
[FILM 375](#) Animation Techniques (3)
[FILM 378](#) Techniques of Producing (3)
[FILM 384](#) Techniques of Film Directing (4)
[FILM 390](#) Topics in Film (1-3)
[FILM 416](#) Special Projects in Film (1-3)

[FILM 469](#) Internship (1-12)
[FILM 472](#) Advanced Video Production (3)
[FILM 490](#) Topics in Film (1-3)
[MUS 364](#) Survey of Film Music (3)
[PHIL 320](#) Philosophy of the Arts (3) **or**
[ART 320](#) Philosophy of the Arts (3)
[THTR 230](#) Acting I: Principles (3)
[THTR 235](#) Directing I: Principles (3)
[THTR 255](#) Stagecraft (3)
[THTR 322](#) Drama II (3)

B.S. Degree in Graphic Communications

Description

Graphic Communications majors focus on the creation and production of visual images. Coursework explores areas of print production and design, web and multimedia development, and 3D graphics. Intensive hands-on instruction with access to the latest industry equipment and software prepares graduates with professional industry knowledge and experience to excel in a variety of related career fields. To receive the B.S. Degree in Graphic Communication, the student must meet the minimum university requirements and specific requirements for the program. Completion of 120 credits is required for this degree which includes the Liberal Arts and Sciences Core (42 credits).

Core Requirements (27 credits)

These courses are required of all students who major in Graphic Communications. Students must also select one of the emphases in: 3D Graphics, Digital Design & Production or Interactive Multimedia.

[CSIS 115](#) Introduction to MacOS X (1)
[GCOM 150](#) Survey of Graphic Communications Industry (1)
[GCOM 152](#) Design for Graphic Communications I (3)
[ANIM 216](#) 3D Modeling (3)
[GCOM 255](#) Beginning Computer Graphics (3)
[GCOM 266](#) Introduction to Multimedia (3)
[GCOM 355](#) Intermediate Computer Graphics (3)
[GCOM 452](#) Graphic Communications Management (3)
[GCOM 459A](#) Graphic Communications Final Project A (2)
[GCOM 459B](#) Graphic Communications Final Project B (2)
COMM 230 Photography (3)

Related Requirements (9 credits)

[ECON 100](#) The American Economy (3)
[PSY 113](#) General Psychology (3) **or**
[SOC 110](#) Introduction to Sociology (3)

[PHIL 312](#) Business Ethics (3) **or**
[PHIL 318](#) Professional Ethics (3) **or**
[PHIL 316](#) Ethics in the Information Age (3)

Electives

12-13 credits total. Nine credits of elective GCOM courses. Three credits must be a [GCOM 290](#) or [GCOM 390](#) courses.

[GCOM 290](#) Topics in Graphic Communication (1-3) **or**
[GCOM 390](#) Topics in Graphic Communication (1-4)
[ENGL 387](#) Technical Report Writing (4) **or**
[PMGT 385](#) Process Leadership (3)

Emphasis in Interactive Multimedia

Program Requirements

[CSIS 212](#) Client-Side Scripting (3)
[GCOM 366](#) Dreamweaver/CSS (3)
[GCOM 368](#) Multimedia Authoring with Flash (3)
[ANIM 366](#) Motion Graphics (3)

Emphasis in 3D Graphics

Program Requirements

[FILM 100](#) Technical Training: Video Production (1) **and**
[FILM 172](#) Video Production (3) **or**
COMM 251 Video Production for Ad, News, and PR (3)
[ANIM 316](#) 3D Animation (3)
[ANIM 416](#) Animation Studio (3)
[MUS 382](#) Digital Audio for Multi-Media (3)

Emphasis in Digital Design and Production

Program Requirements

[GCOM 252](#) Design for Graphic Communications II (3)
[GCOM 455](#) Advanced Computer Graphics (3)
[GCOM 457](#) Digital Prepress (3)
[GCOM 458](#) Digital Production (3)

BFA Degree in Graphic Design

Description

Traditional and computer processes are utilized for in-depth studio investigations into various conceptual and technical applications to achieve effective visual communication solutions. Investigations deal with one or more of the following: symbols, typography, information design, systems, 3D, visual concepts, visual research, motions graphics, brand identity, web design, and multimedia. Projects may include logos, brochures, posters, magazine layouts, packaging, web sites, mobile applications, motion graphics, and many more issues that deal with visual communications and society. The BFA in Graphic Design is considered the professional and specialized degree program for entry into practice. To receive the BFA Degree in Graphic Design, the student must meet the minimum university requirements and specific requirements for the program. Completion of 120 credits is required for this degree which includes the Liberal Arts and Sciences Core (42 credits).

Core Requirements (69 credits)

[ART 101](#) Drawing I (4)
[ART 102](#) Drawing II (4)
[ART 125](#) Foundation Design I (4)
ART 203 2D intro course (4)
ART 203 3D Intro course (4)
[ART 233](#) History of Art I (3)
[ART 233M](#) History of Art I: Methods (1)
[ART 234](#) History of Art II (3)
[ART 234M](#) History of Art II: Methods (1)
[ART 450](#) Contemporary Art and Design Theory (4)
[GCOM 255](#) Beginning Computer Graphics (3)
[GCOM 266](#) Beginning Multimedia (3)
[GDES 203](#) Intro to Graphic Design (4)
[GDES 303](#) Typography (4)
[GDES 304](#) Visual Concepts and Research (4)
[GDES 305](#) Systems and Brand Identity (4)
[GDES 306](#) Motion Graphics (4)
[GDES 404](#) BFA Graphic Design Studio (4)
[GDES 405](#) BFA Graphic Design Studio (4)
[GDES 469](#) Internship (6)

Program Requirements

- Colloquium Lecture Series
- Portfolio Review #1 and #2
- 3 Intro Studios (Art 203x) One must be a 3D studio
- 3.0 GPA in Graphic Design

Restricted Electives (8 credits)

Students must complete two upper level Art History electives for 8 credits.

- [ART 338](#) Non-Western Art (4)
- [ART 408](#) Women and Art (4)
- [ART 411](#) Medieval Art (4)
- [ART 420](#) Renaissance Art (4)
- [ART 430](#) Nineteenth Century Art (4)
- [ART 431](#) Twentieth Century Art (4)
- [ART 433](#) Modern Architecture (4)
- [ART 470](#) Art & Archaeology of Ancient Egypt (4)
- [ART 497](#) Topics in Art I (1-6)

Minor in Film History/Criticism

Program Requirements (18 credits)

- [FILM 280](#) History of Film (3)
- [FILM 280S](#) Studio in Film History (1)
- [FILM 281](#) Film Appreciation (3)
- [FILM 281S](#) Studio in Film Appreciation (1)
- [FILM 385](#) Survey of International Cinema (3)
- [FILM 385S](#) Studio in International Cinema (1)
- [FILM 386](#) Genre Studies (3) **or**
- [FILM 387](#) Director Studies (3) **or**
- [FILM 388](#) Topical Studies (3)
- [FILM 480](#) Film Theory and Criticism (3)

Electives Students must complete four elective credits, at least one of the elective courses must be an upper division Film Studies course not listed in the minor requirements section.

Minor in Film Production

Program Requirements (19 credits)

- [FILM 100](#) Technical Training: Video Production (1)
- [FILM 172](#) Video Production (3)
- [FILM 200](#) Technical Training: Beginning Filmmaking (1)
- [FILM 281](#) Film Appreciation (3)
- [FILM 281S](#) Studio in Film Appreciation (1)
- [FILM 284](#) Beginning Filmmaking (3)
- [FILM 384](#) Techniques of Film Directing (4)
- [FILM 480](#) Film Theory and Criticism (3)

Electives Any upper division Film Studies course not listed in the minor requirements section for a minimum of three credits.

Minor in Graphic Communications

Core Requirements (6 credits)

[GCOM 255](#) Beginning Computer Graphics (3)

[GCOM 266](#) Introduction to Multimedia (3)

Restricted Electives (9 credits)

Students must select 3D Graphics (216, 316, 416) OR Digital Design and Production (355, 455, 457) OR Interactive Multimedia (366, 368, and Anim 366) for a total of nine credits.

[ANIM 216](#) 3D Modeling (3)

[ANIM 316](#) 3D Animation (3)

[ANIM 416](#) Animation Studio (3)

[GCOM 355](#) Intermediate Computer Graphics (3)

[GCOM 455](#) Advanced Computer Graphics (3)

[GCOM 457](#) Digital Prepress (3)

[GCOM 366](#) Dreamweaver/CSS (3)

[GCOM 368](#) Multimedia Authoring with Flash (3)

[ANIM 366](#) Motion Graphics (3)

Electives

Students must choose six credits of Graphic Communications electives. [GCOM 459A](#), [GCOM 459B](#), and [GCOM 469](#) are excluded from these electives and are prohibited from being used in a GCOM minor.

Minor in Media Arts

Description

Students learn an interdisciplinary approach to contemporary arts, digital and emerging media technologies within the context of the theory and practice of our disciplines and a liberal arts education. Students explore a range of tools, software and arts disciplines as a means to enable expansive experimentation and innovative creative research. Students begin by building theory, knowledge and foundational skills in various areas of study, including film, computer graphics, web media, technical theatre design, and the recording arts. Students are then challenged to synthesize theory and practice through collaborative inquiry to produce an interdisciplinary capstone project. 25 credits and must receive permission to declare minor.

Core Requirements (19 credits)

Students must maintain a GPA of 3.0 in all Media Arts coursework.

[ART 125](#) Foundation Design I (4)

[FILM 100](#) Technical Training: Video Production (1)

[FILM 172](#) Video Production (3)
[ANIM 216](#) 3D Modeling (3) **or**
[GCOM 255](#) Beginning Computer Graphics (3) **or**
[GCOM 266](#) Introduction to Multimedia (3)
[MART 100](#) Foundations in Media Arts (1)
[MART 400](#) Capstone Project in Media Arts (1)
[MUS 184](#) Introduction to Audio Production (3)
[THTR 255](#) Stagecraft (3)

Restricted Electives (6 credits)

Students must take three of the following courses, which must be outside the student's major rubric. No more than two courses can be from any single discipline. (6-9 variable credits)

[GDES 203](#) Introduction to Graphic Design (4)
[ART 203F](#) Introduction to Photography (4)
[GDES 303](#) Typography (4)
[ART 303F](#) Photography Studio (4)
[FILM 180](#) Understanding Movies (3)
[FILM 200](#) Technical Training: Beginning Filmmaking (1) and
[FILM 284](#) Beginning Filmmaking (3)
[FILM 290](#) Topics in Film (1-3)
[FILM 390](#) Topics in Film (1-3)
[ANIM 316](#) 3D Animation (3)
[GCOM 355](#) Intermediate Computer Graphics (3)
[GCOM 366](#) Dreamweaver/CSS (3)
[MUS 266](#) Legal and Ethical Issues in Music (3)
[MUS 281](#) Studio Production I (2)
[MUS 284](#) Live Audio Production (2)
[THTR 234](#) Theatrical Design Principles (3)

School of Nursing and Healthcare Leadership

Lommen Hall 213, (218) 477-2693

Chair: Barbara Matthees

Faculty: Nandita Bezbaruah, Rebecca Rudel, Melanie (Lonni) Schicker, Brandi Sillerud, Vicki Teske, Tracy Wright.

Administrative Assistant: Heather Nesemeier

The School of Nursing and Healthcare Leadership prepares undergraduate and graduate students for caring service, leadership and global citizenship by providing excellent curricula within an environment that embraces lifelong learning. Students will maximize their potential to become interdisciplinary, ethical, caring leaders with a global perspective.

The SNHL offers two undergraduate majors: Health Services Administration (HSAD), and RN-to-BSN completion (BSN). Two separate masters degrees are also offered: MS in Nursing (two

emphases) and Masters in Healthcare Administration (MHA). More information on all programs can be found at: 218-477-2693 or at the [SNHL website](#).

BSN Completion: (120 credits)

Program Coordinator: Barbara Matthees

The mission of the nursing program is to provide a professional nursing education, to advance the knowledge of the discipline and to serve as a resource for healthcare needs of society. The School of Nursing and Healthcare Leadership offers a Bachelor of Science in Nursing (BSN) degree completion track for currently registered nurses (RN). All nursing courses are delivered online with clinical experiences arranged in the student's home area as possible. The School of Nursing and Healthcare Leadership also offers a Master of Science (MS) degree in nursing with two emphases.

Admission is competitive and consists of two steps: First, the applicant must be admitted to MSUM. Second, the applicant must apply to the nursing program. The nursing program admission criteria are:

- Minimum cumulative college GPA of 2.75
- Two professional reference forms.
- Current RN license or eligible to take NCLEX examination.
- 21 credits of Liberal Arts and Sciences Curriculum completed or AA degree or completed MN Transfer Curriculum.

The degree requires the successful completion of 120 credits. This includes 40 upper-division credits (at least 31 of these are nursing), completion of the Liberal Arts and Sciences Curriculum (if no AA or MN Transfer Curriculum done), transferred lower division nursing credits, and elective credits. Credit for previous coursework taken at technical or diploma schools may also be given.

Student Learning Outcomes (BSN)

- Integrate concepts from the arts, humanities and sciences with nursing science as a basis for evidence-based professional nursing practice.
- Communicate clearly and effectively.
- Apply critical thinking skills in deliberative decision making.
- Provide holistic nursing care in increasingly complex situations in diverse settings.
- Design, manage, and coordinate nursing care within the context of local, national and international perspectives.
- Demonstrate the knowledge and skills to continue intra and interpersonal role development of the professional nurse.

B.S. Degree in Health Services Administration (120 credits)

Program Coordinator: Melanie (Lonni) Schicker

The Health Services Administration program prepares entry level and early career healthcare leaders for multiple roles across a variety of settings (e.g. acute care, long term care, clinics). The student develops skills in business management, communications, policy analysis, public administration and more. Coursework provides a solid foundation for a senior level practicum/internship in a healthcare administrative role and setting with an optional emphasis in Long Term Care Administration. Courses are offered by various modalities including in class, hybrid and online.

Student Learning Outcomes (Health Services Administration)

- Students will exhibit basic knowledge of the managerial functions required to health services administration.
- Students will communicate (verbally/written) in a clear and professional manner.
- Students will have a minimum GPA of 2.75 in their core required courses.
- Students will demonstrate the knowledge and skills required for Long Term Care administration as defined by the Minnesota Board of Nursing Home Administrators.

B.S. Degree in Health Services Administration

Description

To receive the B.S. Degree in Health Services Administration, the student must meet the minimum university requirements and specific requirements for the program. Completion of 120 credits is required for this degree which includes the Liberal Arts and Sciences Core (42 credits).

Student Learning Outcomes

- Attain an academic and practical understanding of Health Services Administration based on acquired knowledge of the principles of healthcare finance, management, strategic planning, policy and law.
- Identify the historical, political, and scientific foundations of health services management.
- Understand the legal and ethical basis of professional behavior.
- Exhibit leadership skills necessary for employment in a health care organization.
- Demonstrate the ability to communicate effectively in a clear, concise and professional manner both written and verbally.
- Acquire the ability to problem solve, plan and analyze at the leadership level necessary for employment in the healthcare industry.
- Long Term Care Students will demonstrate the knowledge and skills necessary for licensure as defined by the Minnesota Board of Nursing Home Administrators (for student specializing in Long Term Care).

Core Requirements (30 credits)

Students must earn eleven credits in [HSAD 469](#).

[HSAD 326](#) Applied Epidemiology (3)

[HSAD 414](#) Health Services Planning and Evaluation (3)
[HSAD 416](#) Health Services Management (3)
[HSAD 418](#) Health Care Law and Ethics (3)
[HSAD 419](#) Financial Management of Health Care Organizations (3)
[HSAD 420](#) Healthcare Policy and Payment (3)
[HSAD 468](#) Internship Seminar (1)
[HSAD 469](#) Internship (1-11)

Related Requirements (27 credits)

[ACCT 230](#) Principles of Accounting I (3)
[ACCT 231](#) Principles of Accounting II (3)
[COMH 403](#) Healthcare Informatics (3)
[ECON 202](#) Principles of Economics I: Micro (3)
[MATH 234](#) Introduction to Probability and Statistics (3)
[MGMT 440](#) Human Resource Management (3)
[MGMT 451](#) Organizational Behavior (3)
[MKTG 310](#) Principles of Marketing (3)
[PHIL 318](#) Professional Ethics (3)

Emphasis in Long Term Care Administration

Program Requirements (12 credits)

[COMH 401](#) Health Aspects of Aging (3)
[HSAD 421](#) Long Term Care Administration (3)
[PARA 416](#) Elder Law (3)
[SOC 308](#) Social Gerontology (3) **or**
[SW 308](#) Social Gerontology (3)

RN to BS in Nursing

Description

To receive the RN to BS in Nursing, the student must meet the minimum university requirements and specific requirements for the program. Completion of 120 credits is required for this degree which includes the Liberal Arts and Sciences Core (42 credits).

Admission Requirements

Students must hold the RN License.

Core Requirements (31 credits)

[NURS 301](#) Transitions (4)
[NURS 303L](#) Family Health Nursing (4)
[NURS 342](#) Care of Diverse Populations (2)

- [NURS 348L](#) Public Health Nursing (4)
- [NURS 370](#) Nursing Research and Evidence-based Practice (4)
- [NURS 420L](#) Gerontological Nursing to Promote Successful Aging (3)
- [NURS 450](#) Applied Pathophysiology (4)
- [NURS 472](#) Leadership and Professional Development (3)
- [NURS 473](#) Professional Pathways (3)

Program Requirements

Students must complete the Liberal Arts and sciences Curriculum requirements unless AA degree or Minnesota Transfer Curriculum is completed, electives and transfer courses. Ten credits must be upper-division coursework.

Minor in Community Health

Core Requirements (21 credits)

- [COMH 200](#) Introduction to Health Promotion and Public Health (2)
- [COMH 315](#) Health Agencies and Services (3)
- [COMH 326](#) Epidemiology (3)
- [COMH 418](#) Global Health Issues (3)
- [HLTH 110](#) Personal Health and Wellness (3)
- [HLTH 125](#) First Aid and CPR (2)
- [HLTH 330](#) Disease Prevention (2)
- [HLTH 412](#) Education for Sexuality and HIV/AIDS (3)

Minor in Health Services Administration

Core Requirements (21 credits)

- [ACCT 230](#) Principles of Accounting I (3)
- [HSAD 414](#) Health Services Planning and Evaluation (3)
- [HSAD 416](#) Health Services Management (3)
- [HSAD 418](#) Medical and Health Care Law (3)
- [HSAD 419](#) Financial Management of Health Care Organizations (3)
- [MGMT 360](#) Principles of Management (3)
- [MGMT 440](#) Human Resource Management (3)

School of Performing Arts

Music

Roland Dille Center for the Arts 102, (218) 477-2101

Chair: Laurie Blunsom

Faculty: Allen Carter, Jenny Dufault, Monte Grise, Ryan Jackson, Michael Krajewski, Terrie Manno, Tom Strait, Kenyon Williams

Degree Programs

The Bachelor of Music, Bachelor of Arts, and the Bachelor of Science are the degrees awarded in Music.

The Bachelor of Arts with a major in music is designed for the student who seeks a general focus on music within a broadly based liberal arts framework. It is a flexible degree allowing a variety of interest concentrations. It is sometimes combined with a major in another area such as English, History, or Psychology. The Bachelor of Arts with a major in Music Industry and Entertainment Studies provides an exposure to some broad career areas of the music industry such as marketing, management, merchandising, audio production, computer applications, and entertainment and media arts. The Bachelor of Arts in Jazz and Commercial Music covers its content area through performance, composition and theoretical study as well as related areas such as music business and technology.

The Bachelor of Music degree begins to prepare students for professional careers or graduate study. Performance majors choose one of these options: keyboard, voice, wind instrument, stringed instrument, or percussion.

The Bachelor of Science degree with a major in Music Education is designed for the student who will pursue a career in public school teaching. Students specialize in vocal or instrumental music education.

New Students

Students entering a major program in Music should show a strong sensitivity to music and have a desire to communicate it to others. Entering students are assumed to have acquired basic music reading ability and performance experience in school groups and/or as soloists. Those lacking such background may have to complete additional preparation, which may extend the time for program completion and graduation.

Transfer Students

Students transferring from music programs in other institutions will be evaluated upon entrance for advanced placement in their chosen degree program.

PERFORMANCE AND PROFICIENCY REQUIREMENTS

Primary Performance Medium

All music major programs require students to choose a primary performance medium. The number of required credits of performance study with this medium and the level of proficiency to attain varies with each program. All music majors will be enrolled in lessons on their instrument/voice every semester they are in residence with the following exceptions:

- Music Industry majors will take lessons each semester until their lesson requirements are met (2 semesters at the 100 level and 2 semesters at the 200 level); however, enrollment is encouraged beyond the minimum requirements.
- Music Education majors are exempt from lessons the semester of their student teaching unless they are performing a recital in the same semester.
- All students (including Music Industry majors) must enroll for lessons in the semester they do a recital even if all lesson requirements have been met.

Secondary Performance Medium

The Keyboard Performance major and Music Industry major must also study a secondary performance area for completion of their program. For Music Industry majors, piano will be either the primary or secondary performance area.

Piano Requirements

All major programs have a requirement for piano study. The number of required credits and level of proficiency to attain varies with each program. Upon entry to the music program, students are evaluated and placed in a piano course appropriate to their skill level. Credits for Class Piano I and II ([MUS 150A](#) and [MUS 150B](#)) do not count as piano performance study. Credits for Class Piano III and IV ([MUS 150C](#) and [MUS 150D](#) and [MUS 151](#)) are counted toward piano performance requirements.

Piano Proficiency

All Bachelor of Science in Music Education majors are required to pass a piano proficiency examination demonstrating prescribed keyboard skills. These examinations are offered at the end of each semester. Students usually take the exam after two years of piano performance study. Bachelor of Arts in Music Industry majors must pass [MUS 151](#) (Basic Commercial Keyboard) in fulfillment of the piano proficient requirements. Piano proficiency requirements for other music degrees vary with each degree.

Guitar Proficiency

All Music Education majors are required to pass a proficiency exam demonstrating basic guitar techniques. Successful completion of the course [MUS 236](#), Guitar for General Music, will satisfy the proficiency. Students with prior guitar experience may wish to be tested individually and be exempt from the class requirement.

Upper-Level Performance Study

Performance and composition study areas indicate levels of proficiency through the course numbers. The 100 and 200 levels are lower-division courses; the 300 and 400 levels are upper-division courses and indicate advanced skills and knowledge of repertoire. The course levels do not necessarily correspond with the year of enrollment. The Performance Study instructors have guidelines suggesting appropriate literature and skills for each level.

Advancement to the upper-division level is required for students in the Performance and Music Education programs and must be attained prior to presenting any recital required by the program. Enrollment in upper-division levels is allowed after a jury evaluation and recommendation. These evaluations take place at specified times each semester. Performance majors usually apply

for upper-division level after fall semester of the sophomore year. Music Education majors normally apply after spring semester of the sophomore year. The jury may deny advancement to upper-division level and recommend further study after which the student may reapply for upper-division status.

Recitals

Bachelor of Music Performance majors are required to present two recitals in their primary performance area - a half recital normally given during the junior year and a full recital during the senior year. Bachelor of Science Music Education majors are required to present a half recital in their primary performance area normally given during the student's senior year.

All recitals are prepared with the help of the applied instructor. Procedures for presenting recitals are available in the Music Department Office.

Differential Tuition

Differential tuition is charged for all music courses, except for Liberal Arts and Sciences Curriculum courses. This is in addition to the normal tuition fee.

Ensemble Participation

It is assumed that all music majors, with the exception of Music Industry majors, will participate in an ensemble every semester until all the requirements for their music program have been completed. Music Industry majors will participate in an ensemble until they have met the minimum ensemble credits for their program; however, participation is encouraged beyond the minimum requirements.

Grade Policy

Students must earn a grade of "C-" or better in any course which is a part of the required curriculum for their major program including the related requirements that are not music courses.

Concert and Convocation Attendance Requirement

All full-time music majors are required to attend a certain number of concerts or recitals and departmental convocations per semester.

Theatre Arts

Roland Dille Center for the Arts 116, (218) 477-2126

Chair: Craig A. Ellingson

Faculty: Patrick Carriere, Ricky Greenwell

Support Staff: Annie Bergquist, Elizabeth Evert-Karnes, Katie Link

The Minnesota State University Moorhead Theatre Arts is dedicated to two primary goals. The first is to provide our students with high-caliber training in theatre that prepares them to create theatre of any kind at any level. The second is to provide the Red River Valley area with a multifaceted, high-quality theatrical experience. These goals interweave to provide entertainment and education to those on both sides of the curtain.

Theatre Arts at MSUM is production oriented with students involved in construction, costuming, lighting, sound, and make-up, as well as performing, stage directing, and publicity. Students may pursue one or more emphases including Acting, Musical Theatre, Directing, and Theatre Technology and Design.

The faculty and students in Theatre Arts are linked together by a common focus on the creation and analysis of messages that powerfully affect their chosen audience. Theatre Arts provides a challenging, contemporary, relevant curriculum within the context of the liberal arts that prepares our graduates to become contributing and ethical citizens in a diverse, global community. We promote creativity, critical thinking, and lifelong discovery through courses that integrate theory and history with practice and application.

Student Learning Outcomes

- Students will demonstrate knowledge and understanding of theatre history, literature, and dramatic theory, and have an ability to communicate effectively about these topics.
- Students will demonstrate the ability to analyze, design and construct theatrical scenery, lighting, costumes, sound and props using appropriate tools and technology, and have an ability to effectively communicate about this process.
- Students will act in a variety of performance styles, and demonstrate the ability to communicate effectively their knowledge and understanding of this process.
- Students will direct for the theatre, and demonstrate the ability to effectively communicate their knowledge and understanding of this process.

B.M. Degree in Jazz Studies

Description

To receive the B.M. Degree in Jazz Studies, the student must meet the minimum university requirements and specific requirements for the program. Completion of 120 credits is required for this degree which includes the Liberal Arts and Sciences Core (42 credits).

Core Requirements (27 credits)

- [MUS 107A](#) Music Theory I (2)
- [MUS 107B](#) Aural Skills I (1)
- [MUS 108A](#) Music Theory II (2)
- [MUS 108B](#) Aural Skills II (1)
- [MUS 207A](#) Music Theory III (2)
- [MUS 207B](#) Aural Skills III (1)
- [MUS 208](#) Music Theory IV (2)
- [MUS 217](#) Pop/Rock Music for Non-Majors (3)
- [MUS 240](#) American Music (3)
- [MUS 300](#) Basic Conducting (2)
- [MUS 316](#) World Music Survey (3)
- [MUS 344](#) History of European Art Music (3)
- [MUS 374](#) Instrumental/Choral Arranging (2)

Program Requirements (48 credits)

In addition to the following courses, students must earn 10 credits in ensembles and 12 credits of lessons in their primary performance area (4 of which must be at the 300 level or above).

- [MUS 150C](#) Class Piano III (1)
- [MUS 151](#) Basic Commercial Keyboard (1)
- [MUS 167](#) Intro to Copyright and Trademark (3)
- [MUS 184](#) Introduction to Audio Production (3)
- [MUS 187](#) Jazz Fundamentals (2)
- [MUS 215](#) History of Jazz (3)
- [MUS 287](#) Jazz Theory/Improvisation I (2)
- [MUS 372](#) Jazz Arranging I (2)
- [MUS 450](#) Senior Recital (1)
- [MUS 461](#) Music and Entertainment Entrepreneurship (2)
- [MUS 472](#) Jazz Arranging II (2)

Instrumentalists must also take:

- [MUS 387](#) Jazz Theory/Improvisation II (2)
- [MUS 487](#) Jazz Theory/Improvisation III (2)

Vocalists must also take:

- [MUS 191](#) Diction (2)
- [THTR 130](#) Acting for Everyone (3) **or**
- [THTR 230](#) Acting I: Principles (3)

Restricted Electives (7 credits)

Choose 7 credits from the following:

- [MUS 266](#) Legal/Ethical Issues in Music (3)
- [MUS 281](#) Studio Production I (2)
- [MUS 284](#) Live Audio Production I (2)
- [MUS 267](#) Negotiation and Drafting Entertainment Contracts (3)
- [MUS 371](#) Projects in Pre-Production (1)
- [MUS 481](#) Projects in Studio Production (2)
- [MUS 484](#) Projects in Sound Reinforcement & Concert Recording (2)
- [THTR 430](#) Acting Styles (3)

B.A. Degree in Music

Description

To receive the B.A. Degree in Music, the student must meet the minimum university requirements and specific requirements for the program. Completion of 120 credits is required for this degree which includes the Liberal Arts and Sciences Core (42 credits).

Core Requirements (27 credits)

- [MUS 107A](#) Music Theory I (2)
- [MUS 107B](#) Aural Skills I (1)
- [MUS 108A](#) Music Theory II (2)
- [MUS 108B](#) Aural Skills II (1)
- [MUS 207A](#) Music Theory III (2)
- [MUS 207B](#) Aural Skills III (1)
- [MUS 208](#) Music Theory IV (2)
- [MUS 240](#) American Music (3)
- [MUS 303](#) History of Western Music to 1750 (3)
- [MUS 304](#) History of Western Music since 1750 (3)
- [MUS 300](#) Basic Conducting (2)
- [MUS 316](#) World Music (3)
- [MUS 374](#) Instrumental/Choral Arranging (2)

Program Requirements (19 credits)

In addition to the listed course, students must earn eight credits in ensemble and eight credits in performance study, two credits of which must be at the 200 level or above. Students must also earn two credits in piano performance or Class Piano III and IV. A piano proficiency exam is required for students studying piano as their primary instrument.

- [MUS 391](#) Writing Seminar in Music (1)

Related Requirements (23 credits)

Students must earn at least 23 credits in courses in addition to the requirements of the MSUM Liberal Arts and Sciences Curriculum and the previously listed BA requirements and electives. Acceptable courses are those with a liberal arts focus, and/or extra LASC courses. Courses with the MUS rubric may not be used to complete this requirement.

Restricted Electives (8-9 credits)

Students will complete 8-9 credits of courses chosen from the list below.

- [MUS 215](#) History of Jazz (3)
- [MUS 217](#) Pop/Rock Music for Non-Majors (3)
- [MUS 342](#) Seminar in Pop/Rock (2)

[MUS 343](#) Seminar in Jazz (2)
[MUS 345](#) Women in Musical Culture (3)
[MUS 346](#) Sex, Sexuality and Music (3)
[MUS 364](#) Survey of Film Music (3)
[MUS 440](#) Music Literature: Solo Song (2)
[MUS 441](#) Music Literature: Orchestral (2)
[MUS 442](#) Music Literature: Choral (2)
[MUS 445](#) Music Literature: Wind Band (2)
[MUS 446](#) Music Literature: Opera (2)
[MUS 447](#) Music Literature: Percussion (2)

B.M. Degree in Music Industry

Description

To receive the B.M. Degree in Music Industry, the student must meet the minimum university requirements and specific requirements for the program. Completion of 120 credits is required for this degree which includes the Liberal Arts and Sciences Core (42 credits).

Core Requirements (27 credits)

[MUS 107A](#) Music Theory I (2)
[MUS 107B](#) Aural Skills I (1)
[MUS 108A](#) Music Theory II (2)
[MUS 108B](#) Aural Skills II (1)
[MUS 207A](#) Music Theory III (2)
[MUS 207B](#) Aural Skills III (1)
[MUS 208](#) Music Theory IV (2)
[MUS 240](#) American Music (3)
[MUS 300](#) Basic Conducting (2)
[MUS 316](#) World Music Survey (3)
[MUS 344](#) History of European Art Music Since 1700 (3)
[MUS 374](#) Instrumental/Choral Arranging (2)
[MUS 217](#) Pop/Rock Music for Non-Majors (3) **or**
[MUS 215](#) History of Jazz (3)

Program Requirements (29 credits)

In addition to the following courses, students must earn four credits in ensembles ([MUS 328](#)), and four credits of lessons in the primary performance area (two of which must be at the 200 level or higher). Students must earn at least 3 credits of [MUS 469](#) Internship.

[MUS 150C](#) Class Piano III (1)
[MUS 151](#) Basic Commercial Keyboard (1)
[MUS 184](#) Introduction to Audio Production (3)
[MUS 167](#) Intro to Copyright and Trademark (3)
[MUS 266](#) Legal and Ethical Issues in Music (3)

[MUS 267](#) Negotiation and Drafting Entertainment Contracts (3)
[MUS 365](#) Practicum (1)
[MUS 371](#) Projects in Pre-Production (1)
[MUS 461](#) Music and Entertainment Entrepreneurship (2)
[MUS 469](#) Internship (1-12)

Restricted Electives (15 credits)

Choose one of the following sequences:

[MUS 281](#) Studio Production I (2)
[MUS 284](#) Live Audio Production (2)
[MUS 381](#) Studio Production II (2)
[MUS 481](#) Projects in Studio Production (1)
[MUS 484](#) Projects in Sound Reinforcement and Concert Recording (1-2)

OR

[BUS 229](#) Introduction to Entrepreneurship (3)
[BUS 232](#) Entrepreneurial Marketing (3)
[MUS 466](#) Artist and Venue Management (3)

AND

Choose six credits from any combination of the following (all may be repeated for credit except [MUS 187](#)):

[MUS 187](#) Jazz Fundamentals (2)
MUS 25x Music Performance Lesson (1)
MUS 35x Music Performance Lesson (1)
MUS 45x Music Performance Lesson (1)
[MUS 328](#) Ensemble (1)
[MUS 371](#) Proj. in Pre-Production (1)

Electives

Students must complete 7-8 credits selected from the following course list:

[BUS 229](#) Introduction to Entrepreneurship (3)
[BUS 232](#) Entrepreneurial Marketing (3)
[BUS 309](#) Building a Workable Business Plan (3)
[COMM 301](#) Business and Professional Communication (3)
[CSIS 316](#) Ethics in the Information Age (3)
[FILM 172](#) Video Production (3)
[FILM 281](#) Film Appreciation (3)
[FILM 284](#) Beginning Filmmaking (3)

[FILM 384](#) Techniques of Film Directing (4)
[GCOM 266](#) Introduction to Multimedia (3)
[GCOM 366](#) Dreamweaver/CSS (3)
[GCOM 368](#) Multimedia Authoring with Flash (3)
[MUS 281](#) Studio Production I (2)
[MUS 284](#) Live Audio Production (2)
[MUS 303](#) Western Traditions to 1750 (3)
[MUS 304](#) Western Traditions since 1750 (3)
[MUS 364](#) Survey of Film Music (3)
[MUS 267](#) Negotiating and Drafting Music and Entertainment Contracts (3)
[MUS 373](#) The Art and Craft of Popular Songwriting (3)
[MUS 466](#) Artist and Venue Management (3)
[MUS 481](#) Projects in Studio Production (1)
[MUS 484](#) Projects in Sound Reinforcement and Concert Recording (1-2)

B.M. Degree in Music Performance

Description

To receive the B.M. Degree in Music Performance, the student must meet the minimum university requirements and specific requirements for the program. Completion of 120 credits is required for this degree which includes the Liberal Arts and Sciences Core (42 credits).

Core Requirements (27 credits)

[MUS 107A](#) Music Theory I (2)
[MUS 107B](#) Aural Skills I (1)
[MUS 108A](#) Music Theory II (2)
[MUS 108B](#) Aural Skills II (1)
[MUS 207A](#) Music Theory III (2)
[MUS 207B](#) Aural Skills III (1)
[MUS 208](#) Music Theory IV (2)
[MUS 240](#) American Music (3)
[MUS 303](#) History of Western Music to 1750 (3)
[MUS 304](#) History of Western Music since 1750 (3)
[MUS 300](#) Basic Conducting (2)
[MUS 316](#) World Music (3)
[MUS 374](#) Instrumental/Choral Arranging (2)

Emphasis in Keyboard Performance

Program Requirements (45 credits)

In addition to the courses listed, students must earn eighteen credits of performance study on the principal keyboard instrument, twelve of which must be at the 300 level or above; four credits of

performance study in a secondary instrument or voice; and nine credits of ensemble or accompanying, with no more than five credits in either area. Two credits of [MUS 450](#) are required. A piano proficiency exam must be passed.

[MUS 215](#) History of Jazz (3) **or**
[MUS 217](#) Pop/Rock Music for Non-Majors (3)
[MUS 378](#) Advanced Conducting (3)
[MUS 391](#) Writing Seminar in Music (1)
[MUS 431A](#) Keyboard Pedagogy I (2)
[MUS 431B](#) Keyboard Pedagogy II (1)
[MUS 450](#) Student Recital (2)
[MUS 461](#) Music and Entertainment Entrepreneurship (2)

Restricted Electives

Students must earn three credits in music electives with non-performance focus, but related to the principal instrument and its repertoire, history, and/or pedagogy. Students must earn five credits of music electives with focus on theory, history, literature, or conducting (Independent Study with this focus is acceptable). The remaining three credits cannot be performance study or ensemble with the principal instrument.

Emphasis in Voice Performance

Program Requirements (48 credits)

In addition to the courses listed, students must earn eighteen credits of voice performance study, twelve of which must be at the 300 level or above; four credits of piano performance study which may include Class Piano III and/or IV; and eleven credits of ensemble, seven of which involve large ensembles, two with small ensemble, and two with unrestricted ensembles. Two credits of [MUS 450](#) are required. A piano proficiency exam must be passed.

[MUS 191](#) Diction (2)
[MUS 378](#) Advanced Conducting (3)
[MUS 391](#) Writing Seminar in Music (1)
[MUS 432](#) Voice Pedagogy (3)
[MUS 440](#) Music Literature: Solo Song (2)
[MUS 450](#) Student Recital (1)
[MUS 461](#) Music and Entertainment Entrepreneurship (2)

Related Requirements (8 credits)

Students must take one year of a foreign language, or demonstrate competency at the first year level.

Emphasis in Wind Instrument, String Instrument, or Percussion Performance

Program Requirements (48 credits)

In addition to the courses listed, students must earn eighteen credits of performance study on the principal instrument, twelve of which must be at the 300 level or above; four credits of piano performance study which may include Class Piano III and/or IV; twelve credits of ensemble, eight of which are large ensembles, one with small ensemble, and three with unrestricted ensembles; a one-credit teaching methods or pedagogy course appropriate to the principal instrument; and a two credit music literature course appropriate to the principal instrument. Two credits of [MUS 450](#) are required. A piano proficiency exam must be passed.

[MUS 215](#) History of Jazz (3) **or**

[MUS 217](#) Pop/Rock Music for Non-Majors (3)

[MUS 378](#) Advanced Conducting (3)

[MUS 391](#) Writing Seminar in Music (1)

[MUS 450](#) Student Recital (1)

[MUS 461](#) Music and Entertainment Entrepreneurship (2)

Restricted Electives

Students must earn eight credits of music electives none of which can be performance study or ensemble with the principal instrument.

B.S. Degree in Music Education

Description

To receive the B.S. Degree in Music Education, the student must meet the minimum university requirements and specific requirements for the program. Completion of 136 credits is required for this degree which includes the Liberal Arts and Sciences Core (42 credits) and Secondary Teaching Licensure Education requirements (36 credits).

Core Requirements (63 credits)

Students must select an emphasis in either Instrumental Music Education or Vocal Music Education.

[MUS 107A](#) Music Theory I (2)

[MUS 107B](#) Aural Skills I (1)

[MUS 108A](#) Music Theory II (2)

[MUS 108B](#) Aural Skills II (1)

[MUS 207A](#) Music Theory III (2)

[MUS 207B](#) Aural Skills III (1)

[MUS 208](#) Music Theory IV (2)

[MUS 240](#) American Music (3)

[MUS 300](#) Basic Conducting (2)

[MUS 303](#) History of Western Music to 1750 (3)

- [MUS 304](#) History of Western Music since 1750 (3)
- [MUS 316](#) World Music Survey (3)
- [MUS 374](#) Instrumental/Choral Arranging (2)

Secondary Education Licensure Requirements
(10 credits of Student Teaching required)

- [AMCS 233](#) Education and Multicultural America (3)
- COMM 100 Speech Communication (3)
- [ED 205](#) Introduction to Education (3)
- [ED 294](#) Educational Psychology (3)
- [ED 310](#) Social Foundations of Education (3)
- [ED 398](#) Field Experience in Secondary Education (2)
- [ED 443S](#) Classroom Management/Consultation (3)
- [ED 448](#) Reading Study Skills in the Content Areas (3)
- [ED 461S](#) Student Teaching: Secondary **or**
- [ED 460S](#) Student Teaching: Secondary **and**
- [EECE 480E](#) Student Teaching: Elementary **or**
- [ED 461V](#) Student Teaching: Secondary/K-12
- [SPED 225](#) Individuals with Exceptionalities (3)

Emphasis in Instrumental Music

Program Requirements (39 credits)

Students in this major must pass piano and guitar proficiency exams and present a recital. A student teaching qualifying exam, taken the semester prior to application to student teaching, must be passed before a student teaching assignment is arranged. Due to the student teaching internship and state-mandated licensure components for this degree, there are more credits required than the 120 ordinarily needed for a Bachelor's of Science degree. Usually students will need one semester beyond four years or enrollment in one or more summer sessions to complete this degree. In addition to the courses listed, students must earn twelve credits of performance study on the principal instrument, two of which must be at the 300 level or above; two credits of piano performance study which may include Class Piano III and/or IV; and seven credits of instrumental ensemble, two credits minimum for large ensembles and two credits minimum for small ensembles. Students must also participate in at least one semester of a choral ensemble.

- [MUS 117](#) Guitar for Non-Majors (1)
- [MUS 152](#) Class Voice (1)
- [MUS 231](#) Methods for Teaching Woodwinds I (1)
- [MUS 232](#) Methods for Teaching Woodwinds II (1)
- [MUS 233](#) Methods for Teaching Brass Instruments (1)
- [MUS 234](#) Methods for Teaching String Instruments (1)
- [MUS 235](#) Methods for Teaching Percussion (1)
- [MUS 333](#) Teaching General Music K-12 (3)
- [MUS 335](#) Secondary School Instrumental Methods and Literature (3)

[MUS 378](#) Advanced Conducting (3)

[MUS 450](#) Student Recital (1)

Emphasis in Vocal Music

Program Requirements (39 credits)

Students in this major must pass piano and guitar proficiency exams and present a recital. A student teaching qualifying exam, taken the semester prior to application to student teaching, must be passed before a student teaching assignment is arranged. Due to the student teaching internship and state-mandated licensure components for this degree, there are more credits required than the 128 ordinarily needed for a Bachelor's of Science degree. Usually students will need one semester beyond four years or enrollment in one or more summer sessions to complete this degree. In addition to the courses listed, students must earn twelve credits of voice performance study, two of which must be at the 300 level or above; four credits of piano performance study which may include Class Piano III and/or IV; and seven credits of vocal ensemble. Students must enroll for one credit of vocal performance study each semester that they have full-time status, and register for two credits during the semester that they perform their recital. Students must participate in a vocal ensemble each semester that they have full-time status, with the exception of the semester in which they do their student teaching.

[MUS 191](#) Diction (2)

[MUS 236](#) Guitar and Recorder for Teaching Music (1)

[MUS 333](#) Teaching General Music K-12 (3)

[MUS 334](#) Secondary School Choral Methods and Literature (3)

[MUS 378](#) Advanced Conducting (3)

[MUS 432](#) Voice Pedagogy (3)

[MUS 450](#) Student Recital (1)

B.A. Degree in Theatre Arts

Description

To receive the B.A. Degree in Theatre Arts, the student must meet the minimum university requirements and specific requirements for the program. Completion of 120 credits is required for this degree which includes the Liberal Arts and Sciences Core (42 credits).

Core Requirements

The core is required of all students majoring in one of the Theatre Arts emphases: Acting, Directing, Musical Theatre or Theatre Technology and Design. A grade of "C-" or higher in [THTR 496](#) is required for graduation. In addition to these requirements for a Theatre Arts degree, students must fulfill other university requirements. [THTR 102](#) must be repeated for a total of 8 credits.

[THTR 102](#) Theatre Activity (1)
[THTR 140](#) Dance for the Stage I (2)
[THTR 196](#) First Year Seminar (1)
[THTR 221](#) Drama I (3)
[THTR 230](#) Acting I: Principles (3)
[THTR 234](#) Theatrical Design Principles (3)
[THTR 235](#) Directing I: Principles (3)
[THTR 255](#) Stagecraft (3)
[THTR 322](#) Drama II (3)
[THTR 323](#) Drama III (3)
[THTR 396](#) Junior Seminar (1)
[THTR 496](#) Senior Seminar (1)

Emphasis in Directing

Program Requirements

[THTR 331](#) Acting II: Scene Study (3)
[THTR 333](#) Movement for the Actor (3)
[THTR 334](#) Voice for the Actor (3)
[THTR 435](#) Directing II: Theory (3)
[THTR 436](#) Directing III: Advanced (3)

Students must take two credits in theatre electives which are at the 300 level or higher.

Emphasis in Acting

Program Requirements

[THTR 430](#) must be repeated twice for a total of 6 credits.

[THTR 232](#) Principles of Make-up for Stage and Film (2)
[THTR 331](#) Acting II: Scene Study (3)
[THTR 333](#) Movement for the Actor (3)
[THTR 334](#) Voice for the Actor (3)
[THTR 430](#) Acting Styles (3)

Emphasis in Musical Theatre

Program Requirements

Students must repeat [THTR 440](#) Dance Production for a total of 2 credits.

[MUS 110](#) Musicianship for Non-Majors (2)
[MUS 154](#) Music Performance: Voice: Level 1 (1-2)
[MUS 219](#) Singing Skills for Musical Theatre (1)
[THTR 240](#) Dance for the Stage II (2)
[THTR 324](#) Musical Theatre History (3)
[THTR 333](#) Movement for the Actor (3) **or**
[THTR 334](#) Voice for the Actor (3)
[THTR 430](#) Acting Styles: Acting for Musical Theatre (3)
[THTR 440](#) Dance Production (1)

Emphasis in Theatre Technology and Design

Program Requirements

[MUS 184](#) Introduction to Audio Production (3)
[THTR 350](#) Costume Studio (3)
[THTR 356](#) Lighting Studio (3)
[THTR 450](#) Scenic Studio (3)

Students must take six credits of theatre electives which are at the 300 level or higher.

Minor in Music

Core Requirements (16 credits)

In addition to the courses listed, students must earn four credits of ensemble and four credits of performance study, one of which must be at the 200 level or above. At least one credit of performance study, one credit of ensemble, and two credits from the required or elective credits listed below (or an approved substitute) must be taken at MSUM. Students studying piano at the 200 level must pass a piano proficiency exam.

[MUS 110](#) Musicianship for Non-Majors (2)
[MUS 111](#) The Art of Listening (3)
[MUS 240](#) American Music (3)

Restricted Electives (8 credits)

Students must complete one of the courses listed. The remaining five credits can be chosen from any course with a MUS rubric.

[MUS 215](#) History of Jazz (3)

[MUS 217](#) Pop/Rock Music for Non-Majors (3)
[MUS 316](#) World Music Survey (3)

Minor in Music Business Entertainment

Core Requirements (18 credits)

[MUS 107A](#) Theory (2) **and**
[MUS 107B](#) Aural Skills (1) **or**
[MUS 110](#) Musicianship for Non-Majors (2)
[MUS 111](#) The Art of Listening (3) **or**
[MUS 240](#) American Music (3)
[MUS 167](#) Intro to Copyright and Trademark (3)
[MUS 266](#) Legal and Ethical Issues in Music (3)
[MUS 267](#) Negotiating and Drafting Music and Entertainment Contracts (3)
[MUS 466](#) Artist and Venue Management (3)

Minor in Music Technology

Core Requirements (18 credits)

[MUS 107A](#) Theory I (2) **and**
[MUS 107B](#) Aural Skills (1) **or**
[MUS 110](#) Musicianship for Non-Majors (2)
[MUS 111](#) The Art of Listening (3) **or**
[MUS 240](#) American Music (3)
[MUS 184](#) Introduction to Audio Production (3)
[MUS 281](#) Studio Production I (2)
[MUS 284](#) Live Audio Production (2)
[MUS 381](#) Studio Production II (2)
[MUS 481](#) Projects in Studio Production (1)
[MUS 484](#) Projects in Sound Reinforcement and Concert Recording (1-2)

Minor in Theatre Arts

Core Requirements (18 credits)

[THTR 102](#) Theatre Activity (1) *MUST BE TAKEN TWICE
[THTR 140](#) Dance for the Stage I (2)
[THTR 221](#) Drama I (3)
[THTR 230](#) Acting I: Principles (3)
[THTR 232](#) Principles of Makeup for Stage and Film (2)
[THTR 235](#) Directing I: Principles (3)
[THTR 255](#) Stagecraft (3)

Electives

Students must take seven credits in theatre electives which are at the 300 level or higher.

Minor in Theatre Dance

Core Requirements (20 credits)

[THTR 140](#) Dance for the Stage I (2)

[THTR 141](#) Ballet I (2)

[THTR 142](#) Tap I (2)

[THTR 324](#) Musical Theatre History (3)

[THTR 333](#) Movement for the Actor (3)

[THTR 340](#) Principles of Choreography (3)

[THTR 440](#) Dance Production (1) *MUST BE REPEATED FOR TOTAL OF 3 CREDITS

Related Requirements

[AT 220](#) Care and Prevention of Injuries and Illnesses (3)

[MUS 110](#) Musicianship for Non-Majors (2)

School of Teaching and Learning

Lommen Hall 216, (218) 477-2216

Chair: Erin Gillett and Ok-Hee Lee

Faculty: John Benson, Layna Cole, Ruth Newton, Valerie Ritland, Peggy Rittenhouse, Rebecca Theisen

Additional information about education policies and degree requirements can be found under *Teacher Education*.

Areas of Study

Early Childhood Education, Non-Licensure Early Childhood Education, Elementary Inclusive Education with the option of Special Education Licensure, and Graduate Education in Curriculum & Instruction and Special Education. Descriptions of the graduate programs and courses may be requested from the Office of Graduate Studies.

Elementary Inclusive and Early Childhood Admissions Requirements

Student wishing to complete a major in Elementary Inclusive Education or Early Childhood Education must meet all the SARTE (Selective Admission and Retention in Teacher Education) requirements.

A minimum cumulative GPA of 2.8 is required. In addition to the GPA requirement, there are eight different items for which students are rated and receive points ranging from 0-4 per item. The eight items include the following:

- Cumulative GPA

- Grade earned in [ED 205](#) (at least a C required)
- Grade earned in [ED 294](#) (at least a C required)
- Grade earned in [SPED 225](#) (at least a C required)
- Disposition concern by course instructor
- [ED 205](#) Dispositions
- MTLE Basic Skills
- Personal Initiative

Students must earn 23 or higher points to be fully admitted into Teacher Education. If students score 20-22 points, they are not admitted into Teacher Education, but an automatic appeal will go to the T-Care Team. If students earn below 20 points, they are not admitted into Teacher Education, but have the right to appeal to the T-Care Team. Please refer to the SARTE information and instruction, under Teacher Education, in this Bulletin for details.

Please refer to the SARTE information and instructions, under *Teacher Education*, in this **Bulletin** for details.

Completion of the SARTE is required before students can enroll in 300 and 400 level courses with the education prefix of ED, EECE, SPED or STL. Passing all three sections of MTLE: Basic Skills is required for student teaching and Minnesota Licensure. Students must also pass the appropriate MTLE Licensure Exams: Content and Pedagogy before they may apply for Minnesota licensure. Students should consult with their advisor.

Non-Licensure Early Childhood Education Admission Requirements

Students wishing to complete a major in Early Childhood Education Non-Licensure must meet the following requirements:

- Complete 45 semester credits
- GPA of 2.25 in LASC
- Overall GPA of 2.5
- Verification from supervisor of experience with groups of children in a teaching/learning setting.

Major in Non-Licensure Early Childhood Education

The Early Childhood Education--Non-Licensure major prepares students to teach in inclusive education and care programs serving infants, toddlers, and preschool children and their families. Graduates are qualified to teach in licensed childcare and pre-school programs, Head Start and Early Head Start. The Early Childhood Education non-licensure major is designed to provide a strong foundation in understanding child development, developmentally appropriate practices, early literacy development, young children's learning, and current best practices in supporting young children and their families in a variety of settings.

Major in Elementary Inclusive Education

This program prepares teachers to teach the wide range of diverse learners found in today's K-6 classrooms. The course of study emphasizes academic content knowledge, assessment of student needs, differentiated instruction, collaborative decision making, with an emphasis on learning in field-based placements. Because the program prepares teachers for inclusive classrooms, with 30 additional credits it is possible to also pursue licensure in Special Education.

Continued adherence to the SARTE requirements, including a cumulative GPA of 2.8, is required for enrollment in any 300/400 level education course. Grades of C- or higher must be earned in all courses that are required for licensure, except [ED 205](#), [ED 294](#) and [SPED 225](#), which require at least a grade of C.

Major in Early Childhood Education

The Early Childhood Education major prepares students to teach in inclusive programs serving children from infancy to 8 years old. These programs include licensed childcare, pre-school, Head Start, Early Childhood Family Education, and public school kindergarten and first, second, and third grade classrooms. The Early Childhood Education major emphasizes collaboration with parents and other professional agencies that serve families with young children. This major qualifies a student to apply for a Minnesota teaching license in Early Childhood Education.

Continued adherence to the SARTE requirements, including a cumulative GPA of 2.8, is required for enrollment in any 300/400 level education course. Grades of C- or higher must be earned in all courses that are required for licensure, except [ED 205](#), [ED 294](#) and [SPED 225](#), which require at least a grade of C.

Student Learning Outcomes

The following performance outcomes are based on the Minnesota State Board of Teaching (BOT) Standards and are aligned with the conceptual framework for the education unit. MSUM teacher candidates are becoming professionals who are knowledgeable, reflective, humanistic and creative who will:

- Demonstrate knowledge of content.
- Designs organized, effective, and appropriate lessons.
- Uses appropriate informal and/or formal assessment methods to evaluate.
- Demonstrate knowledge of human development through appropriate interaction activities and demeanor.
- Demonstrate competence in employing appropriate technology.
- Express ideas articulately in written and oral communication.
- Recognize individual differences and gives opportunities for diverse learners to learn.
- Foster a safe, compassionate and respectful educational environment that promotes learning.
- Guide student behavior effectively and appropriately.
- Solicit suggestions and feedback from others and is receptive to them.
- Analyze own performance and seeks sources of improvement.
- Plan creative lessons and units.
- Employ diverse teaching strategies.
- Maintain professional conduct as evidenced by punctuality, interaction with others, preparedness and initiative.

B.A. Degree in Early Childhood Education Non-Licensure

Description

The Early Childhood Education Non-Licensure major prepares students to teach in inclusive education and care programs serving infants, toddlers, and preschool children and their families. Graduates are qualified to teach in licensed childcare and pre-school programs, Head Start and Early Head Start. The Early Childhood Education non-licensure major is designed to provide a strong foundation in understanding child development, developmentally appropriate practices, early literacy development, young children's learning, and current best practices in supporting young children and their families in a variety of settings. To receive the B.A. Degree in Early Childhood Education Non-Licensure, the student must meet the minimum university requirements and specific requirements for the program. Completion of 120 credits is required for this degree which includes the Liberal Arts and Sciences Core (42 credits).

Admission Requirements

Students wishing to complete a major in Early Childhood Education Non-Licensure must:

Complete 45 semester credits

GPA of 2.25 in LASC

Overall GPA of 2.50

Verification from supervisor of experience with groups of children in a teaching/learning setting.

Core Requirements (9 credits)

[EECE 220](#) Foundations of Early Childhood/Early Childhood Special Education (3)

[EECE 250](#) Creative Expression in Early Childhood (3)

[STL 291](#) Early Literacy (3)

Program Requirements

[EECE 333](#) Discovery Learning (3)

[EECE 430](#) Infant/Toddler Programs and Practices (3)

[EECE 433](#) Preschool/Kindergarten Curriculum (3)

[EECE 437](#) Leadership and Administration in EC-WI (3)

[EECE 438](#) Guidance and Play (3)

[ED 469](#) Internship (6-12)

[STL 341](#) Reading/Writing Methods P-3 (3)

Restricted Electives

Students must earn six credits by taking courses from the following list:

[STL 330](#) Child Development and Learning (3)

[STL 413](#) Effective Teaching (3)

[STL 428](#) Building Partnerships in Education (3)

[STL 441](#) Children's Literature (3)
[STL 442](#) Advanced Reading and Writing PreK-3 (3)
[MATH 302](#) Mathematics for Early Childhood (3)

B.S. Degree in Early Childhood Education

Description

To receive the B.S. Degree in Early Childhood Education, the student must meet the minimum university requirements and specific requirements for the program. Completion of 120 credits is required for this degree which includes the Liberal Arts and Sciences Core (42 credits) and Secondary Teaching Licensure Education requirements (36 credits).

Core Requirements

All students in Early Childhood Education must complete this teacher licensure core as well as courses listed under "Requirements" and "Related Requirements."

[ED 205](#) Introduction to Education (3)
[ED 294](#) Educational Psychology (3)
[ED 310](#) Social Foundations of Education (3)
[SPED 225](#) Individuals with Exceptionalities (3)
[STL 291](#) Early Literacy (3)

Program Requirements

Students must earn at least 12 credits in [EECE 481E](#).

[EECE 220](#) Foundations of Early Childhood & Early Childhood Special Education (3)
[EECE 250](#) Creative Expressions in Early Childhood (3)
[EECE 333](#) Discovery Learning (3)
[EECE 426](#) Primary Methods: Math, Science, Social Studies (3)
[EECE 430](#) Infant/Toddler Programs and Practices (3)
[EECE 433](#) Preschool and Kindergarten Curriculum (3)
[EECE 437](#) Leadership and Administration in Early Childhood Education (3)
[EECE 438](#) Guidance and Play (3)
[EECE 441](#) Children's Literature: Content and Methods (4)
[EECE 481C](#) Student Teaching: Early Childhood (2)
[EECE 481E](#) Student Teaching: Kindergarten/Elementary (1-16)
[HLTH 311](#) Health in the Elementary Schools (2)
[STL 341](#) Reading and Writing Methods PreK-3 (3)
[STL 388](#) Classroom Assessment (3)
[STL 413](#) Effective Teaching (3)
[STL 428](#) Building Partnerships (3)
[STL 442](#) Advanced Reading and Writing Methods PreK-3 (3)

Related Requirements

[AMCS 233](#) Education and Multicultural America (3)
COMM 100 Speech Communication (3)
[ENGL 202](#) English Composition and Literature (3)
[MATH 302](#) Mathematics for Early Childhood (3)

Restricted Electives

Students must complete two science courses.

[BIOL 370](#) Exploring Biology (3)
[GEOS 170](#) Earth Science Today (3)
[PSCI 170](#) Physical Science I (3)

B.S. Degree in Elementary Inclusive Education

Description

To receive the B.S. Degree in Elementary Inclusive Education, the student must meet the minimum university requirements and specific requirements for the program. Completion of 128 credits is required for this degree which includes the Liberal Arts and Sciences Core (42 credits) and Teaching Licensure Education requirements (36 credits).

Core Requirements

ED 205 Introduction to Education (3)
ED 294 Educational Psychology (3)
ED 310 Social Foundations of Education (3)
SPED 225 Individuals with Exceptionalities (3)
STL 291 Early Literacy (3)
STL 327 Technology in Education (2)
STL 330 Child Development and Learning for Teachers (3)

Program Requirements

Students who choose not to add Special Education Licensure must complete at least 10 credits of STL 481E Student Teaching: Elementary.

ART 350 Methods and Materials: Art for the Elementary Classroom (3)
EECE 441 Children's Literature: Content and Methods (4)
HLTH 311 Health in the Elementary Schools (2)
MATH 406 Mathematics in the Elementary School (3)
MUS 319 Music for Classroom Teachers (3)
STL 226 Social Studies Content for Elementary Teachers (2)
STL 341 Reading and Writing Methods PreK-3 (3)
STL 388 Classroom Assessment (3)

STL 413 Effective Teaching (3)
STL 428 Building Partnerships (3)
STL 442 Advanced Reading and Writing Methods PreK-3 (3)
STL 443 Learning Environment (3)
STL 474 Methods in Teaching Elementary Science and Environmental Education (3)
STL 475 Teaching Reading and Writing Grades 4-6 (3)
STL 476 Methods for Teaching Elementary Social Studies (3)
STL 481E Student Teaching: Elementary (8-16)

Related Requirements

AMCS 233 Education and Multicultural America (3)
BIOL 370 Exploring Biology (3)
COMM 100 Speech Communication (3)
ENGL 102 Composition and Literature II (4) **or**
ENGL 202 English Composition and Literature (3)
GEOS 170 Earth Science Today (3)
MATH 110 Introduction to Mathematics (3)
MATH 303 Foundations of Number Systems (3)
MATH 304 Informal Geometry (3)
PSCI 170 Physical Science I (3)

Special Education Developmental Disabilities Option

Students must take at least 10 credits in SPED 451D unless they have already received teacher certification.

ED 367 Practicum: General Education (1)
SPED 404 General Education Curriculum and Standards (3)
SPED 413 Instructional Strategies (3)
SPED 414 IEP Policies and Methods (2)
SPED 419 Biomedical Aspects (3)
SPED 445 Methods of Reading Intervention (3)
SPED 451D Student Teaching: Developmental Disabilities (8-10)
SPED 456 Functional Curriculum and Assessment (4)
SPED 459 Communication Programming for Persons with Severe Disabilities (3)
SPED 463 Assessment Strategies (3)
SPED 463L Assessment Lab (1)
SPED 467D DD Middle/Secondary (Mild) Competency Based Field Experience (4)
SPED 470 Secondary Services & Transitional Planning (4)

Special Education Emotional Behavior Disorders Option

Students must earn at least 10 credits in SPED 451C unless they have already received teacher certification.

ED 367 Practicum: General Education (1)
MATH 402 Mathematics for Special Education (4)
SPED 404 General Education Curriculum and Standards (3)
SPED 413 Instructional Strategies (3)
SPED 414 IEP Policies and Methods (2)
SPED 445 Methods of Reading Intervention (3)
SPED 451C Student Teaching: E/BD (8-10)
SPED 455 Characteristics of Students with Learning and Behavior Problems (4)
SPED 463 Assessment Strategies (3)
SPED 463L Assessment Lab (1)
SPED 467A Secondary Practicum: Mild Disabilities (3)
SPED 470 Secondary Services & Transitional Planning (4)
SPED 478 Educational Interventions: Emotional/Behavioral Disorders (3)

Special Education Learning Disabilities Option

Students must earn at least 10 credits in SPED 451B unless they have already received teacher certification.

ED 367 Practicum: General Education (1)
MATH 402 Mathematics for Special Education (4)
SPED 404 General Education Curriculum and Standards (3)
SPED 413 Instructional Strategies (3)
SPED 414 IEP Policies and Methods (2)
SPED 445 Methods of Reading Intervention (3)
SPED 451B Student Teaching: SLD (8-10)
SPED 455 Characteristics of Students with Learning and Behavior Problems (4)
SPED 463 Assessment Strategies (3)
SPED 463L Assessment Lab (1)
SPED 467A Secondary Practicum: Mild Disabilities (3)
SPED 470 Secondary Services and Transitional Planning (4)
SPED 475 Informal Assessment/Teaching Strategies: Students with Learning Disabilities (3)

Special Education Academic Behavioral Strategist Option

SPED 402 Characteristics of Students with Mild Disabilities (3)
SPED 403 Methods: Mild Disabilities (4)
SPED 410 Methods and Strategies of Special Education Assessment (3)
SPED 410L Special Education Lab (2)
SPED 414 IEP Policies and Methods (2)
SPED 468M ABS Middle/Secondary Competency Based Field Experience (6)
SPED 470 Secondary Services and Transitional Planning (4)
SPED 471 Behavioral and Environmental Management (3)
SPED 494 Legal/Social Foundations of Special Education (3)

Minor in Language and Literacy

Description

Language and Literacy Minor - 25 credits

Core Requirements (13 credits)

Students interested in this minor must consult with the EECE Department Chair and declare the minor.

[ED 205](#) Introduction to Education (3)
[EECE 341](#) Reading and Language Arts I (3)
[EECE 441](#) Children's Literature: Content and Methods (4)
[STL 291](#) Early Literacy (3)

Restricted Electives (8 credits)

[ED 448](#) Reading Study Skills in the Content Areas (3)
EECE 425 Improvement of Instruction in Reading and Language Arts (2)
[EECE 445](#) Remedial and Corrective Reading (3)

Electives

Students must take at least one course from the following list.

[ANTH 110](#) Introduction to Cultural Anthropology (3)
[ANTH 265](#) Language and Culture (3)
[CNSA 420](#) Basic Counseling Skills (3)
[SLHS 101](#) Survey of Speech-Language-Hearing Disorders (3)

Certificate in Preprimary Education

Program Requirements

[EECE 234](#) Play and Development (3)
[EECE 333](#) Discovery Learning (3)
[EECE 433](#) Preschool and Kindergarten Curriculum (3)
[EECE 467K](#) Practicum: Pre-Primary (1-4)
[STL 291](#) Early Literacy (3)

Certificate in Reading

Program Requirements

[ED 448](#) Reading Study Skills in the Content Areas (3)
[EECE 445](#) Remedial and Corrective Reading (3)
[ENGL 365](#) Language and Learning (3)
[ENGL 494](#) Teaching English in Middle/Junior High (3)
[PSY 402](#) Child/Adolescent Psychology (3)

Certificate in Teaching and Learning with Technology

Program Requirements

- [ED 419](#) Creating Web-Based Curriculum Materials (2)
- [ED 422](#) Electronic Resources: Issues and Practice (2)
- [ED 425](#) Methods of Computer-mediated Communication in Education (2)
- ED 428 Effective Use of Multimedia (2)
- [ED 433](#) Technology Troubleshooting for your Computer (2)
- [ED 434](#) Assessment Strategies for Technology-Enhanced Curricula (2)
- [ED 435](#) Infusing Technology into Mathematics (2)
- ED 439 Infusing Technology into Literacy Instruction (2)
- ED 442 Infusing Technology into the Science Curriculum (2)

Secondary & K-12 Education

School of Teaching and Learning

Lommen Hall 216, (218) 477-2560

Chair: Erin Gillett and Ok-Hee Lee

Faculty: Steven Grineski, Sheila Marquardt, Brian Smith, David Tack

Additional information about education policies and degree requirements can be found under *Teacher Education*.

Areas of Study

K-12 disciplines include Visual Arts, Music, Spanish, and Physical Education. Secondary Education disciplines include the majors of Communication Arts and Literature, Health, Mathematics, Life Science, Earth Science, Physical Science, and Social Studies.

Secondary and K-12 Requirements

Students interested in obtaining licensure to teach Secondary and K-12 Education must be admitted to the Teacher Education program and satisfy all Selective Admission and Retention in Teacher Education (SARTE) requirements.

Selective Admission and Retention in Teacher Education (SARTE) Requirements

A minimum cumulative GPA of 2.5 is required. In addition to the GPA requirement, there are eight different items for which students are rated and receive points ranging from 0-4 per item. The eight items include the following:

- Cumulative GPA
- Grade earned in [ED 205](#) (at least a C required)
- Grade earned in [ED 294](#) (at least a C required)
- Grade earned in [SPED 225](#) (at least a C required)
- Disposition concern by course instructor
- [ED 205](#) Dispositions
- MTLE Basic Skills

- Personal initiative

Students must earn 23 or higher points to be fully admitted into Teacher Education. If students score 20-22 points, they are not admitted into Teacher Education, but an automatic appeal will go to the T-Care Team. If students earn below 20 points, they are not admitted into Teacher Education, but have the right to appeal to the T-Care Team. Please refer to the SARTE information and instruction, under Teacher Education, in this Bulletin for details.

Student Teaching Requirements

- Admission and Retention in Teacher Education (SARTE) including a cumulative GPA of 2.5
- GPA of 2.5 in education core courses with grade of “C-” or higher in each course
- complete program requirements in major, including method courses
- submit application for student teaching by posted deadline.

Licensure Requirements

- complete program requirements including the sequence of field experiences
- pass the Minnesota Teacher Licensure Exam (MTLE): Basic Skills Tests
- pass the MTLE Licensure Exam
- submit application for Licensure.

Student Learning Outcomes

- Apply general education/content knowledge.
- Understand student/child development and learning.
- Demonstrate multicultural, gender-fair, and disability sensitive values.
- Employ appropriate group and individual instructional strategies.
- Establish and maintain a productive learning environment.
- Actively use communication and interpersonal skills.
- Assign an organized, effective and appropriate curriculum.
- Use appropriate group and individual assessment strategies.
- Engage in life-long learning.
- Demonstrate professionalism, ethical behavior, and leadership.
- Use technology in support of classroom instruction.

Teaching Licensure

Core Requirements

In addition to the listed courses, students must also complete a teaching methods course in their major discipline. PreK-12 grade level is the licensure range for Developmental Adapted Physical Education; K-12 grade level is the licensure range for English as a Second Language, Instrumental and Classroom Music, Vocal and Classroom Music, Visual Arts, Physical Education and World Languages and Cultures; 5-12 grade level is the licensure range for Communication Arts/Literature, Health, Mathematics, and Social Studies; the 5-8 grade level is

the only licensure range for Science; the grade level of 9-12 is the only licensure range available for Chemistry, Earth Science, Life Science, and Physics.

[AMCS 233](#) Education and Multicultural America (3)
[CMST 100](#) Speech Communication (3)
[ED 205](#) Introduction to Education (3)
[ED 294](#) Educational Psychology (3)
[ED 310](#) Social Foundations of Education (3)
[ED 398](#) Field Experience in Secondary Education (2)
[ED 443S](#) Classroom Management/Consultation (3)
[ED 448](#) Reading Study Skills in the Content Areas (3)
[ED 461S](#) Student Teaching: Secondary (10) or
[ED 460S](#) Student Teaching: Secondary (5) and
[EECE 480E](#) Student Teaching: Elementary (5)
[SPED 225](#) Individuals with Exceptionalities (3)

Special Education

School of Teaching and Learning Lommen Hall 216, (218) 477-2216

Chair: Erin Gillett and Ok-Hee Lee

Faculty: Deanne Borgeson, Camille Brandt, Keri DeSutter, Sue Severson, Ximena Suarez Sousa

The mission of the MSUM Special Education program is to prepare professionals who empower individuals to maximize their self-reliance, their accomplishments and their quality of life. The Special Education program prepares educators skilled in assessment and instruction who understand and respect the individual differences of diverse learners.

MSUM is unique in that it offers undergraduate and graduate programming in several licensure areas including:

- Academic Behavior Strategist (ABS) undergraduate only
- Developmental Disabilities (DD) undergraduate and graduate
- Specific Learning Disabilities (SLD) undergraduate and graduate
- Emotional/Behavioral Disorders (EBD) undergraduate and graduate
- Early Childhood Special Education (ECSE) graduate only
- Physical/Health Disabilities (P/HD) graduate only

Special Education Admission Requirements

To be admitted to the Special Education licensure program students must have:

- Completed application to Teacher Education (SARTE, see Teacher Education)
- Cumulative GPA minimum of 2.8

Licensure in Special Education

To be awarded a license in Special Education, all students must complete at least one licensure area. Students enrolled in the Twin Cities cohorts have the option to complete coursework leading to licensure as a teacher of Emotional/Behavioral Disorders (E/BD), Developmental Disabilities (DD), Specific Learning Disabilities (SLD), or Academic Behavior Strategist (ABS). Students majoring in Elementary Inclusive Education have the option to complete coursework to be licensed as a teacher of EBD, DD, SLD, or ABS. Depending on the program students are enrolled in, a student may meet the requirements for multiple licensures. Students with a previous degree in education may add SLD, EBD, DD, ABS, ECSE and PH/D at the graduate level.

To complete licensure in Special Education, all students must complete a student teaching experience as defined by the Minnesota State Board of Teaching (BOT). Students receiving multiple licensures, either across general and special education or within special education, will complete field experiences in each licensure area.

All Academic Behavior Strategist licensure candidates must also complete a degree in general education (see Elementary Inclusive Education for information).

Policy for continuing enrollment in the special education licensure program

Completion of SARTE is required before students can enroll in 300 and 400 level education courses. Students need to continue to meet SARTE retention points. Passing the MTLE is mandatory before students will receive Minnesota licensure.

All applicants for a first time Minnesota special education teaching license must complete the following teacher licensure examinations before being granted a special education license in addition to passing the MTLE Basic Skills Exams.

- Special Education content
- Tests specific to general and special education licenses.

All student teaching or practica in special education require a minimum GPA of 2.8 and a “C” or better for all courses required for licensure.

Student Learning Outcomes

- Demonstrate knowledge and understanding of the Principles of Teaching and Core Content Knowledge in Special Education.
- Demonstrate ability to assess, teach and evaluate learners with disabilities.
- Demonstrate ability to assume the professional role of a Special Education teacher and demonstrate appropriate dispositions for teaching.
- Demonstrate professional research and writing capabilities.
- Demonstrate the ability to use a variety of learning strategies including assistive technology and universal design in instruction.

B.S. Degree in Special Education (Only available to students in the Twin Cities cohorts)

Core Requirements

This Teacher Licensure core is required of all students majoring in one of the Special Education licensure areas: DD, E/BD OR LD.

- [ED 205](#) Introduction to Education (3)
- [ED 294](#) Educational Psychology (3)
- [ED 310](#) Social Foundations of Education (3)
- [SPED 225](#) Individuals with Exceptionalities (3)
- [SPED 430](#) Foundation of Reading and Writing Methods (3)

Program Requirements

These courses are required of all students majoring in one of the Special Education licensure areas: LD, DD, or E/BD.

- [SPED 443](#) Consultation and Collaboration in Special Education and Human Services (3)
- [SPED 471](#) Behavior and Environment Management (3)
- [SPED 494](#) Legal/Social Foundations of Special Education (3)

Related Requirements

These courses are required of all students majoring in one of the Special Education licensure areas: DD, E/BD OR LD.

- [AMCS 233](#) Education and Multicultural America (3)
- COMM 100 Speech Communication (3)
- [MATH 303](#) Foundations of Number Systems (3)
- [PSY 113](#) General Psychology (3)
- [PSY 202](#) Developmental Psychology (3)

Emphasis in DD Option

Program Requirements

Students must take at least 10 credits in [SPED 451D](#) unless they have already received teacher certification.

- [ED 367](#) Practicum: General Education (1)
- [SPED 404](#) Best Practices in Teaching I (3)
- [SPED 413](#) Best Practices in Teaching II (3)
- [SPED 414](#) IEP Policies and Methods (2)
- [SPED 419](#) Biomedical Aspects (3)
- [SPED 445](#) Methods of Reading Intervention (3)

[SPED 451D](#) Student Teaching: Developmental Disabilities (8-10)
[SPED 456](#) Functional Curriculum and Assessment (4)
[SPED 459](#) Communication Programming for Persons with Severe Disabilities (3)
[SPED 463](#) Assessment Strategies (3)
[SPED 463L](#) Assessment Lab (1)
[SPED 467D](#) DD Middle/Secondary (Mild) Competency Based Field Experience (4)
[SPED 470](#) Secondary Services & Transitional Planning (4)

Emphasis in E/BD Option

Program Requirements

Students must earn at least 10 credits in [SPED 451C](#) unless they have already received teacher certification.

[ED 367](#) Practicum: General Education (1)
[MATH 402](#) Mathematics for Special Education (4)
[SPED 404](#) Best Practices in Teaching I (3)
[SPED 413](#) Best Practices in Teaching II (3)
[SPED 414](#) IEP Policies and Methods (2)
[SPED 445](#) Methods of Reading Intervention (3)
[SPED 451C](#) Student Teaching: E/BD (8-10)
[SPED 455](#) Characteristics of Students with Learning and Behavior Problems (4)
[SPED 463](#) Assessment Strategies (3)
[SPED 463L](#) Assessment Lab (1)
[SPED 467A](#) Secondary Practicum: Mild Disabilities (3)
[SPED 470](#) Secondary Services & Transitional Planning (4)
[SPED 478](#) Educational Interventions: Emotional/Behavioral Disorders (3)

Emphasis in SLD Option

Program Requirements

Students must earn at least 10 credits in [SPED 451B](#) unless they have already received teacher certification.

[ED 367](#) Practicum: General Education (1)
[MATH 402](#) Mathematics for Special Education (4)
[SPED 404](#) Best Practices in Teaching I (3)
[SPED 413](#) Best Practices in Teaching II (3)
[SPED 414](#) IEP Policies and Methods (2)
[SPED 445](#) Methods of Reading Intervention (3)

[SPED 451B](#) Student Teaching: SLD (8-10)
[SPED 455](#) Characteristics of Students with Learning and Behavior Problems (4)
[SPED 463](#) Assessment Strategies (3)
[SPED 463L](#) Assessment Lab (1)
[SPED 467A](#) Secondary Practicum: Mild Disabilities (3)
[SPED 470](#) Secondary Services & Transitional Planning (4)
[SPED 475](#) Informal Assessment/Teaching Strategies: Students with Learning Disabilities (3)

Minor in Special Education

Program Requirements

[SPED 225](#) Individuals with Exceptionalities (3)
[SPED 471](#) Behavior and Environment Management (3)
[SPED 494](#) Legal/Social Foundations of Special Education (3)

Electives

Choose three courses from the following list:

[EECE 220](#) Foundations of Early Childhood & Early Childhood Special Education (3)
[SPED 402](#) Characteristics of Students with Mild Disabilities (3)
[SPED 413](#) Instructional Strategies (3)
[SPED 419](#) Biomedical Aspects of Physical and Health Disabilities (3)
[SPED 430](#) Foundation of Reading and Writing Methods (3)
[SPED 431](#) Survey of Autism Spectrum Disorders (2)
[SPED 435](#) Asperger's Disorder: Instructional Strategies (2)
[SPED 455](#) Characteristics of Students with Learning and Behavior Problems (4)

Teacher Education/Field Experience

Lommen Hall 154

Coordinator: Lynn Mahlum, Lisa Staiger

See Elementary and Early Childhood Education, Secondary and K-12 Education (Kindergarten-Grade 12) Education, Special Education, and specific Secondary and K-12 teaching fields for requirements specific to various degrees. The requirements described below apply to all teaching licensures. All Minnesota State University Moorhead education programs are accredited by NCATE (the National Council for Accreditation of Teacher Education) and meet standards set by the Minnesota Board of Teaching.

Minnesota Universities do not grant teacher licensure; the State of Minnesota does. Universities offer programs of study designed to prepare students to meet the state's licensure requirements.

Teacher Education Requirements

To be eligible for graduation in any teacher education major, the candidate shall fulfill all of the following requirements:

- admission to teacher education and retention in good standing
- completion of a professional education sequence of courses appropriate to the level of teacher preparation
- a sequence of early field experiences
- student teaching
- take the MTLE (Minnesota Teacher Licensing Exam: Basic Skills)

Students are also strongly encouraged to take state-required MTLE pedagogy and content tests before graduation. Those applying for Minnesota teacher licensure must pass state-required MTLE basic skills, pedagogy, and content tests at the score-levels required at the time of license application.

Selective Admission and Retention in Teacher Education (SARTE)

To be admitted to a program in teacher education, students must meet the following requirements. The requirements must be met before enrolling in 300- and 400-level courses with the prefixes: ED, EECE, SPED and STL. STL 330 is the one exception to this rule – candidates *may enroll* in STL 330 prior to SARTE admission.

Students must earn a minimum GPA of 2.8 (Elementary Inclusive and Early Childhood Education) and 2.5 (Secondary/K-12 Education) in order to be admitted into Teacher Education. If a student meets the minimum GPA requirements, the following score sheet needs to be filled out for SARTE application.

	Location of Information	4 points	3 points	2 points	1 point	0 points	My Points
Cum GPA	On DARS	3.4 and above	3.39 – 3.0	2.99– 2.90	2.89 – 2.8		
ED 294	On DARS	A/A-	B+/B/B-	C+/C	Students must earn at least a C in these courses to apply for SARTE.		
SPED 225	On DARS	A/A-	B+/B/B-	C+/C			
ED 205	On DARS	A/A-	B+/B/B-	C+/C			
Dispositions Concern by Course Instructor	In Diary	No concerns	Notice of concern		Concern	Serious and/or Multiple Concerns	
ED 205 Dispositions (practicum)	In Diary	21 pts and above and no 1s in any category	18-20 pts and no 1s in any category	15-17 pts and no 1s in any category	12-14 pts and no 1s in any category	Below 12 and/or receive a 1 in any category	
MTLE Basic	On DARS	Passed all	Passed 2; Failed 1	Passed 1;	Failed all	Received	

Skills		3	with score ≥ 210	Failed 2 with score ≥ 210	3 with a score of ≥ 210 on all 3.	a score < 210 on one or more.	
Personal Initiative	In Diary - must be submitted by student & reviewed by advisor	Extensive and ongoing	Regularly	Every now and then	Once or twice	No evidence of experience	
							Total Points

Students must earn 23 or higher points to be fully admitted into Teacher Education. If a student scores 20-22 points, they are not admitted into Teacher Education, but an automatic appeal will go to the T-Care Team. If a student earns below 20 points, they are not admitted into Teacher Education, but have the right to appeal to the T-Care Team.

Non-Licensure Early Childhood Education majors must do the following:

- complete 45 semester credits
- have GPA of 2.25 in LASC
- have cumulative GPA of 2.5
- have verification from supervisor of experience with groups of children in a teaching/learning setting

Students who fail to maintain required GPAs will be suspended from the respective program. The Teacher Education Admission and Retention Committee (TEARC) handles appeal processes.

NOTE: Programs may have additional requirements for admission to programs, admission to field experiences, graduation, or licensure. See your advisor for those requirements.

Retention in Teacher Education

To be retained in a program in teacher education, students must meet the following requirements.

All education majors (except the non-licensure Early Childhood Education majors) must:

- complete at least 60 (junior level retention) and complete at least 90 (senior level retention) semester credit hours
- maintain a grade of C- or higher in each of the required courses in the major
- enroll in methods courses simultaneously with practicum
- have successful performance evaluation in all practica

Additionally Elementary Inclusive and Early Childhood Education majors must also:

- maintain a cumulative GPA of 2.8
- have a grade of C- or better in all courses required for licensure, except [ED 205](#), [ED 294](#) and [SPED 225](#), which require at least a grade of C
- meet the disposition expectations

Non-licensure in Early Childhood Education majors must:

- maintain a cumulative GPA of 2.5
- meet the disposition expectations

Secondary, K-12 majors must also:

- maintain a cumulative GPA of 2.5
- meet the disposition expectations

Dismissal from Teacher Education

A faculty member, cooperating teacher, or administrator of a school to which a student is assigned may request a review of a student's professional dispositions or academic competence. As a result of this review, students may be required to complete remediation. Failure to successfully complete remediation will result in removal from the Teacher Education program.

Professional Education Sequence

Any curriculum leading to graduation and/or licensure with a teaching major shall include courses in the professional preparation of teachers designated by the appropriate MSUM Teacher Education program to comply with requirements of the Minnesota State Board of Teaching.

Early Field Experiences

All teacher education majors are required to complete a series of field experiences prior to student teaching. ED 205 is the first early field experience for all licensure areas. Students must be admitted to Teacher Education to enroll in the subsequent 300- and 400-level early field experiences. Students need to arrange their schedules so that the required blocks of time needed to complete the field experiences are available during the school day. Transportation to the assigned school and liability insurance are arranged and paid for by the student.

Student Teaching

Students are to apply by posted deadlines for admission to student teaching. Deadlines are posted in the Field Experiences Office and on the web site. Application forms are available online at <http://web.mnstate.edu/edhuman/edmajor.cfm>.

Student teaching placements are limited based upon availability of classroom teachers. Students should be prepared to travel within a radius of 60 miles. Transportation, food, lodging and liability insurance are arranged and paid for by the student. Student teaching will be scheduled by the Field Experience Office for a predetermined period of time each semester. Student teachers will follow the calendar of the school in which they are placed during the assignment.

Minnesota Teacher Licensure Requirements

Completion of a degree including a teaching major and teacher education requirements are necessary to qualify for licensure. In addition, students must submit passing scores for MTLE. Several majors include different concentrations or options leading to one or more specialized licenses in the major field. Students who plan teaching careers are advised to examine all license options and contact the coordinator of such programs as early as possible.

A Curriculum Worksheet for Teaching License must be completed, including all necessary signatures, and submitted to the Registrar before any license application may be processed.

The application for Minnesota licensure must be submitted online at <http://education.state.mn.us/mde/edexc/licen/index.html>.

Minnesota State University Moorhead is authorized to endorse license applications to other states only for students who have fulfilled all requirements for approved license programs in Minnesota. In 1998 the federal government passed Section 207 of the Higher Education Act (HEA) mandating that all institutions with teacher preparation programs in which students receive federal financial assistance prepare annual reports on teacher preparation and licensing. The reporting process started with all teacher education students graduating in the 1999- 2000 academic year. The state of Minnesota mandates that students must pass the MTLE.

Minnesota State University Moorhead prepares students for Minnesota teacher licensure. A student interested in licensure from other states (including North Dakota) should contact departments of teacher licensure in those states for specific information, as it is the student's responsibility to meet individual states' requirements for licensure.

Student Learning Outcomes

- Apply general education content knowledge.
- Understand student/child development and learning.
- Demonstrate multicultural, gender-fair and disability sensitive values.
- Employ appropriate group and individual instructional strategies.
- Establish and maintain a productive learning environment.
- Effectively use communication and interpersonal skills.
- Design an organized, effective and appropriate curriculum.
- Use appropriate group and individual assessment strategies.
- Engage in lifelong learning.
- Demonstrate professionalism, ethical behavior, and leadership.
- Use technology in support of classroom instruction.

School of Visual Arts

Roland Dille Center for the Arts 161

(218) 477-2151 or 477-2317

Chair: Laurie Blunsom

Faculty: Anna Arnar, Bradley Bachmeier, Donald Clark, Zhimin Guan, Lauren Kinney, Carl Oltvedt, Jim Park, Sherry Short, Kelli Sinner, Patrick Vincent, Chris Walla

Department Goals and Philosophy

Most human perception is based on stereotyped conceptions of the world around us. The study of visual art breaks down those stereotypes providing a truer understanding of the physical world and its workings. This understanding then forms the basis for the effective communication of personal ideas and concepts through visual and tactile media.

The programs in the School of Visual Arts teach students the basic principles of art, instruct students in the use of materials, encourage the investigation of the creative process, and provide a framework for understanding the field of art in the historic and contemporary context. This knowledge forms the basic visual and conceptual vocabulary that is used to explore one's personal expression. The department also emphasizes the benefits of a balanced liberal arts education. School of Visual Arts majors are prepared to perform competently whether they go on to professional practice, teaching or post-graduate study.

The School of Visual Arts and its programs are accredited through the National Association of Schools of Art and Design (NASAD).

Degrees offered by the School of Visual Arts

- Bachelor of Fine Arts in Studio Art
- Bachelor of Fine Arts in Art Education
- Certificate in Studio Research

The School of Visual Arts offers the following minors:

- Minor in Studio Art
- Minor in Art History

Emphasis areas in Studio Art

Students working toward a degree in Studio Art may declare an emphasis in any of the following areas:

- Ceramics
- Drawing
- Painting
- Photography
- Pictorial Illustration
- Printmaking
- Sculpture

Emphasis Area Descriptions

Art History

This emphasis is offered for students whose principal interest is in museum work, teaching in higher education or other fields related to visual arts. Course requirements are designed to familiarize students with the major fields in Art History.

Ceramics

Students learn a wide range of technical skills within the area of studio ceramics. Students are acquainted with the technology of ceramic materials and firing processes while developing sound craftsmanship as a means to personal expression.

Drawing

Students enrolled in Drawing develop a personal approach selecting from a variety of drawing materials and concepts. Drawing is emphasized as an end in itself, beyond the more traditional idea that drawing is mainly a preparatory process for the development of visual ideas for other media.

Painting

After acquiring a thorough foundation in materials and techniques, students are encouraged to develop personal approaches to form and content, style and expression. Individual and group critiques, as well as slide lectures and demonstrations, guide this process. Internships are encouraged.

Photography

The emphasis in Photography includes both traditional and contemporary approaches to Photography, encompassing developing, advanced composition, lighting techniques, retouching and negative manipulation, toning, hand coloring and slide processing. Portraiture, night photography, landscape topography and use of large camera format are taught. Students are encouraged to develop individual styles based on self-awareness. Internships are encouraged.

Pictorial Illustration

The pictorial illustration emphasis utilizes a range of disciplines in the School of Visual Arts to offer students a program integrating the concepts of narrative development and visual form. The program is designed for students to explore and develop in various media with focused conceptual growth in the fourth year. Topics covered include: editorial, book, advertising, scientific, and digital illustration. The Bachelor of Fine Arts (BFA) is considered the professional and specialized degree program for entry into practice.

Printmaking

The student may choose one or a combination of the following printmaking media: relief printing, screenprinting and mono printing, as well as nontoxic intaglio and lithography. Internships are encouraged.

Sculpture

Students are exposed to a broad range of materials, processes, techniques, and concepts as they

pertain to both traditional and non-traditional approaches to making sculpture. Topics may include, but are not limited to, wood fabrication, cold and hot steel fabrication, casting methods including bronze casting and mold making, approaches to the figure, site-specific works, self-motivated and self-guided material, technical, and content investigations incorporating unique personal imagery.

Certificate in Studio Research

Students should hold a BFA degree in Studio Art or equivalent before completing the Certificate in Studio Research. Students must apply for acceptance into the Studio Research Certificate program by presenting a body of work for review by a committee of a minimum of three art faculty, including the committee chair who must be permanent art faculty and from the studio area being researched. No more than one temporary faculty may be on each committee. For admission to the certificate, students must have an overall GPA of 2.75 and a GPA of 3.0 in art and design courses.

ADDITIONAL DEGREE REQUIREMENTS

Computer and Software Requirement

All students majoring in Studio Art with an emphasis in Photography and entering the 303 course are required to possess a Macintosh laptop computer with appropriate software for the area. Specifications for the hardware and software will be given out in the introductory course or may be obtained from the professors in the photography emphasis.

Colloquium Lecture Series

All School of Visual Arts majors must complete the colloquium requirement by attending four colloquium lectures. It is expected the students complete the requirement in their first year of study.

Portfolio Reviews

Students seeking the degree in Studio Art or Art Education are required to complete two portfolio reviews; one in the spring semester of their freshman year, and the second in the fall semester of their junior year. Record of their participation in portfolio reviews is kept on file in the School of Visual Arts. Completion of these two reviews is required for advancement to the next level of study. Transfer students must meet with their School of Visual Arts advisor during their initial semester in the department to discuss scheduling a review and tailoring the review process to reflect their past experiences.

Exhibition

All students intending to graduate with a BFA in Studio Art, BFA in Art Education or a Certificate in Studio Research must successfully prepare a selection of works for exhibition in the Roland Dille Center for the Arts Gallery, and must take part in a group exhibition, as arranged by the Gallery Director. Application for exhibition must be made one semester prior to exhibition (March 15 for fall exhibition; October 15 for spring exhibition). A form recording the successful completion of a student's exhibition effort is forwarded to the Records Office in preparation for graduation.

Art History Thesis

Students pursuing the Art History degree will write a thesis and give a public presentation in their final year.

Internship

Students seeking a BA/BFA in any area of emphasis may seek an internship. Internship requests should be made to the major advisor and must be approved for credit in advance.

Transfer Credit Policy

A student's assigned advisor or the chair can approve acceptance of transfer credits for Art courses for the department's foundations program.

Transfer students seeking approval for other Art courses must have those courses approved by their advisor, an instructor in the area of study, and the Department chair. Signatures from the professors involved must be obtained on the Departmental Request for Course Exception form.

Students seeking transfer credit for Art courses will be interviewed by a faculty member in the area of study of the transfer course. The student will be expected to present a syllabus or course outline and portfolio of work produced in the class sought for transfer credit.

Please see this *Bulletin* for general information and guidelines on the policy for transfer credits outside the School of Visual Arts.

Scholarships

In addition to standard MSUM academic scholarships, the School of Visual Arts grants Freshmen and Transfer Student Talent Scholarships and Upper Level Scholarships on a competitive basis. Contact the department office for further information.

Student Learning Outcomes

- Understanding the elements of art and the principles of design.
- Ability to develop and successfully convey artistic concepts.
- Ability to envision and develop original approaches to art making.
- Craftsmanship (skill, sensitivity, consistency of technique).
- Expressive quality (concept, style, choice of media, etc.).
- Representative skill (proportions, perspective, etc.).
- Verbal communication (professional presentation skills).
- Physical presentation (professional presentation skills).
- Overall portfolio development.

BFA Degree in Art Education

Description

The Bachelor of Fine Art in Art Education provides students with the skills and knowledge to design and deliver art instruction in the grade school system or other venues such as museums, youth centers, elder care facilities, etc. Qualifications for teacher licensure in Minnesota or North Dakota will require one additional semester of student-teaching/coursework. To receive the BFA Degree in Art Education, the student must meet the minimum university requirements and specific requirements for the program. Completion of 120 credits is required for this degree which includes the Liberal Arts and Sciences Core (42 credits) and Secondary Teaching Licensure Education requirements (36 credits).

Core Requirements

[ART 101](#) Basic Drawing I (4)

[ART 102](#) Basic Drawing II (4)

[ART 125](#) Foundation Design (4)

[ART 233](#) Global Art History I (3)

[ART 233M](#) Global Art History I: Methods (1)

[ART 234](#) Global Art History II (3)

[ART 234M](#) Global Art History II: Methods (1)

[ART 350](#) Methods and Materials: Art for the Elementary Classroom (3)

[ART 375](#) Art Methods 7-12 (3)

[ART 402](#) Advanced Methods: Art Education (3)

Secondary Education Licensure Requirements

(10 credits of Student Teaching required)

[AMCS 233](#) Education and Multicultural America (3)

COMM 100 Speech Communication (3)

[ED 205](#) Introduction to Education (3)

[ED 294](#) Educational Psychology (3)

[ED 310](#) Social Foundations of Education (3)

[ED 398](#) Field Experience in Secondary Education (2)

[ED 443S](#) Classroom Management/Consultation (3)

[ED 448](#) Reading Study Skills in the Content Areas (3)

[ED 461S](#) Student Teaching: Secondary **or**

[ED 460S](#) Student Teaching: Secondary **and**

[EECE 480E](#) Student Teaching: Elementary **or**

[ED 461V](#) Student Teaching: Secondary/K-12

[SPED 225](#) Individuals with Exceptionalities (3)

Program Requirements

Student must attend a Colloquium Lecture Series, Portfolio Review 1 and 2, and an Exhibition. A grade of C- must be earned in all ART courses counted towards the major. A minimum of 5 ART courses must be taken at MSUM.

Students need to fulfill the School of Teaching and Learning's SARTE requirements in order to take the required upper level education courses.

Restricted Electives (32 credits)

ART 203x Intro Studio (4)
ART 203x Intro Studio (4)
ART 203x Intro Studio (3D) (4)
ART 203x Intro Studio (4)
ART 203x Intro Studio (4)
ART 303x Intermediate Studio (4)
ART 303x or 304x Intermediate Studio (4)
ART 303x or 304x or 305x Studio (4)

x indicates the student may select from: A-Ceramics, B-Graphic Design, C-Painting, D-Printmaking, E-Sculpture, F-Photography, H-Drawing, K-Fiber/Textiles, L-Illustration, N-Papermaking.

BFA Degree in Studio Art

Description

The Bachelor of Fine Art degree is designed to prepare students for a career in Studio Art or Design. The BFA provides focused in-depth training in a chosen studio emphasis. Emphases available include: ceramics, drawing, pictorial illustration, painting, photography, printmaking, or sculpture. To receive the BFA Degree in Studio Art, the student must meet the minimum university requirements and specific requirements for the program. Completion of 120 credits is required for this degree which includes the Liberal Arts and Sciences Core (42 credits).

Core Requirements (27 credits)

[ART 101](#) Basic Drawing I (4)
[ART 102](#) Basic Drawing II (4)
[ART 125](#) Foundation Design I (4)
[ART 233](#) History of Art I (3)
[ART 233M](#) History of Art I Methods (1)
[ART 234](#) History of Art II (3)
[ART 234M](#) History of Art II Methods (1)
[ART 480](#) Professional Practices in Art (3)
[ART 450](#) Contemporary Art, Design & Theory (4)

Program Requirements

Colloquium Lecture Series (expected completion in the first year)

Portfolio Review 1

Portfolio Review 2

Exhibition

A grade of C- or better must be earned in order for art courses to count towards the major.

A minimum of 5 courses must be from MSUM's Department of Art & Design.

Emphasis in Ceramics

Program Requirements (28 credits)

[ART 203A](#) Intro to Ceramics (4)

[ART 303A](#) Intermediate Pottery/Wheel Throwing (4)

[ART 304A](#) Intermediate Handbuilding/Ceramic Sculpture (4)

[ART 305A](#) Technical Ceramics (4)

[ART 306A](#) Ceramics Studio (4)

[ART 404A](#) Ceramics Studio (4)

[ART 405A](#) Ceramics Studio (4)

Restricted Electives

ART 203x Intro Studio (must be 2D) (4)

ART 203x Intro Studio (4)

ART 203x Intro Studio (4)

ART 303x Intermediate (outside of emphasis) (4)

Art History (Upper Level) (4)

Art History (Upper Level) (4)

x indicates the student may select from: B-Graphic Design, C-Painting, D-Printmaking, E-Sculpture, F-Photography, H-Drawing, K-Fiber/Textiles, L-Illustration, N-Papermaking.

Emphasis in Painting

Program Requirements (24 credits)

[ART 203C](#) Intro to Painting (4)

[ART 303C](#) Painting Studio (4)

[ART 304C](#) Painting Studio (4)

[ART 305C](#) Painting Studio (4)

[ART 404C](#) Painting Studio (4)

[ART 405C](#) Painting Studio (4)

Restricted Electives

ART 203x Intro Studio (must be 3D) (4)
ART 203x Intro Studio (4)
ART 203x Intro Studio (4)
ART 303x Intermediate (outside of emphasis) (4)
Art History (Upper Level) (4)
Art History (Upper Level) (4)

x indicates the student may select from: A-Ceramics, B-Graphic Design, D-Printmaking, E-Sculpture, F-Photography, H-Drawing, K-Fiber/Textiles, L-Illustration, N-Papermaking.

Emphasis in Printmaking

Program Requirements (24 credits)

[ART 203D](#) Intro to Printmaking (4)
[ART 303D](#) Printmaking Studio (4)
[ART 304D](#) Printmaking Studio (4)
[ART 305D](#) Printmaking Studio (4)
[ART 404D](#) Printmaking Studio (4)
[ART 405D](#) Printmaking Studio (4)

Restricted Electives

ART 203x Intro Studio (must be 3D) (4)
ART 203x Intro Studio (4)
ART 203x Intro Studio (4)
ART 303x Intermediate (outside of emphasis) (4)
Art History (Upper Level) (4)
Art History (Upper Level) (4)

x indicates the student may select from: A-Ceramics, B-Graphic Design, C-Painting, E-Sculpture, F-Photography, H-Drawing, K-Fiber/Textiles, L-Illustration, N-Papermaking.

Emphasis in Sculpture

Program Requirements (24 credits)

[ART 203E](#) Intro to Sculpture (4)
[ART 303E](#) Intermediate Sculpture (4)
[ART 304E](#) Sculpture Studio (4)

[ART 305E](#) Sculpture Studio (4)
[ART 404E](#) Sculpture Studio (4)
[ART 405E](#) Sculpture Studio (4)

Restricted Electives

ART 203x Intro Studio (must be 2D) (4)
ART 203x Intro Studio (4)
ART 203x Intro Studio (4)
ART 303x Intermediate (outside of emphasis) (4)
Art History (Upper Level) (4)
Art History (Upper Level) (4)

x indicates the student may select from: A-Ceramics, B-Graphic Design, C-Painting, D-Printmaking, F-Photography, H-Drawing, K-Fiber/Textiles, L-Illustration, N-Papermaking.

Emphasis in Photography

Program Requirements (28 credits)

[ART 203F](#) Intro to Photography (4)
[ART 303F](#) Photography Studio (4)
[ART 304F](#) Photography Studio (4)
[ART 305F](#) Photography Studio (4)
ART 306F Photography Studio (4)
[ART 404F](#) Photography Studio (4)
[ART 405F](#) Photography Studio (4)

Restricted Electives

ART 203x Intro Studio (must be 3D) (4)
ART 203x Intro Studio (4)
ART 203x Intro Studio (4)
ART 303x Intermediate (outside of emphasis) (4)
Art History (Upper Level) (4)
Art History (Upper Level) (4)

x indicates the student may select from: A-Ceramics, B-Graphic Design, C-Painting, D-Printmaking, E-Sculpture, H-Drawing, K-Fiber/Textiles, L-Illustration, N-Papermaking.

Emphasis in Drawing

Program Requirements (24 credits)

[ART 203H](#) Intro to Figure Drawing (4)

[ART 303H](#) Figure Drawing II (4)

[ART 304H](#) Drawing Studio (4)

[ART 305H](#) Drawing Studio (4)

[ART 404H](#) Drawing Studio (4)

[ART 405H](#) Drawing Studio (4)

Restricted Electives

ART 203x Intro Studio (must be 3D) (4)

ART 203x Intro Studio (4)

ART 203x Intro Studio (4)

ART 303x Intermediate (outside of emphasis) (4)

Art History (Upper Level) (4)

Art History (Upper Level) (4)

x indicates the student may select from: A-Ceramics, B-Graphic Design, C-Painting, D-Printmaking, E-Sculpture, F-Photography, K-Fiber/Textiles, L-Illustration, N-Papermaking.

Emphasis in Pictorial Illustration

Program Requirements (20 credits)

[ART 203L](#) Intro to Illustration (4)

[ART 203H](#) Intro to Figure Drawing (4)

[ART 305L](#) Digital Illustration (4)

ART 404L Senior Studio (4)

[ART 405L](#) Senior Studio (4)

Restricted Electives

ART 203x Intro Studio (must be 3D) (4)

ART 203x Intro Studio (4)

ART 303x Intermediate (outside of emphasis) (4)

[ART 303H](#) or [ART 303C](#) Figure Drawing or Painting (4)

[ART 304H](#) or [ART 304C](#) Drawing or Painting Studio (4)

Art History (Upper Level) (4)

Art History (Upper Level) (4)

x indicates the student may select from: A-Ceramics, B-Graphic Design, C-Painting, D-Printmaking, E-Sculpture, F-Photography, H-Drawing, K-Fiber/Textiles, N-Papermaking.

Minor in Art

Core Requirements (24 credits)

- [ART 101](#) Basic Drawing I (4)
- [ART 102](#) Basic Drawing II (4)
- [ART 125](#) Foundation Design (4)
- [ART 126](#) Foundation Design II (4)
- [ART 233](#) Global Art History I (3)
- [ART 233M](#) Global Art History I: Methods (1)
- [ART 234](#) Global Art History II (3)
- [ART 234M](#) Global Art History II: Methods (1)

Restricted Electives (8 credits)

Students must take two courses from the following list, at least one of which must be a three-dimensional introductory course ([ART 203A](#) or [ART 203E](#) or [ART 203N](#)).

- [ART 203A](#) Introduction to Ceramics and Clay Processes (4)
- [ART 203B](#) Introduction to Graphic Design (4)
- [ART 203C](#) Introduction to Painting (4)
- [ART 203D](#) Introduction to Printmaking (4)
- [ART 203E](#) Introduction to Sculpture (4)
- [ART 203F](#) Introduction to Photography (4)
- [ART 203H](#) Introduction to Figure Drawing (4)
- [ART 203K](#) Introduction to Fiber/Textile Design (4)
- [ART 203L](#) Introduction to Illustration (4)
- [ART 203N](#) Introduction to Papermaking (4)

Minor in Art History

Core Requirements (8 credits)

- [ART 233](#) Global Art History I (3)
- [ART 233M](#) Global Art History I: Methods (1)
- [ART 234](#) Global Art History II (3)
- [ART 234M](#) Global Art History II: Methods (1)

Restricted Electives (4 credits)

Students must earn four credits from the following list of courses:

- [ART 101](#) Basic Drawing I (4)
- [ART 125](#) Foundation Design (4)

Electives Students must earn sixteen credits in Art History courses at the 300 level or above.

Certificate in Studio Research

Description

The Certificate in Studio Research is designed for students who already hold a BFA in Studio Art from MSUM or equivalent. Students who wish to further develop their portfolios, technically, philosophically, and conceptually will find this program invaluable. This certificate is designed to produce artists who are competitive in the national arena for sought after opportunities in areas such as grants, residencies, exhibitions, and education.

Admission Requirements

The Certificate in Studio Research is designed for students who already hold a BFA in Studio Art from MSUM or equivalent. Students who wish to further develop their portfolios, technically, philosophically, and conceptually will find this program invaluable. This certificate is designed to produce artists who are competitive in the national arena for sought after opportunities in areas such as grants, residencies, exhibitions, and education.

Students should hold a BFA degree in Studio Art or equivalent before completing the Certificate in Studio Research. Students must apply for acceptance into the Studio Research Certificate program by presenting a body of work for review by a committee of a minimum of three art faculty, including the committee chair who must be permanent art faculty and from the studio area being researched. No more than one temporary faculty may be on each committee. For admission to the certificate, students must have an overall GPA of 2.75 and a GPA of 3.0 in Art and Design.

Core Requirements (8 credits)

Art History Upper Level (4)
[ART 498](#) Exhibition (4)

Program Requirements

Students will attend required critique sessions with department faculty and other certificate students. Completion of the certificate requires the signature of all three committee members approving the level of research completed. This requirement is in addition to all coursework requirements.

Restricted Electives (12 credits)

Choose 12 credits from the following, as approved by your committee (courses may be repeated for credit).

[ART 494A](#) Mentored Research in Ceramics (1-8)
[ART 494B](#) Mentored Research in Graphic Design (1-8)
[ART 494C](#) Mentored Research in Painting (1-8)
[ART 494D](#) Mentored Research in Printmaking (1-8)

[ART 494E](#) Mentored Research in Sculpture (1-8)
[ART 494F](#) Mentored Research in Photography (1-8)
[ART 494H](#) Mentored Research in Drawing (1-8)
[ART 494L](#) Mentored Research in Illustration (1-8)

School of Social Work

Lommen 114, (218) 477-2632

Chair: Lisa Karch

Program Director: Tracy Clark

Faculty: Jeremy Carney, Shawn Ginther, Danelle Klaman, Janelle Miedema

The Minnesota State University Moorhead Social Work Program is accredited by the Council on Social Work Education. The principle educational objective of the social work major is to prepare students for beginning professional generalist social work practice. This course of study also prepares students for graduate education. The Bachelor of Social Work (BSW) degree is awarded upon completion of all university and social work major requirements both within the department and in related areas.

Transfer students with an AA or BA degree from another college or university are exempt from Minnesota State University Moorhead's Liberal Arts and Sciences Curriculum requirement. However, social work majors who are transfer students entering under the Liberal Arts and Sciences Curriculum requirements must have the equivalent of one course from Area 7, Human Diversity and one course from Area 8, Global Perspective.

Admission to the Major

Students who wish to major in social work must complete a formal application, approved by a faculty advisor and submitted by the deadline the semester they are enrolled in [SW 330](#), Human Behavior and the Social Environment (exceptions may be made for transfer students).

Criteria for Admission to Social Work

- The student must obtain a grade of "C-" or above in all required social work courses and related requirements
- The student must have an overall MSUM GPA of 2.5 or higher at the time of application for admission
- The student must have completed or be enrolled in [SW 250](#) and SW 330, or their approved equivalents at other colleges or universities
- The student must complete a self-evaluation essay
- The student must apply for and prove student membership in NASW
- The student must complete a minimum of 15 hours of supervised human service experience (volunteer or paid) prior to the application for admission to the program.

Current major requirements are available in the department. A grade of "C-" or higher must be earned in all Social Work courses. A MSUM GPA of 2.5 must be in place prior to internship and at the time of graduation. Students are encouraged to contact the department chair or program director for further information or clarification.

Student Learning Outcomes

- Identify as a professional social worker and conduct oneself accordingly.
- Apply social work ethical principles to guide professional practice.
- Apply critical thinking to inform and communicate professional judgments.
- Engage diversity and differences in practice.
- Advance human rights and social and economic justice.
- Apply knowledge of human behavior and the social environment.
- Engage in policy practice to advance social and economic well-being and to deliver effective social work services.
- Respond to contexts that shape practice.
- Engage, assess, intervene and evaluate with individuals, families, groups, organizations, and communities.

B.S.W. Degree in Social Work

Description

To receive the BSW Degree in Social Work, the student must meet the minimum university requirements and specific requirements for the program. Completion of 120 credits is required for this degree which includes the Liberal Arts and Sciences Core (42 credits).

Core Requirements (39 credits)

Students must obtain a grade of C- or higher in all courses listed.

- [SW 250](#) Introduction to Social Welfare and Social Work (3)
- [SW 330](#) Human Behavior and the Social Environment (3)
- [SW 400](#) Research Methods in Social Work (3)
- [SW 420](#) Generalist Practice: Individuals (3)
- [SW 430](#) Generalist Practice: Families (3)
- [SW 440](#) Generalist Practice: Groups (3)
- [SW 450](#) Generalist Practice: Communities and Organizations (3)
- [SW 460](#) Social Policy and Policy Practice (3)
- [SW 469](#) Internship (12)
- [SW 470](#) Senior Seminar (3)

Related Requirements (28 credits)

Students must obtain a grade of C- or higher in all related requirements.

- [BIOL 104](#) Human Biology (3)
- [ECON 100](#) The American Economy (3)
- [PARA 470](#) Government Benefits (3)
- [POL 120](#) American National Government and Politics (3)
- [PSY 113](#) General Psychology (3)
- [PSY 202](#) Developmental Psychology (3)
- [SOC 110](#) Introduction to Sociology (3)

[SOC 120](#) Social Psychology (3)

[SOC 350](#) Methods and Statistics for Social Research (4)

Restricted Electives

In addition to the required courses, students must take one restricted elective at the 300 or 400-level chosen from the list below. Students must obtain a grade of C- or higher in their restricted elective.

[SW 308](#) Social Gerontology (3)

[SW 402](#) Child Welfare Services (3)

[SW 410](#) Gerontology: Policy and Practice (4)

[SW 411](#) Chemical Dependency (3)

[SW 431](#) Readings in Social Welfare (2-3)

[SW 490](#) Topics in Social Work (1-3)

[SW 497](#) Independent Study (1-3)

[SW 499](#) Social Work Workshops (1-3)

Electives

Students must take one additional elective. Students may take an additional restricted elective, an elective chosen from the list below, or a different elective approved by the student's advisor. Students must obtain a grade of C- or higher in their elective.

[AMCS 372](#) Dynamics of Prejudice and Oppression (3)

[BIOL 300](#) Biology of Women (3)

[ECON 305](#) The Economics of Poverty, Discrimination, and Inequality (3)

[POL 340](#) Public Administration (3)

[PSY 463](#) Abnormal Psychology (3)

[SOC 219](#) Sociology of Sexual Behavior (3)

[SOC 310](#) Dominant-Subordinate Group Relations (3)

[SOC 333](#) Sociology of Gender (3)

[SOC 334](#) Lesbian, Gay, Bisexual, Transgender, and Queer Issues (3)

[SPED 225](#) Individuals with Exceptionalities (3)

Sociology and Criminal Justice Department

Lommen Hall 102 (218) 477-2045

Chair: Susan Humphers-Ginther

Faculty: Karen Branden, Geraldine Hendrix-Sloan, Michael Hughey, Joel Powell-Dahlquist, Katie Richardson-Jens, Denis Stead, Lee Vigilant, Deborah White

Criminal Justice

Criminal Justice majors examine the criminal justice system and its components within the framework of one or more of the social sciences. The major provides a broad analysis of Criminal Justice participants, of the criminal law, and some of the many ways law is related to the larger society.

Student Learning Outcomes (Criminal Justice)

- Understand the structure and processes of the criminal justice system.
- Understand the underlying theory of Anglo-American criminal law.
- Ability to apply social science concepts to criminal justice and social issues.
- Ability to think critically.
- Demonstrate understanding of criminal justice research and organize ideas, evidence, information and argument.
- Ability to use library and other information resources responsibly.
- Ability to communicate orally and in writing concerning criminal justice issues.

Gerontology

Gerontology is a field of study that integrates several disciplinary perspectives on human aging, including sociology, social work, psychology, and biology. It explores the aging process of individuals and societies, including:

- the study of physical, mental, and social changes;
- the investigation of societal changes resulting from an aging population; and
- the application of this knowledge to policy and program development.

Student Learning Outcomes (Gerontology)

- Exhibit an understanding of the processes (social, economic, biological, psychological) of aging and the implications of an aging society.
- Exhibit an ability to apply the concepts of gerontology to issues relevant to understanding older adults.
- Exhibit an ability to think critically.
- Exhibit an understanding of social research, including the ability to apply research findings to issues concerning older adults.
- Exhibit an ability to organize ideas, evidence, information and argument.
- Exhibit an ability to use library, internet and community resources.
- Exhibit an ability to communicate orally and in writing concerning gerontological issues.
- Prepare service delivery personnel who will work in positions that impact older adults.

Sociology

The sociology major focuses on the study of society, social inequality, organization, social problems, social institutions, and social interaction. As sociology majors, students investigate a wide range of topics such as minorities, family, crime, class, population, and religion. Students are encouraged to develop writing and social research skills, as well as a broad understanding of society and organization.

Student Learning Outcomes (Sociology)

- Exhibit an understanding of the content of the field, including theory and methods.
- Exhibit an ability to apply the concepts of the field to social issues.
- Exhibit an ability to think critically.

- Exhibit an understanding of social research, including the ability to apply research findings to social issues.
- Exhibit an ability to organize knowledge; ideas, evidence, information, and argument.
- Exhibit an ability to use library, internet, and community resources.
- Exhibit an ability to communicate orally and in writing.

MSUM and the Department of Sociology and Criminal Justice are proud to introduce the new **Juvenile Justice minor**. This program serves as one of the only juvenile justice minor programs in the United States. Students interested in working with juveniles through the courts, probation, and correctional facilities will benefit from this minor, as they will explore the juvenile justice system and delinquency through a cross-disciplinary approach. Although the minor is open to all MSUM students, sociology, criminal justice, education and social work majors may find the minor particularly useful in working with adolescents, as they will learn prevention and intervention strategies for dealing with at-risk youth and juvenile delinquents.

B.A. Degree in Criminal Justice

Description

To receive the B.A. Degree in Criminal Justice, the student must meet the minimum university requirements and specific requirements for the program. Completion of 120 credits is required for this degree which includes the Liberal Arts and Sciences Core (42 credits).

Core Requirements (21 credits)

- [CJ 200](#) Introduction to Criminal Justice (4)
- [CJ 300](#) Criminology (3)
- [CJ 309](#) Law and Society (4)
- [CJ 335](#) Criminal Law (3)
- [CJ 337](#) Criminal Procedure (3)
- [CJ 400](#) Seminar in Criminal Justice (1-4)

Related Requirements (6 credits)

At least six credits in research methods courses must be completed to satisfy the requirement. Most students complete [SOC 350](#) Methods and Statistics for Social Research (4), and one of the following: [SOC 351](#) Quantitative Methods (3), or [SOC 352](#) Qualitative Research Methods (3). See your academic advisor for additional options for double majors.

Restricted Electives (12 credits)

Students must complete a minimum of 12 credits of restricted electives selected from the list below or any Criminal Justice course at the 200-level or above, with the exception of [CJ 469](#).

- [CJ 201](#) Introduction to Juvenile Justice (3)
- [CJ 301](#) Delinquent Behavior (3) **or**
- [SOC 301](#) Delinquent Behavior (3)
- [CJ 303](#) Punishment and Prisons (3) **or**

[SOC 303](#) Punishment and Prisons (3)
[CJ 304](#) Community Corrections (3) **or**
[SOC 304](#) Community Corrections (3)
[CJ 306](#) Gangs (3)
[CJ 380](#) Global Criminal Justice (3)
[CJ 385](#) Crime, Justice, and Media (3)
[CJ 390](#) Topics in Criminal Justice (1-3)
[CJ 497](#) Readings in Criminal Justice (1-3)
[POL 230](#) Introduction to the Law (3)
[POL 332](#) Constitutional Law I: Institutional Powers and Constraints (3) **and**
[POL 333](#) Constitutional Law II: Civil Rights and Liberties (3)
[PSY 261](#) Personality (3)
[PSY 317](#) Alcoholism and Drug Abuse (3)
[PSY 463](#) Abnormal Psychology (3)
[SOC 220](#) Social Deviance (3)
[SOC 307](#) Sociology of Courts (3)
[SOC 311](#) Sociology of Law Enforcement (3)
[SOC 390](#) Topics in Sociology (1-3)
[SOC 497](#) Readings in Sociology (1-3)
[SW 402](#) Child Welfare Services (3)
[SW 411](#) Chemical Dependency (3)
[SW 490](#) Topics in Social Work (1-3)

Recommended Electives

An internship is not required for the major. Internships are important as networking opportunities for those seeking employment. These are usually completed in the Junior or Senior year and may be taken in any academic term. Most students intern during the summer. Internship credits do not apply toward the Criminal Justice major requirement total of 46 credits.

Internship Contact Information
Dr. Geraldine Hendrix-Sloan
sloan@mnstate.edu
218-477-2037
Lommen 212L

Emphasis in Political Science

Program Requirements

[POL 120](#) American National Government and Politics (3)
[POL 230](#) Introduction to the Law (3)
[POL 332](#) Constitutional Law I: Institutional Powers and Constraints (3) **or**
[POL 333](#) Constitutional Law II: Civil Rights and Liberties (3)

Emphasis in Psychology

Program Requirements

[PSY 113](#) General Psychology (3)

[PSY 220](#) Social Behavior (3)

[PSY 261](#) Personality (3)

Emphasis in Social Work

Program Requirements

[SW 250](#) Introduction to Social Welfare and Social Work (3)

[SW 330](#) Human Behavior and the Social Environment (3)

[SW 402](#) Child Welfare Services (3) **or**

[SW 411](#) Chemical Dependency (3)

Emphasis in Sociology

Program Requirements

[SOC 110](#) Introduction to Sociology (3)

[SOC 120](#) Social Psychology (3)

[SOC 302](#) Social Theory (3)

Emphasis in Law Enforcement Track

Program Requirements

Our Criminal Justice Program provides the opportunity for students to complete the Peace Officer Standards and Training (POST) certification through completion of specific coursework. Please contact Dr. Joel Powell for more information on the licensure and certification process: powell@mnstate.edu.

B.A. Degree in Gerontology

Description

To receive the B.A. Degree in Gerontology, the student must meet the minimum university

requirements and specific requirements for the program. Completion of 120 credits is required for this degree which includes the Liberal Arts and Sciences Core (42 credits).

Core Requirements (16 credits)

In addition to the core requirements, students must complete an emphasis in Anthropology, Biology, Economics, Health, Health Services Administration, Political Science, Psychology, Social Work, or Sociology.

[NURS 420](#) Gerontological Nursing to Promote Successful Aging (3)

[PHIL 311](#) Morals and Medicine (3)

[PSY 403](#) Adulthood and Aging (3)

[SOC 308](#) Social Gerontology (3) **or**

[SW 308](#) Social Gerontology (3)

[SW 410](#) Gerontology: Policy and Practice (4) **or**

[SOC 410](#) Gerontology: Policy and Practice (4)

Restricted Electives (6 credits)

Students must earn at least six credits in research methods chosen from the following courses.

[ECON 370](#) Quantitative Economic Analysis (3)

[MATH 234](#) Introduction to Probability and Statistics (3)

[PSY 230](#) Statistics for the Behavioral Sciences (4)

[SOC 350](#) Methods and Statistics for Social Research (4)

[SOC 351](#) Quantitative Methods (3)

[SOC 352](#) Qualitative Methods (3)

[SW 400](#) Research Methods in Social Work (3)

Electives

Students must choose fifteen credits from the following courses. Concordia and NDSU offer courses which may also be used as electives in the Gerontology major. Students should consult with a faculty advisor prior to making such substitutions. Complete course lists are available from the department. Students are encouraged to take an internship related to gerontological issues.

[ACCT 230](#) Principles of Accounting I (3)

[ACCT 304](#) Legal Environment of Business (3)

[ACCT 321](#) Employment Law (3)

[ANTH 348](#) Ideas of Culture (3)

[BIOL 236](#) Introduction to Microbiology (3)

[BIOL 323](#) Human Anatomy (4)

[BIOL 349](#) Human Physiology (4)

[COMH 315](#) Health Agencies and Services (3)

[ECON 305](#) The Economics of Poverty, Discrimination, and Inequality (3)

[FINC 340](#) Financial Management (3)
[FINC 360](#) Principles of Investment (3)
[HIST 241](#) History of Social Welfare (3)
[HLTH 305](#) Introduction to Nutrition (3)
[HLTH 330](#) Disease Prevention (2)
[MGMT 360](#) Principles of Management (3)
[MGMT 451](#) Organizational Behavior (3)
[MKTG 310](#) Principles of Marketing (3)
[POL 221](#) Minnesota State and Local Government (3)
[POL 340](#) Public Administration (3)
[POL 341](#) Public Policy (3)
[PSY 202](#) Developmental Psychology (3)
[PSY 265](#) Health Psychology (3)
[PSY 463](#) Abnormal Psychology (3)
[SOC 315](#) Population (3)
[SOC 320](#) Sociology of the Family (3)
[SOC 375](#) Sociology of Health and Medicine (3)
[SOC 412](#) Sociology of Complex Organizations (3)
[SW 411](#) Chemical Dependency (3)
[SW 460](#) Social Policy and Policy Practice (3)
[SW 490](#) Topics in Social Work (1-3)

Emphasis in Anthropology

Program Requirements

Students must complete the listed course, plus nine credits of cultural anthropology electives.

[ANTH 110](#) Introduction to Cultural Anthropology (3)

Restricted Electives

Students must earn at least six credits in research methods chosen from the following courses:

[ECON 370](#) Quantitative Economic Analysis (3)
[MATH 234](#) Introduction to Probability and Statistics (3)
[PSY 231](#) Psychological Statistics and Methodology I (3)
[PSY 232](#) Psychological Statistics and Methodology II (3)
[SOC 350](#) Methods and Statistics for Social Research (4)
[SOC 351](#) Quantitative Methods (3)
[SOC 352](#) Qualitative Methods (3)
[SW 400](#) Research Methods in Social Work (3)

Emphasis in Biology

Program Requirements

Students must complete twelve credits from the listed courses.

- [BIOL 104](#) Human Biology (3)
- [BIOL 111](#) Cell Biology (4)
- [BIOL 236](#) Introduction to Microbiology (3)
- [BIOL 323](#) Human Anatomy (4)
- [BIOL 341](#) Genetics (4)
- [BIOL 349](#) Human Physiology (4)

Restricted Electives

Students must earn at least six credits in research methods chosen from the following courses.

- [ECON 370](#) Quantitative Economic Analysis (3)
- [MATH 234](#) Introduction to Probability and Statistics (3)
- [PSY 231](#) Psychological Statistics and Methodology I (3)
- [PSY 232](#) Psychological Statistics and Methodology II (3)
- [SOC 350](#) Methods and Statistics for Social Research (4)
- [SOC 351](#) Quantitative Methods (3)
- [SOC 352](#) Qualitative Methods (3)
- [SW 400](#) Research Methods in Social Work (3)

Emphasis in Economics

Program Requirements

- [ECON 202](#) Principles of Economics I: Micro (3)
- [ECON 204](#) Principles of Economics II: Macro (3)
- [ECON 302](#) Intermediate Microeconomic Theory (3)
- [ECON 304](#) Intermediate Macroeconomic Theory (3)

Restricted Electives

Students must earn at least six credits in research methods chosen from the following courses.

- [ECON 370](#) Quantitative Economic Analysis (3)
- [MATH 234](#) Introduction to Probability and Statistics (3)
- [PSY 231](#) Psychological Statistics and Methodology I (3)
- [PSY 232](#) Psychological Statistics and Methodology II (3)
- [SOC 350](#) Methods and Statistics for Social Research (4)
- [SOC 351](#) Quantitative Methods (3)

[SOC 352](#) Qualitative Methods (3)
[SW 400](#) Research Methods in Social Work (3)

Emphasis in Health

Program Requirements

Students must complete the listed courses plus a 3-credit health (elective) course.

[COMH 200](#) Introduction to Health Promotion and Public Health (2)
[COMH 315](#) Health Agencies and Services (3)
[HLTH 305](#) Introduction to Nutrition (3)
[HLTH 330](#) Disease Prevention (2)

Restricted Electives

Students must at least six credits in research methods chosen from the following courses.

[ECON 370](#) Quantitative Economic Analysis (3)
[MATH 234](#) Introduction to Probability and Statistics (3)
[PSY 231](#) Psychological Statistics and Methodology I (3)
[PSY 232](#) Psychological Statistics and Methodology II (3)
[SOC 350](#) Methods and Statistics for Social Research (4)
[SOC 351](#) Quantitative Methods (3)
[SOC 352](#) Qualitative Methods (3)
[SW 400](#) Research Methods in Social Work (3)

Emphasis in Health Services Administration

Program Requirements

[COMH 315](#) Health Agencies and Services (3)
[HSAD 416](#) Health Services Management (3)
[HSAD 418](#) Medical and Health Care Law (3)
[HSAD 419](#) Financial Management of Health Care Organizations (3)

Restricted Electives

Students must earn at least six credits in research methods chosen from the following courses.

[ECON 370](#) Quantitative Economic Analysis (3)
[MATH 234](#) Introduction to Probability and Statistics (3)

[PSY 231](#) Psychological Statistics and Methodology I (3)
[PSY 232](#) Psychological Statistics and Methodology II (3)
[SOC 350](#) Methods and Statistics for Social Research (4)
[SOC 351](#) Quantitative Methods (3)
[SOC 352](#) Qualitative Methods (3)
[SW 400](#) Research Methods in Social Work (3)

Emphasis in Political Science

Program Requirements

In addition to the two listed courses, students must complete six (elective) additional credits in Political Science.

[POL 105](#) Making Sense of Politics (3)
[POL 120](#) American National Government and Politics (3)

Restricted Electives

Students must earn at least six credits in research methods chosen from the following courses.

[ECON 370](#) Quantitative Economic Analysis (3)
[MATH 234](#) Introduction to Probability and Statistics (3)
[PSY 231](#) Psychological Statistics and Methodology I (3)
[PSY 232](#) Psychological Statistics and Methodology II (3)
[SOC 350](#) Methods and Statistics for Social Research (4)
[SOC 351](#) Quantitative Methods (3)
[SOC 352](#) Qualitative Methods (3)
[SW 400](#) Research Methods in Social Work (3)

Emphasis in Psychology

Program Requirements

[PSY 113](#) General Psychology (3)
[PSY 202](#) Developmental Psychology (3)
[PSY 261](#) Personality (3)
[PSY 320](#) Social Psychology (3) **or**
[PSY 342](#) Learning and Memory (3) **or**
[PSY 345](#) Physiological Psychology (3) **or**
[PSY 348](#) Cognition and Perception (3) **or**
[PSY 463](#) Abnormal Psychology (3)

Restricted Electives

Students must earn at least six credits in research methods chosen from the following courses.

- [ECON 370](#) Quantitative Economic Analysis (3)
 - [MATH 234](#) Introduction to Probability and Statistics (3)
 - [PSY 231](#) Psychological Statistics and Methodology I (3)
 - [PSY 232](#) Psychological Statistics and Methodology II (3)
 - [SOC 350](#) Methods and Statistics for Social Research (4)
 - [SOC 351](#) Quantitative Methods (3)
 - [SOC 352](#) Qualitative Methods (3)
 - [SW 400](#) Research Methods in Social Work (3)
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Emphasis in Social Work

Program Requirements

- [SW 250](#) Introduction to Social Welfare and Social Work (3)
- [SW 330](#) Human Behavior and the Social Environment (3)
- [SW 420](#) Generalist Practice: Individuals (3)
- [SW 430](#) Generalist Practice: Families (3) **or**
- [SW 440](#) Generalist Practice: Groups (3) **or**
- [SW 450](#) Generalist Practice: Communities and Organizations (3)

Restricted Electives

Students must earn at least six credits in research methods chosen from the following courses.

- [ECON 370](#) Quantitative Economic Analysis (3)
 - [MATH 234](#) Introduction to Probability and Statistics (3)
 - [PSY 231](#) Psychological Statistics and Methodology I (3)
 - [PSY 232](#) Psychological Statistics and Methodology II (3)
 - [SOC 350](#) Methods and Statistics for Social Research (4)
 - [SOC 351](#) Quantitative Methods (3)
 - [SOC 352](#) Qualitative Methods (3)
 - [SW 400](#) Research Methods in Social Work (3)
-

Emphasis in Sociology

Program Requirements

[SOC 110](#) Introduction to Sociology (3)
[SOC 120](#) Social Psychology (3)
[SOC 302](#) Social Theory (3)
[SOC 310](#) Dominant-Subordinate Group Relations (3)

Restricted Electives

Students must earn at least six credits in research methods chosen from the following courses.

[ECON 370](#) Quantitative Economic Analysis (3)
[MATH 234](#) Introduction to Probability and Statistics (3)
[PSY 231](#) Psychological Statistics and Methodology I (3)
[PSY 232](#) Psychological Statistics and Methodology II (3)
[SOC 350](#) Methods and Statistics for Social Research (4)
[SOC 351](#) Quantitative Methods (3)
[SOC 352](#) Qualitative Methods (3)
[SW 400](#) Research Methods in Social Work (3)

B.A. Degree in Sociology

Description

To receive the B.A. Degree in Sociology, the student must meet the minimum university requirements and specific requirements for the program. Completion of 120 credits is required for this degree which includes the Liberal Arts and Sciences Core (42 credits).

Core Requirements (28 credits)

[SOC 110](#) Introduction to Sociology (3)
[SOC 120](#) Social Psychology (3)
[SOC 210](#) Social Problems (3)
[SOC 302](#) Social Theory (3)
[SOC 310](#) Dominant-Subordinate Group Relations (3)
[SOC 350](#) Methods and Statistics for Social Research (4)
[SOC 412](#) Sociology of Complex Organizations (3)
[SOC 450](#) Senior Seminar in Sociology (3)
[SOC 351](#) Quantitative Methods (3) **or**
[SOC 352](#) Qualitative Methods (3)

Electives Students must complete 20 credits of elective courses. Students may apply up to three credits of Cultural Anthropology or Criminal Justice courses toward the Sociology major with departmental approval. Students may apply up to three credits from readings courses ([SOC 497](#)) toward the major. Up to three internship ([SOC 469](#)) credits may be taken by Sociology majors, but these credits cannot be applied to the 48 credits required by the major.

Minor in Gerontology

Core Requirements (16 credits)

Courses at Concordia or NDSU may be taken through the Tri-College University and substituted for [SOC 308](#) and [PSY 403](#). Please consult with an advisor prior to attempting such substitution.

[NURS 420](#) Gerontological Nursing to Promote Successful Aging (3)

[PHIL 311](#) Morals and Medicine (3)

[SOC 308](#) Social Gerontology (3)

[PSY 403](#) Adulthood and Aging (3)

[SOC 410](#) Gerontology: Policy and Practice (4)

Electives

Students must take nine elective credits. Courses may be selected from those listed. Concordia and NDSU offer courses which may also be used as electives in the Gerontology minor. Students should consult with a faculty advisor prior to making such substitutions. Complete course lists are available from the department.

[BIOL 104](#) Human Biology (3)

[PHIL 311](#) Morals and Medicine (3)

[SOC 375](#) Sociology of Health and Medicine (3)

[PSY 317](#) Alcoholism and Drug Abuse (3) **or**

[SW 411](#) Chemical Dependency (3)

Minor in Juvenile Justice

Description

Juvenile Justice minors will examine the juvenile justice system and juvenile delinquency through a cross-disciplinary approach. 22 credits

Student Learning Outcomes

1. Establish a foundation of knowledge regarding the juvenile justice system.
2. Establish a cross-disciplinary understanding of juvenile delinquency, childhood and adolescence.
3. Develop critical thinking skills necessary to evaluate various models of justice used within the juvenile justice system.

Core Requirements (10 credits)

[CJ 201](#) Introduction to Juvenile Justice (3)

[CJ 301/SOC 301](#) Delinquent Behavior (3)

[CJ 200](#) Introduction to Criminal Justice (4)

Electives

Twelve credits of electives from the following list.

- [CJ 306](#) Gangs (3)
- [SW 402](#) Child Welfare (3)
- [SW 411](#) Chemical Dependency (3)
- [SW 499](#) Grant Writing (3)
- [PSY 275](#) Behavior Modification (3)
- [PSY 317](#) Alcoholism and Drug Abuse (3)
- [PSY 402](#) Child/Adolescent Psychology (3)
- [PSY 417](#) Child Psychopathology (3)

Minor in Sociology

Core Requirements (6 credits)

- [SOC 110](#) Introduction to Sociology (3)
- [SOC 210](#) Social Problems (3)

Electives Students must take eighteen credits of Sociology electives.

Speech/Language/Hearing Sciences Department

Murray Commons (218) 477-2417

Chair: Mary Drake

Faculty and Clinical Staff: Richard Adler, Bruce Hanson, Joni Mehrhoff, Nancy Paul, MariBeth Plankers, Elaine Pyle, Rachel Stotts, Vicki Riedinger, Kristi Vossler

The academic programs offered in speech, language, and hearing at Minnesota State University Moorhead are designed for students who are interested in the normal and disordered processes of human communication. A major in this area is part of the preparation for clinical, teaching, research or service careers in speech-language pathology, audiology, and communication science. The major may assist for those who will pursue careers in hearing conservation, education of the deaf or hard of hearing and related areas.

To practice as a speech-language pathologist the master's degree is a nationwide requirement. A professional doctorate is required to practice as an audiologist. The title of the undergraduate major, Speech/Language/Hearing Sciences, suggests that it is a pre-professional degree designed to qualify students for admission to professional study at the graduate level at this or other universities.

The department has established clinical experience eligibility requirements. All students must meet these requirements before they provide assessment or treatment to individuals with communication disorders. The requirements are as follow:

- C- grade or better in all completed SLHS courses,

- a cumulative grade point average of 3.25,
- no outstanding grades of incomplete,
- supervised clinical observations
- completed speech and hearing screening

If a student does not meet the stated requirements they may initiate an appeal through the department's clinic coordinator.

Pre-audiology

Although the undergraduate program at other universities is usually the same for future speech-language pathologists and audiologists, the Speech/Language/Hearing Sciences Department at Minnesota State University Moorhead offers a pre-audiology concentration. The purpose of the pre-audiology concentration is to allow students interested in a career in audiology to follow a program of studies better tailored to their interest.

The graduate (M.S.) major is the professional degree. Its title, Speech-Language Pathology, suggests that it is the clinical degree in this field. Students completing the graduate program are qualified for clinical positions in communication disorders throughout the nation. Minnesota State University Moorhead's program is accredited by the American Speech-Language-Hearing Association's Council on Academic Accreditation.

Admission to any graduate program at Minnesota State University Moorhead is limited to those who qualify by virtue of their undergraduate grade point average, Graduate Records Examination score, and recommendations. Additional details about graduate study may be found in the *Graduate Bulletin*.

Students who plan to seek clinical positions in schools should complete any additional requirements established by the credentialing authority in the states where they would seek employment.

Student Learning Outcomes

- Provide evidence of acquisition of fundamental scientific information describing the bases, nature, development and use of speech, language and hearing and total communication processes.
- Provide evidence of ability to synthesize and evaluate specialized information describing the nature, etiology, assessment and management of speech, language, and hearing disorders, adjusted for client characteristics, at student's level of experience, i.e. "Entry".
- Provide evidence of interpersonal and professional ethics and behavior.
- Provide evidence of writing ability; both clinical and academic.
- Provide evidence of oral presentation skills.
- Provide evidence of foundation skills necessary to conduct, convey, (evaluate) research findings.
- Provide evidence of students' perception of program competency for fundamental professional preparation and acceptance into a graduate program.

B.S. Degree in Speech-Language-Hearing Sciences

Description

To receive the B.S. Degree in Speech-Language-Hearing Sciences, the student must meet the minimum university requirements and specific requirements for the program. Completion of 120 credits is required for this degree which includes the Liberal Arts and Sciences Core (42 credits).

Core Requirements (49 credits)

- [SLHS 101](#) Survey of Speech-Language-Hearing Disorders (3)
- [SLHS 150](#) Observation of the Practice in Speech Language Hearing Sciences (2)
- [SLHS 201](#) Linguistic Phonetics (3)
- [SLHS 202](#) Anatomy and Physiology of Normal Speech and Hearing (3)
- [SLHS 204](#) Language Development (3)
- SLHS 320 Hearing/Vestibular Disorders & Assessment (4)
- [SLHS 321](#) Speech Sound Disorders in Children (3)
- [SLHS 322](#) Language Disorders in Children (3)
- [SLHS 343](#) Clinical Procedures (3)
- SLHS 427 Augmentative and Alternative Communication and Literacy Acquisition (3)
- [SLHS 402](#) Neuroanatomy/Physiology of Communication and Swallowing (3)
- [SLHS 421](#) Speech and Voice Science (3)
- [SLHS 424](#) Childhood Stuttering and Related Disorders (3)
- [SLHS 448](#) Professional Issues and Clinical Practice Management (3)
- [SLHS 473](#) Rehabilitation Audiology (4)
- [SLHS 491](#) Research Applications in SLHS (3)

Related Requirements (7 credits)

- [ENGL 387](#) Technical Report Writing (4)
- [MATH 232](#) Applied Statistics (3)

Restricted Electives (3 credits)

- [SLHS 446](#) Clinical Experience (3)

Electives

- [SLHS 301](#) Sign Language and Deaf Culture I (3)
- [SLHS 302](#) Sign Language and Deaf Culture II (3)
- [SLHS 490](#) Topical Seminar in SLP (1-3)
- [SLHS 497](#) Individual Study (1-3)

Emphasis in Pre-Audiology

Related Requirements

- [ENGL 387](#) Technical Report Writing (4)

[MATH 232](#) Applied Statistics (3)

[PHYS 105](#) Physics of Music (3)

Restricted Electives

Students must earn six elective credits from the following list of courses. These electives should be chosen in close consultation with a faculty advisor.

[ACCT 230](#) Principles of Accounting I (3)

[CHEM 110](#) Fundamentals of Chemistry (3)

[CHEM 180](#) Introduction to Organic and Biochemistry (4)

[CHEM 185](#) Introduction to Organic and Biochemistry Lab (1)

[ECON 202](#) Principles of Economics I: Micro (3)

[MGMT 405](#) Small Business Management (3)

[PSY 348](#) Cognition and Perception (3)

[PSY 402](#) Child/Adolescent Psychology (3)

[PSY 403](#) Adulthood and Aging (3)

[SLHS 427](#) Augmentative and Alternative Communication and Literacy Acquisition (3)

[SLHS 421](#) Speech and Voice Science (3)

[SLHS 424](#) Childhood Stuttering and Related Disorders (3)

[SOC 308](#) Social Gerontology (3)

[SPED 225](#) Individuals with Exceptionalities (3)

[SPED 419](#) Biomedical Aspects (3)

[SPED 423](#) Young Children with Disabilities and Their Families (3)

Minor in Speech-Language-Hearing Sciences

Core Requirements (17 credits)

[SLHS 101](#) Survey of Speech-Language-Hearing Disorders (3)

[SLHS 201](#) Linguistic Phonetics (3)

[SLHS 202](#) Anatomy and Physiology of Normal Speech and Hearing (3)

[SLHS 204](#) Language Development (3)

[SLHS 273](#) Hearing/Vestibular Disorders & Assessment (4)

Electives Students must earn at least eight elective credits in SLHS courses. These courses are to be chosen in close consultation with a faculty advisor.

University Studies

Academic Support Center Flora Frick 154

Contact: Clint Bueling 218-477-4318

<http://www.mnstate.edu/asc/universitystudies.aspx>

The Bachelor of Science in University Studies is intended as an option for the following students:

- A student who wishes to complete a generalist degree, or
- A student who has completed most but not all of the requirements of a major or has been unable to complete a degree in a timely manner.

The major must include the following: 36 credits of a partial major program or rubric (no more than 30 credits from the areas of Accounting, Finance, Management, and Marketing may be included in the partial major program or rubric), 21 additional credits from a single different rubric or area of concentration, and a 2.0 GPA in both segments. This major may be declared as late as the semester prior to graduation, but not before the student has attained junior standing

Courses

Accounting

ACCT 130 Fundamentals of Accounting General purpose accounting and reporting issues and procedures that affect small businesses and their operators. May not be applied to any business major. May not be taken for credit by anyone who has completed Acct 330 or 375, or any equivalent course.

ACCT 190 Topics in Accounting This course may be repeated since content may vary.

ACCT 230 Principles of Accounting I From a user's perspective, an introduction to the content and concepts underlying the three basic financial statements prepared by management for use by investors and creditors. Includes financial statement analysis.

ACCT 230M Beginning Managerial Accounting Concepts Managerial topics in Acct 230 include: Cost-volume analysis, cost behavior and budgeting in manufacturing and non-manufacturing environments. Prepares transfer students for Acct 231. This class is designed for transfer students whose Principles of Accounting sequence excluded these topics. The course is delivered in a self-study format.

ACCT 231 Principles of Accounting II An introduction to the content and concepts of financial information for management's use in directing operations. Topics include cost behavior, product costing, actual and standard costs, cost-volume-profit analysis, relevant costs, operational and capital budgeting, and present value analysis.

ACCT 290 Topics in Accounting This is a topical course and may be repeated when the topic changes.

ACCT 304 Legal Environment of Business Introduction to the American legal system, legal and regulatory environment of business, ethics and social responsibility, contracts, agency, and business organizations.

ACCT 306 Contracts and Business Entities Study of contracts, agency, business organizations (including all forms of partnerships, corporations and limited liability companies), and securities regulation.

ACCT 321 Employment Law An exploration of the legal nature of the employment relationship including contract and liability issues and major stages of the employment relationship, including hiring, evaluation and termination. Coverage includes antidiscrimination law and the Family and Medical Leave Act. Same as PARA 321.

ACCT 330 Intermediate Accounting I Review of the accounting process and basic financial statements. Analysis of conceptual framework, working capital and fixed assets. Research using the Financial Accounting Research System (FARS). May be taken concurrently with Acct 375 or Mgmt 370.

ACCT 331 Intermediate Accounting II Valuation and reporting of investments, liabilities, leases, pensions, deferred taxes, owners' equity/EPS and cash flows, including financial analysis and disclosures. Continues development of research skills using FARS.

ACCT 340 Introduction to Taxation Outline of federal tax system: tax elements of business planning, including capital investment and employment decisions.

ACCT 350 Cost Accounting Emphasis on costing systems, including job order and process costing, joint and operation costing, ABC, variable costing and standard costing with variance analysis.

ACCT 375 Accounting Systems Developing, organizing, and using accounting data in a computerized environment; emphasis on accounting applications using computerized spreadsheets, databases, and general ledger software.

ACCT 390 Topics in Accounting This course may be repeated since content may vary.

ACCT 407 Commercial Transactions, Property and Special Topics Detailed study of Uniform Commercial Code (sales contracts, commercial paper and secured transactions), creditors' remedies, bankruptcy, property (real, personal and intellectual), bailments, trusts and estates, insurance law and professional responsibilities.

ACCT 430 Advanced Accounting Study of consolidations, partnerships, and other advanced topics. Continues development of research skills using FARS.

ACCT 432 Advanced Accounting II This course presents various advanced topics in accounting. Topics may include: foreign currency transactions, translation of foreign currency financial statements, International Accounting standards, Accounting for liquidation, accounting for estates and trusts, and accounting for governmental and nonprofit entities. Course coverage may be modified to reflect current issues in the accounting area.

ACCT 441 Tax Accounting I Outline of federal tax system. Introduction to concepts of gross income, exclusions, deductions, alternative minimum tax, tax credits, tax payment procedures, property transactions, accounting periods, accounting methods, deferred compensation, corporations and partnerships.

ACCT 443 Tax Accounting II Advanced topics in taxation, including income tax planning and income tax return preparation for corporations, S corporations, partnerships, limited liability companies, exempt entities, estates and trusts.

ACCT 446 Estate, Gift and Trust Taxation Federal estate and gift tax; income taxation of estates and trusts; fundamentals of estate planning. Same as PARA 446.

ACCT 460 Audit I Coverage includes the theory of auditing, generally accepted auditing standards, audit reports, quality control, ethical decisions, accountants' liability, fraud detection, audit objectives and procedures, management assertions, audit planning analytical review, risk analysis, internal control evaluation, and tests of controls.

ACCT 461 Audit II Coverage includes the concepts of testing balances, auditing by cycles, audit sampling and applications, and compilation and review engagements. There will be additional coverage of generally accepted auditing standards, audit reports, quality control, fraud detection audit objectives and procedures, management assertions, audit planning, analytical review, risk analysis, internal control evaluation, and tests of controls. The course will include an integrated audit case.

ACCT 469 Internship A supervised practical experience in accounting. A maximum of 12 internship credits may be applied to the degree. Prerequisites: ACCT 330 plus three Accounting credits above ACCT 330.

ACCT 490 Topics in Accounting This course may be repeated since content may vary.

ACCT 497 Independent Study Independent reading or research allowing an individual student to explore a specific topic under faculty supervision.

American Multicultural Studies

AMCS 100 America's Mosaic This course is an introduction to the cultural experiences of historically underrepresented cultures in the U.S. (African American, American Indian, Hispanics, and Asian Americans). The purpose of this course is to make sense of the diversity between and within cultures. MnTC Goal 2.

AMCS 102 Contemporary American Indians The political, economic and social issues of indigenous peoples of North America, focusing on the past quarter century of both reservation and urban Indians.

AMCS 103 Contemporary Chicanos Political, economic and social developments within the Chicano community. MnTC Goal 2.

AMCS 190 Topics in American Multicultural Studies Exploration of a specific American Multicultural Studies topic. This course may be repeated as topic varies.

AMCS 202 Traditional American Indian Cultures A historical perspective on living, traditional cultures of American Indian groups. Topics include tribal entities, religion, arts, life-styles and ecological adaptations.

AMCS 203 Chicano Culture Key aspects of Chicano culture with an emphasis on literature, history and philosophy. MnTC Goal 7.

AMCS 207 Ojibwe Language I This elementary course is designed to give students the necessary speaking and grammar skills to begin reading, writing, and conversing in the Ojibwe language. Ojibwe is the language of the Anisshinaabe people, one of the American Indian tribes with contemporary communities in several states and provinces, including Minnesota, North Dakota, Michigan, Wisconsin, Montana, Ontario, and Manitoba.

AMCS 208 Ojibwe Language II This elementary course is a continuation of Ojibwe Language I, and is designed to give students the necessary speaking and grammar skills to continue reading, writing, and conversing in the Ojibwe language. Ojibwe is the language of the Anisshinaabe people, one of the American Indian tribes with contemporary communities in several states and provinces, including Minnesota, North Dakota, Michigan, Wisconsin, Montana, Ontario, and Manitoba.

AMCS 209 African American Humanities I: Roots This course offers a survey of selected aspects of the arts and humanities of African Americans from multidisciplinary perspectives. Beginning with the fundamental cultural resources of African traditional roots and American slave experiences, we trace their cultural legacies through the historical, cultural, artistic, expressive and aesthetic dimensions of the lives of Black people in the U.S. through the Civil War. Students will be expected to recognize and understand the critical links between Blacks' experiences as Americans and their aesthetic and cultural expressions. They will be required to critically integrate information from readings with classroom presentations and discussions. MnTC Goal 6.

AMCS 210 African American Humanities II: 1865-Present This course offers a survey of selected aspects of the arts and humanities of African Americans from multidisciplinary perspectives. Beginning with the hope for new opportunities after the end of slavery to the 21st century, we trace the struggles and aspirations of African Americans through the historical, cultural, artistic, expressive and aesthetic dimensions of their lives in the U.S. Students will be expected to recognize and understand the critical links between Blacks' experiences as Americans and their aesthetic and cultural expressions. They will be required to critically integrate information from readings with classroom presentations and discussions. MnTC Goal 6.

AMCS 211 Contemporary African Americans Political, economic, and social issues of contemporary African Americans within the United States since the post-Civil Rights era. MnTC Goal 7.

AMCS 220 Contemporary Asian America This course is an introduction to recent experiences, political, social and cultural formations of Asian Americans. We will be exploring the emergence and significance of "Asian American" as an identity formation, a racialized category, and set of ethnic experiences. Through reading, writing and discussion, we will focus on the following questions: What is Asian America, and whom does it include: Does the category "Asian American" make sense as a racial identity: Within American Asian ethnic communities: How does the Asian American experience help us understand contemporary race issues and current ethnic-racial identities? MnTC Goal 7.

AMCS 225 Ojibwe Culture Examines Ojibwe Culture from a holistic perspective. The people, their land, their way of life, their world view and religious beliefs will be studied. Emphasis will be placed on traditional material and primary sources.

AMCS 233 Education and Multicultural America This course provides an introduction to multicultural perspectives on American education. Given that the United States is becoming more culturally diverse and operates within an increasingly globalized world, citizens need to be equipped to understand the diverse cultures with which they work and interact. This course exposes students to the experiences and challenges of African Americans, American Indians, Chicano/Latinos and Asian Americans in the U.S. educational system from historical and contemporary perspectives. The course content both demystifies

stereotypes and myths attributed to these groups and stresses the marvelous complexity and diversity of these groups as they seek equitable access to quality education. MnTC Goal 7.

AMCS 270 American Indian Education This course is an overview of the nature, purpose, philosophy and programs of traditional and contemporary American Indian education. It is designed especially, but not exclusively, to assist students who plan to work in some area of education where an understanding and appreciation of Indian culture is essential. Classroom methods and curriculum materials designed for Indian students as well as those designed for introducing non-Indian students to Indian culture will be discussed and evaluated.

AMCS 290 Topics in American Multicultural Studies Exploration of a specific American Multicultural Studies topic. This course may be repeated as topic varies.

AMCS 300 Theories and Methods in American Multicultural Studies This course is an introduction to theories, issues and research methodologies in American Multicultural Studies. This course is open to majors and minors who have successfully completed at least two AMCS courses.

AMCS 301 African American Music A survey of African American non-jazz musicians and music traditions. MnTC Goal 6.

AMCS 302 Latinos of the Caribbean: Cuba, Dominican Republic, and Puerto Rico This course explores the economic, political, and cultural globalization of the Spanish Caribbean from an interdisciplinary, analytical, and historical framework. The impact of globalization is examined through migration (economic and political) and remittances; emergence of transnational societies; political transnational movements such as the Generacion Y, the Cuban blog; and cross-border exchanges in cultural trends. MnTC Goal 8.

AMCS 303 Latinos in the United States An interdisciplinary study of the diversity of the culture, history, economic and political situation of the Latino population in the United States. MnTC Goal 7.

AMCS 304 American Indians and Hollywood In this course students will study images of American Indian peoples as presented in Hollywood from the Silent Era to the present. Students will learn about the historic contexts under which these films were conceived written, shown, and received. Students will also examine American Indian images in other media and popular culture. This is a writing intensive course. Throughout this course, students will have to complete short, informal writing assignments. They are also required to complete formal, polished writing assignments throughout the course including response papers and one term paper. MnTC Goal 7.

AMCS 307 Ojibwe Language III This intermediate course is a continuation of Ojibwe Language II, and is designed to give students the necessary speaking and grammar skills to begin the process of becoming proficient in written and spoken Ojibwe. Ojibwe is the language of the Anishshinaabe people, one of the American Indian tribes with contemporary communities in several states and provinces, including Minnesota, North Dakota, Michigan, Wisconsin, Montana, Ontario, and Manitoba.

AMCS 308 Ojibwe Language IV This intermediate course is a continuation of Ojibwe Language III, and is designed to give students the necessary speaking and grammar skills to become proficient in written and spoken Ojibwe. Ojibwe is the language of the Anishshinaabe people, one of the American Indian tribes with contemporary communities in several states and provinces, including Minnesota, North Dakota, Michigan, Wisconsin, Montana, Ontario, and Manitoba.

AMCS 312 Origins of Multicultural America This course is an introduction to the interdisciplinary study of multicultural America. This course looks at the history of multicultural America beginning before European contact with Native peoples and continuing through the Civil war. Course materials are drawn from disciplines such as humanities, social sciences, literature, philosophy, and the arts. MnTC Goal 5.

AMCS 313 Modern Multicultural America An interdisciplinary study of the development of multicultural America. Emphasis is on thematic study of maturing multicultural America. Materials are drawn from humanities, social sciences, literature, and the arts. Recommended to follow AMST 312.

AMCS 315 African American Images in Film This course is a broad survey of selected 20th/21st century films by and for African Americans. It introduces students to filmmakers, actors, and themes in African American film. Through this course, students explore the aesthetic dimensions of film as a medium of African American creative and political expression. MnTC Goal 6.

AMCS 320 American Indian Belief Systems American Indian Belief Systems focuses on common thematic elements found throughout diverse American Indian communities. This course introduces the students to the philosophies, knowledges, languages, and spiritual beliefs of indigenous peoples in the Americas using a variety of texts and audiovisual materials from the humanities and social sciences as well as oral histories, interviews, and personal narratives. In this course students will critically examine issues surrounding the resistance, loss, reclamation, and revitalization of Indigenous cultures, knowledges, religions, and languages. MnTC Goal 7.

AMCS 325 African American Theatre Survey of selected plays by African American writers from the 19th and 20th centuries. Focus on aesthetic and interpretative dimensions grounded in African American historical and cultural contexts. Amcs 210 or 211 or Thtr 220 are highly recommended as prerequisites. MnTC Goal 6.

AMCS 340 Social Science Research Methods This course explores research methodologies in the field of American Multicultural Studies, with an emphasis on social science methodologies. Students will explore both quantitative and qualitative methods in American Multicultural Studies. In this exploration, students will both review the research and findings of others, and design their own research experiences.

AMCS 368 Transnational Asian Adoption This course examines Asian adoption and the experience of Asian adoptees in America over the past 50 years. It centers on the experience of Asian adoptees focusing largely on the social and cultural production of this ever-growing population. Using the Cold War as a historical baseline, the course considers the geopolitical and socioeconomic relationships between the United States and South Korea, China, Vietnam and India during and since the Cold War that have shaped the history of Asian adoption. In addition we will make historical and political connections between Asian adoption, transnational adoption, and domestic trans-racial adoption within the United States. MnTC Goal 8.

AMCS 372 Dynamics of Prejudice and Oppression An examination of theoretical dimensions, dynamics and consequences of prejudices and oppression based on race, class, gender, and ability. Students will be expected to recognize, critically analyze and identify both shared and unique structural dimensions of various forms of oppression and discuss potential strategies for dismantling oppression. MnTC Goal 7.

AMCS 375 Foundations of Antiracism Theory and Practice This course will introduce students to a theoretical framework of anti-racism and its applications. Students will explore the cultural and social aspects of racism and learn ways of dismantling racism as a form of oppression on both individual and systemic levels. In addition, students will use concepts such as power and privilege, prejudice, discrimination, oppression, institutional transformation and change, anti-racist organizing, and social justice for personal and institutional analysis. Students will be required to attend a full day anti-racism training. Course content will expand upon knowledge gained in this training. MnTC Goal 7.

AMCS 390 Topics in American Multicultural Studies Exploration of a specific American Multicultural Studies topic. This course may be repeated as topic varies.

AMCS 461 Readings: American Multicultural Studies Independent reading and research.

AMCS 469 Internship A supervised, practical experience in the field. A maximum of 12 internship credits may be applied to the degree.

AMCS 490 Topics in American Multicultural Studies Exploration of a specific American Multicultural Studies topic. This course may be repeated as topic varies.

AMCS 498 Capstone Seminar in American Multicultural Studies As a capstone requirement, students will demonstrate their mastery of interdisciplinary research skills through the development of a research project on a given seminar theme in American Multicultural Studies. This is the designated writing intensive course for our major. Throughout this course students will have to complete short, informal writing assignments. They are also required to complete formal, polished writing assignments throughout the course including: response papers and one term paper. Themes vary each year. Possible themes are: Civil Rights, Education, Popular Culture, Folklore, Women's studies, Interracial Relationships,

Multicultural Imaging. This course is open to majors of junior/senior standing and minors with permission.

Animation

ANIM 113 MAYA The course structure revolves around the areas of solid modeling, organic modeling, lighting, texturing and basic animation. Interaction with Mud Box, 3DS Max and Motion Builder is also presented in the course as well as special effects and video compositing.

ANIM 216 3D Modeling Course about building 3D CAD models for a variety of disciplines. Forensic animators use these models to demonstrate how accidents happen. Engineers use them to show how machines and systems work. Architects use them to let their clients participate in the design process. Video game developers use them to create virtual worlds populated with people, places, and things that exist only in the imagination.

ANIM 316 3D Animation Study of animation techniques used in the graphic communication industry. Prime emphasis is on using 3D Studio Max software to design and animate scenes of various complexity.

ANIM 366 Motion Graphics Continued practical study of interactive 3D, audio, and motion graphic applications used in the multimedia industry. Emphasis is on production processes, game UI, DVD-CD ROM, Web processes.

ANIM 416 Animation Studio Advanced study in 3D Graphic Applications such as 3D Studio Max and MAYA, on both Mac and Windows platforms. Study includes animation, sound, video, Special FX, Game UI, and Virtual World Development.

Anthropology

ANTH 100 Debating Humankind Designed to instruct students in critical thinking skills using multicultural examples spanning time and space. Students will review and engage in a series of debates, including among others, topics on race, the importance and nature of science, cultural norms, how humans are different from other animals, and the validity of research methods presently used in social science. MnTC Goal 2.

ANTH 110 Introduction to Cultural Anthropology Introduction to the concept of culture and to the study of language. MnTC Goal 7.

ANTH 115 Introduction to Archaeology Review of archaeological study with special emphasis on the interdisciplinary nature of archaeology. Archaeological methods and techniques are explained as aspects of the process of discovery. Introduction to the major phases in human culture history from the earliest toolmakers to the rise of civilization. MnTC Goal 5.

ANTH 120 Introduction to Physical Anthropology A survey of the field of physical anthropology. The course will include a review of the fossil record, concentrating on theories about human evolution. Other topics include taphonomy, primate behavior and taxonomy, and the origins of contemporary human variation. MnTC Goal 3.

ANTH 202 American Indian Culture A historical perspective on living, traditional cultures of American Indian groups. Topics include tribal entities, religion, arts, life-styles and ecological adaptations.

ANTH 210 Midwest/Plains Prehistory Culture/history of ancient peoples in the northern Midwest since earliest occupation. Archaeological excavations and their implications for understanding regional prehistory. Origins of historically known ethnic groups. MnTC Goal 7.

ANTH 216 The Paleolithic Age An examination of Paleolithic archaeology, reviewing the major cultural achievements of the Old Stone Age, and outlining the basic techniques of archaeological science. MnTC Goal 5.

ANTH 217 The Rise of Civilization Examines the origins of agriculture and civilization, with special attention to a comparison of long-term cultural developments in the Old World and New World. MnTC Goal 5.

ANTH 265 Language and Culture The relationship between language and culture with emphasis on historical linguistics, sociolinguistics, psycholinguistics, and ethno linguistics. MnTC Goal 5.

ANTH 290 Topics in Anthropology Topics from the sub disciplines of anthropology.

ANTH 300 Archaeology Survey of the theoretical foundations and methods of discovery and analysis used in archaeology. Course will focus on the interpretation of archaeological sites through the use of dating techniques, stratigraphic principles, site formation processes, soils, artifact analysis and regional ecology.

ANTH 301 Archaeological Prospection Examination of geophysical prospecting methods available for archaeological research. Emphasis on the conceptual basis of different prospecting methods and their application in archaeological and geotechnical studies. Hands-on experience with geophysical instruments. Same as GEOS 301.

ANTH 303 Cross Cultural Gender A survey of gender roles in various cultures. This class examines the relationship of gender to kinship, economics, political and biological factors. It also addresses culture change and the effect on gender role assignments.

ANTH 306 Medical Anthropology A survey of the distributions of illness throughout the world with emphasis on the definitions, treatments, and practitioners as well as the cultural settings producing them. MnTC Goal 8.

ANTH 307 Ecological Anthropology An anthropological examination of cultural adaptation to the environment. Detailed analysis of the major human subsistence strategies in diverse ecological settings worldwide. MnTC Goal 10.

ANTH 308 Migration and Human Adaptation An examination of migration as an adaptive strategy used by people in adjusting to changing conditions in their environment. Explores types of migration as well as motivations and consequences of human movement in both the past and present and around the world. Same as INTL 308. MnTC Goal 8.

ANTH 309 Indians of the Great Plains This course focuses on past and present cultures of Plains Indians. Individual tribal traditions are compared and contrasted. The interdependence of techno-environment, socio-political organization and ideology is stressed, with emphasis on culture change. Present day adaptations to reservation and urban life are examined. MnTC Goal 7.

ANTH 311 American Indians and the Environment To what degree does the image of the "ecological Indian" faithfully reflect American Indian ideas about the environment through time? This course will examine the idea of the "ecological Indian," the idea of American Indians were/are model ecologists and conservationists. We will explore the concept of sustainability among American Indians and the relationship between American Indian communities and the environment through an examination of their unique adaptations that they have made within the 10 major geo-cultural regions of native North America: Arctic, Subarctic, Great Basin, Plateau, Northwest Coast, California, Great Plains, Northeast and Southeast. MnTC Goal 10.

ANTH 313 Understanding Contemporary Africa This course examines societies and cultures of contemporary Sub-Saharan Africa to promote a better understanding of the continent's place in the global system. MnTC Goal 8.

ANTH 314 American Indian World Views This course examines the cultural knowledge of American Indian groups that they employ to understand the world around them. It examines their belief systems, religious rituals, oral traditions, and cosmologies. MnTC Goal 7.

ANTH 315 North American Archaeology An overview of the prehistory of North America from the end of the Ice Age.

ANTH 316 Magic, Witchcraft and Belief Introduction to the study of religion in cross cultural perspective. The origins of supernatural beliefs will be studied. Functional and non-functional explanations of religious beliefs will be examined. The relationship between culture change and religious movements will be explored. MnTC Goal 8.

ANTH 317 Collapse This course explores the notion of societal collapse using ancient societies and archaeological data. A variety of case studies, drawn from diverse cultural and environmental settings, are

examined to identify the processes and causes of collapse. Of critical importance is the interplay between society and environment in achieving or failing to attain long-term sustainability. Present day contexts are examined using perspectives gained from the study of the past. MnTC Goal 10.

ANTH 318 Archaeology and the Bible. Review of the archaeological record of Palestine during the time periods represented in the biblical chronology. Subjects highlighted are the Near Eastern origins of agriculture, the rise of urbanism, imperial context of Syria-Palestine, and the history of the peoples of ancient Palestine as known from archaeological materials. MnTC Goal 5.

ANTH 325 Reading Landscape: Ways of Seeing Explores the landscape concept as developed and applied within anthropology and the geosciences. Considers the interaction of culture and perception in the way we view our physical world. Writing Intensive.

ANTH 327 The Aztecs This course is an examination of Aztec civilization. Varied perspectives, including native and Spanish chroniclers, archaeological data, and a cross-cultural understanding of archaic states, are employed to derive an understanding of Aztec civilization. MnTC Goal 7.

ANTH 329 The Uses of the Past An examination of how the past is interpreted to satisfy ideological, political and social needs of groups. Ethical responsibilities related to interpreting the past are combined with understanding the importance of being fair-minded toward others' versions of the past. MnTC Goal 9.

ANTH 333 Anthropology of Music An anthropological investigation of the relationships between culture and music. It will focus on the core anthropological concepts of cultural relativism, ethnocentrism, and globalization in relation to the cultural contexts of music. It will explore how music relates anthropologically to various aspects of culture, including identity, gender, family, religion, politics, subsistence, economics, and language. Ethnographic examples will be drawn from western and non-western musics. MnTC Goal 8.

ANTH 337 The Maya This course explores the archaeology of the Maya. Varied perspectives, including native, Spanish chroniclers, the archaeological record, and a cross-cultural understanding of archaic civilizations, are employed to derive and understanding of Maya civilization.

ANTH 348 Ideas of Culture Presentation of the major schools of thought in the history of anthropology and related social sciences from the 19th and 20th centuries. The course includes discussion of evolutionism, historicism, functionalism, structuralism and contemporary social theories.

ANTH 350 Geoarchaeology Examines the application of Geosciences methods and techniques to archaeological deposits and materials. Emphasis on critical evaluation and interpretation of geoarchaeological data using a series of case studies.

ANTH 380 Traditional Cultures An examination of traditional cultures before widespread westernization, including a review of the anthropological literature, such as ranking, non-market exchange and systems of production, domestic organization, power, authority, and traditional religious systems.

ANTH 390 Topics in Anthropology Study of various topics in anthropology. This course may be repeated as topics vary.

ANTH 445 Seminar in Anthropology Selected topics in Anthropology. Students are expected to do research in subjects related to the topic of the course. May be repeated when topic varies.

ANTH 450 Field Work in Anthropology An applied course in archaeology involving excavations at archaeological sites during the summer months. Emphasis on field techniques including map reading, photography, excavation techniques, artifact processing and analysis.

ANTH 451 Archaeology Lab Laboratory training in archaeology including inventory, treatment and curation of collections, basic laboratory drawing, photography, data entry and reporting. Students will work on collections from regional archaeological sites.

ANTH 455 Field Methods in Geoarchaeology Provides field experience with a variety of geoarchaeological techniques applied within the context of an interdisciplinary research program. Research design and the research process will also be emphasized. In addition to the listed pre-requisite, students must have taken at least one introductory course in geology. Same as GEOS 455.

ANTH 460 Ethnographic Research Methods Presentation of appropriate methods for conducting field research in cultural anthropology. This includes: research design, sampling strategies, participant-observation, questionnaire formulation, interviewing techniques, and report writing.

ANTH 469 Internship A supervised, practical experience in the field. A maximum of 12 internship credits may be applied to the degree.

ANTH 497 Research in Anthropology Research in anthropology under the supervision of a member of the faculty.

Art & Design

ART 101 Basic Drawing I Introduction to visual elements through various drawing media, emphasizing accurate observation of still-life, nature and the figure.

ART 102 Basic Drawing II Intermediate visual inquiry using representational and imaginative studies. Use of composition, color and contemporary concepts of drawing emphasized. Wet media and figure drawing included.

ART 125 Foundation Design Introduction to elements and principles of visual language, color, form/shape, line, space and texture as they relate to basic design. The course will include an introduction to constructive, perceptual, symbolic and expressive aspects of color within a variety of relationships.

ART 126 Foundation Design II Introduction of the basic 3-dimensional concepts of visual organization (line, plane, volume, shape, form). Exploration of object-making with clay, wire, paper, foam and wood, emphasizing technical skills, craftsmanship and communication abilities.

ART 170 Art Appreciation: Content and Form Designed for non-art majors, this course introduces basic visual arts vocabulary and design concepts. The course also provides a historical framework and introduction to the diverse media in the visual arts. MnTC Goal 6.

ART 203A Introduction to Ceramics and Clay Processes An introduction to the technical and aesthetic issues involved in working with clay. The course covers the fundamental techniques used on the potter's wheel and in handbuilding with clay. Slip work and glazing are also covered.

ART 203C Introduction to Painting Study of basic materials, techniques, and formal issues of painting. Topics include historical and contemporary painting approaches. Emphasis on oil and acrylic painting media.

ART 203D Introduction to Printmaking An introduction to relief printing, intaglio, lithography and serigraphy.

ART 203E Introduction to Sculpture Survey of basic materials, methods, techniques, and concepts associated with space and sculptural forms. Topics include wood and steel construction and fabrication, bronze casting, and mold making.

ART 203F Introduction to Photography Introduction to photographic equipment, materials, processes, and philosophy. Includes experiments with paper, film, small camera operation, roll-film processing, enlarging, mounting, and matting.

ART 203H Introduction to Figure Drawing Studies from live models emphasizing interpretation and anatomical accuracy.

ART 203K Introduction to Fiber/Textile Design Introduction to a variety of surface and three-dimensional design techniques as they apply to textiles and fiber materials and forms. Printing on fabric, dyeing, batik, applique, weaving, basketry, felting and papermaking will be explored. A survey of textile history and past and contemporary artists is also addressed.

ART 203L Introduction to Illustration Study of basic concepts of pictorial illustration. Traditional and contemporary trends in image making also adaptable for publishing in narrative. Content exploration in the areas of advertising, editorial and scientific illustration.

ART 203N Introduction to Papermaking Survey of materials, methods and techniques of hand papermaking.

ART 210 Introduction to Watercolor Techniques and creative expression in water media. Emphasis on transparent watercolor. Representational and non-objective approach.

ART 233 Global Art History I This course examines the major developments in architecture, sculpture, painting, and the decorative arts worldwide, from prehistory through the Middle Ages. In addition to cross-cultural comparison of diverse traditions and histories of art, the course will introduce the student to important vocabulary and methods fundamental to the discipline of art history. Art & Design majors should be simultaneously enrolled in Art 233M Global History of Art I: Methods. MnTC Goal 8.

ART 233M Global Art History I: Methods In this course students apply the art historical concepts and methods from Art 233 lecture course. It reinforces the knowledge of methods unique to the art historical discipline including informed observation of physical objects combined with historical and formal analysis. Students are shown how to find appropriate research materials in the discipline and how to apply them in a contextual comparative essay. Art & Design majors should be simultaneously enrolled in Art 233.

ART 234 Global Art History II This course examines the major developments in architecture, sculpture, painting, illustration, the decorative arts, and craft worldwide, from approximately the 13th century to the Modern Age. In addition to cross-cultural comparison of diverse traditions and histories of art, the course will introduce students to important concepts and methods fundamental to the discipline of art history. Art & Design majors should be simultaneously enrolled in Art 234M: Global Art History II-Methods. MnTC Goal 8.

ART 234M Global Art History II: Methods In this course students apply the art historical concepts and methods from Art 234 lecture course. It reinforces the knowledge of methods unique to the art historical discipline including informed observation of physical objects combined with historical and formal analysis. Students are shown how to find appropriate research materials in the discipline and how to apply them in a contextual comparative essay. Art & Design majors should be simultaneously enrolled in Art 234.

ART 290 Topics in Art Studio, seminar or discussion of topics not included in other art courses. Up to three credits may be applied to the major.

ART 300A Individualized Studies in Ceramics Individualized instruction in media not regularly offered in studio concentrations.

ART 300C Individualized Studies in Painting Individualized instruction in media not regularly offered in studio concentrations.

ART 300D Individualized Studies in Printmaking Individualized instruction in media not regularly offered in studio concentrations.

ART 300E Individualized Studies in Sculpture Individualized instruction in media not regularly offered in studio concentrations.

ART 300F Individualized Studies in Photography Individualized instruction in media not regularly offered in studio concentrations.

ART 300H Individualized Studies in Figure Drawing Individualized instruction in media not regularly offered in studio concentrations.

ART 300I Individualized Studies Individualized instruction in media not regularly offered in studio concentrations.

ART 300J Individualized Studies in Art Education Individualized instruction in media not regularly offered in studio concentrations.

ART 300K Individualized Studies in Fiber/Textiles Individualized instruction in media not regularly offered in studio concentrations.

ART 300L Individualized Studies in Illustration Individualized instruction in media not regularly offered in studio concentrations.

ART 303A Intermediate Pottery/Wheel Throwing An in-depth investigation involving the skills, techniques, and aesthetics of forms thrown on the potter's wheel. Exercises in decorating as well as firing are included. Students may take 303A, 304A, and 305A in any order.

ART 303C Painting Studio Strengthens the development of introductory level technical skill, media investigation, compositional elements and conceptual ideas.

ART 303D Printmaking Studio Development of the technical facility and appropriate imagery in any one of the traditional printmaking media such as relief printing, intaglio, lithography or serigraphy. The scope of work and media will be determined in a contractual agreement between the student and instructor.

ART 303E Intermediate Sculpture Technical development of casting methods and mold making techniques in conjunction with concept development, using materials such as bronze, resin, plaster, concrete, polyurethane and silicone rubbers, clay, and wax. Art 303E, 304E, and 305E may be taken out of sequence as long as all three courses are completed before registering for Art 404E and 405E.

ART 303F Photography Studio This course addresses aesthetic and technical concerns in photography. Instruction includes darkroom experimentation with papers, toners, and films and experimentation with lighting techniques. Special emphasis is given to projects involving the development of camera vision and conceptual ideas.

ART 303H Figure Drawing II Intermediate study from life models emphasizing the figure in composition, using a variety of media. May be repeated for up to eight credits.

ART 304A Intermediate Handbuilding/Ceramic Sculpture This course delves into the techniques of producing larger sculptural objects as well as conceptual approaches to sculpture. The course also introduces the use of paperclay and alternative surface effects appropriate to sculptural work. Students may take 303A, 304A, and 305A in any order.

ART 304C Painting Studio Refinement of technical facility and concentration on the subjects of portraiture and figure painting. In-depth studio investigation in historical and contemporary figure painting.

ART 304D Printmaking Studio Students may choose any combinations of relief, intaglio, lithography, monoprinting, or screenprinting. Printmaking processes are taught beyond the introductory level. Non-toxic processes are explored. Students may take Art 304D and 305D in any order. Students may choose any combinations of relief, intaglio, lithography, monoprinting, or screenprinting. Printmaking processes are taught beyond the introductory level. Non-toxic processes are explored. Personal expression is encouraged.

ART 304E Sculpture Studio This course covers the progression and further development of technical skill, media investigation, and concept development in wood and steel. Art 303E, 304E, and 305E may be taken out of sequence as long as all three courses are completed before registering for Art 404E and 405E.

ART 304F Photography Studio Refinement of technical facility and concentration to the subjects of portraits, characterization of individuals and architectural forms. Experimentation with hand coloring techniques. The scope of the work and the media will be determined in a contractual arrangement between the student and the instructor.

ART 304H Drawing Studio Refinement of previously acquired introductory knowledge and experimentation at the intermediate level. The emphasis is on strengthening visual language skill through observational study using perceptual learning models. In conjunction with the faculty member, each student will develop a contractual agreement of study for the final weeks of the semester based on individual interests in both media and concept. Students may take Art 304H and 305H in any order.

ART 305A Technical Ceramics Explores the fundamentals of glaze and clay chemistry with an emphasis on glaze development and coloration. Students also investigate firing theory, image transfers, mold making and slip casting. Students may take 303A, 304A, and 305A in any order.

ART 305C Painting Studio Further development of conceptual and formal qualities of painting for a variety of topics and media. Individual research in historical or technical fields is encouraged. Emphasis on investigation of form, composition, color, space and imagery.

ART 305D Printmaking Studio A continuation of study begun in Art 304D. Students may choose any combinations of relief, intaglio, lithography, monoprinting, or screenprinting. Printmaking processes are taught beyond the introductory level. Non-toxic processes are explored. Personal expression is encouraged. Students may take Art 304D and 305D in any order.

ART 305E Sculpture Studio The emphasis of this course is on traditional and non-traditional interpretations of the human figure as format subject matter and as a vehicle for further concept development. Art 303E, 304E, and 305E may be taken out of sequence as long as all three courses are completed before registering for Art 404D and 405E.

ART 305F Photography Studio A continuation of study begun in Art 304F. Refinement of technical facility and concentration to the subjects of portraits, characterization of individuals and architectural forms. Experimentation with hand coloring techniques. The scope of the work and the media will be determined in a contractual arrangement between the student and the instructor.

ART 305H Drawing Studio Refinement of previously acquired introductory knowledge and experimentation at the intermediate level, based on an initial contractual agreement between student and instructor. Continued investigation of media, including color, and conceptual emphasis. Students may take Art 304H and 305H in any order.

ART 305L Digital Illustration This course addresses the tools and techniques of producing digital illustrations. Students will learn the use of appropriate software and hardware to create digital and hybrid hand drawn/digital illustrations.

ART 306A Ceramics Studio Assignments, readings and individual contracts are employed encouraging students to seek their own voice and direction in ceramics, preparing them to continue as active individually expressive artists after graduation.

ART 310 Watercolor Creative painting in transparent and opaque watercolor. Painting problems and solutions.

ART 311 Pottery: Principles of Production and Design This course is designed for non-art majors interested in exploring the creative process and how the art and craft fields approach creativity, production and problem solving. Students will gain a basic understanding of the fundamental production methods employed in the creation of ceramic pottery as well as foundational design principles and creative decision making processes. MnTC Goal 6.

ART 320 Philosophy of the Arts Philosophical questions in fine arts. Topics include the nature of art and aesthetic experience and criticism. Same as PHIL 320. MnTC Goal 6.

ART 338 Non-Western Art Survey of the principal art forms of Non-Western cultures, with emphasis on their cultural and philosophical context. Topics vary, but may include consideration of the art forms of Africa, Oceania, Pre-Columbian America, as well as India, China and Japan.

ART 350 Methods and Materials: Art for the Elementary Classroom Students investigate materials and techniques for creating meaningful expression in the visual arts. Theoretical topics include: developmental stages of children's art making, lesson planning, curriculum development, assessment, organizing museum/gallery experiences for children and integrating art into the elementary curriculum.

ART 375 Art Methods 7-12 A preparatory course for art teachers, required for students majoring in Art Education. The course focuses on current practices in secondary art education, curriculum development, DBAE lesson planning, classroom management, assessment, and application of Minnesota and National Standards for learning in the Visual Arts.

ART 390 Topics in Art Studio, seminar or discussion of topics not included in other art courses. This is a topical course and may be repeated when the topic changes.

ART 398 Gallery Management This course is an exploration of methods and practices involved in the presentation and interpretation of visual art work in both traditional and not-traditional spaces. Students will be required to analyze, synthesize and evaluate knowledge from several disciplines. Students must be of junior status or higher, have a keen interest in the promotion of the visual arts, and have basic knowledge of at least two of the following areas; printmaking, ceramics, drawing, painting, photography, sculpture, graphic design, art history, or have consent from the instructor.

ART 400A Individualized Studies in Ceramics Individualized instruction in media not regularly offered in studio concentrations.

ART 400C Individualized Studies in Painting Individualized instruction in media not regularly offered in studio concentrations.

ART 400D Individualized Studies in Printmaking Further development of conceptual and formal qualities of creative work in a selected printmaking media such as relief printing, intaglio printing, lithography or serigraphy, with emphasis on consistency of small editions. The scope of the work and media will be determined in a contractual agreement between the student and instructor. Students are required to have earned 8 credits in Art 300D prior to enrolling in this class.

ART 400E Individualized Studies in Sculpture Individualized instruction in media not regularly offered in studio concentrations.

ART 400F Individualized Studies in Photography Individualized instruction in media not regularly offered in studio concentrations.

ART 400H Individualized Studies in Figure Drawing Individualized instruction in media not regularly offered in studio concentrations.

ART 400I Individualized Studies Individualized instruction in media not regularly offered in studio concentrations.

ART 400J Individualized Studies in Art Education Individualized instruction in media not regularly offered in studio concentrations.

ART 400K Individualized Studies in Fiber/Textiles Individualized instruction in media not regularly offered in studio concentrations.

ART 400L Individualized Studies in Illustration Individualized instruction in media not regularly offered in studio concentrations.

ART 402 Advanced Methods: Art Education Developing, planning, and presenting art experiences to K-12 students will be the primary component of this course. Topics concerning the art room environment, safety, ordering supplies, current topics in art education, and professional preparation are also addressed.

ART 404A Ceramics Studio Individual contracts are employed to allow students to seek their own voice and direction in ceramics, preparing them to continue as active individually expressive artists after graduation. Work produced is frequently connected to the senior exhibition. Students may take Art 404A and 405A in any order.

ART 404C Painting Studio Advanced studio work with individual student research of painting in topic and medium of particular interest to the student, based on contractual agreement between student and instructor. Emphasis on the development of a cohesive body of work showing coordination of technical, formal and conceptual issues in the context of personal imagery.

ART 404D Printmaking Studio Students may choose any combination of the printmaking processes (relief, intaglio, lithography, screenprinting, monoprinting), but are asked to specialize in one process for the final semester of 400 level studio. Color processes are emphasized. Personal expression is expected. Students may take Art 404D and 405D in any order.

ART 404E Sculpture Studio Emphasis on professional development and individual student investigation of methods, materials, and concepts intended for the development of a personal visual vocabulary resulting in a cohesive body of work. Students must have completed Art 303E, 304E, and 305E prior to enrolling in this class. Students may take Art 404E and 405E in any order.

ART 404F Photography Studio Further development of conceptual and formal qualities in selected non-silver process photographic projects, plus color photography and processing. The scope of the work and the media will be determined in contractual arrangement between the student and the instructor. Students are required to have completed Art 304F and 305F prior to enrolling in this class.

ART 404H Drawing Studio Further development of conceptual and formal qualities of drawing in media of particular interest to the student based on previous investigation and initial contractual agreement between student and instructor. Emphasis on the development of a cohesive body of work showing coordination of technical, formal and conceptual issues in the context of personal imagery. Students must have completed eight credits of Art 304H, 305H, or 303H prior to enrolling in this class. Students may take Art 404H and 405H in any order.

ART 405A Ceramics Studio A continuation of study begun in Art 404A. Individual contracts are employed to allow students to seek their own voice and direction in ceramics, preparing them to continue

as active individually expressive artists after graduation. Work produced is frequently connected to the senior exhibition. Students may take Art 404A and 405A in any order.

ART 405C Painting Studio Further development of advanced studio work. Emphasis on production of cohesive body of work, portfolio preparation, professional presentation, and senior exhibition.

ART 405D Printmaking Studio A continuation of study begun in Art 404D. Students may choose any combination of the printmaking processes (relief, intaglio, lithography, screenprinting, monoprinting), but are asked to specialize in one process for the final semester of 400 level studio. Color processes are emphasized. Personal expression is expected. Students may take Art 404D and 405D in any order.

ART 405E Sculpture Studio A continuation of study begun in Art 404E. Emphasis on professional development and individual student investigation of methods, materials, and concepts intended for the development of a personal visual vocabulary resulting in a cohesive body of work. Students must have completed Art 304E, and 305E prior to enrolling in this class. Students may take Art 404E and 405E in any order.

ART 405F Photography Studio A continuation of study begun in Art 404F. Further development of conceptual and formal qualities in selected non-silver process photographic projects, plus color photography and processing. The scope of the work and the media will be determined in contractual arrangement between the student and the instructor. Students are required to have completed Art 304F and 305F prior to enrolling in this class.

ART 405H Drawing Studio Continued emphasis on the development of a cohesive body of drawings showing an increased coordination of technical, formal and conceptual expertise in the context of personal imagery. Preparation of work for the required final exhibition or application for the B.F.A. program. Students must have completed eight credits of Art 304H, 305H, or 303H prior to enrolling in this class. Students may take Art 404H and 405H in any order.

ART 405L Illustration Studio Continues study begun in 404L. Further development of conceptual and formal qualities of illustration in media selected appropriate to the subject. Emphasis will be placed on producing a conclusive, clear pictorial statement.

ART 408 Women and Art This course examines the history of women artists as well as the representation of women as subjects in art. The course also provides a historical introduction to feminist art history and methodology. Same as WS 408.

ART 411 Medieval Art History of the art and architecture of the Byzantine and Western Medieval cultures.

ART 420 Renaissance Art Renaissance and Mannerist art and architecture in Italy and Northern Europe.

ART 430 Nineteenth Century Art History of Nineteenth-Century painting, sculpture, photography and architecture, including Neoclassicism, Romanticism, Realism, Impressionism, and Post-Impressionism.

ART 431 Twentieth Century Art History of Twentieth-Century avant-garde painting, sculpture, photography and architecture, from Art Nouveau to Pop Art.

ART 433 Modern Architecture Architecture of the late 19th and 20th centuries. The materials, techniques and forms of the architectural conception.

ART 450 Contemporary Art, Design, and Theory This seminar course is designed as a capstone course for art majors. Emphasis will be placed on major art movements and theoretical concepts from 1945 to the present day. In addition to the listed prerequisites, students must complete one upper-level art history course prior to enrolling in this class.

ART 451A Ceramic Studio Assuming that the accepted student has mastered all of the preceding experiences and has presented a portfolio demonstrating high competency, the hours devoted to the BFA program are concentrated on a single-minded project in ceramics-decorating, glazing, firing, formal elements and/or sets and other explorations. Students must complete Art 404A and 405A prior to enrolling in this class.

ART 451C Painting Studio In-depth problem analysis and conceptual refinement of personal imagery in selected painting media, as well as continued development of a cohesive body of work. Emphasis on preparation for professional presentation or exhibition in preparation for further career development,

either in formal setting or in the field. Students must complete Art 404C and 405C prior to enrolling in this class.

ART 451D Printmaking Studio In-depth problem analysis and high quality technical refinement of editions. Development of personal imagery in a cohesive portfolio of fine prints. The scope of the work and media will be determined in a contractual arrangement between the student and the instructor. Students must complete Art 404D and 405D prior to enrolling in this class.

ART 451E Sculpture Studio Self-directed and in-depth development of personal imagery resulting in a skillfully executed and conceptually sound body of work suitable for professional presentation in required BFA Exhibition. Students must complete Art 404E and 405E prior to enrolling in this class.

ART 451F Photography Studio In-depth problem analysis and high quality technical refinement of prints. Development of personal imagery and conceptual approach in a cohesive visual investigation, documented in a portfolio of photographic works. The scope of the work and media will be determined in a contractual arrangement between student and instructor. Students must complete Art 404F and 405F prior to enrolling in this class.

ART 451H Drawing Studio In-depth problem analysis and conceptual refinement of personal imagery, as well as continued development of a cohesive body of work. Emphasis on preparation for professional presentation or exhibition in preparation for further career development, either in formal setting or in the field. Students must complete Art 404H and 405H prior to enrolling in this class.

ART 451L Illustration Studio In-depth problem analysis and conceptual refinement of personal imagery in selected illustration media, as well as continued development of a cohesive body of work. Emphasis preparation for professional presentation in preparation for further development either in a formal setting or in the field. Students must complete Art 404L and 405L prior to enrolling in this class.

ART 452A Ceramic Studio Assuming that the accepted student has mastered all of the preceding experiences and has presented a portfolio demonstrating high competency, the hours devoted to the BFA program are concentrated in a single-minded project in ceramics-decorating, glazing, firing, formal elements and/or sets and other explorations. Students must complete Art 404A and 405A prior to enrolling in this class.

ART 452C Painting Studio In-depth problem analysis and conceptual refinement of personal imagery in selected painting media, as well as continued development of a cohesive body of work. Emphasis on preparation for professional presentation or exhibition in preparation for further career development either in formal setting or in the field. Students must complete Art 404C and 405C prior to enrolling in this class.

ART 452D Printmaking Studio In-depth problem analysis and high quality technical refinement of editions. Development of personal imagery in a cohesive portfolio of fine prints. The scope of the work and media will be determined in a contractual arrangement between the student and the instructor. Students must complete Art 404D and 405D prior to enrolling in this class.

ART 452E Sculpture Studio Self-directed and in-depth development and refinement of personal imagery resulting in a skillfully executed and conceptually sound body of work suitable for professional presentation in required BFA Exhibition. Students must complete Art 404E and 405E prior to enrolling in this class.

ART 452F Photography Studio In-depth problem analysis and high quality technical refinement of prints. Development of personal imagery and conceptual approach in a cohesive visual investigation, documented in a portfolio of photographic works. The scope of the work and media will be determined in a contractual arrangement between student and instructor. Students must complete Art 404F and 405F prior to enrolling in this class.

ART 452H Drawing Studio In-depth problem analysis and conceptual refinement of personal imagery, as well as continued development of a cohesive body of work. Emphasis on preparation for professional presentation or exhibition in preparation for further career development, either in formal setting or in the field. Students must complete Art 404H and 405H prior to enrolling in this class.

ART 452L Illustration Studio In-depth problem analysis and conceptual refinement of personal imagery in selected illustration media, as well as continued development of a cohesive body of work. Emphasis preparation for professional presentation in preparation for further development, either in a formal setting or in the field. Students must complete Art 404L and 405L prior to enrolling in this class.

ART 469 Internship A one semester self-directed exploration or professional experience with an artist, designer, illustrator, art museum or studio. A maximum of 12 internship credits may be applied to the degree.

ART 470 Art & Archaeology of Ancient Egypt Exploration of the art and monuments of Egypt from the Neolithic Period to Late Antiquity.

ART 479 Art History Thesis Independent Study in art history for senior thesis. Required for art history emphasis. Students need a minimum of six credits.

ART 480 Professional Practices in Art Consideration of social, economic and legal concerns of the contemporary visual artist. Topics include: Art law, copyright law, portfolio development, exhibition preparation, and other issues pertinent to performance in the professional art world. This course is open to senior-level and BFA students.

ART 490 Topics in Art Studio, seminar or discussion of topics not included in other art courses. Up to four credits may be applied to the major. This is a topical course and may be repeated when the topic changes.

ART 494A Mentored Research in Ceramics Guided research designed to increase the professionalism of the student's creative work in all aspects of artistic production. The course will culminate in the production of a creative portfolio of superior quality.

ART 494C Mentored Research in Painting Guided research designed to increase the professionalism of the student's creative work in all aspects of artistic production. The course will culminate in the production of a creative portfolio of superior quality.

ART 494D Mentored Research in Printmaking Guided research designed to increase the professionalism of the student's creative work in all aspects of artistic production. The course will culminate in the production of a creative portfolio of superior quality.

ART 494E Mentored Research in Sculpture Guided research designed to increase the professionalism of the student's creative work in all aspects of artistic production. The course will culminate in the production of a creative portfolio of superior quality.

ART 494F Mentored Research in Photography Guided research designed to increase the professionalism of the student's creative work in all aspects of artistic production. The course will culminate in the production of a creative portfolio of superior quality.

ART 494H Mentored Research in Drawing Guided research designed to increase the professionalism of the student's creative work in all aspects of artistic production. The course will culminate in the production of a creative portfolio of superior quality.

ART 494L Mentored Research in Illustration Guided research designed to increase the professionalism of the student's creative work in all aspects of artistic production. The course will culminate in the production of a creative portfolio of superior quality.

ART 497 Topics in Art I Studies selected from art history, theory of ceramics, drawing, graphic design, painting, photography, printmaking, sculpture, and watercolor. May be repeated for up to 12 credits.

ART 498 Exhibition This course will familiarize students with professional practices involved in the preparation of work for an exhibition, interactions with gallery/museum personnel, and the execution of an exhibition.

ART 499 Topical Workshop This topical course is taught in workshop format and may be repeated when the topic varies.

Astronomy

AST 102 Solar System Astronomy An introduction to the history of astronomy, the Sun, the origin of the solar system, and the study of the planets. Lab included. MnTC Goal 3.

AST 104 Stellar Astronomy An introduction to the history of astronomy, stars, stellar evolution, galaxies and the origin and structure of the universe. Lab included. MnTC Goal 3.

AST 190 Topics in Astronomy A study of a specific area of astronomy. This course may be repeated as course content may vary.

AST 324 Life and Death in the Universe. The last century will be remembered in small part as a time when humans finally started scientifically addressing the most fundamental questions about the universe: “How did the Universe begin,” “How did life on Earth begin and how might it end,” and “Is there anyone out there?” Students will address these issues by reviewing our current scientific understanding of the Big Bang, the origins of life on Earth, the Evolution of Life, and the possible origins of intelligent life elsewhere. The class will be cross disciplinary with heavy emphasis on astronomy, planetary geology, biology and some history. In addition to in-lecture coursework, lab activities are used to provide students the opportunity to plan, design and execute their own investigations of these scientific concepts. MnTC Goal 3.

AST 360 Planetary Science A synthesis of current knowledge of the members of the solar system and the origin and evolution of planetary system. Lab included. MnTC Goal 3.

AST 360L Planetary Science Laboratory This is a planetary science lab course and must be taken concurrently with AST 360.

AST 361 Stellar Astrophysics The application of physics to observations of stars and interpreting their formation and evolution. The course reviews the theory of radiative transfer within stars, stellar atmospheres and the formation of the stellar spectra we can observe, stellar structure, and stellar evolution.

AST 362 Galactic and Extragalactic Astrophysics The application of physics to observations of our Milky Way galaxy and other galaxies and interpreting their formation and evolution. The course reviews the structure, composition, kinematics, and evolution of the Milky Way, other spiral galaxies, elliptical galaxies, and the large scale structure. We also review active galactic nuclei in light of galaxy evolution.

AST 365 Cosmology Theoretical principles and observational evidence regarding the large-scale structure and evolution of the universe.

AST 380 Celestial Mechanics Principles of celestial mechanics, central force motion, two body problem, n-body problem, prediction and determination of orbits, perturbations.

AST 390 Projects in Advanced Astronomy Consideration of special problems or the study of introductory topics at a more advanced level. May be repeated for credit with consent of instructor for no more than three times or six credits.

AST 410 Astrophysics Mathematical representation and modeling of stellar structure and evolution. Mathematical consideration of nuclear processes and nucleosynthesis. Analysis of white dwarfs, neutron stars, and black holes. Astrophysics of the interstellar medium and galaxies. In-depth topics will vary depending on the interests of instructor and/or participants. Same as PHYS 410.

AST 490 Topics in Astronomy This is an upper division topics course and may be repeated when the topic changes.

Athletic Training

AT 120 Introduction to Athletic Training This course is designed to introduce the student to the profession of athletic training and the certified athletic trainer as a health care provider. Various aspects of MSU Moorhead's athletic training education program are discussed.

AT 210 Medical Terminology This on-line course is designed to introduce the student to medical terminology. Students will learn medical terminology so that they can effectively communicate with other members of the health care team. Students will develop a foundation in medical terminology to increase their medical vocabulary.

AT 220 Care and Prevention of Injuries & Illnesses This course will provide the student with the basic principles of prevention, recognition, immediate care, and treatment of common injuries and illnesses associated with physical activity. The student will also learn basic taping and wrapping techniques.

AT 225 Professional Rescuer CPR/AED and Basic First Aid This course is designed for students who will be working in a health care setting or a rescue setting such as first responder or lifeguard. Students will learn how to manage breathing, cardiac, and sudden emergencies and basic first aid techniques. Students will earn American Red Cross CPR/AED for the Professional rescuer and Standard First Aid certifications with successful completion of the course to the American Red Cross standards.

AT 290 Topics in Athletic Training This is a topical course in Athletic Training and may be repeated when the topic varies.

AT 320 Athletic Training Techniques The athletic training student will learn advanced taping techniques, fabrication, fitting, and maintenance of special pads, splints, and braces. Development and implementation of emergency management procedures and ambulatory methods for the injured will be covered. Admission into ATEP.

AT 321 Orthopedic Clinical Assessment: Upper Extremity This course is an in-depth study of orthopedic clinical assessment techniques involving the musculoskeletal and neurovascular structures of the upper extremities. Content includes the application of theoretical concepts with practical experience in assessment. To be taken concurrently with AT 321L.

AT 321L Orthopedic Clinical Assessment: Upper Extremity Lab Application and practical experience of theoretical concepts in assessment of the upper extremities. To be taken in concurrently with AT 321.

AT 322 Orthopedic Clinical Assessment: Lower Extremity This course is an in-depth study of orthopedic clinical assessment techniques involving the musculoskeletal and neurovascular structures of the lower extremity. Content includes the application of theoretical concepts with practical experience in assessment. To be taken concurrently with AT 322L. Admission into the ATEP.

AT 322L Orthopedic Clinical Assessment: Lower Extremity Lab Application and practical experience of theoretical concepts in assessment of the lower extremities. To be taken concurrently with AT 322.

AT 323 Therapeutic Modalities This course will investigate the injury response process, the physiology and psychology of pain, development and delivery of treatment protocol, thermal agents, electrical agents, ultrasound, and mechanical modalities. To be taken concurrently with AT 323L.

AT 323L Therapeutic Modalities Lab The student will demonstrate the ability to apply therapeutic modalities. This includes determining inflammatory phase, indications, contraindications, and appropriate parameters for treatment of various contemporary therapeutic modalities. To be taken concurrently with AT 323.

AT 324 Therapeutic Exercise A study of therapeutic exercise and conditioning techniques. The basis of injury rehabilitation, the goals and tools of rehabilitation, and rehabilitation techniques for specific injuries will be studied. To be taken concurrently with AT 324L.

AT 324L Therapeutic Exercise Lab The student will demonstrate and apply appropriate methods of therapeutic exercise and conditioning techniques. To be taken concurrently with AT 324.

AT 362 Athletic Training Practicum I Students enrolled in AT 362 will receive supervised clinical education experience in a variety of clinical education settings. Clinical experience settings may include MSUM, local high schools, local junior high schools, sports medicine facilities, and other colleges and universities. This practicum will be taken concurrently with AT 320, AT 322 and AT 322L.

AT 363 Athletic Training Practicum II Students enrolled in AT 363 will receive supervised clinical education experience in a variety of clinical education settings. Clinical experience settings may include MSUM, local high schools, local junior high schools, sports medicine facilities, and other colleges and universities. This practicum will be taken concurrently with AT 321, AT 321L, AT 323 and AT 323L.

AT 364 Athletic Training Practicum III Students enrolled in AT 364 will receive supervised clinical education experience in a variety of clinical education settings. Clinical experience settings may include MSUM, local high schools, local junior high schools, sports medicine facilities, and other colleges and universities. This practicum will be taken concurrently with AT 324 and AT 324L.

AT 390 Topics in Athletic Training This is an upper division topics course and may be repeated when the topic changes.

AT 390L Topics in Athletic Training Laboratory This is an upper division topical laboratory course, and will commonly be offered in conjunction with an AT 390 topical lecture course.

AT 397 Independent Study Independent reading or research allowing an individual student to explore a specific topic under faculty supervision.

AT 420 Athletic Training Senior Seminar This seminar will cover a broad range of current issues and research in the athletic training profession. This is the final preparation for the student for the Board of Certification (BOC) examination. In addition, the mechanics of resume writing, interviewing, and job searching will be examined.

AT 440 Pharmacology and Medical Issues In-depth study of general pharmacology, medical conditions, and disabilities of athletes and others involved in physical activity. The Athletic Training student will learn pharmacological applications, including awareness of the indications, contraindications, precautions, and interactions of medications and of the governing regulations relevant to the treatment of injuries and illnesses. The athletic training student will also learn referral management, and treatments of athletes and others involved in physical activity who suffer from general medical conditions and disabilities.

AT 460 Organization and Administration of Athletic Training This course is designed to prepare the athletic training students for the development and administration of various procedures, records, forms, budgets, and professional contracts needed to successfully manage an athletic training program.

AT 465 Athletic Training Practicum IV Students enrolled in AT 465 will receive supervised clinical education experience in a variety of clinical education settings. Clinical experience settings may include MSUM, local high schools, local junior high schools, sports medicine facilities, and other colleges and universities. This practicum will be taken concurrently with AT 420 and AT 440.

AT 466 Athletic Training Practicum V Students enrolled in AT 465 will receive supervised clinical education experience in a variety of clinical education settings. Clinical experience settings may include MSUM, local high schools, local junior high schools, sports medicine facilities, and other colleges and universities. This practicum will be taken concurrently with AT 460.

AT 469 Internship Designed to give athletic training students an opportunity to gain supervised clinical experience in a variety of athletic training settings. A maximum of 12 internship credits may be applied to the degree.

AT 490 Topics in Athletic Training This is an upper division topics course and may be repeated when the topic changes.

Athletics

ATHL 181A Varsity Basketball-Men Participation in Varsity Basketball during the Fall Semester.

ATHL 181B Varsity Basketball-Men Participation in Varsity Basketball during the Spring Semester.

ATHL 181C Varsity Cross-Country and Indoor Track and Field-Men Participation in Varsity Cross-Country and/or Indoor Track and Field during the Fall Semester.

ATHL 181D Varsity Indoor and Outdoor Track and Field-Men Participation in Varsity Indoor and Outdoor Track during the Spring Semester.

ATHL 181E Varsity Football Participation in Varsity Football during the Fall Semester.

ATHL 181F Varsity Football Participation in Varsity Football during the Spring Semester.

ATHL 181G Varsity Wrestling Participation in Varsity Wrestling during the Fall Semester.

ATHL 181H Varsity Wrestling Participation in Varsity Wrestling during the Spring Semester.

ATHL 181I Varsity Basketball-Women Participation in Varsity Basketball during the Fall Semester.

ATHL 181J Varsity Basketball-Women Participation in Varsity Basketball during the Spring Semester.

ATHL 181K Varsity Cross-Country and Indoor Track and Field-Women Participation in Varsity Cross-Country and/or Indoor Track & Field during the Fall Semester.

ATHL 181L Varsity Indoor and Outdoor Track and Field-Women Participation in Varsity Indoor and Outdoor Track and Field during the Spring Semester.

ATHL 181M Varsity Golf Participation in Varsity Golf during the Fall Semester.

ATHL 181N Varsity Soccer Participation in Varsity Soccer during the Fall Semester.

ATHL 181O Varsity Soccer Participation in Varsity Soccer during the Spring Semester.

ATHL 181P Varsity Softball Participation in Varsity Softball during the Fall Semester.

ATHL 181Q Varsity Softball Participation in Varsity Softball during the Spring Semester.

ATHL 181R Varsity Swimming Participation in Varsity Swimming during the Fall Semester.

ATHL 181S Varsity Swimming Participation in Varsity Swimming during the Spring Semester.

ATHL 181T Varsity Tennis Participation in Varsity Tennis during the Spring Semester.

ATHL 181U Varsity Volleyball Participation in Varsity Volleyball during the Fall Semester.

ATHL 181V Varsity Volleyball Participation in Varsity Volleyball during the Spring Semester.

ATHL 181W Varsity Cheer Team Participation in Varsity Cheer Team

ATHL 181X Varsity Dance Team Participation in Varsity Dance Team.

ATHL 281A Varsity Basketball-Men Second year participation in Varsity Basketball during the Fall Semester.

ATHL 281B Varsity Basketball-Men Second year participation in Varsity Basketball during the Spring Semester.

ATHL 281C Varsity Cross-Country and Indoor Track and Field-Men Second year participation in Varsity Cross-Country and/or Indoor Track and Field during the Fall Semester.

ATHL 281D Varsity Indoor and Outdoor Track and Field-Men Second year participation in Varsity Indoor and Outdoor Track and Field during the Spring Semester.

ATHL 281E Varsity Football Second year participation in Varsity Football during the Fall Semester.

ATHL 281F Varsity Football Second year participation in Varsity Football during the Spring Semester.

ATHL 281G Varsity Wrestling Second year participation in Varsity Wrestling during the Fall Semester.

ATHL 281H Varsity Wrestling Second year participation in Varsity Wrestling during the Spring Semester.

ATHL 281I Varsity Basketball-Women Second year participation in Varsity Basketball during the Fall Semester.

ATHL 281J Varsity Basketball-Women Second year participation in Varsity Basketball during the Spring Semester.

ATHL 281K Varsity Cross-Country and Indoor Track and Field-Women Second year participation in Varsity Cross-Country and/or Indoor Track and Field during the Fall Semester.

ATHL 281L Varsity Indoor and Outdoor Track and Field-Women Second year participation in Varsity Indoor and Outdoor Track and Field during the Spring Semester.

ATHL 281M Varsity Golf Second year participation in Varsity Golf during the Fall Semester.

ATHL 281N Varsity Soccer Second year participation in Varsity Soccer during the Fall Semester.

ATHL 281O Varsity Soccer Second year participation in Varsity Soccer during the Spring Semester.

ATHL 281P Varsity Softball Second year participation in Varsity Softball during the Fall Semester.

ATHL 281Q Varsity Softball Second year participation in Varsity Softball during the Spring Semester.

ATHL 281R Varsity Swimming Second year participation in Varsity Swimming during the Fall Semester.

ATHL 281S Varsity Swimming Second year participation in Varsity Swimming during the Spring Semester.

ATHL 281T Varsity Tennis Second year participation in Varsity Tennis during the Spring Semester.

ATHL 281U Varsity Volleyball Second year participation in Varsity Volleyball during the Fall Semester.

ATHL 281V Varsity Volleyball Second year participation in Varsity Volleyball during the Spring Semester.

ATHL 281W Varsity Cheer Team Participation in Varsity Cheer Team

ATHL 281X Varsity Dance Team Participation in Varsity Dance Team.

ATHL 381A Varsity Basketball-Men Third year participation in Varsity Basketball during the Fall Semester.

ATHL 381B Varsity Basketball-Men Third year participation in Varsity Basketball during the Spring Semester.

ATHL 381C Varsity Cross-Country and Indoor Track and Field-Men Third year participation in Varsity Cross-Country and/or Indoor Track and Field during the Fall Semester.

ATHL 381D Varsity Indoor and Outdoor Track and Field-Men Third year participation in Varsity Indoor and Outdoor Track and Field during the Spring Semester.

ATHL 381E Varsity Football Third year participation in Varsity Football during the Fall Semester.

ATHL 381F Varsity Football Third year participation in Varsity Football during the Spring Semester.

ATHL 381G Varsity Wrestling Third year participation in Varsity Wrestling during the Fall Semester.

ATHL 381H Varsity Wrestling Third year participation in Varsity Wrestling during the Spring Semester.

ATHL 381I Varsity Basketball-Women Third year participation in Varsity Basketball during the Fall Semester.

ATHL 381J Varsity Basketball-Women Third year participation in Varsity Basketball during the Spring Semester.

ATHL 381K Varsity Cross-Country and Indoor Track and Field-Women Third year participation in Varsity Cross-Country and/or Indoor Track and Field during the Fall Semester.

ATHL 381L Varsity Indoor and Outdoor Track and Field-Women Third year participation in Varsity Indoor and Outdoor Track and Field during the Spring Semester.

ATHL 381M Varsity Golf Third year participation in Varsity Golf during the Fall Semester.

ATHL 381N Varsity Soccer Third year participation in Varsity Soccer during the Fall Semester.

ATHL 381O Varsity Soccer Third year of participation in Varsity Soccer during the Spring Semester.

ATHL 381P Varsity Softball Third year participation in Varsity Softball during the Fall Semester.

ATHL 381Q Varsity Softball Third year participation in Varsity Softball during the Spring Semester.

ATHL 381R Varsity Swimming Third year participation in Varsity Swimming during the Fall Semester.

ATHL 381S Varsity Swimming Third year participation in Varsity Swimming during the Spring Semester.

ATHL 381T Varsity Tennis Third year participation in Varsity Tennis during the Spring Semester.

ATHL 381U Varsity Volleyball Third year participation in Varsity Volleyball during the Fall Semester.

ATHL 381V Varsity Volleyball Third year of participation in Varsity Volleyball during the Spring Semester.

ATHL 381W Varsity Cheer Team Participation in Varsity Cheer Team

ATHL 381X Varsity Dance Team Participation in Varsity Dance Team.

ATHL 481A Varsity Basketball-Men Fourth year participation in Varsity Basketball during the Fall Semester.

ATHL 481B Varsity Basketball-Men Fourth year participation in Varsity Basketball during the Spring Semester.

ATHL 481C Varsity Cross-Country and Indoor Track and Field-Men Fourth year participation in Varsity Cross-Country and/or Indoor Track and Field during the Fall Semester.

ATHL 481D Varsity Indoor and Outdoor Track and Field-Men Fourth year participation in Varsity Indoor and Outdoor Track and Field during the Spring Semester.

ATHL 481E Varsity Football Fourth year participation in Varsity Football during the Fall Semester.

ATHL 481F Varsity Football Fourth year participation in Varsity Football during the Spring Semester.

ATHL 481G Varsity Wrestling Fourth year participation in Varsity Wrestling during the Fall Semester.

ATHL 481H Varsity Wrestling Fourth year participation in Varsity Wrestling during the Spring Semester.

ATHL 481I Varsity Basketball-Women Fourth year participation in Varsity Basketball during the Fall Semester.

ATHL 481J Varsity Basketball-Women Fourth year participation in Varsity Basketball during the Spring Semester.

ATHL 481K Varsity Cross-Country and Indoor Track and Field-Women Fourth year participation in Varsity Cross-Country and/or Indoor Track and Field during the Fall Semester.

ATHL 481L Varsity Indoor and Outdoor Track and Field-Women Fourth year participation in Indoor and Outdoor Track and Field during the Spring Semester.

ATHL 481M Varsity Golf Fourth year participation in Varsity Golf during the Fall Semester.

ATHL 481N Varsity Soccer Fourth year participation in Varsity Soccer during the Fall Semester.

ATHL 481O Varsity Soccer Fourth year participation in Varsity Soccer during the Spring Semester.

ATHL 481P Varsity Softball Fourth year participation in Varsity Softball during the Fall Semester.

ATHL 481Q Varsity Softball Fourth year participation in Varsity Softball during the Spring Semester.

ATHL 481R Varsity Swimming Fourth year participation in Varsity Swimming during the Fall Semester.

ATHL 481S Varsity Swimming Fourth year participation in Varsity Swimming during the Spring Semester.

ATHL 481T Varsity Tennis Fourth year participation in Varsity Tennis during the Spring Semester.

ATHL 481U Varsity Volleyball Fourth year participation in Varsity Volleyball during the Fall Semester.

ATHL 481V Varsity Volleyball Fourth year of participation in Varsity Volleyball during the Spring Semester.

ATHL 481W Varsity Cheer Team Participation in Varsity Cheer Team

ATHL 481X Varsity Dance Team Participation in Varsity Dance Team.

Biochemistry and Biotechnology

BCBT 100 The Science of Cooking This course will look at cooking from a scientific perspective to understand the food we eat and enjoy. Cooking may be the oldest and most widespread application of science. Students will use principles of biochemistry with some chemistry and biology to analyze food and investigate how cooking works. Students will also do several edible experiments and look at the science behind how it all works. Each week a different food will be explored. Topics include, but are not limited to, what makes a good experiment, death by chocolate, cheese making, the joys of hot sauce and salsa food biochemistry, the science of spice, and what is taste? This course includes a lab component. Students are expected to conduct three food experiments independent of class time. Learn to be a better cook by understanding food at the molecular level. MnTC Goal 3.

BCBT 120 Introduction to Biochemistry and Biotechnology Careers Introduction to biochemistry and biotechnology careers. Topics may include: current and future career options and trends; training and background needed for these careers; scope of industry; job types at different levels of training. Primer to BCBT graduate, professional, and industry careers.

BCBT 200 Introduction to the Biochemistry and Biotechnology Industry This course is an introduction to the biochemistry and biotechnology industry including an overview of the different industry sectors. Topics covered include the scientific advances and economic impact of the biochemistry and biotechnology industry as well as the training requirements for entering the industry's workforce. Prerequisite: One semester of Biosciences or Chemistry with lab.

BCBT 210 Introduction to Vaccinology Seminar This course will introduce students to the field of vaccinology and aspects of the bioscience industry related to vaccine discovery, production, and testing. Students will learn about the history of vaccines; the production of vaccines in a regulated environment; the benefits and concerns with vaccine use. This course is required for the Vaccinology Minor. Students should have one year of Biology or one year of Chemistry courses.

BCBT 220 Survey of BCBT Research and Methodology Introduction to research approaches in areas of biochemistry and biotechnology research. Seminar topics include: applications of the scientific method in BCBT research fields; breadth and depth of background/training to be successful in research; reading scientific literature; introduction to ethics in research. Seminars will relate to current research by MSUM affiliated faculty that students may work with later in their program.

BCBT 290 Topics in Biochemistry Biotechnology Exploration of a specific Biochemistry / Biotechnology topic. This course may be repeated as topic varies.

BCBT 360 Team-Based BCBT Research Students will participate in a team-based research experience in a principle investigator system in which they will apply advanced research techniques to a current research problem. In addition to research skills, as part of a research team the students will learn research management, team coordination, and conflict resolution skills.

BCBT 397 Biochemistry and Biotechnology Research Faculty-mentored independent research in biochemistry and biotechnology. Course may be repeated for credit.

BCBT 410 Vaccinology Senior Seminar This course will cover the vaccine types, delivery, efficacy, and safety. Students will learn about the mechanism of action of different vaccines; traditional versus modern vaccine production methods, the process of clinical trials and approval for new vaccines; and discuss ethical concerns related to vaccine use. The course is required for the Vaccinology Minor.

BCBT 420 Intro to Working in a Regulated Biochemistry and Biotechnology Industry This course will cover the basic structure of the regulated workplace; introduction to regulatory affairs, introduction to regulatory language: FDA and USDA; an overview of good practices: good laboratory practices (GLP), good manufacturing practices (GMP) and good clinical practices (GCP); introduction to quality systems: quality control, quality assurance, ISO9000, and six sigma; introduction to validation. Student must be in junior standing in a bioscience or chemistry major.

BCBT 425 Introduction to Validation in the Biochemistry and Biotechnology Industry This course provides an overview of validation in the biochemistry and biotechnology industry including biopharma, biomanufacturing, and basic and clinical research. Topics will include: 1) The science of validation; 2) Qualification, calibration, and certification of equipment; 3) Validation of biological assays; 4) Creation and Application of Validation Programs. Student must be in junior standing in a bioscience or chemistry major.

BCBT 430 Intro to Quality Assurance and Quality Control in Biochem Biotech Industry This course covers the origins, history of quality and the major concepts, theories, principles and founders; quality planning, assurance and improvement; the roles and responsibilities of quality assurance and quality control. Student must be in junior standing in a bioscience or chemistry major.

BCBT 435 Ethics in the Biochemistry and Biotechnology Industry This course will cover ethical issues in the Biochemistry and Biotechnology Industry ranging from legal requirements for notebooks, issues with data falsification and misrepresentation, and issues of genetic manipulation and cloning among others. Student must be in junior standing in a bioscience or chemistry major.

BCBT 450 Molecular and Biophysical Chemistry Biophysical study of molecular structures, biophysical techniques, and biological mechanisms. Includes the biological functions of cells, tissues and organisms in terms of the structure and behavior of biological molecules and techniques.

BCBT 460 BCBT Literature Review and Presentation Advanced analysis and critique of primary publications in biochemistry and biotechnology in a journal club format. Topical discussions and written reviews will facilitate a deeper understanding of advanced research methods and the publication process.

BCBT 461 Biotechniques: Nucleic Acids & Bioinformatics Advanced theory and practice of techniques for working with DNA and RNA for research and applications. Development of modern bioinformatics skills and applications to genomic research.

BCBT 462 Cell Culture and Immunochemistry An introduction to animal cell culture and immunochemical staining techniques. Students will learn the basic theory of cell culture and the use of antibodies and epitope tagged proteins to evaluate cellular functions. Students will work with mammalian cell cultures, transfect cells, insert epitope tagged proteins as functional markers in cells, apply antibody staining techniques, culture and learn techniques involved in maintaining and manipulating cell cultures.

BCBT 463 Proteomics and Advanced Chromatography Introduction to proteomics, recombinant protein expression and purification using advanced chromatography systems. Students will study these topics and practice in the lab. Students will express recombinant fusion proteins in different systems and purify these proteins using FPLC or HPLC. Students will also study advanced proteomics techniques including 2D electrophoresis, mass spectrometry and protein bioinformatics. This is a lab/lecture course where students will study background and theory and practice some of these techniques in the lab.

BCBT 469 Internship This course is the required capstone experience for the Biochemistry and Biotechnology Certificate Program. An internship or work experience is required to complete the Biochemistry and Biotechnology Certificate. The experience can be a paid or volunteer experience. The experience needs to be approved by a faculty advisor in the Biochemistry and Biotechnology Certificate Program. Following the internship or work experience the student will be required to write a paper pertaining to the experience. Student must be in junior standing in a bioscience or chemistry major.

BCBT 475 Biotechniques: Research and Communication I This course consists of both laboratory research and significant training on scientific communication. Students will work in teams to identify a faculty research mentor, prepare and present formal research proposals, design research experiments and begin a research project that will last the year. Students must have senior standing in the biotechnology emphasis, which requires the completion of each of the biotechnology core courses with a grade of C or above.

BCBT 476 Biotechniques: Research and Communication II This course consists of both laboratory research and significant training on scientific communication and is the second in a sequence for seniors in the biochemistry and biotechnology major. Students will continue to work on their research projects that were initiated in Biotechniques: Research and Communication I. Students will make oral presentations critically evaluating scientific literature, and finally prepare a poster to present the data from their research project.

BCBT 477 Biotechniques: Proteomics and Advanced Protein Expression Introduction to proteomics and recombinant protein expression. Students will study advanced techniques involved in proteomics. Students will also study and work with expression of recombinant fusion proteins in bacteria or mammalian cultured cells. Includes advanced chromatography and use of automated chromatography systems including FPLC and HPLC.

BCBT 478 Biotechniques: Plant and Mammalian Tissue Culture Introduction to plant and animal cell tissue culture techniques. Students will learn the basic theory of plant and cell tissue culture. Students will also work with both plant and mammalian cell cultures, transfect cell cultures and learn techniques involved in maintaining and manipulating cell cultures.

BCBT 479 Biotechniques: Advanced DNA & RNA Methodology Theory and practice in advanced DNA and RNA techniques with emphasis on isolation of RNA from cells and tissues and its subsequent use in diagnostic and analytical applications.

BCBT 480 Biotechniques: Integrative Physiology & Surgical Instrumentation Introduction to in vivo physiologic measurement techniques. Students will learn surgical instrumentation methods and techniques including animal handling, administering anesthesia and other chemical agents, and performing a basic surgery on a small rodent. Students will also work with an analog to digital data acquisition system for recording and analyzing physiologic parameters including pulsatile arterial blood pressure. Students will also learn skills and techniques associated with the care and maintenance of chronically instrumented animals used in integrative physiology studies.

BCBT 481 Biotechniques: Fluorescence Detection and Quantification The use of fluorescence makers has become a core technology in biology and chemistry research. This course will cover the basics of fluorophore function, fluorescence detection, and different means of qualitative and quantitative fluorescence measurement.

BCBT 482 Biotechniques: Biofuels An introduction to the biological concept of the growing field of Biofuels. In this section block students will learn the complex carbohydrates which make up the dynamic structure of the plant primary cell wall. They will also learn how to extract these carbohydrate moieties, conduct analytical and structural analyses, and also determine the potential energy incumbent within such carbohydrates.

BCBT 490 Topics in Biotechnology Techniques This course will cover a variety of topics or laboratory techniques that may include advanced recombinant DNA and RNA, a short course on cell culturing, surgical techniques, advanced microscopy or other Biochemistry & Biotechniques related subjects. This course will be a combination of two or more topics depending on demand.

BCBT 497 Senior Research Thesis Research studies in all areas of biochemistry and biotechnology. A comprehensive research report is required. BCBT 497 should be taken only once.

Biology

BIOL 100 Issues in Human Biology Human biology is a wide field that includes human physiology, genetics, medical studies and how humans impact the environment. We are bombarded with information about everything from green tea to intelligent design. Our students will be the scientific resources for their families and peer groups; they need to know how to wade through non-science to get to the facts. This course uses data and "news" to teach students how to properly sift through all this material and logically draw conclusions based on fact. MnTC Goal 2.

BIOL 102 Matter and Life Biological principles with emphasis on the chemical and physical basis for life at the cellular level. Includes topics on genetics and evolution. For non-science majors. Majors or minors in any area of biology should take Biol 111.

BIOL 103 Humanity and the Ecosystem Survey of general ecology emphasizing human impact on the environment, including population and pollution. For non-science majors.

BIOL 104 Human Biology Biological basis of human structures and functions with references to genetics, development, nutrition and disease. For non-science majors. MnTC Goal 3.

BIOL 109 Biology Today This course offers an issues-oriented approach to the learning of biology. This course is designed to encourage critical evaluation of biological information providing students with a biological literacy that will enable them to make appropriate decisions affecting their own lives and the well-being of society. Course should be taken concurrently with Biol 109. For non-science majors; majors or minors in Biology should take Biol 111. MnTC Goal 3.

BIOL 109L Biology Today Lab Twelve hours of laboratory experience will provide an understanding of the scientific method, the relationship between hypotheses and theories, data collection, analysis, and communication of results. Course should be taken concurrently with Biol 109. MnTC Goal 3.

BIOL 111 Cell Biology Fundamental concepts of the structure, function and reproduction of cells. Lab included.

BIOL 111L Cell Biology Lab Lab that accompanies Biol 111

BIOL 115 Organismal Biology This course is designed for biology majors. This course will address biological diversity, primarily in plants and animals. Organismal diversity will be presented within an evolutionary context. Relationships between form and function as well as relationships of organisms to their environments will be addressed. Lab included.

BIOL 115L Organismal Biology Laboratory Lab that accompanies Biol 115.

BIOL 125 Human Anatomy and Physiology I The first semester of an introductory lecture and laboratory sequence in human anatomy and physiology for nursing students. The course examines the fundamental concepts of human structure and function including cells and tissues; integumentary, skeletal, and nervous systems; and sensory organs.

BIOL 126 Human Anatomy and Physiology II The second semester of an introductory lecture and laboratory sequence in human anatomy and physiology for nursing students. The course examines the fundamental concepts of human structure and function including covering muscular, cardiovascular, lymphatic, respiratory, digestive, urinary, endocrine, and reproductive systems.

BIOL 190 Topics: Biology This is a topical course and may be repeated when the topic changes.

BIOL 236 Introduction to Microbiology Focuses on bacteria, viruses and other microbes and their influence on humans, especially on activities related to human health. Addresses the nature of scientific inquiry, along with key microbiology concepts. Lab is required. Basic laboratory skills include bacterial cultivation, aseptic technique, microscopy, bacterial quantitation. Not intended for students majoring in the biological sciences. MnTC Goal 3.

BIOL 236L Intro Microbiology Lab Lab for Introduction to Microbiology. MnTC Goal 3.

BIOL 275 Quantitative Biology The application of mathematics and statistics to biology. With lab that will emphasize computer applications. Two 1.15-hour lectures and one 3-hour lab each week.

BIOL 290 Topics: Biology This is a topical course and may be repeated when the topic changes.

BIOL 300 Biology of Women A study of the gender-related aspects of the biology and behavior of women, including a critical examination of research in this field. Appropriate as an elective only for Biology majors who choose the Health and Medical Science emphasis or the Life Science Emphasis. Lab included. MnTC Goal 3.

BIOL 305 General Botany This course is designed for the biology major and is a comprehensive introduction to the plant kingdom including the following topics: life-history, reproduction, structure, and physiology. A laboratory is included and involves self-paced microscopic and macroscopic analysis of living and preserved specimens.

BIOL 305L General Botany Lab Lab that accompanies Biol 305

BIOL 308 Pacific Northwest Ecology This three credit summer travel course allows students to study general ecological principles and regional natural history within the context of a variety of ecosystems in the Pacific Northwest, including coastal, alpine, freshwater stream, lake, and river, and temperate rainforest systems. The ecological consequences and the science behind specific environmental and conservation issues are explored. The concept of local and global sustainability is a pervasive theme throughout the course. Prerequisite: One college-level science course. MnTC Goal 10.

BIOL 321 Invertebrate Zoology This course is a survey of major invertebrate taxa, with some emphasis on insects. Course content includes identification of major groups and their ecology. Some emphasis will be placed on important parasites and agricultural pests. Each student will be responsible for creating a labeled collection of invertebrates.

BIOL 321L Invertebrate Zoology Lab Lab that accompanies Biol 321

BIOL 322 Vertebrate Zoology This course is a survey of major vertebrate taxa, with emphasis on the evolutionary relationships among these groups and the interaction between anatomical structure and ecology.

BIOL 322L Vertebrate Zoology Lab Lab that accompanies Biol 322.

BIOL 323 Human Anatomy Anatomical structure of the human body, from individual organ systems to the integrated whole. Includes cadaver dissection.

BIOL 323L Human Anatomy Lab Lab that accompanies Biol 323

BIOL 325 Plant Taxonomy Identification, principles of classification and phylogeny of the vascular plants with emphasis on the angiosperms. With lab and field work.

BIOL 325L Plant Taxonomy Lab Lab that accompanies Biol 325

BIOL 326 Minnesota Plant Identification Identification of plants in Minnesota, including trees, shrubs, forbs, grasses, sedges, and ferns. Sight identification, keying skills, and proper nomenclature will be emphasized. Will include lecture and lab with much independent study in lab.

BIOL 326L Minnesota Plant Identification Lab Lab that accompanies Biol 326.

BIOL 328 Lake Superior Ecology This three credit summer travel course along the north shore of Lake Superior allows students to relate events of the creation and succession of natural resources; human use and exploitation of these resources; and attempts to preserve them. Lectures includes the ecology of the boreal forest and the effects of logging; fish diversity and the rise and fall of the fisheries industry, including the calamity of sea lamprey invasion (and other exotic species); the rise and fall of the iron ore industry and its effect on the environment. Students will study the predator/prey interaction of the moose-wolf population of Isle Royale. The travel portion of the course includes tent camping in state parks to study the driving forces behind park development, including the history of people involved in conservation. As we travel north and across the US/Canadian border, we will visit industries including fisheries, forestry, iron ore mines, taconite mines, amethyst mines and tourism industry, observing their effects on both the environment and people. The concept of local and global sustainability will be a pervasive theme throughout the course. MnTC Goal 10.

BIOL 335 Tropical Field Biology Two lectures per week during the spring semester discuss general concepts of ecology applied to tropical ecosystems. Topics covered include: global climate patterns that produce tropical conditions, evolution of biodiversity, rain forests, cloud forests, dry forests, mangrove swamps, coral reef ecology, principles and application of conservation biology to tropical flora and fauna,

and balancing human resource use with habitat preservation and restoration. The "lab" component of this course is a mandatory, 10-day class trip to Costa Rica over spring break. In Costa Rica, students and faculty spend 4 days in an ecolodge in dry forest in Cabo Blanco on the Pacific Ocean, another 4 days in cloud forest near Monteverde. A special fee is required to cover the costs of travel, food, and accommodation. Prerequisite: one course in the sciences. MnTC Goal 10.

BIOL 341 Genetics A survey of the modern molecular and classical Mendelian principles underlying biological inheritance. With lab.

BIOL 341L Genetics Lab Lab that accompanies Biol 341

BIOL 345 Principles of Ecology The structure and function of ecological systems. With lab and field work that will emphasize local species and ecosystems.

BIOL 345L Ecology Lab Lab that accompanies Biol 345

BIOL 346 An Ecological Perspective This course seeks to help students understand basic ecological principles, and to use these principles to understand our current environmental problems. An integration of scientific, economic, political and ethical considerations will help students to appreciate the policies and practices necessary to achieving a sustainable future. MnTC Goal 10.

BIOL 347 Plant Physiology Structure and function of higher plants with emphasis on molecular and cellular physiology as related to whole plant functions. Topics include growth and development, photosynthesis, and environmental aspects of plant physiology.

BIOL 347L Plant Physiology Lab Lab that accompanies Biol 347

BIOL 348 Evolutionary Biology Concepts, principles and evidence of evolutionary processes in biological systems.

BIOL 349 Human Physiology The study of human physiology from cellular homeostasis through organ systems. Includes the study of normal function, regulation, and integration of organ systems, and the implications of abnormal function.

BIOL 349L Human Physiology Lab Lab that accompanies Biol 349

BIOL 350 Microbiology Covers concepts of basic and applied microbiology, emphasizing bacteriology and introducing virology and immunology. Laboratory covers basic microbiological techniques, identification of unknowns as well as a group research project. With lab.

BIOL 350L Microbiology Lab Lab that accompanies Biol 350

BIOL 360 Cellular and Molecular Physiology This course involves the biological, biochemical, and molecular study of homeostasis at the cellular level. Key concepts include protein function, membrane function, signal transduction, electrical conduction, and cellular and intracellular movements.

BIOL 360L Cellular and Molecular Physiology Lab Lab component of Cellular and Molecular Physiology.

BIOL 365 Developmental Biology A study of the mechanisms of development in a variety of biological systems, with analyses of changes from conception through aging. With lab.

BIOL 365L Developmental Biology Lab Lab to accompany Biol 365 sections.

BIOL 370 Exploring Biology This course includes principles of biology with an emphasis on human biology, basic concepts in ecology, and the impact of specific environmental problems. The course includes two lab hours integrated into the bi-weekly meeting times. MnTC Goal 10.

BIOL 372 Aquatic Biology A general overview of aquatic ecosystems. This course includes basic physical and chemical properties of water (limnology), evolution and ecology of fishes (ichthyology), and resource conservation and management. With lab.

BIOL 385 Molecular Biology Molecular biology of the gene with emphasis on gene structure and expression in eukaryotes. Topics include current techniques used to study genomes, genes and regulation of gene expression.

BIOL 385L Molecular Biology Lab This course is required for students in the Biology/Chemistry double major with an emphasis in Biochemistry and Biotechnology. The course may be used as an elective by students in other biology programs.

BIOL 390 Topics: Biology This is a topical course and may be repeated when the topic changes.

BIOL 391 Medical Observations and Evaluation I This course is designed specifically for students interested in pursuing a career as a physician. It consists of a series of 4-hour observations of physicians or other health professionals at Essentia Health (Dakota Specialty Institute). Accompanying each observation is a 3-hour class session that is dedicated to the discussion of people's observational experiences. This class session will also be used to discuss selected readings pertaining to health care and ethics. Participants will maintain an observation/experience journal throughout the semester. Requirements for registration include a minimum GPA of 3.4 and junior standing. This course is for MSUM students only; TCU registration is not allowed.

BIOL 402 Principles of Animal Behavior The genetic, ecological, evolutionary and physiological aspects of animal behavior including the historical background, kin selection, communication, aggression, navigation, and reproductive behavior. With lab.

BIOL 406 DNA as Destiny: Genetics and Society This course examines the various ethical, legal and social implications (ELSI) of genetic research and the applications of current and future applications of new genetic technologies. It is designed to provide students in any major, with the necessary background to make informed decisions about these issues in a socially and civically responsible manner. MnTC Goal 9.

BIOL 430 Immunobiology Covers the components and functioning of the immune system: emphasizes the immune system at the organismal level as well as the cellular and molecular levels. Listed prerequisites may be waived by consent of instructor.

BIOL 438 Medical Microbiology A survey of the major bacterial and viral infectious disease agents and their associated diseases in humans.

BIOL 440 Middle School/Secondary Science Teaching Methods Materials and methods appropriate for middle/junior and senior high school science classes and laboratories. Same as CHEM 440 and PHYS 440.

BIOL 442 Middle School Science Teaching Methods Materials, methods and activities appropriate for middle school science classes and laboratories. Junior standing in elementary education (Science Specialty). Must be taken prior to student teaching. Same as CHEM 442 and PHYS 442.

BIOL 455 Wildlife Ecology The application of ecological principles to the management of wildlife populations. Population dynamics and field techniques are stressed. With lab and field work.

BIOL 460 Medical Laboratory Clinical Education Clinical education in a school/program of medical laboratory science in an affiliated hospital. Year-long sequence requires registration for 6 summer credits, 12 fall credits and 12 spring credits for a total of 30 Biol 460 credits. Consent of instructor and acceptance into an affiliated Medical Science Laboratory Science School/Program.

BIOL 469 Internship A supervised work experience generally involving research in a governmental agency or the private sector. A maximum of 12 internship credits may be applied to the degree.

BIOL 470 Undergraduate Laboratory Teaching Students will serve as undergraduate laboratory teaching assistants in selected biology classes under the supervision of a faculty mentor. May be repeated for credit.

BIOL 478 Research Design Students will identify a problem, complete a literature review of that topic, and design an experiment in the area of Ecology and Evolutionary Biology. This will include developing a question, conducting a literature search using current databases and techniques, develop an appropriate bibliography, examine ethical issues in research, understand plagiarism, and learn how to effectively communicate their research design through writing and presenting a research proposal. Research proposals will focus on an area of research that the student will pursue, in consultation with a faculty mentor, during Biol 479 Advanced Research.

BIOL 479 Advanced Research A research course in which students will work individually to complete research in an area of Ecology and Evolutionary Biology as set forth by the instructor. Students will execute a research project (field and/or lab) based on the proposal written in Biol 478, Research Design. They will learn how to follow a careful, systematic collection, analysis and interpretation of data. The course will culminate with presentation of the student's research finds in both oral and written formats.

BIOL 484 Biology Seminar Oral presentations by students and staff based on critical evaluation of scientific literature and/or independent research.

BIOL 489 Continuing Studies: Topical Course This is a continuing studies course and may be repeated when the topic varies.

BIOL 490 Topics: Biology This is a topical course and may be repeated when the topic changes.

BIOL 497 Undergraduate Research in Biology Individual research; project and its format must be accepted by the research advisor prior to registration. May be repeated for credit.

Business

BUS 101 Business First Year Experience This course is designed to introduce students to the academic disciplines offered in the School of Business by requiring short essays, utilizing research, and providing guest speakers in accounting, finance, marketing, management, and international business. Speakers will provide advice on how students can get the most out of their college years and what the business world expects of new hires. Students will also learn how to develop a degree plan that will help track their progression through their years at MSUM.

BUS 145 Introduction to International Business The purpose of this course is to provide an introduction to the area of international business. The aim is to sensitize students to the complexities of managing an organization in the changing international environment. The instructor will focus on the diversity of international cultures and economies. Additionally, the course will focus on the unique international dimensions of organizational concerns such as leading, organizational culture, planning, and staffing in the international business environment.

BUS 160 Introduction to Modern Business This course is a survey of business, introducing the major operations of a business, including production, marketing, finance and human resources management. This course also examines the economic, social, and political environment of business. This course cannot be used to satisfy major or minor requirements in any area of business.

BUS 229 Introduction to Entrepreneurship Students will evaluate the business skills and commitment necessary to successfully operate an entrepreneurial venture and review the challenges and rewards of entrepreneurship.

BUS 230 Entrepreneurial Finance This course is intended for students who wish to enhance their skills and knowledge in those areas of business that lead to successful entrepreneurship and small business management. The focus will be on those financial issues and decisions of particular concern to sole proprietors, partnerships, family-owned business and small early stage corporations. This will include the financial aspects of the relationship between the firm and its owners.

BCBT 231 Entrepreneurial Leadership and Organization This course will define and develop leadership essentials for entrepreneurs and identify the best practices for building and managing an effective team for an entrepreneurial venture. In the process of completing this course, you will learn first and foremost about yourself as an entrepreneurial leader. We will then study practical actions for bringing others onto your team and how to inspire and energize the entire team to accomplish your vision/mission. We will study real world leaders, their mistakes and successes, and the best practices found in successful organizations in the 21st century.

BUS 232 Entrepreneurial Marketing This course provides an opportunity to develop conceptual knowledge of important entrepreneurial concepts. The focus will be on the processes involved in marketing of goods and services, including the marketing terminology, the marketing mix, consumerism, and marketing segmentation. The concept of market and marketing research and the impacts of competitive structures on marketing decision-making will be covered.

BUS 245 Seminar on Doing Business in China This course will provide the conceptual framework for doing business in China. The course provides an overview of doing business in China, including an introduction to the Chinese economy, history and culture. China's economic growth phenomenon over the past three decades and the uniqueness of the Chinese market, organizations, and social structure will be

examined in terms of the challenges and opportunities they bring to a foreign firm doing business in China.

BUS 309 Building a Workable Business Plan This course provides an opportunity for the students to write a workable business plan. Students will learn the typical process of starting a new venture. The course will focus on how to turn an idea to an opportunity, and eventually to a business. Major points will include how to create, shape, recognize and seize a business opportunity, as well as the specifics of writing a business plan.

BUS 341 Business and Society Social responsibility and business ethics are examined in the context of operating within the American and international societal, political and economic systems.

BUS 345 China Business Trip Students in this class will travel to China for a first-hand experience of Chinese culture, business environment, financial system and the challenges and opportunities each of these bring to conducting foreign business in mainland China.

BUS 390 Topics in Business Administration This is a junior level topics course and may be repeated as topic varies.

BUS 401 Executive Mentorship Students will be assigned an executive mentor based on their completion of a personal profile. Students will meet with their mentor for 2-4 hours per month to explore their own career choices in light of the mentor's experiences and insights. Students are responsible for contacting their mentor. Students are expected to attend and contribute to brown bag lunches and social gatherings where both mentors and students are present. Students will have the opportunity and responsibility to represent themselves and MSUM professionally and courteously. Students will attend scheduled class sessions, participating actively in conversations, completing homework, and sharing insight and feedback from their interactions with their mentors. Students will prepare a minimum of three 10 point reflection papers and a final 30 point summary paper based on their course/mentorship experiences.

BUS 490 Topics in Business Administration This is a senior level topics course and may be repeated as topic varies.

BUS 498 Business Policy and Strategy Students take a top management perspective in studying strategic management principles, concepts and analytical techniques. Strategic management entails the analysis of internal and external environments of a firm to maximize the utilization of resources in relation to objectives. This capstone course will be taken after completion of all other business core courses.

Chemistry

CHEM 102 Environmental Chemistry A study of the fundamental applications of chemistry to environmental problems in the context of the social, political, economic, and ethical issues surrounding those problems. Students will formulate and test hypotheses by performing experiments and simulations in class and at home. They will communicate their findings and interpretations both orally and in writing. Suitable for those who have had no high school chemistry. Credit not applicable to a chemistry major or minor. MnTC Goal 3.

CHEM 105 Crime Scene Science Students will study basic chemical and science principles in the context of crime scene investigations. Laboratory investigations will accompany the content, which will provide an understanding of the scientific method, the relationship between hypotheses and theories, data collection and analysis. Students will work on a final investigation and present their findings during the scheduled final exam time. Credit not applicable to a chemistry major or minor. MnTC Goal 3.

CHEM 110 Fundamentals of Chemistry Students will study fundamentals of chemistry with laboratory applications. Topics include measurements, matter, energy, atomic theory, bonding, molecular structure, nomenclature, balancing equations, stoichiometry, solutions, acids and bases, gases, and basic organic chemistry. Upon completion, students should be able to understand and apply basic chemical concepts and demonstrate basic laboratory skills necessary for success in college-level science courses. MnTC Goal 3.

CHEM 110L Fundamentals of Chemistry Lab Lab component of Chem 110 Fundamentals of Chemistry.

CHEM 150 General Chemistry I General chemistry principles: atomic structure, stoichiometry, solutions, bonding, periodic properties of the elements, thermochemistry, and properties of solids, liquids and gases. Should register for Chem 150L (lab) to be taken concurrently. Must have completed an acceptable placement score, a minimum ACT mathematics score, or successful completion of Math 127. MnTC Goal 3.

CHEM 150L General Chemistry Laboratory I Laboratory techniques of general chemistry including qualitative and quantitative analysis. Course should be taken concurrently with Chem 150. Safety exam must be passed to remain in Chem 150L or subsequent lab courses.

CHEM 180 Introduction to Organic and Biochemistry Introduction to organic chemistry and structure and metabolism of carbohydrates, lipids, proteins, and nucleic acids. Concurrent registration with Chem 185. Credit not applicable to a chemistry major or minor.

CHEM 185 Introduction to Organic and Biochemistry Lab To be taken concurrently with Chem 180. Experiments exploring properties of selected functional groups, enzymes as diagnostic reagents and isolation and properties of carbohydrates, lipids, proteins and nucleic acids. Credit not applicable to a chemistry major or minor.

CHEM 190 Topics in Chemistry This is a topical course and may be repeated when the topic changes.

CHEM 210 General Chemistry II General chemistry principles: kinetics, chemical equilibrium, acid-base chemistry, solubility equilibrium, thermodynamics, oxidation-reduction, electrochemistry, coordination chemistry, and nuclear chemistry. Should register for Chem 210L to be taken concurrently.

CHEM 210L General Chemistry II Lab This laboratory accompanies Chem 210 General Chemistry II.

CHEM 212 Principles of Biochemistry Chemistry for students interested in learning basic biochemistry topics. The course will focus on the major classes of biomolecules, metabolism and nucleic acids. Chemistry background in atomic structure, bonding, acid/base chemistry, organize groups and chemical reactions will be reviewed as needed for understanding of the biochemistry topics. Applications to real life situations will be made throughout the course.

CHEM 290 Topics in Chemistry This is a topical course and may be repeated when the topic changes.

CHEM 297 Introduction to Research Introduction to Research will present an overview of the research being conducted in the Department and introduce students to some broader topics in chemical research. Students will also gain experience with searching and reading the chemical literature, review safety considerations in the research lab, and discuss instrumentation available in the Department.

CHEM 300 Inorganic Chemistry I Aspects of bond theory, periodicity, acid-base chemistry, redox chemistry, reaction kinetics, energetics and chemistry of the elements.

CHEM 304 The Environment and You This course explores the chemical underpinnings of a variety of environmental issues, such as pollution, energy production, and recycling, and how these issues play out in social, political, and economic arenas. Students will also have the opportunity to independently explore three topics in further detail. Credit not applicable to a chemistry major or minor. MnTC Goal 10.

CHEM 350 Organic Chemistry I Introduction to the classification, structure, reactions, and reaction mechanisms of carbon compounds.

CHEM 355 Organic Chemistry I Lab Techniques for the purification, synthesis, and characterization of organic compounds and the study of organic reactions.

CHEM 360 Organic Chemistry II The structure, nomenclature, reactions, reaction mechanisms, and synthesis of carbon compounds that contain oxygen and nitrogen.

CHEM 365 Organic Chemistry II Lab Purification, synthesis, and identification of organic compounds, and the study of organic reactions.

CHEM 380 Analytical Chemistry I Analytical applications of chemical equilibrium. Error analysis, chromatography, IR spectroscopy, UV spectroscopy, fluorescence and phosphorescence spectroscopic techniques in chemical analysis. Lab included.

CHEM 390 Topics in Chemistry This is a topical course and may be repeated when the topic changes.

CHEM 397 Undergraduate Research Research studies in all areas of chemistry. A research paper and/or oral presentation are required. May be repeated.

CHEM 400 Biochemistry I A survey of the chemistry and metabolism of living systems. Topics include structure, function and chemistry of biomolecules, and introduction to metabolism and metabolic pathways.

CHEM 405 Biochemistry Laboratory I Representative experiments in the quantitation, isolation and metabolism of naturally occurring substances. Techniques include: assay development, column chromatography, protein and nucleic acid isolation and analysis, protein electrophoresis, and enzymology.

CHEM 410 Biochemistry II A survey of the chemistry and metabolism of living systems and nucleic acids biochemistry. Topics include biosynthetic biochemical pathways and nucleic acids biochemistry, signal transduction, biochemistry and cancer, protein synthesis and recombinant DNA theory.

CHEM 415 Biochemistry Laboratory II Course builds on acquired skills and presented techniques of Chem 405. New techniques include: use of radionuclides in biochemical research, affinity and high performance liquid chromatography, electrophoresis and an introduction to recombinant techniques.

CHEM 420 Inorganic Chemistry II Transition metal chemistry, valence bond, molecular orbital, crystal field, and ligand field theory, molecular symmetry. Bio-inorganic models.

CHEM 425 Inorganic Chemistry II Lab Synthesis and spectroscopic study of inorganic compounds. Techniques include: vacuum line synthesis, high temperature methods, inert gas techniques and organometallic synthesis.

CHEM 429 Topics in Analytical Chemistry Selected topics such as mass spectroscopy, nmr, electrochemical techniques, chemical separations and interfacing instruments with computers.

CHEM 440 Secondary Science Teaching Methods Materials and methods appropriate for junior and senior high school classes and laboratories. Must be taken prior to student teaching. Same as BIOL 440 and PHYS 440.

CHEM 442 Middle School Science Teaching Methods Materials, methods and activities appropriate for middle school science classes and laboratories. Junior standing in elementary education (Science specialty). Must be taken prior to student teaching. Same as BIOL 442 and PHYS 442.

CHEM 449 Topics in Inorganic Chemistry Selected topics such as coordination chemistry, bonding, acid-base and nonaqueous solvent theory, organometallic chemistry and inorganic biochemistry. May be repeated when topic is changed.

CHEM 450 Physical Chemistry I A survey of applications of physics and mathematics to chemical phenomena including thermodynamics, kinetics, and electrochemistry.

CHEM 455 Physical Chemistry I Lab Measurement of thermodynamic properties of gases, thermochemistry, electrochemistry, transport properties, and treatment of experimental data.

CHEM 460 Physical Chemistry II A continuation of physical chemistry 450. Topics include introduction to quantum theory, group theory, spectroscopy and statistical mechanics.

CHEM 465 Physical Chemistry Laboratory II A continuation of physical chemistry laboratory 455. Chemical kinetics, spectroscopy and molecular orbital calculations.

CHEM 469 Internship A supervised, practical experience in chemistry. A maximum of 12 internship credits may be applied to the degree.

CHEM 476 Biotechniques II This course is the second in a sequence for seniors in the biotechnology emphasis. The course includes two blocks of advanced techniques in biochemistry, bioanalytical chemistry, molecular biology and cell physiology taught in a research setting along with one seminar block. Student research teams will continue to work on their research projects that were initiated in Biotechniques I. In the seminar block, students will make oral presentations critically evaluating scientific literature, prepare an abstract and written paper of their research, and finally prepare a poster to present the data from their research project.

CHEM 480 Analytical Chemistry II Instrumental analysis involving chromatography, spectroscopy and electrochemical techniques. QA/QC addressed. (3 lecture credits, 1 lab credit)

CHEM 489 Continuing Studies: Topics This is a Continuing Studies topics course and may be repeated when the topic varies.

CHEM 490 Topics in Chemistry This is a topical course and may be repeated when the topic changes.

CHEM 497 Senior Thesis Research studies in all areas of chemistry. A comprehensive research report is required. Chem 497 should be taken only once.

CHEM 498 Seminar Presentation by students based on critical evaluations of scientific literature and/or independent research.

Chinese

CHIN 101 Beginning Chinese I An introduction to the basic sounds and structure of Mandarin Chinese. Intended to provide a foundation in the four language skills of listening, speaking, reading, and writing with an emphasis on oral proficiency. Chinese culture is also presented as an integral part of the course. Applicable toward East Asian Studies major and minor. MnTC Goal 8 effective Fall 2012.

CHIN 102 Beginning Chinese II Fundamentals of Mandarin Chinese, second semester. Continues to develop the four language skills of listening, speaking, reading, and writing with an emphasis on oral proficiency. Applicable toward East Asian Studies major and minor. MnTC Goal 8 effective Spring 2013.

CHIN 132 Introduction to Chinese Culture An introduction to the major aspects of Chinese culture from ancient times to the present. Topics include language, folklore, festivals, philosophy, religion, family, education, literature and daily life. Lecture, discussion, readings, and films in English. Applicable toward East Asian Studies major and minor. MnTC Goal 7.

CHIN 190 Topics in Chinese Language, Literature, and Culture Topics in Chinese language, literature, and culture. May be repeated since content may vary. Applicable toward East Asian Studies major and minor.

CHIN 201 Intermediate Chinese I Continued practice and development of the four language skills of listening, speaking, reading, and writing with an emphasis on oral proficiency. An expanded awareness of Chinese culture is also an integral part of the course. Applicable toward East Asian Studies major and minor.

CHIN 202 Intermediate Chinese II Continued practice and development of the four language skills of listening, speaking, reading, and writing with an emphasis on oral proficiency. An expanded awareness of Chinese culture is also an integral part of the course. Applicable toward East Asian Studies major and minor.

CHIN 250 Beginning Chinese Calligraphy Foundation course for learning the structures and various writing styles of Chinese characters. Students will discover the history and aesthetic values of Chinese calligraphy and will learn to write Chinese characters as an art form with a calligraphy brush and ink. Students will also learn the basic elements necessary to evaluate calligraphic works.

CHIN 290 Topics in Chinese Language, Literature, and Culture Topics in Chinese language, literature, and culture. May be repeated since content may vary. Applicable toward East Asian Studies major and minor.

CHIN 297 Independent Study in Chinese - Intermediate Level Selected project as agreed upon by student and instructor. May be repeated for a total of 4 credits. Credits may be applied toward East Asian Studies major and minor.

CHIN 389 Continuing Studies Topical Course This is a topical course offered by the Continuing Studies department. It may be repeated when the topic varies.

CHIN 390 Topics in Chinese Language, Literature and Culture Topics in Chinese language, literature, and culture. May be repeated since content may vary. Applicable toward East Asian Studies major and minor.

CHIN 397 Independent Study in Chinese - Advanced Level Selected project of advanced studies in Chinese language, literature, or culture as agreed upon by student and instructor. May be repeated up to a total of 4 credits. Applicable toward East Asian Studies major and minor.

Communication Studies

CMST 100 Speech Communication The theory and practice of oral communication in public and interpersonal situations, stressing both content and delivery. MnTC Goal 1.

CMST 110 Introduction to Communication Studies This course provides an overview of many of the contexts, concepts, and areas of research in the field of Communication Studies. This course will provide students with opportunities to explore and apply various communication competencies. MnTC Goal 5.

CMST 111 Argumentation and Debate This course introduces students to argumentation theory and provides the opportunity to practice skills in reasoning, argumentation, and critical thinking. The course focuses on multicultural arguments as they appear in politics, society, and the media. MnTC Goal 2.

CMST 210 Introduction to Communication Theory Through lecture, writing, and discussion, students will explore the discipline of communication including basic theories of interpersonal, group, intercultural, and organizational communication.

CMST 215 Communication Research Methods Research in communication studies employs a variety of empirical methods to generate theories about human communication phenomena. This class introduces students to social-scientific methodologies including quantitative and qualitative approaches. Students are expected to both critically evaluate research and perform original research related to the discipline.

CMST 290 Topics in Communication This is a lower division topical course and may be repeated when the topic changes.

CMST 300 Intercultural Communication Examines selected major theories of intercultural communication and applies them in analyzing, understanding and comparing the communication practices of different cultures and sub-cultures. Focuses upon how culture and society affect the specific rhetorical communication tactics and processes as well as non-verbal communication practices. MnTC Goal 7.

CMST 301 Business and Professional Communication Focuses on the application and practice of both oral and written communication skills for a variety of business and professional situations including job interviews, team and group interactions, and public presentations. This course also provides opportunities for students to explore issues of diversity and technology as related to professional communication.

CMST 302 Practicum Practical experience in a performance activity in Communication.

CMST 308 Group and Team Communication Presents theories of group and team communication, group dynamics, communication patterns, and role norms. Class designed around two fundamental components: experiential and cognitive. A substantive group research and problem-solving assignment is included.

CMST 309 Training and Development This course examines the application of communication theories in the context of training and development. Development, design, and presentation of training materials will be covered, along with facilitation of training sessions. Class includes significant experience in program development and implementation.

CMST 310 Rhetorical Theory and Criticism Examines the theory and criticism of rhetoric from its beginnings in classical times to its contemporary development. Discusses classical, British, contemporary, and postmodern theories of rhetoric and rhetorical criticism. MnTC Goal 6.

CMST 311 Principles of Persuasion This course will explore the logical and psychological theories of persuasion as they occur in a range of communication situations.

CMST 313 Communication, Technology, and Culture Advancements in communication technology, including the Internet, have transformed the ways in which individuals communicate and form communities and has become a hallmark of contemporary Western culture. This course explores the dramatic changes in human communication as a result of such technology. Particular emphasis is given to epistemological and ontological implications of the move to a digital culture.

CMST 315 Interpersonal Communication This course is designed to explore various communication theories, based on the development of self and the development and maintenance of relationships with others.

CMST 390 Topics in Communication This is an upper division topical course and may be repeated when the topic changes.

CMST 401 Organizational Communication Focuses on the study of communication processes, the management of meaning through symbolic interactions, within organizational contexts. To study symbolism is to explore how meanings on which people base action are constructed, communicated, contested, and changed. The first part of the class examines perspectives/theories of organizing and

communication. The second part of the class investigates specific topics of organizational communication research (e.g., power, technology, democracy).

CMST 405 Research Practicum Provides opportunity for students to conduct research. May be repeated for credit.

CMST 406 Academic Service-Learning Practicum Provides opportunity for students to apply classroom concepts and theories to an academic service-learning project. May be repeated for credit.

CMST 410 The Rhetoric of Popular Culture Examines how popular culture artifacts generate meanings in contemporary society. Surveys various rhetorical approaches to understanding popular culture including dramatic, Marxist, feminist, media-centered, and cultural.

CMST 411 Political Campaign Communication This class explores political campaign rhetoric by looking at the theories and research that contribute to our understanding of the process. The course discusses the current campaign in light of these theories and research, but also takes a broader view towards political campaigning in general. MnTC Goal 9.

CMST 414 Health Communication Focuses on how health, illness, and healing acquire meaning through symbolic interactions located within social, political, economic, and cultural structures. This course explores various arenas in which health is socially constructed including interpersonal interactions, small group and organizational settings, public discourse and popular culture. Across contexts, there is an emphasis on exploring current issues facing the health care industry including telemedicine, financial reform, the patients' rights movement, and other factors influencing health communication.

CMST 415 Teaching Methods: Communication Studies Methods of conducting high school communication studies courses and activities, structuring of curriculum, selecting and developing course materials, and methods of evaluation.

CMST 416 Special Projects in Speech Communication Advanced individualized creative or investigative work in a particular phase of communication studies. May be taken more than once if content is substantially different.

CMST 469 Internship A supervised, practical experience in communication studies. A maximum of 12 internship credits may be applied to the degree.

CMST 490 Topics in Communication This is an upper division topical course and may be repeated when the topic changes.

CMST 496 Senior Seminar Capstone course for Communication Studies majors; proposal, completion, and presentation of projects; pre-professional skills; written exam integrating and applying knowledge from separate courses. Grade of "C-" or higher is required for graduation.

CMST 497 Independent Study Independent reading or research allowing an individual student to explore a specific topic under faculty supervision.

CMST 499 Topical Workshop This course is conducted in the workshop format. This course may be repeated when topics vary.

Community Health

COMH 200 Introduction to Health Promotion and Public Health Explores the foundation and philosophy of health education, health promotion and an introduction to public health concepts. Other topics include job settings for health educators, professional organizations and licensure, access and retrieval of health information, landmark research and theories of health behavior change. Students will be required to demonstrate effective writing skills.

COMH 301 Women's and Children's Health The course will address the dynamic health status of women and children within the family, community and health care system. Emphasis will be placed on theories and principles which result in a foundation for critical thinking, application of research, and use of knowledge as it relates to caring for children and families from diverse cultures and environments. Students will develop an understanding of the status of women's and children's health with emphasis on nutrition, common diseases, and health indicators. The laboratory portion of the course will reinforce the

lecture content and address women's and children's health in practice, gender-specific nutrition, gender differences in anatomy and physiology and epidemiology of diseases important to women and children.
COMH 315 Health Agencies and Services A survey of community health agencies and programs at the national, state and local levels.

COMH 326 Epidemiology Principles and practices in the cause, prevention and control of disease. Epidemiological terminology, measure of morbidity and mortality, descriptive and analytical epidemiology, screening, infectious disease and occupational epidemiology. Same as HSAD 326

COMH 401 Health Aspects of Aging Models and theories of aging; social, behavioral, and environmental physiological and life-style changes occurring with age and the aging process.

COMH 403 Health Informatics This course is designed to provide a broad perspective of the field of Health Informatics. This course is appropriate for students in nursing, community health, social work, health services administration, business administration and health education. The course focuses on information retrieval, risk management and evaluation, healthcare ethics, confidentiality and analysis of data. Students will get an overview about areas of employment opportunities in the field of health informatics.

COMH 415 Design and Evaluation of Community Health Programs A process approach to organizing, implementing and evaluating community health programs. Prerequisites can be waived with consent of the instructor.

COMH 418 Global Health Issues This course is designed to provide an introductory perspective of world health issues and policies. Professionals practice in the era of globalization, regardless of whether they personally plan to live or work in another country. An understanding of various factors influencing the health status of those living outside of the U.S. will be gained. This course is as much about how to study and think about global health problems and relationships as it is a course about specific global issues. MnTC Goal 8.

COMH 468 Practicum Seminar This seminar course is designed for students majoring in community health to prepare students for their internship. A maximum of one credit can be taken towards seminar course.

COMH 469 Internship Designed for Community Health majors. Involvement in field work by placement in health related governmental, volunteer, non-profit, or commercial agencies. A maximum of 12 internship credits may be applied to the degree.

COMH 490 Topics in Community Health This is a topics course which may be repeated as course content may vary.

COMH 497 Independent Study Independent reading or research allowing an individual student to explore a specific topic under faculty supervision.

Computer Science & Information Systems

CSIS 101 Introduction to the Internet Introduces the student to the Internet and the World Wide Web. Topics include effective searching of the World Wide Web, security and safe web browsing, file transfer, electronic mail, real-time communication, and electronic commerce. While most students are already familiar with e-mail and web browsing, this course covers the basics and goes beyond them to make students safe and effective users of the numerous rich resources of the Internet and the World Wide Web.

CSIS 103 Computer Concepts and Applications Introduction to basic computer concepts including hardware and software. Introduction to and hands-on experience with Windows, spreadsheets, word processors, database management systems, and presentation software as used in a business setting.

CSIS 104 Spreadsheet and Database Applications A brief review of Windows, word processing and presentation software. In-depth coverage of a spreadsheet and a database management system as used in a business setting. Familiarity with Windows and word processing is required.

CSIS 104A Advanced Spreadsheet Topics Understand and apply the advanced features of spreadsheet software such as templates, financial functions, importing/exporting data, solving complex problems, and creating and manipulating lists. Familiarity with spreadsheets is required.

CSIS 115 Introduction to MacOS X An introduction to the effective and knowledgeable use of MacOS X and associated technologies.

CSIS 130 Introduction to Visual Programming Introduction to computer programming in a visual programming environment. The course is designed for non-majors wanting a hands-on introduction to computer programming.

CSIS 140 Introduction to Information Systems and Internet Technologies Introduction to information systems fundamentals and modern Web-enabled information systems. Introduction to contemporary Internet technologies based on the emerging set of applications, services, and standards that make it possible for information systems and software programs to communicate with each other and share information over the Web.

CSIS 152 Introduction to Computers and Programming I-a Introduction to problem solving, algorithm development, elementary data structures, data abstraction, and structured programming in a high-level language.

CSIS 153 Introduction to Computers and Programming I-b Continuation of the introduction to problem solving and programming techniques with a focus on application of object oriented techniques for defining and implementing data structures.

CSIS 190 Special Topics A study of special topics not offered regularly in other CSIS courses. May be repeated when the topic is different.

CSIS 212 Client-Side Scripting An introduction to client-side scripting. Scripts will be used to add interactivity to webpages.

CSIS 221 Foundations of Computing An overview of computers and computer systems, from the gate level to the application layer, including an introduction to Boolean algebra and review of Boolean arithmetic. Requires concurrent enrollment in a CSIS 221L lab section. Recommended prerequisite: CSIS 152 or equivalent.

CSIS 221L Foundations of Computing Lab Introduction to the BASIC programming language and problem solving using structured programming techniques.

CSIS 252 Introduction to Computers and Programming II Continuation of CSIS 153 with emphasis on data structures. Discussion of representations and processing techniques for lists, strings, trees, graphs, and records.

CSIS 260 Current Programming Languages A study of a current programming language that is popular in industry.

CSIS 272 Mobile Application Development with JavaScript An introduction to cross-platform mobile application development with JavaScript. Familiarity with HTML and CSS required. Students will be able to choose the platform(s) they wish to develop their mobile applications for. Those students wishing to target the iOS platform should have taken CSIS 115: Introduction to MacOS X.

CSIS 290 Special Topics A study of special topics not offered regularly in other CSIS courses. May be repeated when the topic is different. Consent of instructor is required.

CSIS 304 Databases This course provides a solid and practical foundation for the design, implementation, and management of database systems. The relational database model, relational databases, and Structured Query Language (SQL) are discussed in all details.

CSIS 311 Server-Side Scripting An introduction to server-side scripting. Scripts will be used to generate functional web pages. In addition, databases will be created and accessed through server-side scripts. Prerequisite: Basic knowledge of HTML and CSS.

CSIS 316 Ethics in the Information Age An introduction to ethical issues associated with the Information Age. A description of what the Information Age is, how it came to be, and what makes it different from the previous age. Study of new ethical issues arising from, or given increased prominence by, the Information Age advances in information collection, storage, retrieval, processing, and dispersion. Ethical issues to be covered include privacy, surveillance, accuracy, free speech, intellectual property, Internet crime, identify theft, spam, information access, information dispersion, and some consequences of data mining and emerging technologies. Sophomore status or completion of the Inner Cluster core is required. Same as PHIL 316. MnTC Goal 9.

CSIS 320 Architecture This course builds on the concepts and techniques of CSIS 221. Basic principles of processor organization, machine instructions, addressing modes, memory management, and input/output operations. Includes coverage of assembly language.

CSIS 330 Analysis and Design of Algorithms Apriori and a posteriori complexity analysis. Problem solving strategies: Divide and Conquer, Greedy, Dynamic Programming, Backtracking, and Branch-and-Bound. Applications to AI. Problem state spaces and search strategies. Parallel and Distributed Algorithms. Computability and Undecidability. Complexity Classes.

CSIS 335 Graphical User Interface Programming Techniques and tools for the development of graphical user interfaces will be discussed. Event-driven and object-oriented programming techniques will be highlighted. The course provides experience with a visual programming environment, and introduction to design issues for user interfaces, and an introduction to creating visual interfaces for database environments.

CSIS 336 C#.Net Programming A comprehensive introduction to programming using Visual C#.Net for students with experience in at least one high-level programming language. The course provides students with all the necessary skills to build Windows applications, Web applications, and XML Web services.

CSIS 340 Software Engineering A study of the software development life-cycle including Requirements, Design, Implementation, Testing, Maintenance and Quality Assurance. Tools, techniques and methods will be studied. Project required.

CSIS 341 System and Network Administration This course is designed to provide students with an understanding of the activities and responsibilities of an administrator of an enterprise computer system and/or computer network. It focuses on the installation, configuration, and maintenance of system software, the management of users and resources and the deployment of network services. Students will investigate topics through research, discussion, and hands on practice. Junior standing in a CSIS major is required. Prior or concurrent enrollment in CSIS 349 is required.

CSIS 345 Analysis and Design of Information Systems Use information systems methodologies to solve enterprise wide managerial and organizational problems. Students will use the system development life-cycle and other methodologies with CASE tools to develop multi-user systems including using database. Project required. Junior standing in a CSIS major is required.

CSIS 349 Networks and Data Communications Introduction to concepts and terminology of data communications technology. Local area and Long-haul networks; network architecture models and protocols; communications hardware, standards, media, signaling concepts, and channel characteristics; error prevention, detection and correction; distributed data processing and data communications trends. Project required. Junior standing in a CSIS major is required.

CSIS 352 Advanced Concepts in Programming Continuation of CSIS 252 with emphasis on the implementation of data structures, implementation alternatives, and algorithm analysis.

CSIS 358 Introduction to Parallel Computing History of large scale computing and architectural classification of various parallel processing machines. Measurement of performance and methods of optimization. Dependencies and their influences upon vectorization and parallelism. Introduction to distributed systems, interconnection topologies and communication issues. A platform for parallel programming will be introduced.

CSIS 360 Linux Programming and Development Tools An introduction to UNIX programming and program development tools. Considers the UNIX file system, shells, scripting languages, system calls, signal handling, interprocess communication, and tools for constructing, archiving, debugging, testing and installing software products.

CSIS 390 Topics in Computer Science and Information Systems Discussion of current topics not included in other Computer Science and Information Systems courses.

CSIS 405 E-Commerce Technology The defining characteristic of modern e-commerce firms is that they are profitable, sustainable, efficient, and innovative firms with powerful brand names. The course focuses on the technology infrastructure that forms the foundation for all e-commerce. This infrastructure drives developments in payment systems, security, marketing strategies and advertising, financial applications, business-to-business trade, and retail commerce.

CSIS 430 Operating Systems A study of operating systems as a resource manager with emphasis on process management and synchronization, CPU scheduling, deadlocks, memory management, virtual memory, file management, I/O systems, and distributed systems. Project required. Prior or concurrent enrollment in CSIS 352 is required.

CSIS 433 Design, Implementation and Support of Information Systems The course is dedicated to object-oriented design and implementation using contemporary design principles and patterns. The object-oriented approach of this course is based on Unified Modeling Language (UML). The course provides up-to-date coverage of adaptive and agile techniques and processes, and emphasizes layered architectures and Web development.

CSIS 435 Compilers Organization of compilers; transition graphs, lexical analyzers, regular expressions and lexical analyzer generators; context-free grammars, top-down and bottom-up parsers, and parser generators; error recovery. Students are expected to carry out a project which involves developing a front-end (lexical analyzer, parser and 3AC generator) of a compiler for a hypothetical Pascal-like language. In addition to the listed prerequisite, Junior standing in a CSIS major is required.

CSIS 440 Computer Networks Software Concepts A study of how TCP/IP protocol software functions and interacts to facilitate communication across an internet. The Client/Server Model, its service techniques, efficiency and security issues are investigated in detail. Programming project(s) required.

CSIS 441 Network Security This class addresses those fundamental issues confronting today's network administrator. Topics covered include LAN subnetting and router configuration, security policy development, data security and encryption, access control, packet filtering, perimeter protection, intrusion detection, and disaster recovery. The amount of time spent on each topic and on current issues will vary with the interests/composition of the class. Junior standing in a CSIS major is required.

CSIS 446 Decision Support Systems Introduction to the concepts and tools used in the development of decision support systems, executive information systems and expert systems including the systems development process and strategy for developing such systems. Junior standing in a CSIS major is required.

CSIS 449 Systems Analysis and Design Field Project Students are assigned to a system development project. The project involves part, but preferably all, of the development cycle. Students work in teams to acquire practical experience in such projects, including the behavioral aspects. Open to CSIS majors only.

CSIS 450 Programming Languages An examination of underlying concepts in high-level programming languages and techniques for their implementation in a selected group of such languages along with a discussion of the interrelationship between programming and programming languages. Junior standing in a CSIS major is required.

CSIS 469 Internship Opportunity for students to supplement classroom learning with field work with a computer-using agency. A maximum of 3 credits applicable toward the major. Junior standing in a CSIS major is required.

CSIS 485 Senior Seminar Library and independent study of advanced computing topics followed by oral and written presentations. Students should plan to take this course in the year that they graduate. Senior standing in a CSIS major is required.

CSIS 490 Topics in Computer Science and Information Systems Discussion of current topics not included in other Computer Science and Information Systems courses. Up to 3 credits can be applied to the major. Junior standing in a CSIS major is required.

CSIS 497 Undergraduate Research Undergraduate research of advanced topics under the guidance of department faculty. Up to 3 credits can be applied to the major. Junior standing in a CSIS major is required.

Construction Management

CM 105 Introduction to Construction Management An overview of the construction industry which introduces the student to the duties and responsibilities of the professional construction manager.

Lectures, field trips, and speakers will expose students to the fundamentals of construction techniques and methods employed by professionals in the industry with an emphasis on career opportunities.

CM 190 Topics in Construction Management This is a lower division topical course in Construction Management. The course may be repeated when the topic is different.

CM 200 Construction Surveying Introduction to the processes and calculations used by construction surveyors, including measuring distances and angles, direct differential leveling, locating line and grade on a construction site, and processes specific to construction surveying.

CM 200L Construction Surveying Lab Hands-on experiences with transit, level, and total station. Measuring distances and angles, direct differential leveling, and construction site layout.

CM 205 Professional Growth Seminar I This course is directed towards the overall growth of the student. As students' progress from their sophomore through senior years, they will be required to complete 20 units of combined professional growth and community outreach to be eligible for graduation. As a requirement of CM 496 Capstone Experience, students are required to provide documentation that they have completed the 20 unit requirement.

CM 216 Construction Graphics Students will utilize parametric CAD software to complete a construction design project that will reinforce the lecture materials presented while emphasizing the design aspects of a construction project. This background would give students the CAD and design process background needed for CM 496-Capstone Experience.

CM 220 Commercial Building Methods and Materials Theories and principles of commercial building construction materials and methods will be discussed. The course lectures will be structured in accordance with the Construction Specifications Index (CSI) format of work divisions.

CM 223 Construction Statics Elementary principles of statics utilizing algebra, trigonometry, and analytical geometry. Material includes force vectors, static equilibrium, simple structures, friction effects, centroids. Will not transfer to engineering programs.

CM 230 Estimating I: Quantity Survey Students will study basic principles and practices of estimating focusing on quantity survey. From a set of commercial building working drawings and specifications, students will perform quantity labor, material, and equipment takeoffs. They will learn quantity survey best practices necessary to effectively estimate the cost of a construction project. Must have prior or concurrent enrollment in CM 216 and CM 220.

CM 254 Mechanical/Electrical Systems A study of mechanical and electrical construction, emphasizing principles of heating, cooling, ventilation, water supply, waste disposal, electrical distribution and code requirements.

CM 290 Topics in Construction Management This is a lower division topical course in Construction Management. The course may be repeated when the topic is different.

CM 325 Heavy/Highway Construction Materials Course subjects include a study of the basic engineering properties of soils and compaction applications. Other topics include how concrete and asphalt are used as construction materials and analysis of their engineering properties. Design and construction applications of flexible and rigid pavements are presented.

CM 326 Heavy/Highway Construction Materials Lab Lab will include activities which help the student better understand the engineering properties and field processes associated with fine and coarse-grained soils, concrete, and asphalt. Must enroll concurrently in CM 325.

CM 327 Sustainability in the Built Environment The purpose of the course is to provide an overview of living in a sustainable environment and what we can do as a society to measure our resource use. Also to encourage a change in our views regarding our limited resources and our overuse of the ecosystem by understanding our own culpability. Student awareness of energy conservation is modeled through construction principles that can be broadly applied to everyday lifestyle changes in our daily activities including where we live and where we work and the consumer choices we make in those environments. The U.S. Green Building Council Leadership in Energy and Environmental Design (LEED) criteria are discussed. Major alternatives to LEED will also be covered. This course is open to all students. MnTC Goal 10.

CM 335 Estimating II-Pricing and Productivity Students will learn the fundamentals of pricing out a quantity survey and the relationship of how productivity factors are used to formulate unit pricing. They will estimate the material, labor, equipment, subcontractor, and overhead cost of the commercial building project that was completed in CM 330. "Timberline" estimating software is utilized extensively as a basis for learning principles of computerized estimating. Job cost accounting procedures are emphasized.

CM 340 Planning and Scheduling Theories and principles of construction planning and scheduling will be studied. Students will use the Critical Path Method as a primary technique of planning, scheduling, and monitoring work. The students will identify required activities, resources and cost required to complete monitor a project throughout the construction process. Students will be required to complete both manual and computer scheduling assignments. Students will use "Primavera" scheduling software assigned projects.

CM 350 Structural Design and Analysis The course will cover concepts for analyzing and designing beams and columns. Principles of shear and moment diagrams and their applications to the selection of adequate structural members under given loading conditions are analyzed. Structural steel, timber, and reinforced concrete materials will be discussed.

CM 365 Construction Safety The course focus will be on the planning and administration of construction safety programs. Other topics include the history and development of Federal and State Construction safety standards and methods for abatement and control of job site hazards to develop a safe construction project. Junior standing is required.

CM 370 Construction Documents and Specifications This course will focus on the terms and concepts of construction contracts and documents. Procedures used to prepare construction specifications and contracts using the CSI format will be covered. The course discusses the liabilities and incentives for various kinds of construction contracts.

CM 390 Topics in Construction Management This is an upper division topical course in Construction Management. The course may be repeated when the topic is different.

CM 425 Equipment Productivity and Analysis A study of planning, estimating, and managing performance of commonly recognized construction equipment. This course will emphasize the factors that govern or control equipment productivity on construction projects. Students will also study operating and ownership costs.

CM 434 Construction Cost Analysis This course will analyze a contractor's ability to bid, bond, and perform a construction project. Students will also set up and analyze a construction budget/cost control system that will effectively identify cost overruns and which can be used to bid future similar projects.

CM 460 Project Administration Students will be exposed to the daily construction administrative procedures and responsibilities which occur when managing a construction project. Reporting procedures will be emphasized, along with job site and home-office documentation.

CM 469 Internship Available to all majors in Construction Management. Approved practical work experience. Supervised by departmental faculty. Maximum of 12 credits may be applied to graduation requirements.

CM 490 Topics in Construction Management This is an upper division topical course in Construction Management. The course may be repeated when the topic is different.

CM 496 Capstone Experience The course will be an individualized project, which will integrate the coursework concepts of the core program into an application activity. Students will utilize all of the construction software used throughout the core program. In addition, materials assembled by the student over a two-year period for their professional growth portfolio will be evaluated during this course. Any student failing to meet the professional growth portfolio requirements will receive an incomplete for CM 496.

Criminal Justice

CJ 111 American Criminal Justice The importance of race, ethnicity, and gender in criminal justice processes. MnTC Goal 2.

CJ 190 Topics in Criminal Justice This is a lower division topical course which may be repeated when the topic changes.

CJ 200 Introduction to Criminal Justice Overview of the criminal justice field focusing on the history and description of the contemporary United States system. The overview will include both the adult and the juvenile justice system.

CJ 201 Introduction to Juvenile Justice This course provides an overview of historical and contemporary perspectives of juvenile justice within the United States. Specifically, this course examines: (1) the development of the U.S. juvenile justice system, (2) definitions and measurements of juvenile delinquency, (3) controversial juvenile justice practices and policies, and (4) the complex relationship between juvenile justice, race/ethnicity, gender, and socio-economic status.

CJ 290 Topics in Criminal Justice This is a lower division topical course which may be repeated when the topic changes.

CJ 300 Criminology This course will survey the history of crime in society, including theories, research and commentaries on crime and delinquency.

CJ 301 Delinquent Behavior Delinquent behavior and programs for its prevention, treatment and control. Same as SOC 301.

CJ 303 Punishment and Prisons This class traces the origins and development of incarceration as the principle response to crime in the U.S. It explores changing punishment practices, reasons offered to justify punishment, and the social organization of contemporary U.S. prisons

CJ 304 Community Corrections Sociological analysis of community corrections, emphasizing probation and parole.

CJ 306 Gangs This course examines historical and contemporary perspectives of gangs in the United States, and briefly explore international gang activity. MnTC Goal 5.

CJ 309 Law and Society Relationships of law and society; social forces in law making; dynamics of law administration; social, cultural and behavioral effects of law; history and development of the legal profession; analysis of legal language and reasoning. Prerequisite may be waived with the consent of the instructor. Same as SOC 309.

CJ 312 Criminal Investigation This course will cover a variety of topics that would assist law enforcement officers in conducting investigations.

CJ 313 Law Enforcement This course will examine the origin, history, and development of policing in the United States.

CJ 335 Criminal Law Substantive criminal law, development and meaning of principles of criminal law, current issues. Same as POL 335

CJ 337 Criminal Procedure The course will examine contemporary interpretations of the U.S. Constitution's protections for the criminally accused, which are primarily found in the 4th, 5th, 6th, 8th, and 14th Amendments.

CJ 380 Global Criminal Justice Research, commentary, and theory in international crime and social control. Particular attention is given to social inequities and human rights. MnTC Goal 8.

CJ 385 Crime, Justice, and Media An exploration of how justice ideals are represented in print, broadcast, and Internet Media. Special attention is given to ethical codes and dilemmas for officers of the court. MnTC Goal 9.

CJ 390 Topics in Criminal Justice This is an upper division course with varying topics from the discipline of criminal justice.

CJ 400 Seminar in Criminal Justice An in-depth analysis of a topic in criminal justice. Students may apply up to 8 credits to the degree.

CJ 430 Minnesota Criminal Law and Procedure The Minnesota criminal statutes as well as the Minnesota rules of criminal procedure are examined. Technical study of police report writing designed to meet the standards of the POST Board licensing examination will be covered.

CJ 469 Internship A supervised, practical experience in criminal justice. A maximum of 12 internship credits may be applied to the degree. Credits may not be applied to the criminal justice major.

CJ 490 Topics in Criminal Justice This is an upper division course with varying topics from the discipline of criminal justice.

CJ 497 Readings in Criminal Justice Selected readings in Criminal Justice under the close supervision of a member of the CJ program.

CJ 499 Topical Workshop This is a topical workshop course and may be repeated when the topic varies.

Economics

ECON 100 The American Economy A one semester course in principles of economics with special emphasis in developing critical thinking skills and understanding the unique economic experiences of different groups in the American Economy. This course is for non-business and non-economics majors. MnTC Goal 2.

ECON 202 Principles of Economics I: Micro An introductory study of the price system, resource allocation, and income distribution. MnTC Goal 5.

ECON 204 Principles of Economics II: Macro An introductory study of national income, fiscal and monetary theory and policy, unemployment and inflation. Prerequisite can be waived with consent of the instructor. MnTC Goal 5.

ECON 300 Global Economic Issues An introductory study of global economic issues focusing on the experience of Asia, Africa, or Latin America. Topics include the role and history of international economic institutions, the impact of trade on participating nations, views of writers from selected regions, economic development, demographic trends, foreign investment, and international distribution of income and wealth. This course will not fulfill the economics major requirements. MnTC Goal 8.

ECON 302 Intermediate Microeconomic Theory Theories of consumer and producer behavior under various market structures; theory of production and distribution; general equilibrium and welfare criteria.

ECON 304 Intermediate Macroeconomic Theory An examination of national income accounting, income determination, employment, growth theory and economic policy.

ECON 305 The Economics of Poverty, Discrimination, and Inequality An examination of poverty, discrimination, and income inequality among diverse populations in the United States. Topics include causes of poverty, economics of discrimination in terms of majority and minority groups, and historical perspective of ethnic minorities. MnTC Goal 7.

ECON 315 Government and Business A survey course which includes governmental enforcement of competition, regulation of public utilities, and public enterprise. Same as MGMT 315.

ECON 320 Money and Banking Roles of money, banking and the financial market place; monetary policy; relationship of monetary variables to general economic policy.

ECON 340 The Gendered Economy Explores how gender has influenced access to economic resources, opportunities, and institutions in the United States. Topics include a historical perspective on women's pursuit of economics citizenship; intersectional analysis of the role of race and class in that pursuit; and an introduction to feminist economics. MnTC Goal 9.

ECON 350 Public Finance Study of taxes and expenditures of federal, state, and local governments and their effects upon economic activity, fiscal policy and national debt.

ECON 370 Introduction to Econometrics Study of quantitative techniques employed in economics.

ECON 390 Topics in Economics Topics of current interest not covered elsewhere in the curriculum.

ECON 415 Industrial Organization and Public Policy Analysis of market structure, market conduct, and economic performance. It combines the latest theories with empirical evidence about the organization of firms and industries. Same as MGMT 415.

ECON 416 Labor Economics Wage and employment theory, labor unions and other institutions associated with collective bargaining, and social legislation. Same as MGMT 416.

ECON 425 International Trade and Finance Theories and institutions of trade and finance are examined in traditional and contemporary contexts.

ECON 469 Internship Supervised economic field work through placement in government, volunteer or commercial agencies. A maximum of 12 internship credits may be applied to the degree.

ECON 492 Individual Study in Economics Individual inquiry in economics. May be repeated for credit.

ECON 497 Undergraduate Research in Economics Individual inquiry in economics resulting in a research paper. May be repeated for credit.

ECON 498 Economics Seminar A capstone course requiring a research paper using tools of economic analysis, and a written and oral presentation.

Education

ED 205 Introduction to Education This course explores education in America from early childhood through high school graduation. This course will introduce the philosophical foundations, learning environments, social contexts, curriculum and instruction, standards and assessment, as well as contemporary issues related to the field. The roles, responsibilities and daily life of teachers, schools and students will be examined. This course includes 40 hours of experience in the field.

ED 294 Educational Psychology Explains psychological theory and research related to learning, motivation, cooperation, and instruction in diverse cultures and settings.

ED 310 Social Foundations of Education Historical, social, and multicultural foundations of education will be studied. Social and ethical issues will be examined with consideration of implications for teaching in order to better understand education within a context of a changing society. A variety of interactive methods will be employed. Students in all teaching licensure programs will enroll in ED 310.

ED 343 Curricular Issues Curricular issues in general education, including standards-based instruction, current educational debates, and practical applications provide the framework for ED 343. This course is required for students earning licensures in Special Education.

ED 367 Practicum: General Education Field experience in general education classrooms- elementary level and secondary level.

ED 398 Field Experience in Secondary Education This practicum course provides up to 60 hours of field work in the student's specific area of study. A seminar that meets on the campus is part of this course. Students will take the course concurrently with or following a discipline-specific methods course in the major field of study.

ED 407 Independent Study in Education Extends study beyond regular course work. May substitute for courses in major with consent of advisor, instructor, and department chairperson. Repeated up to 8 credits.

ED 408 Human Relations for Educators Understanding of personal and institutional oppression, socially, historically, psychologically, and educationally, in our culture. Exploring the dynamics of power. Dealing with biases, myths, and stereotypes that affect the teaching/learning relationship and learning how to convey the experiences and contributions of groups within our diverse society.

ED 411 Technology for Teachers Educational technology for classroom teachers. Covers knowledge of office and web design software, national technology standards, online learning, technology-enhanced teaching, internet resources, internet ethics, and critical perspectives on technology. This course does not count toward the Teaching and Learning with Technology certificate or the Educational Leadership program.

ED 419 Creating Web-Based Curriculum Materials This course will assist educators in the design and implementation of a classroom web site containing web-based lesson plans. It will also assist educators with web-based delivery methods and collaborative projects. Participants will create web-based classroom materials and collaborate with others via the Internet to extend the boundaries of the classroom.

ED 422 Electronic Resources: Issues and Practice This course covers many areas of the electronic research process, enhanced by the use and implications of emerging technology. There will be four main modules/sections: Internet Search Techniques, Evaluation and Selection of Internet Resources, Copyright Issues in Cyberspace, and Internet Privacy Issues.

ED 423 Design of Online Instruction Participants in this course will create components of an online course. Educators will learn how to design the course from the ground up including identifying program outcomes and course competencies, designing learning activities, and creating and evaluating assessment

tasks. The course design process will be focused on designing for the unique requirements of the online environment.

ED 425 Methods of Computer-mediated Communication in Education This course provides an introduction to modern electronic communication tools, considers strategies and issues involved in incorporating them into education, and offers experience in using them.

ED 427 Emerging Technologies Participants in this course will explore emerging technologies and ways to effectively integrate them into the teaching and learning environment. As technologies continue to evolve, it is important for educators to stay abreast of the new developments. For instance, the web has rapidly transformed from the first generation (mostly read only) to the second generation (often called the Web 2.0 or the Read/Write web) to the current generation (the Web 3.0). As the web has undergone these transformations, the corresponding innovations in technologies have had a significant impact on the teaching and learning environment. Participants will develop skills that support digital age learners. Participants will develop activities and lessons for classes they teach and learn to use these applications effectively for instruction.

ED 433 Technology Troubleshooting for your Computer This course will cover basic diagnosis and repair of common software related problems for the non-technical user. It will examine general diagnostic methods as well as specific failures in both Windows and Macintosh environments. With the increase of technology use in education, it is becoming necessary for education personnel to be able to do basic computer troubleshooting. This course will prepare instructors to work smoothly in a technical environment.

ED 434 Assessment Strategies for Technology-Enhanced Curricula This course explores issues, strategies, methods, and techniques of assessment in technology-based curricula.

ED 435 Infusing Technology into Mathematics This course will examine and evaluate both commercial and free-software available for mathematics instruction. Students will design learning activities that foster equitable, ethical, and legal use of technology.

ED 443E Classroom Management/Consultation Understanding and development of skills necessary to create a positive learning environment, encourage appropriate social interactions, and advance engagement in learning. Secondary focus on the development of the professional consultation skills necessary to initiate and apply appropriate and effective teaming techniques across school and home environments. Applications for elementary and early childhood settings will be a focus. To be taken concurrently with student teaching.

ED 443S Classroom Management/Consultation Understanding and development of skills necessary to create a positive learning environment, encourage appropriate social interactions, and advance engagement in learning. Secondary focus on the development of the professional consultation skills necessary to initiate and apply appropriate and effective teaming techniques across school and home environments. For K-12 education majors. To be taken concurrently with student teaching.

ED 448 Reading Study Skills in the Content Areas Teaching techniques to improve reading ability in content materials; vocabulary, comprehension, study skills and providing for individual learning differences. Includes child development, assessment, cultural diversity issues, and technology.

ED 451 Middle School Philosophy This course is intended for those individuals preparing to become middle level school leaders and educators. It investigates the philosophical basis for middle level education and all phases of duties and responsibilities for educational leadership as they interact with the components of appropriate middle level education.

ED 452 Adolescent Development and Advisor/Advisee Programs The purpose of the course is to explore pre-adolescent development and the role adults play in the unique development of middle school students to build positive relationships through a team using planned advisory programs.

ED 453 Interdisciplinary Instructional Strategies The purpose of the course is to provide instruction in the design and preparation of interdisciplinary instructional units with appropriate instructional strategies for classroom use. The instructional units and strategies will be designed for use in grades 5-8 middle school classrooms using an interdisciplinary team approach to instruction.

ED 460S Student Teaching: Secondary Supervised student teaching experience in a secondary school (7-12). Applications due as per posted deadlines in Field Experiences Offices.

ED 461S Student Teaching: Secondary Supervised student teaching experience in a secondary school (7-12). Applications due as per posted deadlines in Field Experiences Offices.

ED 461V Student Teaching: Secondary/K-12 Supervised student teaching in a middle school or a secondary school (9-12). Applications due per posted deadlines in Field Experiences Office. Students must have completed the education core and all major coursework.

ED 469 Internship Opportunities for on-the-job experience. Appropriate for students with individualized majors. A maximum of 12 internship credits may be applied to the degree.

ED 490 Topics in Education This is an upper division topical course which may be repeated when the topic changes.

ED 494 Study Tour in Comparative and International Education Field study in selected countries through conferences with educators, schools, universities, ministry visitation and conferences. Open to non-majors.

ED 497 Readings in Education Readings and supervised study of topics in depth. On demand only. May be repeated up to six credits.

Elementary and Early Childhood Education

EECE 189 Continuing Studies Topics Continuing Studies Topics course in Elementary and Early Childhood Education.

EECE 190 Topics in Elementary and Early Childhood Education This is a topics course and may be repeated as topics vary.

EECE 220 Foundations of Early Childhood & Early Childhood Special Education This is an introductory course to the field of the early childhood and early childhood special education. Basic aspects of programming for children from birth to age eight will be studied. Referral and intervention procedures are included as well as various educational and service delivery models. Terminology, key professionals, historical and contemporary issues are included.

EECE 230 Child Development for Teachers Study of the growth and development of children with and without disabilities from conception to age twelve. Includes the relationship of development to learning and its implications for teaching.

EECE 234 Play and Development Importance of play on the development of children with and without disabilities, birth to age 8, along with developmentally appropriate strategies for guiding children's behavior. Prior or concurrent enrollment in EECE 230 is required.

EECE 250 Creative Expressions in Early Childhood This course will explore play-based art and music experiences that are integrated throughout the curriculum. Focus will be placed on understanding creativity and the development of skills to assist and encourage young children to express themselves through art, music, movement, and drama during one-on-one, choice time, and large-group experience.

EECE 290 Topics in Elementary and Early Childhood Education This is a topics course and may be repeated as topics vary.

EECE 297 Independent Study in Education Extends study beyond regular course work at the sophomore level.

EECE 333 Discovery Learning Developmentally appropriate practices focusing on methods and materials in art, literature, music, math, science, and social/multicultural studies. Emphasis: focusing on constructivist approaches to hands-on discovery learning of children ages three to eight.

EECE 341 Reading and Language Arts I An integrative approach to learning and teaching the language arts in the elementary school. Emphasis on strategies for developing knowledge and skills through the use of literature from the content areas.

EECE 342 Curriculum Foundations Foundations of K-12 curricula in language arts, science, and social studies. Designed for special education teaching majors. Concurrent with EECE 467P.

EECE 367J Intermediate Practicum/Elementary Teaching Observation of children in classroom setting; assisting classroom teacher and teaching selected lessons under supervision. Students should have taken Ed 205E. This course should be taken concurrently with the specialty area methods course.

EECE 375 Contemporary Methods in Early Childhood Literacy This course will extend the knowledge of appropriate strategies for supporting the development of literacy in classrooms for children from ages 3 to 8 years. The issues surrounding best practices in literacy for young children will also be explored.

EECE 388 Classroom Assessment This course provides an overview of the major types of assessment methods used by teachers to evaluate student performance and improve instruction. Specifically, the course will address the use and interpretation of portfolios, standardized tests, authentic assessment, alternative assessment, standards-based assessment and performance assessment.

EECE 397 Independent Study in Education Extends study beyond regular course work at junior level.

EECE 426 Primary Methods: Math, Science, Social Studies A methodology course for early childhood majors to explore constructivist approaches to hands-on discovery learning of math, science, and social studies in the primary grades of 1-3.

EECE 428 Building Partnerships Frameworks for building partnerships in education are explored with particular focus on family, colleagues and community. Strategies for building partnerships when working with children with special needs, typically developing children and children of various cultural backgrounds are addressed. Resources, communication, consultation, and cross-cultural competence are included.

EECE 430 Infant/Toddler Programs and Practices An orientation to planning and implementing programs for children ages birth to three years and their families. Guidelines for supporting development and for providing quality care and education will be examined and applied in a field experience in an infant or toddler program. The practicum, EECE 467I (one credit) accompanies this course and must be taken concurrently.

EECE 433 Preschool and Kindergarten Curriculum This course will provide the student with the skills and knowledge necessary to plan and implement curriculum in programs serving pre-school and kindergarten children and their families. Students apply integrated curriculum planning and demonstrate advanced use of developmentally appropriate practices and strategies in either a pre-school or a kindergarten classroom. The practicum, EECE 467K (one credit) accompanies this course and must be taken concurrently.

EECE 436 Administration of Early Childhood Education Programs Focuses on the competencies entailed in administering both small and large-scale programs for children from birth to age 8. Concentrates on all facets of staffing, supervising, budgeting, and operating early childhood programs including an in-depth look at legal issues. To be taken concurrently with EECE 469C.

EECE 437 Leadership and Administration in Early Childhood Education This course focuses on the knowledge, skills, and dispositions necessary to develop leadership and administrative abilities needed in the field of Early Childhood Education. This course will address a variety of facets of administration including enrollment, staffing, supervision, policy development, communication, budgeting and evaluation of early childhood programs. In addition, this course includes the examination of leadership, advocacy, and contemporary issues within the field, culminating in the writing and presentation of an independent scholarly advocacy paper. As a writing intensive course, writing is a major component of the course.

EECE 438 Guidance and Play This course explores guidance and play with young children. Emphasis on using relationship-based guidance approaches to support the development of self-regulation and positive self-concept. Methods for designing a learning environment and using play to optimize children's learning will be taught. Guidance strategies and group management approaches are addressed.

EECE 439 Infusing Technology into Literacy Instruction This course is designed to help K-12 teachers thoughtfully integrate technology into their literacy instruction.

EECE 441 Children's Literature: Content and Methods Close reading and study of children's literature--folktales, myth, hero tales, picture books, poetry, modern fantasy, biographies and realism. Emphasis on the nature of children's literature, literature from diverse cultures, criteria for selection, and strategies for

reading/teaching literature as a content field in the elementary school. This course meets the upper-level writing requirement.

EECE 445 Remedial and Corrective Reading Presentation of special methods and materials in teaching reading to children performing below or above grade level with emphasis on age-appropriate strategies at the primary, intermediate and secondary level. Students are expected to have taken an introductory course in literacy or have the consent of the instructor.

EECE 446 Remedial and Corrective Reading Clinic Supervised practice in remediating children with reading disabilities at the primary, intermediate and secondary levels.

EECE 467F Practicum/Elementary Teaching Observing children in a classroom setting, assisting classroom teacher, and teaching selected lessons under supervision. Taken concurrently with PFY. May include seminar. Can be repeated with permission of EECE chair.

EECE 467I Practicum: Infant and Toddler Observing children in a classroom setting, assisting classroom teacher, and teaching selected lessons under supervision. May include seminar and may be repeated. This course requires concurrent enrollment in EECE 430.

EECE 467K Practicum: Pre-Primary Observing children in a classroom setting, assisting classroom teachers, and teaching selected lessons under supervision. May include seminar and may be repeated. This course requires concurrent enrollment in EECE 433.

EECE 469 Internship Opportunities to work with students and curriculum in selected settings.

EECE 473 Practicum in Early Childhood Education Supervised practicum experience with prekindergarten children. Analysis and evaluation of classroom procedures and development of young children.

EECE 474 Methods in Teaching Elementary Science and Environmental Education Content, philosophy, and organization of science and environmental education program; emphasizing integration across the curriculum and development of critical thinking, and methods of instruction and assessment. Enrollment in this course requires admittance to PFY.

EECE 475 Reading and Language Arts II An integrative approach to learning and teaching the language arts in the elementary school. Emphasis on the role of literature in planning, organizing, and assessing reading and writing instruction. Enrollment in this course requires admittance to PFY.

EECE 476 Methods in Teaching Elementary Social Studies Content, philosophy, and organization of social studies program; methods of instruction and curricular issues. Enrollment in this course requires admittance to PFY.

EECE 480E Student Teaching: Elementary Supervised student teaching experience at the elementary level for students receiving a K-12 license only. Enrollment in ED 460S (5 credits) is also required.

EECE 481C Student Teaching: Early Childhood Supervised student teaching experience in an elementary school and in an early childhood program. Students will teach at two levels, preschool through third grade.

EECE 481E Student Teaching: Kindergarten/Elementary Supervised teaching experience in a kindergarten and/or elementary setting. Retention in Teacher Education Program through SARTE. Satisfactory completion of/or co-enrollment in all prior Early Childhood Education program requirements.

EECE 481V Student Teaching: Elementary/Early Childhood Supervised student teaching experience in an elementary school or early education center. Only students who are student teaching in the Student Teaching Abroad Program, or being hosted by MSUM via the Common Market Program, or other approved exchange program, should register for this course.

EECE 488 Contemporary Issues and Ethics in Early Childhood Education A capstone course to be taken near the end of student's course work in early childhood and early childhood/special education. Includes the synthesis of major ideas in the field and encourages independent scholarship using library research, discussion, written and oral presentations, and advocacy skills. Students should not enroll in this class prior to their Senior year.

EECE 490 Topics in Elementary and Early Childhood Education This is a topics course and may be repeated as topics vary.

EECE 494 Educational Alternatives for Learning Construction of both established and innovative educational programs. May be repeated.

EECE 497 Readings in Education Extends study beyond regular course work.

EECE 499 Topical Workshop This topical course is taught in workshop format and may be repeated when the topic varies.

Engineering

ENG 130 Introduction to Engineering Introduction to engineering fields, tools and methods for problem solving. Designed for students exploring career options in engineering.

ENG 200 Surveying Introduction to plane surveying, including: use of transits, levels, and total stations; measurements by tape, electronic, and stadia methods; traverse and coordinate calculations, GPS overview, topographic and construction surveys, and U.S. Public Lands descriptions.

ENG 200H Surveying for Highways Continuation of ENG 200 with content specific to the design and construction of highways: earthwork area and volumes, vertical curves, and horizontal curves. Required for Civil Engineering students transferring to NDSU. Recommended for other Civil Engineering and Construction Management students considering careers in heavy highway. Corequisite: ENG 200

ENG 243 Engineering Mechanics I - Statics Vector algebra. Application of equations of equilibrium to the analysis of simple engineering structures and machines. Nature and influence of friction. Elementary theory of statically determinate framed structures.

ENG 244 Engineering Mechanics II - Dynamics Principles of kinematics, particle systems and plane rigid bodies, and vector calculus in solving problems.

ENG 245 Engineering Mechanics III - Materials Application to problems of stress and strain at a point, stress-strain relations in two dimensions, linear theory of torsion, bending stresses, deflection of determinate and indeterminate beams and instability.

English

ENGL 099 Fundamentals of Writing ENGL 099 is an introductory composition course designed to prepare students for the 1A, Written Communication course. Students will study grammar, standard English usage, and rhetorical techniques and strategies. This course emphasizes sentence structure, paragraph development, and organizing and developing the short essay. There is also a strong focus upon reading and analysis of expository essays and other short, mostly non-fiction, works. Students placed into ENGL 099 must attain a passing grade in the course before enrolling in the required 1A, Written Communication course. ENGL 099 carries only credit toward semester load.

ENGL 101 English Composition I English Composition I is the foundational writing course; special attention is devoted to learning about and using effective writing processes to create logical, engaging, and grammatically and mechanically correct essays suitable for a variety of audiences and purposes. In addition, students will read, analyze, evaluate, synthesize, and integrate appropriately and ethically information and ideas from diverse sources and points of view in their writing. MnTC Goal 1.

ENGL 102 Composition and Literature II The First-Year Composition and Literature II course stresses expository writing (essays that explain, describe, compare, interpret, analyze, and persuade). In this course students will be asked to read and write with thoughtfulness, skill, and honesty, to think critically, to develop and defend their assertions, and to make use of library and other research sources that require crediting the writing of others in a responsible manner. Students will also read numerous works of poetry and drama and other genres.

ENGL 104 Freshman Composition and Literature This course is designed for transfer students, or for returning MSUM students who, because of curricular conversion, do not have sufficient credits in Freshman English Composition. The course will be tailored to meet the genre or element that is missing (poetry, drama, novel, research paper, etc.). Permission to enroll in this class must be obtained from the Chairperson of the English Department or the Freshman Composition coordinator.

ENGL 105 Honors English: Ideas, Reason and Exploration This course is for students admitted to the Honors Program. This accelerated course is designed to develop writing skills. This course is also designed to fulfill the Written Communication Competencies and Student Learning Outcomes of the Inner Core. MnTC Goal 1.

ENGL 111 Composition for Non-Native Speakers This course serves as the introduction to college writing and focuses on developing reading and writing skills for non-native speakers. The writing environment of English 111 is designed to help promote writing as a process involving several stages that range from proposing a substantial thesis to a final, polished and proofread revision and good paper. English 111 will help students develop effective writing habits. Some attention will be given to English idioms, grammar and stylistics as well as developing rhetorical strategies and competencies. MnTC Goal 1.

ENGL 112 Composition and Literature for Non-Native Speakers II The First-Year International Composition and Literature II course stresses expository writing (essays that explain, describe, compare, interpret, analyze and persuade). In this course, students will be asked to read poetry, drama, and essays and respond critically and thoughtfully as they develop and defend their assertions. Library instruction on research and documentation. Students will also discuss questions of English grammar, usage, and idiomatic situations. This course fulfills the English 102 requirement.

ENGL 159 Cultural Perspectives in Literature This course will increase both student's critical thinking skills and cultural awareness through literature. Students will learn and practice the methods of argument, as they analyze works of literature from different cultures and different perspectives. Students will analyze the positions that writers and speakers take on different issues, and learn essential writing skills. MnTC Goal 2.

ENGL 163 Who Is a Hero? This course is an introduction to and exploration of literature written by authors who write from a culturally diverse perspective. Students will be asked to analyze, interpret, and compare how the concept of hero is played out within each cultural context. MnTC Goal 2.

ENGL 183 Introduction to the American Short Story This course introduces students to the American Short Story from the 19th Century to the present. In this course students will have the opportunity to cultivate an appreciation for American literature, and develop the skills of close reading and analysis of selected works. MnTC Goal 6.

ENGL 190 Special Topics: Freshman Composition This is a topical course and may be repeated when the topic changes.

ENGL 200 Introduction to Literary Studies This course introduces students to the basic elements of literary study, including literary analysis, critical interpretation, and theoretical approaches. Students will study a variety of genres and styles from diverse cultural and historical perspectives. Students will also read exemplary pieces of criticism designed to demonstrate the fundamental tenets of a critical approach. Required of all English majors as a prerequisite for all core and major courses.

ENGL 201 English Composition II This course focuses on analysis and argumentation, with special attention devoted to learning about and producing effective and persuasive academic essays. Many assignments in this course will involve research and thus will require ethical and correct source citation and documentation. Must have successfully completed ENGL 101 or an acceptable placement score. MnTC Goal 6.

ENGL 202 English Composition and Literature The First-Year Composition and Literature course stresses expository writing (essays that explain, describe, compare, interpret, analyze, and persuade). In this course students will be asked to read and write with thoughtfulness, skill, and honesty, to think critically, to develop and defend their assertions, and to make use of library and other research sources that require crediting the writing of others in a responsible manner. Students will also read numerous works of poetry and drama and other genres. MnTC Goal 6.

ENGL 211 Major British Writers I Selected major writers through Milton. Some attention to literary criticism and research techniques.

ENGL 212 Major British Writers II Selected major writers, Enlightenment through Romantics, Victorians and Moderns. Some attention to literary criticism and research techniques.

ENGL 215 World Games: International Stories about Sports and Politics This class uses a variety of literary and cinematic texts to explore how organized sports have been used to help build a national identity, to represent nations in the international sphere, and to express conflicts within and between nations. MnTC Goal 6 and 8.

ENGL 234 Mythology Introduction to the great myths of Greece and Rome and their influence upon later literature. MnTC Goal 6.

ENGL 235 World Mythology Students will explore mythological systems from around the world focusing upon the historical "interdependence of nations and peoples" and developing the "ability to apply a comparative perspective to the cross-cultural social, economic and political experiences" embodied and explored by these mythologies. MnTC Goal 8.

ENGL 241 Modern American Literature Selected major figures of 20th-century American Literature.

ENGL 246 Women in Literature A study of the various ways women are depicted in imaginative literature and expository prose. Readings vary. MnTC Goal 6.

ENGL 280 World Literature: East and West Selected writers or literary traditions in world literature with at least one-half of the course focusing on the non-western literature. MnTC Goal 7.

ENGL 282 Literature for Non-Majors This course is designed to introduce students to significant English, American, and World literatures from a variety of periods, cultures, and literary or critical traditions. The course will introduce students to the process of situating works within larger cultural, historical, and/or biographical contexts. Students will also receive instruction in the process of critical and interpretive reading and writing. MnTC Goal 6.

ENGL 285 Scriptwriting An introductory workshop in writing scripts for the stage and the screen. Students will be expected to write a short play and a mini-screenplay of 15-20 pages. Scripts will be work-shopped in class.

ENGL 286 Writing for the Workplace Study and practice in writing non-academic material linked to the experiences of daily life and to practical career situations.

ENGL 288 Introduction to Creative Writing Practice in the writing of poetry, short fiction, or drama.

ENGL 290 Topics in English Study of a particular literary topic: special approaches or procedures related to the study of language or literature. The course may be repeated when the topic changes.

ENGL 301 Medieval British Literature Study of selected major authors and works, sometimes in comparison with European counterparts, exclusive of Chaucer.

ENGL 302 English Renaissance Literature Study of English Renaissance authors, themes, and genres from 1485 through 1649.

ENGL 303 Literature of the English Enlightenment Study of English authors, genres, and themes from the English Restoration to the end of the eighteenth century.

ENGL 305 The Romantic Period Study of British authors, genres, or literary movements from roughly the 1780s through 1830. Some considerations of social and cultural context will be included in this study.

ENGL 306 The Victorian Period Study of British authors, genres, or literary movements from roughly the 1830s through 1900. Some consideration of social and cultural context will be included in this study.

ENGL 307 20th-Century British Literature Study of selected major British authors from the 1890s to the present.

ENGL 314 Topics in Shakespeare The course emphasizes the skills of close reading as well as understanding Shakespeare's texts within the context of early modern history and culture. In addition to reading a variety of Shakespeare's comedies, tragedies, and romances, students will study videotaped performances of select passages and scenes in order to analyze and discuss the many different and differing ways the plays can and have been recreated. Students may repeat the course as the covered play texts change.

ENGL 314T Shakespeare: Theory An examination of Shakespeare's plays from a number of critical perspectives, including New Criticism, New Historicism, Post-colonialism, Queer Theory, Feminism, and others. Students should be simultaneously enrolled in English 314.

ENGL 317 Personal Lives, National Affairs This course will examine a variety of texts that show the intersection of personal lives and national affairs within a range of different cultural and global settings. MnTC Goal 6 and 8.

ENGL 318 Christian Bible as Literature An introduction to the academic study of the Christian bible as literature, including the gospels, the letters of Paul, and Revelations. Focus on relevant historical, theological, and cultural contexts in the literary study of the texts. MnTC Goal 6.

ENGL 321 Early American Literature Early-American Literature. Study of authors, genres, or literary movements from the beginnings-1830. Subjects and focus will vary as materials address literature from the moment of Anglo-European-Indigenous contact to the constituting of the New Republic.

ENGL 322 19th-Century American Literature Studies of authors, genres, or literary movements in nineteenth-century America. Subjects and focus will vary as materials address the literature of nineteenth-century America.

ENGL 323 20th-21st Century American Literature Study of authors, genres, or literary movements from 1900-present.

ENGL 325 Literature for Young Readers Literature for Young Readers is a concentrated reading course designed to impart the knowledge necessary for an appreciation and understanding of children's literature, its historical development, major genres in the field, contemporary issues and debates about children and literature written for them, and the literary terms relevant to the study of literature written for children. In addition to reading classics and the critically acclaimed works of both fiction and nonfiction by modern writers, students will study poetry, folklore, mythology, and examine the relationship between illustration and text (picture books and graphic novels). MnTC Goal 6.

ENGL 330 Individual Authors Intensive study of one or two significant authors.

ENGL 332 Film and the Novel Comparative analysis of major novels and their screen adaptations. Focus on aesthetic and interpretative similarities and differences.

ENGL 340 Genre Studies Extensive reading in a particular literary genre--short story, novel, poetry, drama, or epic.

ENGL 343 Drama II Representative readings in dramatic literature from Greek theatre to the present day. Greek and Roman tragic and comic playwrights, Aristotelian criticism, and classical theatre history. Early native farce, religious drama, and the drama and theatrical innovations of the Renaissance through the 18th century. Same as THTR 322.

ENGL 344 Drama III Representative readings in dramatic literature from Greek theatre to the present day. The drama of the modern era, beginning with the 19th century Romantics, viewed as a revolutionary, cultural, political and artistic force.

ENGL 346 Virtue and Vice in Gothic Storytelling A consideration of the ethical implications of the literary constructions of Gothic storytelling and the larger social context that surround it and its place in popular culture. Students will analyze Gothic tales in order to extract their ethical underpinnings. Students will also use their readings to better understand larger ethical belief systems and their place within those. MnTC Goal 9.

ENGL 352 Native American Literature This course is an introduction to and an exploration of literature written by Native Americans. Texts read in this course are produced by writers of Native American descent. Course presents core texts (fiction, essays, poetry, drama) in the development of literary history of western Indian writers with an emphasis on contemporary literature. MnTC Goal 7.

ENGL 356 African American Literature The focus of the course is the African-American literary tradition. This survey course covers African-American writing from slave narratives to the present. Because of the historical sweep of the course, students will read broadly, rather than intensively--with any one writer. Students will also be instructed in the historical background for the writings.

ENGL 365 Language and Learning An interdisciplinary approach to theories of language development, and language as a mode of learning.

ENGL 371 Survey of American Literature I Historical and critical study of authors, genres, and literary movements from early American writings through American Romanticism. Authors may include William Bradford, John Winthrop, Anne Bradstreet, Benjamin Franklin, Phillis Wheatley, Washington Irving,

James Fenimore Cooper, Ralph Waldo Emerson, Margaret Fuller, Nathaniel Hawthorne, Henry David Thoreau, Herman Melville, Edgar Allan Poe, Frederick Douglass, Harriet Beecher Stowe, Walt Whitman, and Emily Dickinson.

ENGL 372 Survey of American Literature II Historical and critical study of authors, genres, and literary movements from 19th Century American Realism, Naturalism, Modernism, Post-Modernism to the present. Authors may include Henry James, Kate Chopin, Theodore Dreiser, Edith Wharton, Robert Frost, T.S. Eliot, William Carlos Williams, Wallace Stevens, Willa Cather, Ernest Hemingway, F. Scott Fitzgerald, William Faulkner, W.E.B. DuBois, Langston Hughes, Zora Neale Hurston, Ralph Ellison, Audust Wilson, Toni Morrison, Maxine Hong Kingston, and Louise Erdrich.

ENGL 380 World Literature Study of selected world masterpieces grouped by theme or genre. MnTC Goal 8.

ENGL 387 Technical Report Writing Expository writing dealing with subjects in student's major and planned for a specialized audience: documenting, writing abstracts, preparing reports of original investigations. Recommended for students who have taken classes in their major.

ENGL 388 Creative Writing The writing of poetry, short fiction, plays, or film. Partly a dialogue on contemporary writing, but mainly workshop. May be repeated up to three times for credit if the genre changes.

ENGL 390 Special Topics Study of a particular literary genre, topic, or theme.

ENGL 394 Advanced Composition Principles of clear and effective writing, elements of the writing process, research and methods in teaching, responding to, and evaluating writing.

ENGL 395 Theory and Methods of Tutoring Presentation and discussion of theories and methods for conference teaching and the writing process. Writing and responding to writing to facilitate thinking about the course content. Observing and conducting tutorial sessions to gain hands-on experience in tutoring/teaching. This course is a prerequisite for students who wish to work as tutors in The Write Site. It's a relevant course for any prospective secondary English teachers.

ENGL 402 Introduction to Publishing This course familiarizes students with small press publishing and with the various facets of the writing, publication and marketing processes. It also includes an orientation to New Rivers Press, a working non-profit press located at MSUM, and a daylong field trip to various publishing facilities in the Minneapolis-St. Paul area.

ENGL 407 Big City, Big Impact This course uses a variety of texts for an exploration of the environmental and social impacts of big city life, as shown by various writers. MnTC Goal 6 and 10.

ENGL 409 Studies in American Literature Study of selected topics, movements, or genres.

ENGL 410 Studies in British Literature Study of selected topics, movements, or genres.

ENGL 411 Chaucer Study of selected major works and their background.

ENGL 413 Writing About Art This course features writing about art, the visual arts particularly. It is a writing intensive course where we build and refine skills in writing about art, and we write about art to inform, persuade, clarify and account for our responses to works of art. All formal writing assignments written in response to gallery visits in the F/M area will pass through an in-class edit for the purposes of developing plans for revision of the writing.

ENGL 417 Issues of Death & Grief: Creative Non-Fiction of Life & Loss Within the gravities of life and death, love and grief, there is a search for understanding and healing. This course is designed to help students understand that death and grief present choices and changes that face us as citizens within a community of loved ones. During this course, students will consider the importance of care and customs surrounding death and dying and the value of honest dialogue when grief is set upon individuals struggling with loss. This course will develop students' awareness of the ethical dimensions of personal decisions (for self and others in the realm of loss, the business of mourning and the pain of grief) and to cultivate their deliberative skills through respectful engagement with others whose views differ. MnTC Goal 9.

ENGL 423 Writing for Children This course is a writing intensive course that focuses on writing for children and adolescents. Students will read several texts written for young readers and analyze the craft of writing in each. Students will also complete practice writing exercises that are specific to the

conventions of genres in children's literature, workshop and revise major writing assignments, and produce a final polished project of a collection of poetry, a first chapter in fiction, or a short story.

ENGL 425 Grant Proposal Writing Students research significant problems or opportunities in their major fields and research applicable sources of private and/or public funding. In response to the problems and opportunities they select, students will research, design, and write grant proposals for cost-effective programs, including program evaluation plans. ENGL 387, Technical Report Writing, is strongly recommended before you take this class.

ENGL 435 Ecocriticism Ecocriticism is a fairly recent cultural and literary development, the term coined in the late 1970s. This course introduces students to representative ecocritical texts that study the relationship between humans and the environment. Significant attention will be devoted to issues of sustainability, eco-literacy, and the efficacy of literary expressions of environmental value. MnTC Goal 10.

ENGL 445 Holocaust Literature In this course, students examine a variety of literary works, including novels, diaries, memoirs, articles, essays, poems, short stories, historical documents, and/or films that illustrate prominent attitudes, historic events, and lived experience associated with the planned extermination of millions of people (including but not limited to Jews, Gypsies, Homosexuals, and Christians) during Hitler's reign. Through the study of these literary works, students come to recognize the consequences of stereotypes, prejudice, hate, and discrimination. As the class evaluates historic and current attitudes regarding the "other", students reflect upon their own ethical and moral views, identify personal responsibilities of citizenship, understand human rights as well as personal and societal obligations, examine the role of justice, and analyze the ethical dimensions of political, social, and scientific issues. MnTC Goals 6 and 9.

ENGL 452 Craft Seminar A class based primarily on discussion of how authors use various strategies to achieve narrative, poetic, or dramatic success. An intensive examination of the craft of fiction, nonfiction, poetry, or script writing. Conducted as a reading seminar, not as a writing course. Students will make an oral presentation on some element of craft exhibited by a chosen work. Successful completion of ENGL 288 and 388, and at least Junior status are recommended. Course may be repeated as genres change.

ENGL 457 Literary Editing: Red Weather This is a production-centered, hands-on class. Students will be responsible for producing a complete issue of Red Weather, MSUM's literary magazine, from screening and selecting manuscripts, interacting with the authors whose work is chosen, to designing and promoting the finished magazine.

ENGL 462 Practicum in Publishing This course is designed to familiarize students to the working functions of a small press literary publishing house through lectures, demonstrations, and supervised group activities such as participating on editorial book teams, writing teacher guides for the website for New Rivers Press books, developing marketing plans, reading tours, distributor marketing packets etc. All projects are presented in class to foster a broader class understanding of the overall activities of a small press.

ENGL 463 History of the English Language A survey of the early history of the English language, its sounds and its grammar, emphasizing Old English and its literature or Middle English and its literature.

ENGL 469 Internship Supervised employment requiring substantial writing practice in government or private agency. Repeatable up to a total of 12 credits. All credits apply toward graduation, but only three may count toward a major or writing minor in English. Six credits accepted toward the B.A., Writing Emphasis.

ENGL 487 Advanced Technical Report Writing Process-oriented writing class that emphasizes theoretical aspects of audience analysis, principles of document organization and design, and technical editing. Students will also learn how to design effective document supplements and visuals. Students will also learn about and use various research techniques. Course is conducted through lectures, group and individual discussions, collaborative writing, and hands-on work in the library and computer labs. ENGL 487 culminates in a professional website and an online portfolio.

ENGL 488 Advanced Creative Writing Advanced work in writing of poetry, short fiction, plays or film offered once a year in Spring as a Capstone course choice for Writing Majors. Students may repeat course once when genre changes.

ENGL 489 Continuing Studies Topics Course This is a topical course in English and may be repeated when the topic varies.

ENGL 490 Special Topics This is an upper division topical course and may be repeated when the topic changes.

ENGL 491 Methods of Teaching English Current practices and trends in teaching and assessing communication arts/literature in grades 9-12.

ENGL 493 Grammars of English A survey of the history of language study, of the history of the English language, and of the various kinds of grammars: traditional, structural, and transformational.

ENGL 494 Teaching English in Middle/Junior High Review of current trends in communication arts/literature education in middle school and junior high (grades 5-9). The course teaches approaches and techniques for teaching and assessing literacy and examining adolescent/young adult literature and media.

ENGL 495 Advanced Study in Language or Literature Study of selected topics, individual authors, genres or movements in linguistics or in American, British or world literature. The course may be offered as a seminar, as an independent study, or as an adjunct to another class taught by the same instructor. Repeatable when subject matter varies.

ENGL 496 Literature Capstone Seminar Study of selected topics, individual authors, genres or movements in American, British or World literature. Required for BA literature majors and open to BA Writing majors and BS English majors. The course is offered once per semester. It includes multiple approaches to analyzing literature and a documented research paper of substantial length with an extensive annotated bibliography. The capstone serves as a culminating course for academic study in English. Students are encouraged to take the capstone in their senior year.

ENGL 497 Tutorial The consideration of various problems in literature or language agreed upon by the instructor and the student.

Eurospring

EURO 351 Main Lecture Topic

This course will be focused on a specific period in western intellectual history such as the renaissance, revolution to the enlightenment, or the enlightenment to the industrial age.

EURO 352 A Topical Course in Theatre Literature

A topical course which covers various periods in theatre literature.

EURO 353 A Topical Course in Literature

A topical course which covers various topics in literature.

EURO 354 A Topical Course in Art and Architecture

A topical course which covers various periods in art and architecture history.

EURO 355 A Topical Course in Politics, Power, and the Law

A topical course which covers various periods of the exercise in politics, power, and law.

EURO 356 A Topical Course in Science and Discovery

A topical course which covers various periods in science and discovery.

EURO 357 A Topical Course in Music

A topical course which covers various periods in the history of music.

EURO 358 A Topical Course in Women's Studies

A topical course which covers various periods in women's history

EURO 359 European Grand Tour

This course is a 21 day coach tour which visits centers of western civilization including Paris, Florence, Rome, Venice, Salzburg, Berlin, and Amsterdam. Guided tours are planned and students are expected to visit at least one museum per city on their own.

EURO 372 Eurospring History and the Social Sciences

Guided by the tour leader, students will synthesize their overall experiences, including prep course briefings, field trips and personally planned Easter break and museum visits and the Grand Tour in order to meaningfully answer broad thematic questions central to the LASC learning outcomes for history and social sciences. MnTC Goal 5.

EURO 373 Eurospring Humanities: Arts, Literature and Philosophy

Guided by the tour leader, students will synthesize their overall experiences, including prep course briefings, field trips and personally planned Easter break and museum visits and the Grand Tour in order to meaningfully answer broad thematic questions central to the LASC learning outcomes for humanities. MnTC Goal 6 and Goal 8.

EURO 390 Topics in Eurospring

This is an upper division topics course and may be repeated when the topic changes.

Exchange

EXCH 090 Introductory Algebra Exchange course with MSCTC to offer introductory algebra for MSUM students who do not succeed in PDEV 100. This course is recommended for those students who little or no algebra experience. Topics include algebraic expressions, solving linear equations, solving linear equalities, polynomial operations, factoring polynomials, and solving polynomial equations.

EXCH 100 Exchange Course This course is a lower level exchange course which title changes when the official transcript is received at MSUM.

EXCH 200 Exchange Course This course is a lower level exchange course which title changes when the official transcript is received at MSUM.

EXCH 300 Exchange Course This course is an upper level exchange course which title changes when the official transcript is received at MSUM.

EXCH 310 State University Common Market This course is an exchange which allows Moorhead State University students to attend one of the other Minnesota State Universities at Bemidji, Mankato, Metropolitan, Southwest, St. Cloud, or Winona. Students are generally limited to one term of enrollment as a Common Market Student.

EXCH 316 UNINTER Exchange Cuernavaca Mexico Student exchange program with the Universidad Internacional(UNINTER)in Cuernavaca, Morelos, Mexico.

EXCH 320 Portsmouth Exchange I This is the first semester of a study abroad program at the University of Portsmouth in Portsmouth, England. Study is available in a limited number of disciplines.

EXCH 321 Portsmouth Exchange II This is the second semester of a study abroad program at the University of Portsmouth in Portsmouth, England. Students may study in a limited number of disciplines.

EXCH 325 Ming Chuan University Exchange Taiwan Student exchange program with Ming Chuan University in Taiwan.

EXCH 329 University of Lincoln Exchange I This course is the first semester of an exchange between MSU and the University of Lincoln in the United Kingdom. Students may study in a limited number of disciplines.

EXCH 330 University of Lincoln Exchange II This course is the second semester of an exchange between MSU and the University of Lincoln in the United Kingdom. Students may study in a limited number of disciplines.

EXCH 350 Eurospring Preparatory Course Preparatory course for Eurospring semester in England.

EXCH 361 Kanda University Exchange I This is the first semester of an exchange program which allows MSUM students to attend Kanda University in Japan.

EXCH 362 Kanda University Exchange II This is the second semester of an exchange program that allows MSUM students to attend Kanda University in Japan.

EXCH 363 Nagoya University Exchange I This is the first semester of an exchange program that allows MSUM students to attend Nagoya University in Japan.

EXCH 364 Nagoya University Exchange II This is the second semester of an exchange program that allows MSUM students to attend Nagoya University in Japan.

EXCH 365 University of Sunshine Coast, Australia Exchange This is a formal exchange course whereby MSUM students attend the University of Sunshine Coast in Australia during the fall semester.

EXCH 366 University of Sunshine Coast, Australia Exchange This is a formal exchange whereby MSUM students attend classes at the University of Sunshine Coast in Australia during the spring semester.

EXCH 367 Kanto Gakuin Japan Exchange I This is a formal exchange course whereby MSUM students attend the Kanto Gakuin University in Japan during the fall semester.

EXCH 368 Kanto Gakuin Japan Exchange II This is a formal exchange course whereby MSUM students attend the Kanto Gakuin University in Japan during the spring semester.

EXCH 391 Fergus Falls 4.0 Business Exchange This is a program whereby students at Fergus Falls take MSUM courses taught on the Fergus Falls campus. Students take all courses necessary for the Business Administration major at FFCC, two years at FFCC to obtain the AA Degree and two years of ITV courses transported from MSUM to FFCC.

EXCH 400 Exchange Course This course is an upper level exchange course which title changes when the official transcript is received at MSUM.

Film Studies

FILM 100 Technical Training: Video Production This course is designed to develop a thorough understanding of the technical equipment needed for the first level Video Production course. This includes detailed training in the operation of video editing software, title graphics software used in video postproduction, video camera operation and camera support equipment, and the tools of video lighting. Individual sessions will focus on specific types of equipment and development of proficient use in the production of video projects. Concurrent registration in FILM 172 is required.

FILM 101A Practicum Practical experience in a performance activity in Film.

FILM 101B Practicum Practical experience in a performance activity in Film.

FILM 101C Practicum Practical experience in a performance activity in Film.

FILM 101D Practicum Practical experience in a performance activity in Film.

FILM 102 Practicum Practical experience in a performance activity in Film.

FILM 172 Video Production Theory of and practical experience with video production techniques. Electronic Field Production and post production techniques will be stressed when doing out of class projects. Concurrent registration with FILM 100 is required.

FILM 180 Understanding Movies This liberal studies film course is designed to introduce students to the vocabulary and artistic elements of cinema. It will focus on creating an understanding and appreciation for the basics of cinematography, film sound, acting, screenwriting, directing, and narrative frameworks utilized to create film. Historical and contemporary films will be viewed as text material for analysis. MnTC Goal 6.

FILM 190 Topics in Film This is a lower division topics course and may be repeated when the topic changes.

FILM 200 Technical Training: Beginning Filmmaking This course is designed to develop proficiency in the operation of film equipment needed to produce beginning level 16mm dual system sound, black and white reversal film projects. This includes 16mm film equipment, lighting and sound equipment. Concurrent registration in FILM 284 required.

FILM 202 Practicum Practical experience in a performance activity in Film.

FILM 232 Principles of Make-up for Stage and Film Techniques and styles of make-up used in stage and film productions. Same as THTR 232.

FILM 280 History of Film A chronological approach to the development of the motion picture medium. Special attention to be paid to the aesthetic, political, cultural, economic and technological contexts in which American and other international cinemas developed. A studio screening/discussion session will be

included in each class period where influential films are viewed and discussed. Concurrent registration in FILM 280S is required. MnTC Goal 8.

FILM 280S Studio in Film History Studio credit to accompany the Film History course. Concurrent registration in FILM 280 is required.

FILM 281 Film Appreciation Film Appreciation is the study of the Art of Film through an examination of major American film directors, their most influential motion pictures, and the historical development of the film director's art and classic movie genres. The course traces the evolution of directorial styles and the development of film genre. Creative approaches to the medium are examined both artistically and critically. Innovative films are viewed, discussed, and evaluated. Students learn and use the various schools and methods of film criticism, develop an understanding of aesthetic qualities in film and apply them to their writing assignments. Concurrent registration in FILM 281S is required. MnTC Goal 6.

FILM 281S Studio in Film Appreciation Studio to accompany the Film Appreciation course. Concurrent registration in FILM 281 is required.

FILM 283 Film and the Stage A comparative analysis of major dramas with their screen versions. Emphasis is on the aesthetic and interpretive similarities and differences in the two art forms.

FILM 284 Beginning Filmmaking Theory and practice for the pre-professional filmmaker. Students learn to operate basic motion picture equipment. Projects include planning, shooting, and editing short films. Concurrent registration in FILM 200 required.

FILM 290 Topics in Film This is a lower division topical course and may be repeated when the topic changes.

FILM 302 Practicum Practical experience in a performance activity in Film.

FILM 371 History of LGBT Representation in Film This course will be an in depth examination of the cinematic representation of and filmic production by Lesbians, Gay Men, Bisexuals, and Transgender people. Films and videos from a wide spectrum of genres will be screened to substantiate both the differences and the commonalities surrounding this subject's cinematic treatment. This course will also cover certain historical and/or political events influencing queer culture, filmmakers, and their intersection. Key questions will be raised, including: How have non-dominant sexualities been portrayed in the history of cinema? Is there a "queer" way of viewing film? What role does authorship play? How, historically and in the present, have queer identities been censored and how have they eluded censorship? How have critical re-readings and camp been used to define non-dominant spectatorship? Is gayness situational, or advised by its location in other identities such as race, class, age/era, culture? MnTC Goal 7.

FILM 372 Editing Techniques This course will focus on the post-production phase of filmmaking with emphasis placed on editing theories and techniques. Projects will provide hands-on editing experience. The Apple Pro Certification process will be introduced.

FILM 375 Animation Techniques A comparative analysis of major novels with their screen versions. Emphasis is on the aesthetic and interpretive similarities and differences in the two art forms.

FILM 378 Techniques of Producing This course will survey the craft areas of Producing, Production Management, and Production Coordination. Students will learn practical skills as well as larger concepts behind this key area of motion picture creation.

FILM 383 Adaptations to Film This course is an exploration of the complex intersection between film and a variety of other literary and media texts. Selected poems, novels, short stories, plays, video games, etc. are analyzed in relation to film versions of the same works in order to gain an understanding of the possibilities - and problems - involved in the adaptation to film.

FILM 384 Techniques of Film Directing Theory and practice of developing artistic and technical skills in directing motion pictures. Special emphasis given to the importance of the director/actor relationship. Major filmmaking projects include scene study work with crews and actors.

FILM 385 Survey of International Cinema A study of major world cinemas, including influential filmmakers, screen personalities, and motion pictures. The interrelationship of national film movements and how they impact world cinema. Representative work from European, Eastern, and Third World cinema will be presented. A screening/discussion portion of the course will focus on important films of

the world cinema which will be discussed, and critically evaluated. Concurrent registration in FILM 385S is required.

FILM 385S Studio in International Cinema Studio credit to accompany the International Cinema course. Concurrent registration in FILM 385 is required.

FILM 386 Genre Studies Intensive study of a particular film genre. Analysis and discussion of specific generic conventions, historical shifts within the genre, and theoretical foundations. Potential course topics include: Science Fiction, American Screen Comedy, Film Noir, Horror Film, Westerns, Animation, etc. May be repeated when genre studied is different.

FILM 387 Director Studies Study of the work of selected film directors. The course will analyze and evaluate a director's dominant themes, creative content, historical context and cinematic style. This course may stress the work of a single director or compare elements of two or more directors. Potential course topics include: Alfred Hitchcock, John Ford, Frank Capra, Howard Hawks, Steven Spielberg, Woody Allen, etc. May be repeated when the film director studied is different.

FILM 388 Topical Studies In-depth study of specialized forms of film, historical periods, Hollywood studios and other topical areas of film study. Potential course topics include: Films of the 40's, American Silent Film, Exploring Films: Elements of Great Movies, Cult Films, Women in Film, etc. May be repeated when the topic changes.

FILM 389 Continuing Studies Topical Course This is a continuing studies topical course and may be repeated when the topic varies.

FILM 390 Topics in Film This is an upper division topical course and may be repeated when the topic changes.

FILM 400 Technical Training: Intermediate Filmmaking This course is designed to develop a thorough understanding of the technical equipment needed for the Intermediate level 16mm sync sound filmmaking course. This includes detailed training in the operation of 16mm film cameras including: Arriflex BL cameras and camera support equipment such as: tripods, dollies, jib arms etc., and the tools of film lighting and grip training. Extensive training in the use of double system sync sound recording methods will also occur. Individual sessions will focus on specific types of equipment and developing proficient use in the production of film projects. Concurrent registration in FILM 484 is required.

FILM 401 Technical Training: Advanced Filmmaking This course is designed to develop proficiency in the operation of film equipment needed to produce advanced level 16mm sync sound, color negative film projects. These include advanced 16mm film equipment, lighting and sound equipment. Concurrent registration in FILM 485 required.

FILM 402 Senior Seminar Project Development A preparatory practicum class involved in pre-production activities designed to facilitate the senior thesis project class (Film 496) taken during the spring semester.

FILM 416 Special Projects in Film Advanced individualized creative or investigative work in a particular phase of film study. May be taken more than once if content is substantially different.

FILM 469 Internship A supervised, practical experience in film studies. A maximum of 12 internship credits may be applied to the degree.

FILM 470 Undergraduate Teaching Assistant Students will serve as a teaching assistant for select Film Studies courses under the guidance of a faculty mentor. May be repeated up to three times for credit. Minimum GPA of 3.0 in major coursework is required.

FILM 472 Advanced Video Production Produce a series of programs to be aired. Includes all levels from writing and casting through taping and post-production.

FILM 480 Film Theory and Criticism Film Theory and Criticism prepares students to "read" films with a greater understanding of the major issues and debates in film criticism of the last 70 years. The course introduces students to classical and modern film theory. Heavy emphasis is placed on analytical writing about film.

FILM 484 Intermediate Filmmaking This course is an advanced production course that provides an introduction to and foundation in techniques of double system synchronous sound 16mm filmmaking. In addition to this technical training, the course emphasizes the development of sophisticated creative

methods in the areas of visual style and storytelling. Through readings, lectures, screenings, demonstrations and individual and group film projects, students will gain a solid understanding of technical concepts unique to sync sound 16mm filmmaking and will continue to develop sophistication as filmmakers. This course will place special emphasis on the qualities of sync sound recording methods, black & white cinematography and lighting. Concurrent registration in FILM 400 required.

FILM 485 Advanced Filmmaking Pre-production planning and production of short 16mm films. Special area of focus on the post-production process and advanced cinematic editing technique. Concurrent registration in FILM 401 required.

FILM 490 Topics in Film This is an upper division topical course and may be repeated when the topic changes.

FILM 496 Senior Seminar Capstone course for Film Studies majors; proposal, completion, and presentation of projects; pre-professional skills; written exam integrating and applying knowledge from separate courses. Grade of "C" or higher is required for graduation.

FILM 499 Topical Workshop This course is conducted in the workshop format. This course may be repeated when topics vary.

Finance

FINC 140 Issues in Personal Finance This course will embrace critical and multicultural thinking while it helps you plan for a successful life financially. This course explores structural racism by revealing the important role that family wealth plays in shaping life chances, how opportunities to accumulate wealth have been racialized, and the roots and consequences of the current race-based wealth gap. The course will stress the importance of personal financial management and introduces the principles of investments, and risk/return characteristics of several investment alternatives.

FINC 141 Personal Finance I You will learn to determine financial goals and to express your needs explicitly in a way that can be easily converted into numbers. This course will help you convert your goal statements into a string of numbers that describes what is happening or what you want to happen in your financial life. You will learn how to bring your spending under control and get the most out of every dollar. You will look for the best banking services at the best price, either online or off. We will focus on individual tax filing, tax planning and maximizing after-tax returns. Finally you will assess your credit capacity and credit rating by gaining an understanding of the information creditors look for when you apply for credit. We will identify the steps you can take to avoid and correct mistakes.

FINC 142 Personal Finance II You will learn to determine financial goals and to express your needs explicitly in a way that can be easily converted into numbers. This course will help you convert your goal statements into a string of numbers that describes what is happening or what you want to happen in your financial life. You will learn how to bring your spending under control and get the most out of every dollar. You will look for the best banking services at the best price, either online or off. We will focus on individual tax filing, tax planning and maximizing after-tax returns. Finally you will assess your credit capacity and credit rating by gaining an understanding of the information creditors look for when you apply for credit. We will identify the steps you can take to avoid and correct mistakes.

FINC 143 Personal Finance III Students will learn how to set investment planning goals. This course will review various vehicles for investing from savings to mutual funds. You will learn how and through whom to buy stocks and bonds. Time will be spent understanding mutual funds and their importance for the novice to investing. The need for planning for retirement and the vehicles used such as various pension plans, IRAs, Roth IRA, and 401k will be included.

FINC 325 Financial Institutions and Markets In this course, students are introduced to principles of managing and understanding the behavior of financial institutions--banks, credit unions, insurance companies, pension funds, and other financial service firms. Students are provided with the concepts, management tools, and institutional information essential for a basic knowledge of these financial institutions.

FINC 340 Financial Management Students are introduced to the principles of finance. Basic issues of business finance including investment, financing and dividend policies are explored. Students learn about the functioning and regulations of financial markets. Students must have Junior standing.

FINC 352 Principles of Insurance and Risk Management This course provides a study of the basic concepts of business and personal risks from the standpoint of creation, identification, reduction, elimination, and evaluation of risks. The use of insurance in meeting problems of risk is also covered in this course.

FINC 354 Real Estate Finance and Investments This course is a study of valuation, financial analysis, and investment analysis of real estate. Real estate development and financing sources are examined. Federal income taxes as they affect real estate investment are also considered.

FINC 360 Principles of Investment This course provides a basic understanding of the functioning of securities markets, individual investment alternatives, issues involved in investment theory and practice, and investment analysis and valuation. Emphasis is placed on the understanding of the background terminology and risk/return characteristics of different investment opportunities.

FINC 425 Bank Management This course applies traditional finance concepts to the management of commercial banks. It emphasizes decision making and specific problem-solving techniques. The course provides a basic understanding of the issues confronting bank managers today, fundamental financial models, and the risk/return impacts of various credit, investment, operational, and funding decisions.

FINC 441 Advanced Financial Management This course provides knowledge of advanced issues in financial management. Current issues in financial management are explored.

FINC 445 International Financial Management Sub-area of finance that studies the international investment decisions concerning real and financial assets. This course is intended for students who wish to learn the concepts and theories of modern multinational financial management. International Financial Management gives participants a solid theoretical and practical background that serves to better understand the determinants of currency exchange rates; the importance of risk management in a multinational corporation (MNC); and the particularities of corporate finance, and corporate governance in a global context.

FINC 446 Financial Decision Making This course moves away from textbooks to learning the skills and issues involved in the financial management of a corporation through academic and professional articles. Several important concepts of financial management are applied to real-life situations through the use of case problems. These cases provide insights into some of the problems a firm faces and how they can be addressed.

FINC 460 Portfolio Analysis and Management This course involves analysis of techniques used in combining securities into portfolios. Students will examine various classes of securities and investments meeting a proper balance for investor needs.

FINC 463 Futures and Options Advanced study of the pricing and use of derivative market instruments, current topics and issues.

FINC 466 Advanced Personal Finance This course reviews the fundamental principles of personal financial management and provides the student with the tools needed to develop a sound personal financial plan. Topics include analysis of consumer loans, mortgage options, insurance, stocks, bonds, mutual funds, tax planning, healthcare planning, retirement planning, and estate planning.

FINC 469 Internship A supervised, practical experience in finance. A maximum of 12 internship credits may be applied to the degree. Prerequisites: FINC 340 plus 6 credits in Finance beyond FINC 340.

FINC 490 Topics in Finance This is a Senior level topics course and may be repeated as topic varies.

FINC 497 Problems in Finance Individual inquiry into an aspect of finance not covered in the regular curriculum.

First Year Experience

FYE 101 First Year Experience An introduction to the demands and challenges of higher education. The course is designed to strengthen student success in college through personal and academic skills

development. The skills include: study skills, note taking, time management, critical thinking, career/life planning and interpersonal relationships.

Geoscience

GEOS 102 Geology in the National Parks Study of the processes that have shaped the Earth, including earthquakes, volcanoes, erosion, glaciation, sedimentation, structural deformation; and the geologic history of North America, including mountain building and ocean advances and retreats. Focus on the geological features seen in our National Parks. MnTC Goal 3.

GEOS 110 Introductory Physical Geography Basic elements of geography including weather and climate, vegetation, soils and landforms. MnTC Goal 3.

GEOS 111 Cultures and Regions This course will introduce the foundations for studying the development of cultures and cultural diversity in the world, introduce the foundation concepts of Regional Geography, and study the interrelation between cultures, regions, their environments, and their activities. MnTC Goal 7.

GEOS 115 Physical Geology The nature of the earth, its description and the processes that govern its formation and change; including rocks and minerals that make up the earth, their characteristics and how they form; volcanic eruptions; earthquakes; weathering and the transport and deposition of sediment; mineral and energy resources; and the nature of other planets in our solar system. Must also register for GEOS 115L. MnTC Goal 3.

GEOS 115L Physical Geology Lab This lab must be taken concurrently with GEOS 115 Physical Geology.

GEOS 116 Historical Geology Earth history from its beginning to present, including formation of continents, origin and destruction of mountain ranges, advances and retreats of oceans, processes that formed layers of rock and the principles by which they are "read", and what fossils tell about ancient living communities and the environments they lived in. Lab included. MnTC Goal 3.

GEOS 117 Water, Land, and People Focuses on the most recent changes in the earth and the portion of the earth with which people have the most interaction, including water, soil, air, and landforms developed by rivers, wind, and glaciers, with emphasis on how our environment influences and is influenced by human activity. Concurrent registration in GEOS 117 Lab required. MnTC Goal 3.

GEOS 117L Water, Land and People Lab This is a lab that must be taken concurrently with GEOS 117 Water, Land, and People. MnTC Goal 3.

GEOS 170 Earth Science Today A survey of the components of Earth Science needed for teacher licensure in Minnesota, including aspects of physical geology, historical geology, astronomy, and meteorology. Particular emphasis is placed on critical evaluation of evidence, how we know things in science, what the implications are for our society, and on actual investigation. Topics include volcanoes and earthquakes, the influence of chemical change on natural resources and environment, plate tectonics, planetary science, phases of the Moon, stories told by rocks of the Earth, how weather features form and move, and Earth's climate. Lab included. MnTC Goal 3.

GEOS 190 Topics in Geosciences This is a topical course and may be repeated when the topic changes.

GEOS 205 Thinking Spatially This course covers the analysis of three dimensional physical and/or social information across landscapes, including dynamic interactions among spatial variables and how they change with time. Students will learn to think spatially at different time and spatial scales, understand spatial terms (e.g., proximity, shape, density, position, adjacency, gradient, and others), translate 3D features from the real world to 2D features on maps, and make inferences about causation based on observed spatial correlations. MnTC Goal 3.

GEOS 207 GPS Field Techniques This course introduces students to Global Positioning System (GPS) data collection techniques commonly used to map point, line, and polygon features in the field. Experience with hand held GPS units will be complemented by theoretical and background discussions of GPS and techniques for importing and manipulating GPS data in ArcGIS software.

GEOS 210 Cartography This course covers elements of map design including projection from globe to map, map composition, graphic tools of mapmaking, and different map types and their origins, uses, and their underlying strengths and limitations. Students will gain experience with map construction from both traditional pen and ink production to the modern output of Geographic Information Systems. MnTC Goal 5.

GEOS 235 Geography of Minnesota and North Dakota Survey and analysis of the physical and cultural environments of Minnesota and North Dakota.

GEOS 301 Archaeological Prospection Examination of geophysical prospecting methods available for archaeological research. Emphasis on the conceptual basis of different prospecting methods and their application in archaeological and geotechnical studies. Hands-on experience with geophysical instruments. Same as ANTH 301

GEOS 302 Mineralogy This course introduces students to the crystal structure, chemistry, physical properties, geological and chemical environments of formation, and natural occurrence of minerals. Understanding of minerals and mineralogy is foundational to geology and it is recommended that this course be taken prior to other upper level geology courses where possible. Lab included.

GEOS 302L Mineralogy Lab This is a mineralogy lab course that must be taken concurrently with GEOS 302.

GEOS 303 Petrology This course examines how sedimentary, igneous, and metamorphic rocks form, focusing specifically on the chemical and textural information that reveals information about Earth's past and present. Understanding of petrology is foundational to geology and this course is prerequisite for several upper level geology courses.

GEOS 303L Petrology Lab This is a petrology lab course that must be taken concurrently with GEOS 303.

GEOS 305 Oceanography Introduction to oceanography, with emphasis on: ocean-atmospheric interaction and global climate, plate tectonics and morphology of the ocean basins, marine geology, energy resources, environmental problems due to sea level rise, coastal erosion, oil spills, and life in the sea. One field trip to observe shoreline processes is required. A special fee will be assessed to students participating in the field trip to cover the transportation costs. MnTC Goal 10.

GEOS 307 Introduction to GIS Students will use Geographic Information Systems (GIS) techniques to acquire, adjust, extend, modify, integrate, analyze, map, and manage digital spatial data (both rasters and vectors) across space and time, using the standard ArcMap interface and extensions (especially 3D Analyst and Spatial Analyst) and customized toolboxes in ESRI's ArcGIS suite of software. This course builds on concepts introduced in the Thinking Spatially (GEOS 207) and Cartography (GEOS 210) courses and applies them to physical, biological, and social data within a GIS.

GEOS 310 United States and Canada Regional survey of United States and Canada with emphasis on regional contrasts and interrelationships. MnTC Goal 5.

GEOS 315 Sedimentology and Stratigraphy Classification and description of the various kinds of sediments and sedimentary rock units; sedimentary facies; cyclic sedimentation; and techniques of correlating sedimentary rocks. Laboratory exercises will be incorporated into the lecture period. One field trip is required. A special fee will be assessed to those students electing to participate on an optional field trip to cover transportation costs.

GEOS 320 Economic Geography This course will focus on the geography of human economic activities, including agriculture, mining, manufacturing, trade, and the global patterns of world economics. MnTC Goal 8.

GEOS 325 Reading Landscape: Ways of Seeing Explores the landscape concept as developed and applied within anthropology and the geosciences. Considers the interaction of culture and perception in the way we view our physical world. Writing Intensive.

GEOS 330 Elementary Meteorology The basic elements of weather, including temperature, pressure, condensation and precipitation, air masses and fronts, vorticity, jet streams and storms. MnTC Goal 3 and 10.

GEOS 335 Environmental Geography and Conservation This course is a description, analysis, and spatial study of environmental problems including food supplies, energy resources, pollution of all types, wildlife habitat and habitat loss, and environmental change and degradation. The course will also explore the human impacts on environment and ecosystems, and discussions of conservation and preservation issues. MnTC Goal 10.

GEOS 340 Economic and Environmental Geology This course introduces students to aspects of geology important in understanding earth's energy and mineral resources and how human activities in extracting and using those resources affect our environment. Key topics covered include an introduction to water movements on and in the ground (hydrology), how pollutants move in that water, the geochemical interactions among earth, water, and air, ore-forming and oil-forming processes, economic considerations important in the use of natural resources, and environmental laws.

GEOS 350 Geoarchaeology Examines the application of Geosciences methods and techniques to archaeological deposits and materials. Emphasis on critical evaluation and interpretation of geoarchaeological data using a series of case studies.

GEOS 360 Planetary Science A synthesis of current knowledge of the members of the solar system and the origin and evolution of planetary systems. Lab included. MnTC Goal 3.

GEOS 360L Planetary Science Laboratory This is a planetary science lab course that must be taken concurrently with GEOS 360.

GEOS 370 Structural Geology and Mapping This course covers key aspects of structural geology including deformational structures, deformational styles, and material properties. The lab focuses on mapping skills such as interpretation of geological maps and inferring cross-sectional view based on map views.

GEOS 370L Structural Geology and Mapping Lab This is a structural geology and mapping lab course that must be taken concurrently with GEOS 370.

GEOS 390 Topics in Geosciences This is a topical course and may be repeated when the course topic changes.

GEOS 397 Research in Geosciences Individual research in collaboration with instructor. Product may be a written report, publication, or report at a professional meeting. Project and its format must be accepted by research advisor before registration. May be repeated for different research projects.

GEOS 407 Spatial Analysis Students will use advanced Geographic Information Systems (GIS) techniques to spatially adjust, extend, modify, integrate, analyze, visualize, and correlate digital spatial data (both rasters and vectors) across space and time, using ESRI's ArcGIS extensions (especially 3D Analyst and Spatial Analyst) and customized toolboxes in ArcGIS. This course builds on concepts introduced in the Thinking Spatially (GEOS 207) and Introduction to GIS (GEOS 307) courses and applies them to physical and social data in a GIS.

GEOS 410 Eastern Europe and Russia This course is a regional study of Eastern Europe and Russia which will focus on the global importance of the nations of this region, and the origins of their influence. An understanding of the physical and cultural characteristics of the region will provide a foundation for the understanding of the events of recent history, and the geographic significance of the nation-states of the region. MnTC Goal 8.

GEOS 415 Reading Geochemical Fingerprints This course addresses the geochemical processes by which the Earth has become chemically differentiated, the impact of that differentiation on humans past and present, and the ways by which chemical fingerprints can be used to understand past human activities. Students can expect to learn about ore and soil-forming processes, processes for chemical and isotopic differentiation in the lithosphere, hydrosphere and atmosphere, statistical methodologies for studying chemical differences, analytical methods for measuring chemical and isotopic properties of earth materials, influence of geographic distribution of resources on human occupation, and the use of chemical information in archaeological studies. Students will participate in solving geochemical and archaeological puzzles using chemical, mineralogical and textural information.

GEOS 416 Paleontology An introduction to the history of life on Earth. Lectures focus on concepts in paleontology including origin of life; evolution; ecology; and use of fossils in the solution of geologic

problems. Characteristics of common fossils will be the focus of the laboratory. Two lectures and one one-hour lab per week. One field trip is required; up to two optional field trips possible (fee will be required to cover travel cost of trips).

GEOS 417 Taphonomy and Paleocology This course will explore the variety of processes that affect the condition and formation of fossils, and the use of this information in the fields of paleontology, paleoecology, and archeology to make interpretations concerning environments and specific processes. Taphonomic processes in both marine and terrestrial environments, and the effects on invertebrate and vertebrate fossils will be addressed. This course will include at least one weekend field trip, and students will be expected to pay a small fee to cover transportation costs.

GEOS 450 Field Geology This is a three week course that will be offered during the summer. Students will be exposed to the basics of geologic reconnaissance, measurement of stratigraphic sections, mapping on aerial photographs and topographic maps, and construction of structure sections. The course will also introduce students to the regional geomorphology, stratigraphy, and structure through South Dakota, the Black Hills, Wyoming, Montana, Yellowstone Park, and Theodore Roosevelt Park. An additional fee will be assessed to students to cover the cost of lodging, food, and transportation.

GEOS 455 Field Methods in Geoarchaeology Provides field experience with a variety of geoarchaeological techniques applied within the context of an interdisciplinary research program. Research design and the research process will also be emphasized. In addition to the listed pre-requisite, students must have taken at least one entry level geology course. Same as ANTH 455.

GEOS 469 Internship A supervised, practical experience in the field, with report, journal, or other synthesis done in consultation with an MSUM advisor. A maximum of 12 internship credits may be applied to the degree.

GEOS 480 Senior Seminar Student and faculty participants will give oral presentations of their own independent research and/or critical evaluation of professional literature. The course will review methods of library research and Geoscience research. Students must have taken at least one introductory course in Geosciences and must have attained Junior status in a Geoscience major.

GEOS 490 Topics in Geosciences This is a topical course and may be repeated when the course topic changes.

GEOS 590 Topics in Geosciences This is a topical course and may be repeated when the course topic changes.

Graphic Communications

GCOM 150 Survey of Graphic Communications Industry A survey of various graphic communication production processes and careers. The survey topics include, but are not limited to, computer graphics, desktop publishing, web design, multimedia, animation, virtual reality, commercial printing, photography, and television.

GCOM 152 Design for Graphic Communications I This class is the first in a series of two that will lead the student through exercises aimed at developing basic design and aesthetic skills needed by graphic communicators. The course will be broken into three distinct areas: developing one's creative processes, working with type and images, and creating visually appealing graphics.

GCOM 190 Topics in Graphic Communications This is a lower division course in Graphic Communications and may be repeated when the topic changes.

GCOM 252 Design for Graphic Communications II Builds upon the principles of design and visual elements introduced during GCOM 152. Focus is placed on the design process. Students are required to research, plan, and execute creative design that communicates an intended message.

GCOM 255 Beginning Computer Graphics Computer graphics pertains to the production of print related 2D graphics, illustrations, typesetting, and preparation of press-ready art. This course introduces students to the Macintosh computer and Photoshop, Illustrator and InDesign software applications.

GCOM 259 Graphic Communications Technologies An exploration of technologies used in the Graphic Communications Industry.

GCOM 266 Introduction to Multimedia Exploration of different modes of multimedia production to include computer-based music, television, film, and the Internet.

GCOM 290 Topics in Graphic Communication This is a lower division topical course and may be repeated when the topic changes.

GCOM 355 Intermediate Computer Graphics This intermediate course builds on the student's basic knowledge of computer graphics pertaining to the production of print related 2D graphics, illustrations, typesetting, and preparation of press-ready art. The Macintosh platform and the software applications used in the graphic communications industry will be explored in more depth.

GCOM 366 Dreamweaver/CSS A continued study in web development as it applies to Cascading Style Sheets (CSS) on the Internet. Focus is on the development of advanced web presentations for business and organizations, including CSS Scripting, Interactivity and Javascript.

GCOM 368 Multimedia Authoring with Flash This course examines the layers, facets, and the concepts of multimedia. A look at the workings of multimedia in the fields of education and training, medicine, architecture, graphic and corporate communications, and entertainment.

GCOM 390 Topics in Graphic Communication This is an upper division topics course and may be repeated when the topic changes.

GCOM 452 Graphic Communications Management Study of graphic communications project management. Topics range from cost estimating, facility design, equipment purchasing, payroll and project management as well as developing GCOM estimating skills. This course is designed to provide the participant a general background in these processes. Only open to GCOM majors. Must be taken in conjunction with GCOM 459A or 459B.

GCOM 455 Advanced Computer Graphics Advanced Computer Graphics is an in-depth exploration of two of the most widely used programs in the graphic communications industry today, Adobe Illustrator and Adobe Photoshop. In this course, students will learn advanced techniques in Adobe Illustrator, how to combine Adobe Illustrator and Adobe Photoshop files, and will begin learning advanced techniques in Adobe Photoshop.

GCOM 457 Digital Prepress Digital Prepress includes all facets of a project from concept to print. It is not only important to know how to use computer applications to create projects for print, it is also important to know how to create these projects so that they are capable of being printed. This requires knowledge of printing processes and materials and how they fit together with what is created on the computer. This course is based upon the offset lithographic printing process and the digital prepress process that it uses. It utilizes Macintosh computers and programs that are used in the graphic communications industry today.

GCOM 458 Digital Production Digital Production is the culminating course in the computer graphics and digital prepress course series. This course is designed to bring together all of the computer graphics and digital prepress knowledge already learned, prepare students for presenting projects and working with clients, and to continue the in-depth exploration of Adobe Photoshop begun in GCOM 455.

GCOM 459A Graphic Communications Final Project A Capstone experience for Graphic Communications students. Culminating final project focusing on skills and knowledge ascertained from previous semesters. Students must also complete GCOM 459B the following semester. Only for GCOM majors in senior status and consent of advisor.

GCOM 459B Graphic Communications Final Project B Capstone experience for Graphic Communications students. Culminating final project focusing on skills and knowledge ascertained from previous semesters. Students must be GCOM majors in Senior status and successful completion of GCOM 459A as well as completion of all other GCOM program requirements, with the exception of GCOM 452, prior to registering for this course.

GCOM 469 Internship Available to all Graphic Communications students in junior or above status. Approved practical work experience. Supervised by departmental faculty. A maximum of 12 internship credits may be applied to the degree.

GCOM 490 Topics in Graphic Communication This is an upper division topics course and may be repeated when the topic changes.

Graphic Design

GDES 203 Introduction to Graphic Design Studio inquiry into the nature of graphic design. Including: visual problem-solving, introduction to typography, symbols, lettermarks, logotypes, publication design, information design, three-dimensional design, as well as client/designer relations, studio operations and production procedures.

GDES 303 Typography This course will cover the fundamentals of typography as they relate to the graphic design profession. Beginning with the history and origins of the alphabet, to classic type families, to working with type measurements and terminology, concluding with contemporary typographic design. Traditional to experimental typography will be explored.

GDES 304 Visual Concepts and Research This course will explore visual semiotics and the study of signs and symbols. How metaphors can help to visually explain ideas to a user/viewer. What is the creative process and how to apply it to graphic design. The application of research, analysis, and intuition.

GDES 305 Visual Systems and Brand Identity This course will begin with an introduction in designing visual systems. From there it will explore how to create a brand identity and the implementation of the brand strategy.

GDES 306 Motion Design: Typography and Visual Narratives This course is aimed at expanding students' typographic, visual and aural narrative through the use of time-based composition, animations and sound in a studio setting. Studio practice is supplemented by examination of historical, theoretical, and perceptual aspects of motion graphics.

GDES 390 Topics in Graphic Design Studio, seminar or discussion of topics not included in other graphic design courses. This is a topical course and may be repeated when the topic changes.

GDES 400 Individualized Studies in Graphic Design Individualized instruction in media not regularly offered in studio concentrations.

GDES 404 Graphic Design Studio, Contracted Work Advanced studio work with contracted visual problems and production by the students. Portfolio preparation is emphasized. Students are required to have completed GDES 303, 304, 305, and 306 prior to enrolling in this class.

GDES 405 Graphic Design Studio, Contracted Work A continuation of study begun in GDES 404. Advanced studio work with contracted visual problems and production by the students. Portfolio preparation is emphasized. Students are required to have completed GDES 404 prior to enrolling in this class.

GDES 469 Internship Students will seek and secure an internship with a professional design studio. The internship should provide a learning experience under the mentorship of a design professional.

GDES 490 Topics in Graphic Design Studio, seminar or discussion of topics not included in other art courses. Up to four credits may be applied to the major. This is a topical course and may be repeated when the topic changes.

GDES 494 Mentored Research in Graphic Design Guided research designed to increase the professionalism of the student's creative work in all aspects of design production. The course will culminate in the production of a creative portfolio of superior quality.

Health

HLTH 110 Personal Health and Wellness This class assists students in examining their personal level of wellness, which includes physical fitness, making good nutrition choices, maintaining a healthy body composition, dealing effectively with stress, determining personal risk for cardiovascular disease and cancer, making wise choices in drug use and avoiding abuse, protecting one's self against sexually transmitted diseases and identifying skills for developing and maintaining successful interpersonal relationships.

HLTH 122 Alcohol and College Life This hybrid course provides first year students with unbiased factual information about how alcohol and drug use affects college life. See <http://www.mnstate.edu/aod/acl.cfm> for more information.

HLTH 125 First Aid and CPR To provide the citizen responder with the knowledge and skills necessary in an emergency situation to help sustain life and minimize pain and the consequences of injury or sudden illness until medical help arrives. Successful completion leads to American Red Cross certification in cardiopulmonary resuscitation (CPR) for adult, child and infant, and First Aid Responding to Emergencies.

HLTH 190 Topics in Health This is a topics course which may be repeated as course content may vary.

HLTH 290 Topics in Health This is a topics course which may be repeated as course content may vary.

HLTH 305 Introduction to Nutrition An introductory course in nutrition focusing on improving personal food choices, discriminating between sources of nutritional information, proper diet planning and maintaining healthy weight.

HLTH 311 Health in the Elementary Schools This course emphasizes maintaining and improving personal health and wellness and developing and using motor skills for an active classroom. It also is a preparation for pre-service teachers to take part in developing health behaviors in their pre-primary through 8th grade level students. This course includes methods of instruction.

HLTH 327 Safety Education and Consumer Protection Study and evaluation of factors in safety awareness, accident prevention and consumer protection.

HLTH 330 Disease Prevention Introduction to common diseases with an emphasis on primary, secondary and tertiary prevention in health education and health promotion.

HLTH 335 Health Education and the Middle Level Adolescent The middle level adolescent (children between the ages of 10 and 14) experiences dramatic changes in nearly every aspect of their physical, social, emotional, and intellectual lives. Health Education and the Middle Level Adolescent addresses these special considerations, as well as the special role of health education within the goals and philosophy of the middle level approach.

HLTH 340 Health Methods and Materials Students learn to design, implement and evaluate health lessons related to the National Health Education Standards and the Centers for Disease Control priority areas. Emphasis is placed on developing lesson plans that incorporate measurable objectives and a variety of teaching methods for students in grades 9-12.

HLTH 390 Topics in Health This is a topics course which may be repeated as course content may vary.

HLTH 412 Education for Sexuality and HIV/AIDS This course trains health education majors and minors to carry out sexuality education for students in grades 7-12. Emphasis is placed on developing self-esteem, healthy relationships, and social skills. Current educational research is applied to promote sexual health in children, adolescents, and adults.

HLTH 465 Coordinated School Health Programs A step-by-step approach to developing, implementing, and evaluating coordinated school health programs that include school health instruction, school environment, guidance and counseling, health services, food and nutrition programs, physical education, school site health promotion and the development of school and community partnerships.

HLTH 469 Internship Designed for Community Health and Health Service Administration majors. Involvement in field work by placement in health related governmental, volunteer, non-profit, or commercial agencies. A maximum of 12 internship credits may be applied to the degree.

HLTH 475 Issues and Trends in Health Education Issues or trends of major concern in the discipline of Health/Health Education. The course may be repeated as content varies.

HLTH 490 Topics in Health This is a topics course which may be repeated as course content may vary.

Health Services Administration

HSAD 326 Applied Epidemiology Principles and practices in the cause, prevention and control of disease. Epidemiological terminology, measure of morbidity and mortality, descriptive and analytical epidemiology, screening, infectious disease and occupational epidemiology. Same as COMH 326

HSAD 414 Health Services Planning and Evaluation Provides knowledge about comprehensive health planning, human resource development and management, research operations in health care institutions including research methodology.

HSAD 416 Health Services Management Involves the management theories and practices within healthcare settings, organizational behavior theories, information and materials management systems, including risk management and utilization review.

HSAD 418 Healthcare Law and Ethics Provides an overview of the legal system, including such topics as medical malpractice, abortion and the law, euthanasia, insurance, duty to inform, waiver, labor law and union relations.

HSAD 419 Financial Management of Health Care Organizations Provides students with important concepts, issues, tools and vocabulary that managers need when assuming the financial responsibilities of health care organizations; includes total quality management, cost optimization, productivity management, and capitation managed care.

HSAD 420 Healthcare Policy and Payment This course is designed to provide a comprehensive view of the economic forces that shape change in today's healthcare delivery system. This course will explore the basic framework of health policy within the United States and the functioning of the health care delivery system in a complex social environment.

HSAD 421 Long Term Care Administration Overview of how the elderly receive care and support in their home and a variety of institutional settings. Focus on the impact of federal and state law-regulations on the delivery of care; the organization of a nursing home and how the delivery of services are arranged; and integrated in the delivery of care and the techniques and processes for effective long term care management.

HSAD 468 Internship Seminar This seminar course is designed for students majoring in Health Services Administration. The main objective of the seminar course is to prepare students for their internship. A maximum of 1 credit can be taken towards seminar course.

HSAD 469 Internship Designed for Health Service Administration majors. Involvement in field work by placement in health related governmental, volunteer, non-profit, or commercial agencies. A maximum of 12 internship credits may be applied to the degree.

HSAD 471 Domains of Practice Practicum The practicum is designed to provide students with valuable real-world experience in long term care, generally with local providers. Students receive academic credit for work of significant practical value to the sponsoring facility and the intern, performed under the supervision of the Health Services Administration faculty. This practicum prepares students for the national examination.

HSAD 490 Topics in Health Services Administration This is a topics course which may be repeated as course content may vary.

History

HIST 101 Critical Issues in U.S. History This course aims to develop students' critical thinking and multicultural skills by using four case studies in American history. The case studies offer the opportunity for the student to experience the history of multicultural America through engagement with primary and secondary sources in a variety of written and oral exercises. MnTC Goal 2.

HIST 103 Debating Sustainability Debating the major issues in sustainability. MnTC Goal 2.

HIST 104 World History I World Civilizations from the ancient through classical periods and up to 1500. (Same as INTI 104) MnTC Goal 5.

HIST 105 World History II The World since 1500; history of world civilization and the growth of the modern global community through politics, economics and culture. MnTC Goal 5 and 8.

HIST 121 History of the United States to 1877 The colonial beginnings to the end of Reconstruction; the founding of the American society and growth of the new nation through the aftermath of the Civil War. MnTC Goal 5.

HIST 122 History of the United States Since 1877 The Gilded Age and 20th century; the development of modern industrial America to world power status. MnTC Goal 5.

HIST 189 Continuing Studies Topics Class This is a topical course offered through the Continuing Studies department. The course is repeatable when topics can vary.

HIST 190 Studies in History Selected topics and regions in historical perspective. Designed especially for the liberal arts student, the course may be repeated for credit under a different subtitle as the subject matter changes. Not applicable to History or Social Studies majors.

HIST 205 Introduction to Historical Methods For History and Social Studies majors, this is an introduction to the fundamental skills and proper conduct of the historical professional. Students will become familiar with the various schools of historical thought, available primary and secondary source material, correct citation of sources, potential careers in history, as well as the research, drafting, refining and presentation of a polished historical research paper.

HIST 220 Asian-American Experience This course studies the changing images of Asians in America, and discusses how race, class, and gender have shaped the experiences of different Asian ethnic groups. MnTC Goal 7.

HIST 225 Introduction to Latin American History Using popular culture, this course will introduce and interrogate the history of Latin America, focusing on its interactions with the wider world. We will cover Latin American history from contact with Europe in 1492 through the present day. MnTC Goal 5 and 8.

HIST 241 History of Social Welfare Examines the history of public and private responses to poverty and need in America; offers insights into the lives of both providers and recipients of welfare services in American history.

HIST 244 Women in World Religions HIST 244 will survey how gender power and control is represented in various cultural belief systems and expressed in religious practices. The class will stress the concepts of utilizing social norms and historiographical theory in order to analyze human behaviors. The class will also explore the concept of "cultural heritage" and will investigate how it affects the student's personal worldview, values and assumptions. In order to accomplish this goal, the students will be introduced to a wide variety of primary and secondary source documents as well as examples of material culture, and will be expected to provide written analysis of these items. Same as WS 244. MnTC Goal 7.

HIST 276 The World of Food Using food and eating as a way to connect disparate cultures and geography, this course discusses issues of global concern such as food security, famines, the gendering of food, GMO crops and food as an industry, as well as topics like religious food restrictions, vegetarianism, local foodsheds, allergies, food and identity and food in popular culture. MnTC Goal 8.

HIST 280 Introduction to Public History This course exposes students to a variety of historical pursuits outside of academia. Students learn new skills through participation in a group project and become acquainted with career options in history.

HIST 290 History Topics This course is a topics course and may be repeated when the topic varies.

HIST 301 East Asian History I Traditional China, Japan, and Korea from the Neolithic cultures to mid-19th century.

HIST 302 East Asian History II East Asia since 1830: Western intrusion, reform, revolution and contemporary issues.

HIST 304 History of Africa Africa's role in global history, including the spread of Christianity and Islam, the slave trade, colonialism, and Apartheid. MnTC Goal 8.

HIST 307 Topics in Asian History Selected topics in Asian history.

HIST 310 Topics in European History Selected topics in European history.

HIST 311 Topics in North American History Selected topics in North American history.

HIST 312 Governments in Crisis Using unique pedagogical role-playing exercises, students will participate in crisis turning points of world history, taking on the roles of leaders attempting to grapple with issues like war, natural disaster, minority rights, religious tolerance and immigration. These exercises lead to a major self-reflection project on the relevance of this experience to students' contemporary lives. MnTC Goal 9.

HIST 315 Minnesota and the Upper Midwest Historical development of the upper midwest region with particular focus on the State of Minnesota.

HIST 317 Medieval Europe An analysis of European history from 500 to 1450, focusing on the political, social, religious, and intellectual trends of the period. The early Germanic kingdoms, the medieval

papacy, feudal relations, the expansion of towns and commerce, and the rise of national monarchies will receive particular emphasis.

HIST 319 Early Modern Europe Examines the transition from medieval to modern Europe between 1450 and 1750. The Renaissance and Reformation, European overseas expansion, the Scientific Revolution and Enlightenment, and the rise of the modern state, culture, and economies will receive particular emphasis.

HIST 321 History of Britain I Survey from Neolithic settlement to 1714, with emphasis on the legacies of Britain's various settlers, the development of parliament as an institution, the relationship between England, Scotland, Ireland and Wales, the Reformation and early colonization. (Same as LGST 321)

HIST 322 History of Britain II Survey from 1714 to the present, with emphasis on the formation of the British Empire, industrialization, social and political reform movements and decolonization and political devolutions of the late 20th century.

HIST 323 Nineteenth Century European History Covering the French Revolution to the outbreak of WWI, this course focuses on the major powers of Europe (France, Germany, Britain, Austria-Hungary, Italy and Russia), with emphasis on the development of key concepts such as industrialization, mass society, the concert of nations, social reform and nationalism.

HIST 324 Twentieth Century Europe Europe's transition from imperial powers to the formation of the European Union, including both World Wars, the development, rise and decline of fascism and communism as state ideologies, the modern European welfare state, economic reorganization and ethnic conflict in contemporary Europe. Same as INTL 324.

HIST 329 Modern Military History Tracing technological and social developments from 1450 to the present through military history, this course will highlight key battles and figures. Emphasis on the development of the nation-state, interaction of Europe with the non-Western world, industrialization, wars of decolonization and potential future conflicts. MnTC Goal 8.

HIST 333 History of Latin America I Iberian heritage, pre-Columbian Indian cultures, the era of conquest, the colonial period and Wars of Independence.

HIST 334 History of Latin America II Major trends in Latin America in the 19th and 20th centuries.

HIST 336 History of Mexico An examination of the major themes in the development of the Mexican nation with the emphasis on the period since independence.

HIST 337 Peru and the World Peru's interaction with the world. Major emphases include the Inca empire, Spanish Conquest, the Guano Age, and Peru as a tourist destination. Course includes a trip to Lima, Cuzco, and Machu Picchu over spring break. MnTC Goal 8.

HIST 346 Modern China China from the late Qing period to the present with emphasis on the revolutionary movement and attempts at modernization.

HIST 347 Modern Japan Japan from the Tokugawa period to the present. Focuses on the course of modern transformation: seclusion, industrialization, militarism, reform and reemergence as an economic superpower.

HIST 350 Women in European History The historical experience of European women as a force in politics, in economic and familial roles, in organized religion and in cultural life, and with special emphasis on the "woman question". Same as WS 350.

HIST 359 Colonial America This course is a study of the age of exploration and the establishment of the North American colonies. Emphasis will be given to the British colonies of the western hemisphere, but the course will also include those colonies of other nations as they affect American growth and development. It will include a broad treatment of social, political, economic, and intellectual forces to 1763.

HIST 360 Revolutionary America A survey of rising British colonial protest after 1763, the subsequent war for American independence, and the ultimate establishment of the U.S. constitutional system by 1789.

HIST 361 Antebellum America This course will focus on the competing economic systems of developing northern merchant capitalism and southern slavery and examine the impact of these two systems on the politics, social relations, and culture of every day Americans in the antebellum (1790-1848) period.

HIST 362 Civil War and Reconstruction A survey of Civil War and Reconstruction periods in American history examining the causes and consequences in social, political, military and constitutional areas.

HIST 363 Gilded Age and Progressive Era Designed to fulfill an upper-level U.S. history requirement for History and Social Studies majors, this course surveys the history of the United States from roughly 1877 to 1920, a period of western settlement, industrialization, massive immigration, and the rise of cities. These developments involved wrenching changes, and the course will examine the problems that were created and the efforts of reformers to address those problems.

HIST 366 Constitutional History of the United States to 1865 The origins and development of the American Constitution from Colonial times to the beginning of the industrial age.

HIST 367 Constitutional History of the United States since 1865 The American constitutional system in its historic setting from early industrial times to the present.

HIST 368 American Life and Thought Topical approach to social changes that have affected the lifestyles, values, and ways of thinking of diverse groups in American history.

HIST 369 The United States in Vietnam, 1945-1975 A survey of the causes, conduct, and consequences of America's longest war. The political, military, and social aspects of United States involvement with Vietnam will be studied. Satisfies the North American area in the History and Social Studies majors.

HIST 373 Monsoon Asia: People and the Environment An introduction to the environmental history of South, East and Southeast Asia with emphasis on the modern period. Topics include the environmental factor in the fall of the Indus and Huanghe Civilizations, unsustainable development in traditional Asian societies, impacts of imperialism on the Asian environment, consequences of industrialization, and contemporary environmental issues. MnTC Goal 5 and 10.

HIST 374 Plagues & Peoples: History of Disease and Medicine in America An examination of the history of medical knowledge and practices concerning epidemic diseases with an emphasis on human sustainability and a focus on specific epidemics in U.S. history.

HIST 375 Women in United States History Women's experiences in the family, work, religion, reform, and the women's rights and feminist movements; seeks to understand women's issues in historical perspective.

HIST 377 African-Americans in U.S. History The historical experience of African Americans from slavery to the present; how American society has oppressed African Americans and how they have struggled against that oppression, with particular emphasis on organized resistance in the era of the Civil Rights movement.

HIST 379 Environmental History This course is a study of the history of humankind's interactions with the environments focusing on the past 500 years. Special attention will be paid to the non-Western world. Topics include global interconnectedness and the spread of disease, the relationship between trade, modern economics, and sustainable development, natural disasters, and the rise of the ecological movement. MnTC Goal 5 and 10.

HIST 383 Ancient Near East I (Greece) This course examines the politics, culture, and society of the Ancient Near East (c.3000 BCE-c.300 BCE) including Persia, Mesopotamia, Egypt and surrounding areas. The course will outline the political narrative while featuring, myth, religion, gender, architecture and art. Using both secondary and primary sources, the course will also trace the achievements of Alexander the Great.

HIST 384 Ancient Near East II (Rome) This multi-faceted course examines the cultural, political, spiritual, intellectual, and social-economic developments of the ancient Near East, including the Hellenistic World, Persia, North Africa and Rome c. 300 BCE-600 CE. Special topics include politics, empire building, religious cults, Christianization of the late Roman Empire, textual and material sources for the conversion of Constantine, architecture and gender in the Roman world.

HIST 385 History of Christianity This course surveys the theological, political and cultural history of Mediterranean Christianity c. 4 BCE-400 CE. The semester is divided into five units: the historical Jesus, Paul, Patristics, Asceticism & Heresy, and Early Christian Rome. Other themes include: women, angels, sacred space, martyrdom and sanctity.

HIST 386 Muhammad and the Origins of Islam This course will provide an introduction to the world of early Islam. Topics will include pre-Islamic Arabia, the life and times of the prophet Muhammad, the foundation of the religion of Islam, the formation of Quranic message in its earliest historical setting and the earliest development of the Islamic community in the Near East in medieval times. Principle personalities, cultural trends, religious concepts, and rituals, ceremonies and practices will be identified and examined within the context of the period ca. 570-750.

HIST 387 History of Byzantium This course will provide an introduction to the world of Byzantium. Topics will include the crisis of the late third century, the Constantinian revolution, the foundation of Constantinople, Christian heresies and Church councils, Persian and Muslim Arab invasions, Iconoclasm, the apogee of Byzantine power, Seljuk and Western invasions and the decline and fall. Principal personalities, cultural trends, and Christian Orthodox religious concepts, rituals, ceremonies and practices will be identified and examined within the context of the period ca. A.D. 300-1453.

HIST 389 History of Ancient Israel This course will provide an introduction to the world of ancient Israel: the land, the people, and the faith. Topics will include the life and times of the patriarchs, the Exodus, the Conquest, the foundation of the ancient nation of Israel in the time of the Judges and the monarchy, the formation of the Biblical message in its earliest historical settings, and the later development of the Israelite community in the Near East through the destruction of the Second Temple. Principal personalities, cultural trends, religious concepts, and rituals, ceremonies and practices will be identified and examined within the context of the period ca. 2000 BCE to 70 CE.

HIST 390 History Topics This is an upper division topical course and may be repeated when the topic varies.

HIST 401 Senior Seminar Problems in history for advanced students.

HIST 440 Secondary Social Studies Instruction Concentrates on the designing of instructional units for middle school and high school social studies' classrooms. A variety of instructional resources, teaching methodologies, and assessment techniques will be explored.

HIST 469 Internship History majors gain on-the-job experience in a supervised situation with cooperating private or public agencies. A maximum of 12 internship credits may be applied to the degree.

HIST 490 Topics in History This is a Senior level topics course and may be repeated as topic varies.

HIST 497 Independent Study Directed readings and discussion on particular topics agreed upon by instructor and student.

Honors

HON 102 Honors Encounters Experience the breadth of university life by attending and writing reports on any combination of at least three Honors Lectures, other lectures, performing arts, and exhibitions approved by the Honors Director or Honors Program Committee. Alternatively, Honors Encounters credits may be earned by learning abroad, conducting independent research or creative activities beyond course and major requirements, or learning foreign languages beyond major requirements. May be repeated up to eight times.

HON 200 Honors Colloquium in the Humanities This course will examine texts from a range of disciplines and periods that define "home" as well as the space of the Other. The colloquium will stress formal and informal discussion of ideas. The course is designed to synthesize skills from the Honors Foundation and serve to further develop capacity for independent thought. Building on the skills practiced in the Honors Foundation courses students will develop skills through extensive class discussion, analytical and research writing, oral report, and lecture. MnTC Goal 6.

HON 290 Honors Topics This is a topics course which may be repeated when the content varies.

HON 300 American Society Examines some of the major political, economic, and cultural developments in American life during roughly the past century. Possible topics include concentration of political and economic power, bureaucratization and its effects, revolutions in class structures, race and ethnicity in politics, and the consequences of the decline of American empire. MnTC Goal 5.

HON 301 Masterpieces of Literature Consists of careful reading of selected masterpieces of world literature combined with intense discussion and exchange of ideas. Possible works to be covered include selections from Homer, Dante, Shakespeare, Dostoevski, Yeats, Camus and others. May be repeated once when content changes. MnTC Goal 6.

HON 302 Tellings and Retellings This class consists of the intensive examination of certain key classic texts, such as Shakespeare's Othello, and their "retelling" in other artistic disciplines by other artists. In exploring these retellings the class examines both the formal elements of--say--musical or movement expression (to name just two) in order to understand how a written text can be "translated" into other media and also examines how the values embedded in a particular text can be altered or even transformed in another version. MnTC Goal 6.

HON 306 Human Nature in the Western Tradition An examination of current psychological theories regarding human nature and potential, and the evolution of those theories within Western philosophy and literature.

HON 307 Transformation of the Roman World: 31 B.C. to A.D. 312 An introduction to the Roman Empire, both its Eastern and Western components, as the setting in which Christianity appeared. The introduction of art, archeology, and literature as the primary sources for interpreting the growth of the Christian religion in the first three hundred years of the common era. MnTC Goal 5.

HON 312 Journeys in Literature: Classical and Medieval Masterpieces Examines variations of the journey-theme-inward quests and worldly voyages-in literary masterpieces from Classical Antiquity through the Middle Ages (to c.1400), both East and West. Texts will include The Epic of Gilgamesh, The Aeneid, Nikki, T'ang Dynasty poetry, Beowulf, The Divine Comedy, Travels of Marco Polo, and others. MnTC Goal 6.

HON 314 Space, Time, and Change: Revolutions in Self Perception This science course examines the scientific basis for three great revolutions in human understanding: The realization that the universe is very large, that it has existed for a very long time, and that every part of it changes with time (focusing in particular on changes in the stars, in the earth, and in life). We will consider how this understanding has influenced human world views and religious beliefs. The course includes lectures and lab activities as well as open discussion of assigned readings. During discussions, students are encouraged to explore and share their own world views as well as examine the views of others. MnTC Goal 3.

HON 316 The Dangerous 18th Century Intensive seminar using the historical frame of the "long 18th Century" (1688-1815) to examine the often unpleasant realities of life on the edge of the modern world. This class uses primary documents and supporting secondary materials to examine issues like piracy, disease, revolution, gender roles, witchcraft, crime and slavery. The centerpiece of the course is a three-week role-playing exercise placing students as actors in an crucial 18th century event, based on their reading of crucial primary texts. MnTC Goal 5.

HON 318 Issues of the Nuclear Age The course will discuss the physics of atoms and nuclei, and discuss the broad impact these ideas have had on society. Emphasis will be placed on understanding broad physical concepts and scientific principles that lead to the development and use of nuclear weapons and nuclear power. A weekly lab period will be used to view films or perform lab activities designed to develop conceptual understanding. MnTC Goal 3.

HON 320 History of Science In this course, students will examine and learn: The scientific method; the historical development of key natural science disciplines; key people and time periods in the development of disciplines; a framework for evaluating past experimental efforts; an understanding of current scientific approaches and data; and how science has impacted society throughout history and continues to impact our society today. Lab included. MnTC Goal 3.

HON 324 Life and Death in the Universe The last century will be remembered in small part as a time when humans finally started scientifically addressing the most fundamental questions about the universe: "How did the Universe begin," "How did life on Earth begin and how might it end," and "Is there anyone out there?" Students will address these issues by reviewing our current scientific understanding of the Big Bang, the origins of life on Earth, the Evolution of Life, and the possible origins of intelligent life elsewhere. The class will be cross-disciplinary with heavy emphasis on astronomy, planetary geology,

biology, and some history. In addition to in-lecture coursework, lab activities are used to provide students the opportunity to plan, design, and execute their own investigations of these scientific concepts. MnTC Goal 3.

HON 390 Topics in Honors This is an upper division topical course and may be repeated when the topic changes.

HON 469 Internship A supervised practical experience in the honors program. A maximum of 12 internship credits may be applied to the degree.

HON 496 Capstone in Ethics and Civic Responsibility The goal of this course is to produce an interdisciplinary scholarly and/or creative work, consistent with the goal of the Honors Program to develop independent thinkers capable of conveying their thoughts to a broad audience. Student paper and final grades will be determined by the quality of written work; assignments are not pro forma. As a Writing Intensive course focusing on Ethics and Civic Responsibility, lecture and discussion will be devoted to engaging the ethical and civic responsibilities incumbent upon professionals, as well as developing individual student projects, including writing workshops, feedback sessions, and instruction in writing matters. MnTC Goal 9.

Humanities

HUM 101 Humanities Through the Arts An introductory, chronological examination of the arts, focusing on representative works of the Western tradition with reference to historical, literary, and other cultural developments, as well as non-Western parallels. MnTC Goal 6.

HUM 211 Perspectives on Society Explores visions of society (e.g. Confucius, Plato) or intercultural encounters between societies (e.g. Age of Exploration). May include works of history, literature, and political theory. MnTC Goal 6.

HUM 227 Russian Humanities An introduction to the culture of Russia through works selected for the insights they provide into the social and historical reality of the Soviet Union as well as for their artistic merit with concentration in the society of the last decades before the Revolution. MnTC Goal 6.

HUM 302 Liberty and Civic Responsibility in America The course examines the origins of the concepts of liberty and civic responsibility within the context of American culture, and how these concepts and ideals developed in American thought during the 19th and 20th centuries. MnTC Goal 9.

HUM 320 Humanities East and West To examine world literatures, arts and religions from a comparative perspective: parallels, contrasts, and intercultural influences between Asia and the West. MnTC Goal 6 and 8.

HUM 390 Topics in Humanities Topics appropriate to upper-division students, developed around the interests of students and instructors.

HUM 397 Independent Study May be repeated twice to a maximum of 8 credits.

International Studies

INTL 101 Introduction to Global Issues This course covers the history of globalization and the social, political, economic and human rights issues posed by globalization. It examines the social theories and conceptual models underlying the analysis of societal and global change. It critically examines the linkages between this community and the broader local, national and global issues and challenges. MnTC Goal 5.

INTL 104 World History I World Civilizations from the ancient through classical periods and up to 1500. (Same as HIST 104) MnTC Goal 5.

INTL 105 World History II The World since 1500; the development of European global hegemony; the post-European world. Same as INTL 105. MnTC Goal 5.

INTL 308 Migration and Human Adaptation An examination of migration as an adaptive strategy used by people in adjusting to changing conditions in their environment. Explores types of migration as well as

motivations and consequences of human movement in both the past and present and around the world. Same as ANTH 308. MnTC Goal 8.

INTL 323 Nineteenth Century European History Covering the French Revolution to the outbreak of WWI, this course focuses on the major powers of Europe (France, Germany, Britain, Austria-Hungary, Italy and Russia), with emphasis on the development of key concepts such as industrialization, mass society, the concert of nations, social reform and nationalism. (Same as HIST 323)

INTL 324 Twentieth Century Europe Europe's transition from imperial powers to the formation of the European Union, including both World Wars, the development, rise and decline of fascism and communism as state ideologies, the modern European welfare state, economic reorganization and ethnic conflict in contemporary Europe. (Same as HIST 324)

INTL 364 International Migration This course is designed to develop a good knowledge of the politics, economics and international law and organizations of international migration. Same as POL 364. MnTC Goal 8.

INTL 370 Understanding International Security This course highlights a series of traditional and non-traditional security issues that have emerged on the Security Studies agenda. The course begins with traditional security concerns such as the threat and use of force, and then moves to the non-traditional issues that have emerged as the subject area has expanded. Same as POL 370. MnTC Goal 8.

INTL 400 Global Experience Development of a paper to demonstrate learning outcomes based upon an international experience of one or two semesters. Student is to analyze the cultural context of the country of study and the effect of this on his or her attitudes and understandings. This course is available as an independent study registration. Prerequisite: One or two semesters abroad.

INTL 450 Senior Project A capstone course for the international studies major in which students will work with an interdisciplinary committee of faculty to plan and develop a thesis that will be presented and defended to the committee. The student is to begin formulation in their junior year and work with a multidisciplinary committee of faculty to finalize formulation, develop an approach, and research that area. Instead of a single advisor, the committee is expected to provide advice and guidance as well as eventual evaluation of the student defense.

INTL 469 Internship A supervised practical experience in international studies. A maximum of 12 internship credits may be applied to the degree.

INTL 490 Topics in International Studies This is a topical course and may be repeated when the topic varies.

Japanese

JAPN 101 Beginning Japanese I Introduction to Japanese language and culture. Emphasis placed on the spoken language and reading the Japanese alphabet. MnTC Goal 8.

JAPN 102 Beginning Japanese II Introduction to Japanese language and culture. Emphasis placed on the spoken language and reading the Japanese alphabet. MnTC Goal 8.

JAPN 142 Introduction to Japanese Culture An introduction to the major aspects of Japanese culture. Topics include arts, education, family, geography, history, language, literature, philosophy, religion and daily life. Focuses on the distinctive characteristics of Japanese culture in comparison with the Western culture. Lectures, films and discussions in English. MnTC Goal 7.

JAPN 190 Topics in Japanese Language, Literature, and Culture Topics in Japanese language, literature, and culture. May be repeated since content may vary.

JAPN 201 Intermediate Japanese I The development of academic learning skills of writing and reading, in addition to the sophistication of personal communication skills is expected. In principle, instruction is done in Japanese. English written articles as well as video programs are used for the enrichment of cultural understanding.

JAPN 202 Intermediate Japanese II The development of academic learning skills of writing and reading, in addition to the sophistication of personal communication skills is expected. In principle, instruction is

done in Japanese. English written articles as well as video programs are used for the enrichment of cultural understanding.

JAPN 290 Topics in Japanese Language, Literature, and Culture Topics in Japanese language, literature, and culture. May be repeated since content may vary.

JAPN 297 Independent Study in Japanese - Intermediate Level Selected project agreed upon by student and instructor. May be repeated for a total of 4 credits. Approval by department chair upon presentation of proposal.

JAPN 302 Japanese Conversation and Composition Intensive practice in conversation, composition and stylistics for the development of both oral and written proficiency. Includes extensive reading of graded and culturally authentic materials.

JAPN 385 Hiroshima Peace Studies Tour This course is planned around a one week trip to Hiroshima, Japan. Topics will include: the science of radiation and nuclear weapons; the experiences of those who lived through the atomic bombing of Hiroshima and Nagasaki; how these experiences are relevant to the rest of humanity; and Japanese history, language and culture. Students will pursue individual projects, and perform field work assignments in Hiroshima. Same as PHYS 385. MnTC Goal 8.

JAPN 390 Topics in Japanese Language, Literature and Culture Topics in Japanese language, literature, and culture. May be repeated since content may vary.

JAPN 397 Independent Study in Japanese: Advanced Level I A selected project as agreed upon by student and instructor. May be repeated for a total of four credits. Requires approval by department chair.

Languages

LANG 190 Topics in Language Topics in language, literature, and culture. May be repeated since content may vary.

LANG 457 Second Language Acquisition & Language Teaching This course covers theories of language acquisition and their application to language teaching. Includes a historical overview of the field of language teaching, an examination of factors that affect language learning, and how these factors are addressed in a classroom setting. Students will be asked to articulate the philosophical basis of their own approach to language teaching.

LANG 469 Internship Elective field experience in applied foreign language under agency and departmental supervision. Opportunity to practice and integrate classroom knowledge of the four language skills. Planning must be done at least one semester prior to the internship. A maximum of 12 internship credits may be applied to the degree.

LANG 471 Methods and Materials in Teaching Languages I Theory and practice of teaching foreign languages (K-12). The course examines current and historical trends, methods, techniques, and technology. Microteaching and assessment are part of the structure of the course. Those who are seeking a MN teaching license must complete the SARTE form before taking this course. This course is required of those who seek licensure (K-12) to teach languages in the state of MN. SPAN 301 and 302 or equivalent proficient level in the language to be taught.

LANG 472 Methods and Materials in Teaching Languages II Theory and practice of teaching languages (K-12). The course examines current and historical trends, methods, techniques, and technology, with an emphasis on microteaching, assessment, and materials preparation. This course is required of those who seek licensure (K-12) to teach languages in the state of MN.

LANG 475 Second Language Assessment Theories and strategies for the assessment of second language competence, including mapping assessment to state and national proficiency guidelines and standards, conducting formal and informal classroom assessment, and becoming familiar with standardized assessments.

Latin

LAT 101 Beginning Latin I Latin grammar and syntax, with readings adapted from original texts and with some practice in elementary Latin composition.

LAT 102 Beginning Latin II Latin grammar and syntax, with readings adapted from original texts and with some practice in elementary Latin compositions.

LAT 201 Intermediate Latin I Intensive review of Latin grammar and syntax; representative readings in the literature of the late Republic and the Empire, especially in those authors whose work exemplifies the characteristic forms and usage of the classical period: Cicero, Caesar, Virgil, Horace, Livy, and Ovid; occasional exercises in composition; some collateral reading in English on various aspects of Roman civilization.

LAT 202 Intermediate Latin II Intensive review of Latin grammar and syntax; representative readings in the literature of the late Republic and the Empire, especially in those authors whose work exemplifies the characteristic forms and usage of the classical period: Cicero, Caesar, Virgil, Horace, Livy, and Ovid; occasional exercises in composition; some collateral reading in English on various aspects of Roman civilization.

Leadership

LEAD 301 Introduction to Leadership Examines the major theories and perspectives of leadership. Students will gain practical leadership skills in planning, problem solving, and strategies for accomplishing goals.

LEAD 498 Leadership Seminar Provides an opportunity for students to discuss their leadership positions on campus or in the community. Examines in greater depth issues related to ethics, leadership, and group communication. Includes academic service-learning project conducted by the class. Includes group project.

Legal Studies

LGST 321 History of Britain I Survey from Neolithic settlement to 1714, with emphasis on the legacies of Britain's various settlers, the development of parliament as an institution, the relationship between England, Scotland, Ireland and Wales, the Reformation and early colonization. (Same as HIST 321)

LGST 322 History of Britain II Survey from 1714 to the present, with emphasis on the formation of the British Empire, industrialization, social and political reform movements and decolonization and political devolutions of the late 20th century. (Same as HIST 322)

LGST 481 Senior Seminar This is the capstone seminar for Legal Studies majors. It will examine prominent theoretical and substantive legal issues both historical and contemporary, including constitutional theory. Specific topics will vary by instructor.

Management

MGMT 315 Government and Business A survey course which includes governmental enforcement of competition, regulation of public utilities, and public enterprise. Same as ECON 315.

MGMT 360 Principles of Management Analyzes functions of management and the forces that shape and define the manager's role. Students must have Junior standing.

MGMT 370 Management Information Systems Study of design and use of information systems and communication processes, including recording, transmitting, and revising information as an aid in managerial decision making.

MGMT 380 Operations Management Description and analysis of the operations function in an organization.

MGMT 405 Small Business Management Analysis of problems confronting the manager of small retail, wholesale, and manufacturing enterprises. Students must have Junior standing.

MGMT 415 Industrial Organization and Public Policy Analysis of market structure, market conduct, and economic performance. It combines the latest theories with empirical evidence about the organization of firms and industries. Same as ECON 415.

MGMT 416 Labor Economics Wage and employment theory, labor unions and other institutions associated with collective bargaining, and social legislation. Same as ECON 416.

MGMT 419 Supply Chain Management This course will analyze the supply chain from the point of view of a manager. The goal is to understand how logistical decisions impact the performance of the firm as well as the entire supply chain. The key will be to understand the link between supply chain structures and logistical capabilities in a firm or supply chain. Topics will be covered at the strategic level, planning level as well as the operational level. There will be a mix of qualities and quantitative analysis. Same as MKTG 419.

MGMT 433 Business Intelligence Using Data Mining Businesses are collecting and storing vast amount of data. Business intelligence (data mining) techniques are used to turn business data into valuable information and generate business intelligence, helping organizations to make effective decisions. This course will provide an understanding of various data mining techniques such as association rules, clustering, classification techniques, etc. and how to use data mining techniques to transform large and complex data into actionable information. The data mining techniques will be examined in the context of business applications such as marketing, e-commerce, finance, and retailing. (Same as MKTG 433)

MGMT 440 Human Resource Management This course covers the process of managing the human resource to achieve organizational goals. Topics include legal recruitment and selection, training and evaluation, compensation, and separation from the organization.

MGMT 441 Labor Relations Historical, legal and managerial aspects of the labor relations function in both private and public sector organizations. Topics include union organization drives, collective bargaining, impasse resolution procedures, contract administration and employee relations policy development.

MGMT 451 Organizational Behavior Studies the interaction of individuals and groups in business organizations. The course focuses on providing insights into individual, group, and organizational processes.

MGMT 456 Project Management in Business This course focuses on identifying and resolving the dilemmas that cause the overwhelming majority of projects to take too long, cost too much, and fall short of expectations.

MGMT 458 International Management An examination of organizational management in the international environment which will focus on private and public management in the exchange of goods and services in cross cultural contexts.

MGMT 465 Entrepreneurship This is a survey course examining key elements of entrepreneurial venture. Basics of entrepreneurship will be covered. We will adopt the perspective of a global entrepreneur, who may capitalize upon resources from anywhere in the world, while facing global competition and uncertainties at any time. Specific topics this course will cover include: entrepreneurial opportunity, feasibility analysis, business plan, planning for growth and change.

MGMT 469 Internship A supervised practical experience in management. A maximum of 12 internship credits may be applied to the degree. Prerequisite: Students must have completed 6 credits in Management beyond the Business Core courses prior to the internship.

MGMT 480 Management Science A study of deterministic techniques of management science such as linear programming, transportation models, assignment models. Other models may be covered as time permits.

MGMT 490 Topics in Management This is a Senior level topics course and may be repeated as topic varies.

MGMT 497 Problems in Management Individual inquiry into an aspect of Business Administration not covered in the regular curriculum.

Marketing

MKTG 310 Principles of Marketing Examining the process of planning and executing the conception, pricing, promotion, and distribution of ideas, goods, and services to create exchanges that satisfy individual and organizational objectives. Prerequisite can be waived with consent of the instructor.

MKTG 311 Marketing Management An examination of practical marketing problems with a focus on analysis, planning, implementation, and control of worldwide marketing programs for the purpose of achieving an organization's objectives.

MKTG 317 Services Marketing This course is designed to provide knowledge needed to implement quality service and service strategies for competitive advantage across industries. The foundation of the course is the recognition that services present special challenges that must be identified and addressed.

MKTG 330 Personal Selling Utilizing the behavioral sciences to analyze the interpersonal influence process whereby potential buyers and sellers interact for the purpose of completing exchanges of goods and services. Prerequisite can be waived with consent of the instructor. Same as MC 366.

MKTG 335 Retail Management An analysis of the activities involved in selling goods and services to the final consumer with an emphasis on retail institutions.

MKTG 419 Supply Chain Management This course will analyze the supply chain from the point of view of a manager. The goal is to understand how logistical decisions impact the performance of the firm as well as the entire supply chain. The key will be to understand the link between supply chain structures and logistical capabilities in a firm or supply chain. Topics will be covered at the strategic level, planning level as well as the operational level. There will be a mix of qualities and quantitative analysis. Same as MGMT 419.

MKTG 421 Consumer Behavior Using concepts drawn from the behavioral sciences to understand those activities people undertake when obtaining, consuming, and disposing of products and services.

MKTG 422 Marketing Research Methods of obtaining and analyzing internal and external marketing information with an emphasis on survey design and data interpretation.

MKTG 423 Marketing Communications A survey of the elements of promotion -- advertising, public relations, sales promotion, and personal selling -- with a strong emphasis on the strategic integration of these methods to achieve synergy in their application in the marketplace.

MKTG 433 Business Intelligence Using Data Mining Businesses are collecting and storing vast amount of data. Business intelligence (data mining) techniques are used to turn business data into valuable information and generate business intelligence, helping organizations to make effective decisions. This course will provide an understanding of various data mining techniques such as association rules, clustering, classification techniques, etc. and how to use data mining techniques to transform large and complex data into actionable information. The data mining techniques will be examined in the context of business applications such as marketing, e-commerce, finance, and retailing. (Same as MGMT 433)

MKTG 444 International Marketing Comprehensive study of the cultural, political, and economic factors affecting international marketing strategies.

MKTG 465 Entrepreneurship This is a survey course examining key elements of entrepreneurial venture. Basics of entrepreneurship will be covered. We will adopt the perspective of a global entrepreneur, who may capitalize upon resources from anywhere in the work, while facing global competition and uncertainties at any time. Specific topics this course will cover include: entrepreneurial opportunity, feasibility analysis, business plan, planning for growth and change.

MKTG 469 Internship A supervised practical experience in marketing. A maximum of 12 internship credits may be applied to the degree. Prerequisites: Students must have completed 6 credits in Marketing beyond MKTG 310 prior to the internship.

MKTG 490 Topics in Marketing This is a Senior level topics course and may be repeated as topic varies.

MKTG 497 Problems in Marketing Individual inquiry into theoretical or applied aspects of marketing not covered in regular curriculum.

Mass Communications

MC 100 Introduction to Mass Media The study of the power and importance of mass media in national and international affairs with emphasis on the nature, functions and influence of broadcast media, print media, emerging mediums, advertising and public relations in the digital age. MnTC Goal 9.

MC 200 Visual Communications A survey of the visual components that make up mass communications, including structural elements, psychological effects, and general visual literacy.

MC 210 Media Writing Media Writing is designed to achieve the following outcomes: proficiency in the use of the parts of speech, proficiency in the use of Associated Press style relative to capitalization, abbreviations, use of numerals and punctuation, and proficiency in composition of media messages designed for print and broadcast journalism, public relations and advertising.

MC 220 Desktop Publishing Students will acquire knowledge of the fundamental principles of layout and typography for print and on-line and multi-media publications. Proficiency will be gained in computer applications for scanning and page layout.

MC 230 Photography The student will experience an introduction to the compositional and conceptual aspects of photography and an exploration of sequencing photographs. Options exist for both digital and film-based photography. Cameras can be rented from the department.

MC 251 Desktop Video Students will acquire knowledge of the fundamental principles of desktop video production, including: use of the digital camera, script writing, storyboarding, shot composition, transfer of digital video to computer, non-linear video editing, output to tape and for the Web.

MC 290 Special Topics Study of a particular mass communications topic: exploration of emerging issues, methodologies, and new technologies related to the study or application of mass communications theory not addressed in other courses. May be repeated when topic varies.

MC 300 International Communications The course is designed to achieve the following outcomes: students will acquire a geographical knowledge of countries (including basic demographic and media data) and world regions; experience in intercultural cyberspace correspondence; acquire knowledge of a non-Western country gained from non-U.S. on-line and off-line publications; ability to gather information from diverse sources, to analyze the findings critically and rationally using problem-solving skills, and to communicate effectively through clear writing; and an understanding of the ongoing Third Communication Revolution. Students will also acquire knowledge of the major controversies related to international communication. MnTC Goal 8.

MC 302 History of Mass Communications Students will acquire knowledge of the history of journalism, broadcasting, advertising, and public relations in the United States from the American Revolution to the present.

MC 303 Advertising Principles The course is designed to achieve the following learning outcomes: acquire an understanding of advertising theories and principles, how advertising is used, why it is used and how it impacts the American society and economy; acquire an understanding of the advertising industry that includes the function and operation of an advertising agency and the components of an integrated advertising campaign.

MC 304 Public Relations Principles The course is designed to achieve the following learning outcomes: acquire an understanding of the principles, theories and practices of public relations; develop an understanding of the four-step process and how business, government and not-for-profit organizations use it to alter, adapt to or maintain their environments to achieve organizational goals.

MC 305 Imaging in Advertising and Public Relations Students will gain technical and conceptual skills in the manipulation of digital images for the fields of advertising and public relations. Projects involve acquiring images and producing creative manipulations that can be used for a variety of clients.

MC 306 Advertising Copywriting The course is designed to achieve the following learning outcomes: an ability to analyze consumers; proficiency in the design and construction of advertising messages targeting specific consumers; proficiency in adapting the message copy to fit the mediums used to transmit the message; and proficiency in the public presentation of advertising copy.

MC 307 Public Relations Processes The course is designed to achieve the following learning outcomes: an ability to analyze a public relations situation; proficiency in the design and construction of public relations messages targeting specific publics; proficiency in adapting the message copy to fit the mediums used to transmit the message; proficiency in the design and execution of a public relations special event; and proficiency in the public sharing of public relations materials.

MC 308 Broadcast Journalism The study of radio and television news. Students will learn a specific style for writing broadcast news stories from notes, satellite feeds, news releases and the Associated Press. Students will write and re-write stories for both radio and television and learn the basics of editing television news stories.

MC 309 Reporting Reporting is designed to achieve the following outcomes: proficiency in writing both hard news and soft news; experience in integrating writing, editing and design through teamwork; competence in using Associated press style, grammar and syntax, as well as on-line and off-line research sources; skill in interviewing; and acquire an understanding of the theory and contemporary practice of journalism.

MC 310 Copy Editing Copy Editing is designed to achieve the following outcomes: competence in using Associated Press style, grammar, and syntax; skill in headline writing, outline writing, photo and graphic editing, page layout and design; experience in producing a newsletter through the integration of writing, editing, and design; knowledge of current affairs; and an understanding of the theory and contemporary practice of copy editing.

MC 320 Layout and Typography Students will acquire knowledge of advanced principles of layout and typography for print and online publications. Proficiency will be gained in computer applications for layout.

MC 327 Creating a Newsletter The objectives of this course are to provide students with the training and theoretical background to create a newsletter intended for dissemination to target publics, with a component on internal and external corporate communications.

MC 330 Photojournalism Photojournalism is designed to achieve the following learning outcomes: an ability to produce feature, sports, spot news, and environmental portrait photographs for the printed page; proficiency in shooting and laying out photo stories; and an introduction to the history and legal aspects of photojournalism.

MC 331 Photo Editing The class is designed to achieve the following outcomes: proficiency to electronically scan, manipulate, sequence and lay out photographs for publication.

MC 341 Television News Writing A practicum whereby students participate in the development of a weekly television program or project as part of a series of newscasts, public affairs programs or informative programs. May be repeated for credit.

MC 342 Television News Reporting A practicum whereby students learn to produce television news packages. Reporters learn to cover stories as assigned and work along with photographers to construct weekly news packages. Those enrolled in this course must also take MC 344: Television News Editing. May be repeated for credit.

MC 343 Television News Photography A practicum whereby students learn to produce television news packages. Photographers shoot stories as assigned and work along with reporters to construct weekly news packages. Those enrolled in this course must also concurrently take MC 344: TV News Editing. May be repeated for credit.

MC 344 Television News Video Editing A practicum whereby students learn to produce television news packages. Video editors work with reporters and photographers to construct weekly news packages. They may be assigned also to edit video for voice-overs, sound bites and closing credits. Video editors edit television news packages with natural sound, natural lighting and video sequences. May be repeated for credit.

MC 345 Television News Producing A practicum whereby students learn to produce television news programs. Producers stay informed about news stories, ensure that the future file is up-to-date, and assign stories to reporters, photographers, and videotape editors. Producers select readers, voice-overs, sound bites and packages for inclusion in a weekly newscast, determine the order of these stories and develop a smooth-flowing program within time constraints. Producers coordinate numerous aspects of the news operation and provide feedback to other participants. May be repeated for credit.

MC 351 Messaging for Mobile Media A course designed to teach the principles, processes, and techniques of communicating through the use of mobile media platforms. The learning outcomes of this course include: develop an awareness and understanding of mobile media platforms; develop an

awareness and understanding of the various messaging strategies and tactics available for mobile media users; develop proficiency in the construction of mobile media messaging; develop proficiency in the adaptation of the mobile message for evolving mobile media platforms; and develop proficiency in evaluating the effectiveness of the mobile message using industry-based messaging standards.

MC 352 Social Media Campaigns Introduction to the theory, application and criticism of social media communication for producers of online advertising and public relations campaigns. The course is designed to achieve the following learning outcomes: to develop an awareness and understanding of the nature of the communications transaction occurring in a social media campaign; to develop an awareness and understanding of the various media platforms encompassed under the rubric of social media; to develop a proficiency in the design and construction of a social media campaign targeting a specific public(s) of an extant organization; and to develop an ability to critically evaluate the effectiveness of a social media campaign.

MC 353 Producing Sports Audio and Video A course designed to teach the principles and techniques of audio and video production for use in online and live sporting event situations. The learning objectives of this course include: to develop an awareness and understanding of the audio and video techniques of production employed in a sports broadcast situation; to develop an entry level proficiency in the use of audio and video production equipment; to develop an understanding of the process to stream audio and video messages over the internet and/or on a stadium display board; to demonstrate an ability to function effectively as a member of a sports broadcasting production team; and to demonstrate an ability to produce a live or recorded broadcast that meets an entry-level standard of excellence in the sports broadcasting industry.

MC 354 Social Media Metrics A course designed to teach the principles, processes, and techniques of evaluating the social media choices using industry established metrics. The learning objectives of this course include: to develop an awareness and understanding of the social media measurement process; develop an awareness and understanding of the various metrics available for measuring social media objectives; develop an understanding of the criteria involved in selecting an appropriate metric for measuring a given outcome; provide an experience in the measurement of an objective(s) in a social media campaign; develop an understanding of the process of analyzing and interpreting the data generated in a social media campaign; and develop an understanding of the process of reporting the results of measurement in a social media campaign.

MC 356 Multimedia Authoring and Development This course examines the layers, facets and the concepts of multimedia; the workings of multimedia in the fields of education, medicine, architecture, graphic and corporate communications, and entertainment.

MC 365 Media Planning The course is designed to develop an understanding of the principles involved in the selection of media; proficiency in the evaluation of syndicated media research; proficiency in planning the strategic use of media placements; proficiency in the estimation of media costs; proficiency in the execution of media buys at the local and national levels; and proficiency in the development of a media schedule.

MC 366 Personal Selling A practical course in professional selling that explores the role of personal selling in the marketing mix and the development of effective techniques for the modern sales executive. Same as MKTG 330.

MC 373 Radio/Television Performance Theory and practice in the professional areas of radio and television performance, from auditioning through final tapings.

MC 375 Strategies and Tactics in Public Relations The course is designed to achieve the following learning outcomes; an ability to analyze a public relations case study and identify the salient issues; an ability to identify the defined objectives in a case study; to develop an awareness and understanding of the strategies and tactics employed in a case study; to develop an awareness and understanding of the analytics used to evaluate the achievement of both impact and output objectives in a case study; to accumulate a repertoire of strategic public relations strategies and tactics that can be used to respond to a future PR situation; and to construct a written plan of professional, entry-level, proficiency that delineates a public relations response to a challenge, opportunity or problem in public relations.

MC 376 Crisis Communications This course is designed to develop an awareness and an understanding of the principles and communication processes used to respond to a crisis that threatens the image, credibility and/or viability of an organization. Topics include the typologies of a crisis, the stages of a crisis, the process of developing and administering a comprehensive crisis communications plan, the strategies and tactics of messaging and interacting with media and other key publics in a crisis setting, and an examination and critique of case histories of an organization's response to an actual crisis.

MC 379 Ad Agency Practicum Flypaper Creative Services is a student-run ad agency centered in FR 256. The agency interacts with actual clients, mostly nonprofits or start-up companies, and produces materials like posters, brochures, advertisements, television and radio commercials, web sites and/or marketing plans. Participants in the agency serve as account managers, copywriters or designers. Participation in this class is by special permit only, granted to those who demonstrate competence in the areas of design, copywriting and account management. Participants receive three credits per semester and are encouraged to participate for more than one semester.

MC 381 Sports Information and the Media The course deals with the role of the sports information director in creating sports publicity. Attention is concentrated on how the sports information director serves as an information broker between organizations, both professional and amateur, and media outlets.

MC 382 Sports Promotions The course focuses on the promotion of sports through marketing, sales and public relations in a seminar with experts in sports and related industries.

MC 383 Event Planning This course is designed to explore the public relations role that a special event(s) plays in building and maintaining a relationship(s) with a target audience(s), as a part of an integrated marketing communications plan (IMC). This course provides both a theoretical and an experiential exposure to the processes of planning, implementing, and evaluating a special event. The learning outcomes of the course are to: 1) develop an understanding of the strategic role that special events plays as a part of an IMC plan; 2) develop an understanding of the project management process employed to develop a special event as a public relations tactic; 3) develop an understanding of the components involved in effectively designing the public relations special event; 4) develop an understanding of how to implement special events as a public relations tactic; 5) develop an understanding of the process used to evaluate the effectiveness of a public relations special event; and 6) provide an experiential learning opportunity in the planning, implementation, and evaluation of a public relations special event.

MC 390 Special Topics Study of a particular mass communication topic: exploration of emerging issues, methodologies, and new technologies related to the study or application of mass communications theory not addressed in other courses. May be repeated when topic varies.

MC 400 Mass Media Ethics and Issues Study of ethical considerations in advertising, journalism and public relations as well as major contemporary issues in the mass media. Emphasis will be placed upon research findings regarding mass media effects and the resultant alternatives for policymakers, practitioners and consumers.

MC 401 Communications Law Examination of the legal and constitutional history of freedom of speech and press, and a consideration of the legal philosophy bearing upon the communications media and a system of freedom of expression. Students will explore leading cases involving freedom of speech, press, assembly and petition.

MC 402 Introduction to Publishing The course familiarizes students with small press publishing and with the various facets of the writing, publication and marketing processes. It also includes an orientation to New Rivers Press, a working non-profit press located at MSUM, and a daylong field trip to various publishing facilities in the Minneapolis-St. Paul area.

MC 405 Writing for the Web As a result of actively participating in the course, students should be able to: (1) Understand changing media consumption and production patterns as media increasingly converges on the Web, (2) gain and build proficiency in writing and crafting media messages designed specifically for Web presentation, (3) identify and use evolving mass communication methods not solely available to print or broadcast media, and (4) understand best writing practice for connecting with Web-based audiences.

MC 406 Feature Writing Feature Writing is designed to achieve the following outcomes: proficiency in writing feature stories for publication in a print or an online media outlet; develop an understanding of the process of writing features; competency in adapting to the variances required in a feature story when the medium of publication changes; and competency in pitching potential feature stories to editors, as well as the process of adapting feature stories to meet requisites imposed by paying clients.

MC 407 Magazine Writing Magazine Writing is designed to achieve the following outcomes: proficiency in writing appropriate materials for publication in a print or an online magazine; an understanding of the editorial and production processes of successfully publishing in print and online magazines; and competency in pitching a prospective story to publishers. Writing Intensive course as of Spring 2013.

MC 420 Digital Storytelling Advanced use of multimedia software applications for online journalism. Story, structure, design and interactivity are stressed. Legal and ethical issues for online publishing are also addressed.

MC 423 Marketing Communications A survey of the elements of marketing, advertising, public relations, sales promotion, and personal selling--with a strong emphasis on the strategic integration of these methods to achieve synergy in their application in the marketplace.

MC 430 Documentary Photography The class is designed to achieve the following outcomes: an ability to research, photograph, organize and present a group photographic project documenting some aspect of our region. Repeatable for credit.

MC 440 Broadcast Documentary History and analysis of non-fiction documentation via radio, film and video. Each student will write a treatment and shooting script for a documentary and participate in the development of a television documentary program.

MC 459 Advertising Campaign Research The course is designed to achieve the following learning outcomes: an ability to analyze an advertising campaign situation; an ability to identify salient issues relative to the market, consumer, media and product; an ability to design and construct a research plan; proficiency in conducting primary and secondary research using selective research methodologies drawn from content analysis, historical-critical analysis, survey, in-depth interview and focus groups. The AAF campaign topic is used and student membership in AAF is required.

MC 460 Advertising Campaign Execution The course is designed to achieve the following learning outcomes: proficiency in the design and production of a strategic campaign document using the AAF topic that includes a situation analysis, a market plan, a media plan, a promotions plan, a public relations plan, an advertising plan, a budget, a campaign schedule and a plan of evaluation, oral presentation of the campaign at the annual AAF competition. Membership in AAF is required.

MC 461 Ad Portfolio Development Students in this course will develop portfolio elements such as advertisements, logos, posters, brochures and banner ads. The course is for students who are interested in working in a creative department of an ad agency or in-house advertising department. Individual portfolio elements are sent out for evaluation to working professionals from the local area, the region and the nation. In order to be part of a student's portfolio, the piece must have been approved by at least one outside source. At the end of the semester, students will have at least 12 approved pieces for their portfolios and will have both a physical portfolio and an online portfolio.

MC 462 Practicum in Publishing This course is designed to familiarize students to the working functions of a small press literary publishing house through lectures, demonstrations, and supervised group activities such as participating on editorial book teams, writing teacher guides for the website for New Rivers Press books, developing marketing plans, reading tours, distributor marketing packets etc. All projects are presented in class to foster a broader class understanding of the overall activities of a small press.

MC 469 Internship Practical work at an approved media agency. Students must be Mass Communications majors and just have Junior standing. A maximum of 12 internship credits may be applied to the degree.

MC 470 Public Relations Campaign Research The course is designed to achieve the following learning outcomes: an ability to construct a research plan; proficiency in conducting primary and secondary research using selective research methodologies drawn from content analysis, historical-critical analysis,

survey, in-depth interview and focus groups. The PRSSA campaign topic is used and student membership in PRSSA is required.

MC 471 Public Relations Campaign Execution The course is designed to achieve the following learning outcomes: proficiency to design and produce a strategic campaign document that includes a situation analysis, an analysis of the PR problem and/or opportunity, a statement of objectives, an articulation of programming executions and an identification of the mechanisms to be employed in the evaluation of a public relations campaign. Membership in PRSSA is required.

MC 490 Special Topics Study of a particular mass communication topic: exploration of emerging issues, methodologies, and new technologies related to the study or application of mass communications theory not addressed in other courses. May be repeated when topic varies.

MC 492 Online Journalism Workshop A capstone seminar designed to provide students with an opportunity to produce an online publication. Repeatable for credit.

MC 497 Problems in Mass Communications Individual problems in areas of specific interest to the student.

Mathematics

MATH 105 Contemporary Mathematics Topics selected from various areas of mathematics, showing the scope and power of mathematics and emphasizing mathematical methods. Topics include circuits, networks, trees, voting analysis, sequences, and recursion. Not intended to prepare students for any subsequent course. Must have successfully completed Elementary Algebra or the listed prerequisites, or acceptable placement score. MnTC Goal 4.

MATH 110 Introduction to Mathematics Algebra, sets, probability, and statistics. Computational proficiency will be assessed and mastery required. Must have successfully completed Elementary Algebra or Intermediate Algebra or an acceptable placement score. MnTC Goal 4.

MATH 127 College Algebra Exponents, factoring, equations, inequalities, systems of equations, functions, exponential and logarithmic functions, polynomials and rational functions. Must have successfully completed Intermediate Algebra or have an acceptable placement score. MnTC Goal 4.

MATH 142 Pre-Calculus Includes equations, complex numbers, functions, polynomials, exponential and logarithmic functions, and trigonometric functions, equations and applications. Must have successfully completed College Algebra or acceptable placement score. MnTC Goal 4.

MATH 143 Trigonometry Trigonometric functions, identities, applications. Must have successfully completed College Algebra or acceptable placement score. MnTC Goal 4.

MATH 227 Survey of Differential Calculus with Algebra Review of topics in college algebra with emphasis on solving systems of equations with unique solutions, under determined and overdetermined systems. Introduction to matrices, multiplication of matrices and inverse of a square matrix with emphasis on systems of equations and applications. Derivatives, applications of differentiation and optimization. Not open to mathematics majors or minors. Must have successfully completed MDEV 127 or acceptable placement score. MnTC Goal 4.

MATH 229 Topics in Calculus Introduction to differential and integral calculus with an emphasis on applications. Introduction to matrices and their applications. Not open to mathematics majors or minors. Must have successfully completed College Algebra or acceptable placement score. Requires a C- or better in MATH 127. MnTC Goal 4.

MATH 232 Applied Statistics Frequency distributions, introduction to probability, normal distribution, central limit theorem, estimation, tests of hypotheses, non-parametric techniques, design of experiments, one-way and two-way analysis of variance, simple linear regression. May not be taken for credit by those who earned credit in Math 234 or 336. Students who have completed Math 262 are encouraged to take Math 335 rather than Math 232. Must have successfully completed Intermediate Algebra or the listed prerequisites, or acceptable placement score. MnTC Goal 4.

MATH 234 Introduction to Probability and Statistics Measures of central tendency and variation, probability, probability distributions, sampling distributions and the central limit theorem, estimation and

tests of hypotheses for one population mean and proportion, simple linear regression. May not be taken for credit by those who earned credit in Math 232 or 236 or 336. Students who have completed Math 262 are encouraged to take Math 335 rather than Math 234. Must have successfully completed College Algebra or acceptable placement score. MnTC Goal 4.

MATH 238 Statistical Methods Estimation and testing of hypotheses for two populations, simple linear regression, multiple linear regression, and model building. A previous statistics course is assumed for entry into this course. Not open for students who are mathematics majors and minors.

MATH 244 Applied Biostatistics This course provides students with practical statistical tools for analyzing biological data. Students learn the appropriate univariate statistical tests (correlation, regression, t-tests, ANOVA) for common types of biological data, how to apply computer software to conduct the tests, and how to interpret the statistical results. The course ends with a discussion of experimental sampling design. Must have successfully completed College Algebra or acceptable placement score. MnTC Goal 4.

MATH 260 Computer Calculus Introduction to applications of computer software to calculus. Students must either have taken, or be concurrently enrolled in, Math 261.

MATH 261 Calculus I Calculus of one variable-differentiation, introduction to the integral. Students entering Math 261 should have a solid background in algebra and trigonometry. Must have successfully completed College Algebra and Trigonometry or acceptable placement score. MnTC Goal 4.

MATH 262 Calculus II Calculus of one variable-transcendental functions, applications of integrals, techniques of integration, infinite series.

MATH 290 Topics in Mathematics This is a topical course in mathematics. The course may be repeated when the topic is different.

MATH 291 LaTeX An introduction to LaTeX, a mathematical typesetting language, including page layout commands, typesetting formulae, enumerated lists, tables, arrays, graphics, plus other packages and specialized document classes.

MATH 302 Mathematics for Early Childhood Development of numeration systems, whole number, integer, rational numbers, geometry, and measurement. The content focuses on appropriate representations and models specifically tied to early childhood education. Open only to majors in Early Childhood Education. Does not substitute for MATH 303 or 304. This course does not apply to the mathematics major or minor requirements.

MATH 303 Foundations of Number Systems Sets; systems of numeration; whole number, integer, and rational number operations and properties. Particularly appropriate for early childhood, elementary, and special education majors. This course does not apply to the mathematics major or minor requirements.

MATH 304 Informal Geometry Fundamental concepts of plane and solid geometry, measurement, probability, and statistics. Particularly appropriate for early childhood and elementary education majors. Students must have completed MATH 303 with a grade of "C-" or higher. Not open to mathematics majors or minors.

MATH 306 Mathematics for Special Education Development of content and methods for teaching mathematics in special education setting. Open only to majors and minors in special education. Does not substitute for MATH 406.

MATH 310 Discrete Mathematics Methods of proof, sets, logic, functions and relations, Boolean algebra, graph theory and number systems. Students must either have taken, or be concurrently enrolled in, MATH 262 Calculus II.

MATH 316 Teaching Mathematics in the Middle Grades Materials and methods of teaching mathematics in grades 5-8. Open only to math majors with a concentration in teaching and to elementary education majors with a specialty in mathematics. In addition to those students who have completed the listed prerequisites, students who are majoring in secondary math education and who have Junior standing may take this course.

MATH 323 Multi-Variable and Vector Calculus Calculus of several variables-- partial differentiation, multiple integration, vector calculus, line and surface integrals, Green's Theorem, and Stoke's Theorem. Students must have taken, or be currently enrolled in, Math 260.

MATH 327 Introduction to Linear Algebra Systems of linear equations, Gauss-Jordan elimination, linear programming, matrices, determinants, vector spaces, linear transformations, and eigenvectors.

MATH 335 Intermediate Probability and Statistics I Probability, probability distributions of discrete random variables, probability density functions, expected value and variance, sampling distributions and central limit theorem, point and interval estimation, and tests of hypotheses for the population mean.

MATH 336 Intermediate Probability and Statistics II One and two sample tests of hypotheses, Chi-square tests, analysis of variance, completely randomized and randomized block designs, least square estimation, simple linear regression, multiple linear regression, hypotheses testing and confidence intervals for regression parameters, testing of models, model selection procedures, multicollinearity, introduction of qualitative variables, estimation, interpretation, and testing of hypotheses, checking validity of models.

MATH 355 Mathematical Modeling Techniques of developing and analyzing mathematical descriptions of physical phenomena.

MATH 361 Intermediate Analysis I A rigorous treatment of concepts of calculus and foundations of mathematics including logic and sets, Bolzano-Weierstrass Theorem, limits, Heine-Borel Theorem, continuity, and derivative.

MATH 362 Intermediate Analysis II A continuation of the rigorous treatment of concepts of calculus and foundations of mathematics including the Riemann integral, infinite series, sequences of functions and uniform convergence.

MATH 366 Differential Equations Standard methods of solution for elementary ordinary differential equations. Students must meet the prerequisite or be concurrently enrolled in MATH 323.

MATH 390 Topics in Mathematics This is an upper division topical course that may be repeated when topics changes.

MATH 392 Sophomore Seminar Students will attend lectures where they will be exposed to research level mathematics and general interest topics. The students will also attend lectures given by their classmates.

MATH 402 Mathematics for Special Education Development of number, algebra, geometry and measurement content along with methods for teaching mathematics in special education setting. Open only to majors and minors in special education. Does not substitute for MATH 406.

MATH 406 Mathematics in the Elementary School Materials and methods of teaching elementary school mathematics. Open only to elementary education majors. Taught as part of PFY. Prerequisites: MATH 303 and 304 with grades of "C" or higher.

MATH 411 Introduction to Combinatorics Permutations, Binomial Coefficients, Algebraic and Combinatorial Proof Techniques, Multinomial Coefficients, The Pigeonhole Principle, The Principle of Inclusion and Exclusion, Ordinary Generating Functions, Exponential Generating Functions, Integer Partitions, Set Partitions, Stirling Numbers of the First and Second Kind, and Bell Numbers.

MATH 416 Mathematics in the Secondary School Objectives, methods, materials, and evaluation of teaching mathematics in grades 9-12. This course is the upper division writing course for BS majors in mathematics with the emphasis in teaching. Students in this course must have Junior standing.

MATH 421 Actuarial Science I Applications and synthesis of mathematical and statistical concepts included in the Actuarial Examination I, administered by the Society of Actuaries. Linear time series models, seasonal models, stationary models, moving average, autoregressive and ARIMA models, model identification, confidence intervals and testing, forecasting and error analysis.

MATH 435 Mathematical Statistics I Discrete and continuous probability distributions, marginal and conditional densities, moment generating functions, transformations, and limiting distributions. Sampling distributions, parametric point estimation and tests of hypotheses.

MATH 450 Numerical Analysis I Numerical solutions to systems of equations and differential equations, finite differences, interpolation formulas, numerical calculus, and approximating functions.

MATH 469 Internship A supervised practical experience in mathematics. A maximum of 12 internship credits may be applied to the degree.

MATH 476 Abstract Algebra I Groups, rings and integral domains studied as abstract mathematical systems. Lagrange's theorem, factor groups, homomorphisms, polynomial rings and quotient rings.

MATH 486 History of Mathematics Topical and chronological survey of the main branches of mathematics. Required for Math Education majors. May not be used as a restricted elective for any other emphasis nor for the B.A. degree in mathematics.

MATH 487 Foundations of Geometry Systems of geometry such as Euclidean, non-Euclidean, coordinate, synthetic, transformational and projective. Models in geometric systems.

MATH 489 Continuing Studies Topical Workshop This is a topical course in mathematics and may be repeated when the topic varies.

MATH 490 Special Problems in Mathematics For advanced students to work on independent problems. May be repeated to a maximum of 6 credits.

MATH 491 Mathematical Writing This is a writing intensive course in the major for mathematics majors. It is intended to help students learn how to incorporate mathematics into their own writing.

MATH 497 Independent Study Individual study, project, or research of special interest agreed upon by student and instructor. Requires approval of department chair and dean.

Mathematical Development

MDEV 090 Elementary Algebra Signed numbers, radicals, exponents, products and factoring, solving linear equations, and graphing lines. Credits apply towards full-time status but do not apply towards graduation.

MDEV 095 Elementary/Intermediate Algebra This course is a combination of the content of Elementary Algebra and Intermediate Algebra and will be offered in a synchronous Accelerated hybrid format. Upon completion of the course, the student will be prepared for College Algebra. Topics covered will include signed numbers, radicals, exponents, algebraic fractions, products and factoring, graphing lines, solving linear equations and quadratic equations, polynomials, functions, systems of equations, linear inequalities, and absolute value equations and inequalities. Credits apply towards full-time status but do not apply towards graduation.

MDEV 099 Intermediate Algebra Exponents, algebraic fractions, polynomials, functions, graphing lines, linear and quadratic equations, systems of equations, radicals, linear inequalities, absolute value equations and inequalities. Credits apply towards full-time status but do not apply towards graduation.

MDEV 102 Mathematical Concepts This course will study real numbers and their properties, exponents, common and decimal fractions, percents, algebraic expressions, linear equations in one and two variables, lines and linear relationships, and an introduction to set theory. It is expected that students who complete this course will then go on to take MATH 102. This course is not intended to prepare students for any course in algebra.

Music

MUS 103 Music Reading Focus on music reading and development of sight singing skills. Familiarity with notation is required. A diagnostic test will determine readiness for this course. This course is to be taken concurrently with MUS 101 and MUS 150A.

MUS 105 Ear Training I -- Rhythm Development of aural/reading skills -- Rhythm concentration, with melodic and harmonic basics to parallel concepts in Mus 104. Involves competency evaluation in music reading, aural/visual analysis, dictation, and error detection.

MUS 107A Music Theory I The first semester of the core sequence of theory courses for music majors. Pitch and rhythmic notation, intervals, scales, triadic harmony, dominant seventh chords, chord function/pluralities and beginning work in four-voice writing will be the focus.

MUS 107B Aural Skills I Beginning work in the areas of sight singing (solfege), transcription (dictation), error detection and rhythmic drills.

MUS 108A Music Theory II Four-voice writing in Baroque chorale style. Diatonic Harmony, non-harmonic tones, principles of harmonic progression, modulation to closely related keys, secondary dominant/diminished chords, harmonic implications of the melodic minor scale, motivic development and an introduction to jazz/commercial harmonies and chord symbol nomenclature.

MUS 108B Aural Skills II Continued work in the areas of sight singing (solfege), transcription (dictation), error detection and rhythmic drills focusing more on minor mode melodies/harmonies and basic modulatory concepts.

MUS 110 Musicianship for Non-Majors Fundamentals of music notation, music reading, and theory. Creative application through composition and performance. Assumes minimal previous musical experience.

MUS 111 The Art of Listening Designed for non-majors. An introduction to music appreciation. Introduces the main elements of music, such as melody, harmony, rhythm, timbre, and form. Students will develop a vocabulary to discuss their experience of music. Students will listen to a broad repertoire of music examples. MnTC Goal 6.

MUS 117 Guitar for Non-Majors This course provides an introduction to basic guitar performance techniques. Students need no prior study on the guitar to take this course. Students will be introduced to commonly used chords, scales, arpeggios, and right hand patterns through the use of standard notation and tablature.

MUS 140 Thinking Musically: Critical Thinking in Multi-musical America This course focuses on critical thinking skills using American music as a means for examining assumptions, arguments and cultural images. MnTC Goal 2.

MUS 150A Class Piano Class instruction. Entry level piano course focusing on basic technique, primary chords and harmonizing. Intended for music majors/minors with limited background in applied piano instruction.

MUS 150B Class Piano II Class instruction. Continuation of Mus 150A. Further development of piano technique, physical coordination and independence between the hands. Study of major scales and beginning level standard piano literature.

MUS 150C Class Piano III Small group piano instruction. Continuation of Mus 150B. Study of beginning level classical repertoire, technique, and skills related to the Piano Proficiency examination.

MUS 150D Class Piano IV Small group piano instruction. Continuation of Mus 150C. Study of beginning/intermediate level classical repertoire, technique, and skills related to the Piano Proficiency examination.

MUS 151 Basic Commercial Keyboard Small group keyboard instruction. Study of beginning/intermediate level popular repertoire, technique, and skills related to the Music Industry/Jazz portions of the Piano Proficiency requirements.

MUS 152 Class Voice Class instruction. Designed for students with limited background in applied voice instruction. May be repeated for credit.

MUS 154 Music Performance: Voice: Level 1 Individual or small group (2 or 3 people) instruction and master classes. May be repeated for credit.

MUS 155A Music Performance: Piano: Level 1 Individual or small group (2 or 3 people) instruction and master classes. May be repeated for credit.

MUS 155B Music Performance: Organ: Level 1 Individual or small group (2 or 3 people) instruction and master classes. May be repeated for credit.

MUS 155J Jazz Piano Individual instruction and master classes. May be repeated for credit.

MUS 156A Music Performance: Trumpet: Level 1 Individual or small group (2 or 3 people) instruction and master classes. May be repeated for credit.

MUS 156B Music Performance: Horn: Level 1 Individual or small group (2 or 3 people) instruction and master classes. May be repeated for credit.

MUS 156C Music Performance: Trombone: Level 1 Individual or small group (2 or 3 people) instruction and master classes. May be repeated for credit.

MUS 156D Music Performance: Euphonium: Level 1 Individual or small group (2 or 3 people) instruction and master classes. May be repeated for credit.

MUS 156E Music Performance: Tuba: Level 1 Individual or small group (2 or 3 people) instruction and master classes. May be repeated for credit.

MUS 157A Music Performance: Flute: Level 1 Individual or small group (2 or 3 people) instruction and master classes. May be repeated for credit.

MUS 157B Music Performance: Oboe: Level 1 Individual or small group (2 or 3 people) instruction and master classes. May be repeated for credit.

MUS 157C Music Performance: Clarinet: Level 1 Individual or small group (2 or 3 person) instruction and master classes. May be repeated for credit.

MUS 157D Music Performance: Bassoon: Level 1 Individual or small group (2 or 3 person) instruction and master classes. May be repeated for credit.

MUS 157E Music Performance: Saxophone: Level 1 Individual or small group (2 or 3 people) instruction and master classes. May be repeated for credit.

MUS 158A Music Performance: Violin: Level 1 Individual or small group (2 or 3 people) instruction and master classes. May be repeated for credit.

MUS 158B Music Performance: Viola: Level 1 Individual or small group (2 or 3 people) instruction and master classes. May be repeated for credit.

MUS 158C Music Performance: Cello: Level 1 Individual or small group (2 or 3 people) instruction and master classes. May be repeated for credit.

MUS 158D Music Performance: Bass: Level 1 Individual or small group (2 or 3 people) instruction and master classes. May be repeated for credit.

MUS 158E Music Performance: Acoustic Guitar: Level 1 Individual or small group (2 or 3 people) instruction and master classes. May be repeated for credit.

MUS 158F Music Performance: Electric Guitar: Level 1 Individual or small group (2 or 3 people) instruction and master classes. May be repeated for credit.

MUS 159 Music Performance: Percussion: Level 1 Individual or small group (2 or 3 people) instruction and master classes. May be repeated for credit.

MUS 166 Record Company Operations This is the first course in a sequence devoted to the music and entertainment business. Topics include: record label types-major, affiliate, and independent: "Artist and Repertoire"; marketing and sales; distribution and retail; recording contracts and royalty statements; delivery methods-vinyl, CD, and internet downloads. Students will gain practical experience in the workings of a record company by helping to produce the annual Dragon Tracks CD.

MUS 167 Introduction to Copyright and Trademark Law This course will examine the principal areas of federal copyright and trademark law as they specifically relate to the music, film, theater, television, and multi-media industries. It will also entail excursions into related legal areas such as defamation, rights of privacy and publicity, and methodology which will center around statutory and related case law analysis.

MUS 170 Composition - Level I Individual and/or small group instruction. May be repeated for credit.

MUS 184 Introduction to Audio Production An introductory course on proper stereo and multi-track recording techniques for live and studio performances. Additionally, students will be introduced to standard audio production gear (EQ, Compression, Effects) and its operation. Principals will be presented through readings, recording, and lectures. Hands-on sessions will provide opportunities for basic skills acquisition. Students must attend scheduled events on some evenings and weekends as part of this course.

MUS 187 Jazz Fundamentals Theoretical, aural and performance skills essential to the jazz lexicon with a particular focus on preparing the student for successful study in the areas of jazz improvisation, composition and arranging.

MUS 190 Topics in Music This is a topical course and may be repeated when the topic changes.

MUS 191 Diction Instruction for voice students in the proper pronunciation of English, Liturgical Latin, Italian, German and French for solo song and choral singing. Introduction to the International Phonetic Alphabet for notation of speech sounds.

MUS 197 Independent Study Directed study of particular topics in music agreed upon by instructor and student.

MUS 207A Music Theory III Studies in chromatic tonal harmony concepts of the Classic and Romantic Periods and a study of musical forms through analysis.

MUS 207B Aural Skills III Continued work in the areas of sight singing (solfege), transcription (dictation), error detection and rhythmic drills focusing more on a chromatic harmonic and melodic concepts.

MUS 208 Theory and Ear Training IV This course will focus on ear-training, sight-singing, chromatic harmony, part-writing, and form and analysis.

MUS 209 Survey of Non-Western Music An introduction to music outside of Western European tradition. Selected reading and listening materials from these areas/cultures are surveyed: African, Indian, the Far East, Indonesian, American Indian, Latin American, Middle East, and Eastern Europe. Study focuses on similarities and differences in musical style and cross influences between the various repertoires.

MUS 215 History of Jazz Designed for non-majors. A survey of the development of jazz from its roots through the contemporary period. Emphasis will be placed on stylistic changes. Music 111 is recommended as a preliminary course. MnTC Goal 6.

MUS 217 Pop/Rock Music for Non-Majors Designed for non-majors. Survey of pop/rock music from 1956 to the present. Emphasis placed on identifying styles and songwriting techniques of various musicians.

MUS 219 Singing Skills for Musical Theatre Designed for theatre students. Principles of body alignment and breathing, vocal exercises, and diction. May be repeated for credit.

MUS 231 Methods for Teaching Woodwinds I Methods and materials for teaching individual woodwind instruments in the public schools. Focus on clarinet and saxophone.

MUS 232 Methods for Teaching Woodwinds II Methods and materials for teaching individual woodwind instruments in the public schools. Focus on flute, oboe, and bassoon.

MUS 233 Methods for Teaching Brass Instruments Methods and materials for teaching individual brass instruments in the public schools.

MUS 234 Methods for Teaching String Instruments Methods and materials for teaching individual string instruments in the public schools.

MUS 235 Methods for Teaching Percussion Methods and materials for teaching individual percussion instruments in the public schools.

MUS 236 Guitar and Recorder for Teaching Music Fundamentals of guitar and recorder playing for use in the general music programs in the public schools.

MUS 240 American Music Historical survey of music in the United States, including folk, popular and art music of the African American, Latino, Native American and European traditions. MnTC Goal 7.

MUS 254 Music Performance: Voice: Level 2 Individual instruction and master classes. May be repeated for credit.

MUS 255A Music Performance: Piano: Level 2 Individual instruction and master classes. May be repeated for credit. Students must complete the piano proficiency exam prior to enrolling in this class.

MUS 255B Music Performance: Organ: Level 2 Individual instruction and master classes. May be repeated for credit.

MUS 255J Jazz Piano Individual instruction and master classes. Students must complete the piano proficiency exam prior to enrolling in this class. May be repeated for credit.

MUS 256A Music Performance: Trumpet: Level 2 Individual instruction and master classes. May be repeated for credit.

MUS 256B Music Performance: Horn: Level 2 Individual instruction and master classes. May be repeated for credit.

MUS 256C Music Performance: Trombone: Level 2 Individual instruction and master classes. May be repeated for credit.

MUS 256D Music Performance: Euphonium: Level 2 Individual instruction and master classes. May be repeated for credit.

MUS 256E Music Performance: Tuba: Level 2 Individual instruction and master classes. May be repeated for credit.

MUS 257A Music Performance: Flute: Level 2 Individual instruction and master classes. May be repeated for credit.

MUS 257B Music Performance: Oboe: Level 2 Individual instruction and master classes. May be repeated for credit.

MUS 257C Music Performance: Clarinet: Level 2 Individual instruction and master classes. May be repeated for credit.

MUS 257D Music Performance: Bassoon: Level 2 Individual instruction and master classes. May be repeated for credit.

MUS 257E Music Performance: Saxophone: Level 2 Individual instruction and master classes. May be repeated for credit.

MUS 258A Music Performance: Violin: Level 2 Individual instruction and master classes. May be repeated for credit.

MUS 258B Music Performance: Viola: Level 2 Individual instruction and master classes. May be repeated for credit.

MUS 258C Music Performance: Cello: Level 2 Individual instruction and master classes. May be repeated for credit.

MUS 258D Music Performance: Bass: Level 2 Individual instruction and master classes. May be repeated for credit.

MUS 258E Music Performance: Acoustic Guitar: Level 2 Individual instruction and master classes. May be repeated for credit.

MUS 258F Music Performance: Electric Guitar: Level 2 Individual instruction and master classes. May be repeated for credit.

MUS 259 Music Performance: Percussion: Level 2 Individual instruction and master classes. May be repeated for credit.

MUS 266 Legal and Ethical Issues in Music This course examines legal and ethical issues in music pertaining to consumers as well as those who participate in the creation of musical media, including: digital/copyright issues, music publishing and licensing; the role of attorneys, managers, agents.

MUS 267 Negotiation and Drafting Entertainment Contracts This course will examine the nuts and bolts of negotiating and drafting a variety of music and entertainment contracts, including reviewing related copyright.

MUS 270 Composition - Level 2 Individual and/or small group instruction. Study includes composition in several musical styles. May be repeated for credit.

MUS 281 Studio Production I A course on proper stereo and multi-track recording techniques for studio performances. Additionally, students will be introduced to standard audio production gear (EQ, Compression, Effects) and its operation. Principals will be presented through readings, recording, and lectures. Hands-on sessions will provide opportunities for basic skills acquisition. Students will also be trained in the proper use of various studio production software.

MUS 284 Live Audio Production Course focuses on live sound reinforcement/recording. Material will be presented in the form of lectures and hands-on training. Students will gain experience in the set-up and operation of sound reinforcement systems and audio processing devices. Additionally, students will learn necessary organizational skills required to successfully oversee an event. Students must attend selected events on evenings and weekends.

MUS 287 Jazz Theory and Improvisation I This is the first course in a sequence devoted to the study of theory and improvisation in jazz music. The following topics will be introduced: chord qualities and nomenclature, blues and standard song forms, transcription and analysis of jazz solos, basic approaches to melodic improvisation and guide-tone exploration, and different styles of jazz including Latin, bebop and standard songs.

MUS 290 Topics in Music This is a topical course in music and may be repeated when the topic changes.

MUS 291 Individual Projects Individualized study in specialized areas in music. May be repeated for credit.

MUS 297 Independent Study Directed study of particular topics in music agreed upon by instructor and student.

MUS 300 Conducting and Instrumentation Development of baton techniques and score reading skills. Understanding the principles of composition and arranging for instruments and voices.

MUS 301 Western Music of the 20th Century Survey of literature and materials of 20th Century music in Europe and North America. Integrated musicianship skills.

MUS 303 Western Traditions to 1750 Historical survey of European music of the Medieval, Renaissance and Baroque periods with focus on styles, genres and historical context. To be taken concurrently with MUS 207.

MUS 304 Western Traditions: 1750-1900 Historical survey of European and American art music from 1750-1900, encompassing the Classical and Romantic periods in Europe and American music from Billings to Beach. Focus will be on styles, genres and historical context. To be taken concurrently with MUS 208.

MUS 305 Western Traditions Since 1900 Historical survey of European and American music from 1900 to the present with focus on styles, genres and historical context. To be taken concurrently with MUS 307.

MUS 307 Theory and Ear Training V This course will focus on set theory, 12 tone/serial music, centric strategies, parametric analysis, and perceptual analysis.

MUS 316 World Music Survey An introduction to the varied music repertoires of the world. Similarities to and differences from Western musical culture will be noted, as well as cross influences between the repertoires. MnTC Goal 8.

MUS 319 Music for Classroom Teachers Basic musicianship skills and theory developed through vocal, keyboard, and recorder experiences. Examination of teaching methods and materials, learner outcomes and assessment. Required for elementary education majors. Not intended for music majors or minors.

MUS 328 Ensemble Performance Required for music majors. Preparation and public performance of musical works appropriate for the specific ensembles listed: Concert Band, Festival Mixed Choir, Festival Women's Choir, Wind Ensemble, Jazz Ensemble, Concert Choir, Chamber Singers, Vocal Jazz Ensemble, Orchestra, Collegium Musicum (Early Music), Opera Workshop, Tri-College Percussion Ensemble, Small Commercial Ensemble, Jazz Combo, New Music Ensemble, and Chamber Music. (All ensembles require audition except Concert Band, Festival Mixed Choir and Festival Women's Choir.)

MUS 333 Teaching General Music K-12 Administration of the public school K-12 general music curriculum. Study of teaching methods and materials, learner outcomes and evaluation procedures. Required of both vocal and instrumental education majors. The course must be taken no more than three semesters before the student teaching semester.

MUS 334 Secondary School Choral Methods Administration of the high school vocal music program. Study of objectives and evaluation procedures, teaching methods and materials. This course must be taken no more than four semesters before the student teaching semester.

MUS 335 Teaching School Band and Orchestra Administration of the public school band and orchestra program. Study of objectives and evaluation procedures, teaching methods and materials. In addition to the listed prerequisite of MUS 300, students must complete any three of these courses (MUS 231, 232, 233, 234, or 235) prior to enrollment in MUS 335.

MUS 342 Seminar in Pop/Rock Literature and Repertoire Topical study of literature of repertoire of rock and popular music since 1956.

MUS 343 Seminar in Jazz Literature and Repertoire Topical study of literature of repertoire of jazz styles.

MUS 344 History of European Art Music since 1700 Historical survey of European art music of the Baroque, Classical, Romantic and Modern periods with a focus on styles, genres and historical context.

MUS 345 Women in Musical Culture A history of women in musical culture and critical examination of representations of women in music. Topics examine women's roles in American and European musical cultures, including artistic traditions, popular musics, jazz and folk traditions. Representations of women in musical forms, such as opera, rock music and multimedia, are also considered. MnTC Goals 6 and 7.

MUS 346 Sex, Sexuality and Music This course considers representations and expressions of sex and sexuality in music throughout history in artistic and popular music traditions in Western society. Various musical forms will be considered in sociohistorical context. Musical works will be examined and interpreted for their expression of ideas about sexuality, representations of sexuality, and the ways in which they enhance or challenge social norms or stereotypes about sexuality. Music as a means of expressing sexuality will also be considered. MnTC Goals 6 and 7.

MUS 354 Music Performance: Voice: Level 3 Individual instruction and master classes. May be repeated for credit.

MUS 355A Music Performance: Piano: Level 3 Individual instruction and master classes. May be repeated for credit.

MUS 355B Music Performance: Organ: Level 3 Individual instruction and master classes. May be repeated for credit.

MUS 355J Jazz Piano Individual instruction and master classes. May be repeated for credit.

MUS 356A Music Performance: Trumpet: Level 3 Individual instruction and master classes. May be repeated for credit.

MUS 356B Music Performance: Horn: Level 3 Individual instruction and master classes. May be repeated for credit.

MUS 356C Music Performance: Trombone: Level 3 Individual instruction and master classes. May be repeated for credit.

MUS 356D Music Performance: Euphonium: Level 3 Individual instruction and master classes. May be repeated for credit.

MUS 356E Music Performance: Tuba: Level 3 Individual instruction and master classes. May be repeated for credit.

MUS 357A Music Performance: Flute: Level 3 Individual instruction and master classes. May be repeated for credit.

MUS 357B Music Performance: Oboe: Level 3 Individual instruction and master classes. May be repeated for credit.

MUS 357C Music Performance: Clarinet: Level 3 Individual instruction and master classes. May be repeated for credit.

MUS 357D Music Performance: Bassoon: Level 3 Individual instruction and master classes. May be repeated for credit.

MUS 357E Music Performance: Saxophone: Level 3 Individual instruction and master classes. May be repeated for credit.

MUS 358A Music Performance: Violin: Level 3 Individual instruction and master classes. May be repeated for credit.

MUS 358B Music Performance: Viola: Level 3 Individual instruction and master classes. May be repeated for credit.

MUS 358C Music Performance: Cello: Level 3 Individual instruction and master classes. May be repeated for credit.

MUS 358D Music Performance: Bass: Level 3 Individual instruction and master classes. May be repeated for credit.

MUS 358E Music Performance: Acoustic Guitar: Level 3 Individual instruction and master classes. May be repeated for credit.

MUS 358F Music Performance: Electric Guitar: Level 3 Individual instruction and master classes. May be repeated for credit.

MUS 359 Music Performance: Percussion: Level 3 Individual instruction and master classes. May be repeated for credit.

MUS 363 Audio for Film and Multimedia This course will focus on the various techniques involved in capturing sound for film/multimedia projects. Additionally, audio mixing, sound design and current audio delivery formats and specifications (.wav, .aiff, Mp3, etc.) for multimedia applications (web, TV, Film, etc.) will be studied.

MUS 364 Survey of Film Music This course will focus on the history and evolution of music for film. Musical examples from historical and contemporary cinema will be examined. Listed prerequisites can be waived with the permission of the instructor.

MUS 365 Practicum An on-campus experience in preparation for the music industry internship. To be taken concurrently with or following one of the seminars in music industry. May be taken two times for credit. Listed prerequisites can be waived with the permission of the instructor.

MUS 366 Venue Management This is the third course in a sequence devoted to the music and entertainment business. Topics include: venue type from small to large; non-profit to private sector; position descriptions to include executive director, operations manager, box office, stage management, and technical engineer; technical riders; contracts; budgets; unions; and grant-writing. This course also engages students in a large-scale community music/theatre event.

MUS 370 Composition - Level 3 Individual composition instruction plus seminar with all composition students. Study includes composition in several musical styles. May be repeated for credit.

MUS 371 Projects in Repertoire and Skills Development An ongoing study of musical repertoire and etiquette; focusing on aural, technical, interpersonal and business skills development within the professional arena in different genres of music.

MUS 372 Jazz Arranging I Writing for the rhythm section (piano, guitar, bass, drums) and instruments commonly used in the jazz-commercial idiom in unison, two-part, three-part and four-part combinations. Common voicing procedures, articulations specific to the jazz-commercial genre, and melodic line harmonizations will be the focus of the course.

MUS 373 The Art and Craft of Popular Songwriting Through listening, analysis, creative exercises, and peer critiques, this course will provide students immersion in both the theory and practice of writing popular songs.

MUS 374 Instrumental/Choral Arranging Approaches to writing for instruments of the band and orchestra as well as writing for choral ensembles. Ranges, transpositions and scoring for ensembles of various sizes. Substituting instruments to fit individual needs. Writing for voices with a focus on ranges, sensible rhythmic handling of lyrics.

MUS 375 Instrument Conducting Band and Orchestra conducting techniques, rehearsal methods, and score reading.

MUS 377 Choral Conducting Choral conducting techniques, rehearsal methods, and score reading, brief survey of literature and introduction to choral arranging.

MUS 378 Advanced Conducting Advanced band, orchestra and choral conducting techniques, rehearsal methods, and score reading.

MUS 381 Studio Production II Equipment and techniques of studio audio production, including multi-track recording, microphone techniques, mixing, and use of effects devices.

MUS 382 Digital Audio for Multi-Media Digital workstation as the central tool for producing music and audio. Topics include: basics of audio and sound systems, digital audio (conversion, sampling, quantization), MIDI, hard-disk recording, sequencing, editing, and mastering. Internet audio will also be covered, including encoding and streaming. Students will complete a group presentation/project applying all skills learned.

MUS 384 Concert Recording and Sound Reinforcement A course on stereo and extended recording techniques for concerts and sessions involving voices or ensembles. Sound reinforcement (providing sound systems for live performances) will also be studied. Principles will be presented through readings, recordings, and lectures. Hands-on sessions will provide opportunities for skill acquisition.

MUS 387 Jazz Theory and Improvisation II This is the second course in a sequence devoted to the study of theory and improvisation in jazz music. Topics include: standard chord progressions; exploration of the blues and standard song forms; development of approaches to the transcription and analysis of jazz solos; development of approaches to melodic improvisation and guide-tone exploration and bebop language; continued exploration of different styles of jazz including Latin, bebop and standard songs.

MUS 390 Music Topics Special upper division studies in music. Different topics will be chosen for study. May be repeated if topic changes.

MUS 391 Writing Seminar in Music Seminar focused on writing about music in various forms, including research papers and program notes.

MUS 392 The Art of Performing An overview of the challenges of performing in public and an examination of procedures and processes that ameliorate the impact of performance anxiety. Students will develop and apply strategies for securing repertoire, coping with nervousness, and closing the gap between practice room sessions and auditions/performances.

MUS 397 Independent Study Directed study of particular topics in music agreed upon by instructor and student.

MUS 421 Ensemble Performance Class Preparation and public performance of musical works appropriate for the specific ensembles listed: Concert Band, Festival Mixed Choir, Festival Women's Choir, Wind Ensemble, Jazz Ensemble, Concert Choir, Chamber Singers, Vocal Jazz Ensemble, Orchestra, Collegium Musicum(Early Music), Opera Workshop, Tri-College Percussion Ensemble, Small Commercial Ensemble, Jazz Combo, New Music Ensemble, and Chamber Music. (All ensembles require audition except Concert Band, Festival Mixed Choir and Festival Women's Choir.) For Music Majors only. This course may be repeated for credit, and is not part of the performance tuition-waiver sequence.

MUS 423 Accompanying Preparation and performance of both instrumental and vocal accompaniment repertoire. May be repeated for credit.

MUS 431A Keyboard Pedagogy I Fundamentals of keyboard instruction including methods, techniques, and procedures for establishing a private studio.

MUS 431B Keyboard Pedagogy II Practical application of teaching techniques, skills, and procedures studied in Mus 431A.

MUS 432 Voice Pedagogy Will include physiology, anatomy, teaching techniques, demonstration models and a practicum. Will focus on social, educational, family and peer pressure that affect the singing standards of the adolescent interested in pursuing vocal performance skills.

MUS 433 Jazz Pedagogy This course will focus on techniques for directing instrumental and vocal jazz ensembles and techniques for teaching the various jazz disciplines. The course will review major jazz texts, periodicals, historical recordings, and resources.

MUS 440 Music Literature: Solo Song Study of solo song literature. Intended for majors and minors in music.

MUS 441 Music Literature: Orchestral Study of orchestral literature. Intended for majors and minors in music.

MUS 442 Music Literature: Choral Study of choral literature. Intended for majors and minors in music.

MUS 445 Music Literature: Wind Band Study of wind band literature. Intended for majors and minors in music.

MUS 446 Music Literature: Opera Study of opera literature. Intended for majors and minors in music.

MUS 447 Percussion History and Literature Study of Western percussion history and literature including solo, chamber, and orchestral genres. Intended for majors and minors in music.

MUS 450 Student Recital Special supplemental applied study in preparation for public recital appearance. May be repeated once for credit. Students must pass the piano proficiency examination prior to enrolling in this course.

MUS 454 Music Performance: Voice: Level 4 Individual instruction and master classes. May be repeated for credit.

MUS 455A Music Performance: Piano: Level 4 Individual instruction and master classes. May be repeated for credit.

MUS 455B Music Performance: Organ: Level 4 Individual instruction and master classes. May be repeated for credit.

MUS 455J Jazz Piano Individual instruction and master classes. May be repeated for credit.

MUS 456A Music Performance: Trumpet: Level 4 Individual instruction and master classes. May be repeated for credit.

MUS 456B Music Performance: Horn: Level 4 Individual instruction and master classes. May be repeated for credit.

MUS 456C Music Performance: Trombone: Level 4 Individual instruction and master classes. May be repeated for credit.

MUS 456D Music Performance: Euphonium: Level 4 Individual instruction and master classes. May be repeated for credit.

MUS 456E Music Performance: Tuba: Level 4 Individual instruction and master classes. May be repeated for credit.

MUS 457A Music Performance: Flute: Level 4 Individual instruction and master classes. May be repeated for credit.

MUS 457B Music Performance: Oboe: Level 4 Individual instruction and master classes. May be repeated for credit.

MUS 457C Music Performance: Clarinet: Level 4 Individual instruction and master classes. May be repeated for credit.

MUS 457D Music Performance: Bassoon: Level 4 Individual instruction and master classes. May be repeated for credit.

MUS 457E Music Performance: Saxophone: Level 4 Individual instruction and master classes. May be repeated for credit.

MUS 458A Music Performance: Violin: Level 4 Individual instruction and master classes. May be repeated for credit.

MUS 458B Music Performance: Viola: Level 4 Individual instruction and master classes. May be repeated for credit.

MUS 458C Music Performance: Cello: Level 4 Individual instruction and master classes. May be repeated for credit.

MUS 458D Music Performance: Bass: Level 4 Individual instruction and master classes. May be repeated for credit.

MUS 458E Music Performance: Acoustic Guitar: Level 4 Individual instruction and master classes. May be repeated for credit.

MUS 458F Music Performance: Electric Guitar: Level 4 Individual instruction and master classes. May be repeated for credit.

MUS 459 Music Performance: Percussion: Level 4 Individual instruction and master classes. May be repeated for credit.

MUS 461 Music and Entertainment Entrepreneurship Seminar covering broad range of current topics related to the music business.

MUS 466 Artist and Venue Management This course will cover a variety of topics related to managing artists and venues of varying types and sizes.

MUS 467 Entertainment Case Law This course will closely and critically analyze the major cases that define various concepts of the entertainment industry. This will include seminal cases in the area of Fair Use, Co-Authorship, Royalties, Film Distribution and other essential entertainment sector aspects. Methodology will be via readings and briefing of US case law. We will also spend time explaining how the court system of the US works.

MUS 469 Internship Internship in music-related field. Students must pass the piano proficiency examination prior to enrolling in this course. A maximum of 12 internship credits may be applied to the degree.

MUS 470 Composition - Level 4 Individual composition instruction plus seminar with all composition students. Study includes composition in several musical styles. May be repeated for credit.

MUS 471 Orchestration Principles of orchestral writing.

MUS 472 Jazz Arranging II A continuation of MUS 372. Writing for five-part ensemble with rhythm section and for larger ensembles (big band, vocal jazz ensemble and studio orchestra).

MUS 481 Projects in Studio Production Individual projects in Studio Production. May be repeated for credit.

MUS 484 Projects in Sound Reinforcement and Concert Recording Individual projects centered on learning sound reinforcement and concert recording for all types of concert situations. Most of the class

will involve hands on work for departmental music productions. Class participants will learn Tonmeister recording techniques and sound reinforcement while using our department's various sound reinforcement systems. Students must be prepared to work at night and off-campus for MSUM Music Department events. May be repeated for credit.

MUS 486 Projects in Computer Music Individual projects in Computer Music. May be repeated for credit.

MUS 487 Jazz Theory and Improvisation III This is the third and final course in a sequence devoted to the study of theory and improvisation in jazz music. Topics include: non-standard chord progressions and advanced harmonic applications, advanced transcription and analysis; advanced melodic improvisation guide-tone exploration, bebop language and pentatonic scales, and different styles of jazz including modal and non-standard/contemporary.

MUS 490 Topics in Music This is an upper division topical course in Music and may be repeated when the topic changes.

MUS 497 Independent Study Directed study of particular topics in music agreed upon by instructor and student.

Nursing

NURS 110L Introduction to Professional Nursing Introduction to the profession of nursing and basic nursing concepts and skills.

NURS 112 The Professional Nurse of the Future Professional roles, evidence-based practice, and legal and ethical foundations for accountability.

NURS 120 Adult Health I Provides an understanding of the complexity of the human being and the underlying nursing knowledge and critical thinking skills required to respond to health care needs.

NURS 120L Clinical Nursing I Simulated and clinical practice sessions. Emphasis is placed on normal vs. abnormal clinical signs.

NURS 190 Topics in Nursing This course is topical and may be repeated as topic changes.

NURS 220L Family Nursing I Nursing care of the family unit, including pregnancy, childbirth and care of newborns.

NURS 225 Nursing Pharmacology Provides students with basic knowledge and skill to safely administer medications to clients of all ages.

NURS 230L Family Nursing II Nursing care of a child within a family context from infancy through adolescence, including common stressors (both physiological and psychological).

NURS 240 Adult Health II Addresses the complexity of the human being underlying nursing knowledge and critical thinking skills. Content includes expanded assessment skills and knowledge, plus the integral role of health promotion, risk reduction and disease prevention.

NURS 240L Clinical Nursing II Clinical course focuses on complex clinical experiences related to the content in Adult Health II. Integrates pharmacology and health assessment content.

NURS 301 Transitions This course examines professional, educational, and developmental transitions experienced by students at different points along their career paths. The focus is on professional practice and the expectations of industry, accrediting/regulating bodies and the nursing profession for baccalaureate-prepared nurses. This course is a prerequisite or co-requisite for all other courses in the nursing major for RN-BSN students.

NURS 302 Bridge to BSN Education This on-line course examines professional practice standards and role expectations of baccalaureate level nursing, personal development, teaching-learning process and theoretical concepts of the discipline of nursing. This course is a prerequisite for all other courses in the nursing major for RN-BSN students.

NURS 303L Family Health Nursing This course examines nursing care to the family at all stages of life. Theory will be examined and then applied through family health visiting. Concurrent registration in NURS 302 is required if not already completed.

NURS 318 Nursing Ethics This course is designed to assist students in the exploration and recognition of ethical issues within the profession of nursing. Students will gain knowledge and gain critical thinking skills through that application of ethical theories and paralleling of situations to various benchmarks within the nursing profession (i.e. Association of American College's of Nursing Baccalaureate Essentials, Bachelor of Science in Nursing Program Outcomes, American Nurses Association Code of Ethics, Minnesota Board of Nursing Scope of Practice).

NURS 340L Psychiatric Nursing: Contemporary Practice Focus on the understanding of dynamics of human behavior. Promotion of mental health, prevention of mental illness. Specific topics include affective, personality and thought disorders. Concurrent registration in NURS 302 is required if not already completed.

NURS 342 Nursing Care of Diverse Populations This course prepares students to care for people from a holistic perspective. Using nursing theory, this course will provide insight into nursing care and the ability to deliver ethical care to clients from diverse populations. Some of the diverse populations may include: cultural/ethnic differences, sexual preferences, disabilities, age, and chronic illnesses.

NURS 347 Transcultural Nursing This on-line, writing intensive course focuses on the nursing care of a diverse client population, including culturally competent care, with a specific emphasis on those populations increasing in numbers in the Red River Valley of Minnesota and North Dakota.

NURS 348L Public Health Nursing This on-line course combines the theory base with clinical experiences in nursing care to complex systems and aggregates in the community. Emphasis is placed on the promotion, maintenance and restoration of health and wellness and the prevention of disease.

NURS 352 End of Life Nursing Care This on-line course addresses critical aspects of palliative end-of-life nursing care. The course is based on the End-of-Life Nursing Education Consortium (ELNEC) curriculum.

NURS 360L Designing and Managing Nursing Care Focuses on the professional nurse's role in planning and managing care for groups of clients. Complete prerequisites OR Concurrent registration in NURS 302 is required if not already completed.

NURS 370 Nursing Research and Evidence-Based Practice This course is designed to provide an overview of nursing research and its role in evidence-based practice. It explores research as it relates to nursing theory, clinical nursing practice and the broader arena of healthcare. Emphasis is placed on preparing students to retrieve, read and comprehend published research reports. A systematic approach to appraisal of research evidence is emphasized as a means of informing nurses' clinical decision making and is incorporated into a research critique and student developed evidence based practice project.

NURS 390 Topics in Nursing This is a topical course and may be repeated when the topic varies.

NURS 403 Sexuality: A Nursing Perspective A holistic approach which focuses on fostering healthy sexuality in illness and wellness through effective nursing practice.

NURS 407 Nursing Care of the Person with HIV/AIDS Covers world and local epidemiology, pathophysiology of human immunodeficiency virus (HIV) and opportunistic infections, treatment and care of people with HIV infection and acquired immune deficiency syndrome (AIDS). Includes infection control, ethical issues and public education needs.

NURS 409 Pharmacology for Nurses This course will provide students with an expanded knowledge base needed to safely monitor and evaluate response to medications for clients of all ages. Students will learn the basics of pharmacokinetics and pharmacodynamics. Actions, indications, interactions, side effects, nursing implications, and client education for select major drug groups are addressed.

NURS 413 Nursing and Health Promotion in Special Populations Health promotion and lifestyle change concepts and strategies are discussed and applied in a nursing framework. Special populations are described and health promotion strategies are adapted for use with these populations.

NURS 420L Gerontological Nursing to Promote Successful Aging This course explores the experience and challenges of aging from the perspectives of the patient, the support system, the community, and the health care system. Factors and processes that are both contributors and barriers to successful aging and quality of life for older adults are identified. Various assessment tools and strategies for delivering evidence based care are examined. This will provide the basis for evidence based nursing care designed to

enhance quality of life for the older adult in both health and disease states. The students will perform a complete gerontological assessment on an older adult of their choice and develop interventions to promote successful aging and quality of life.

NURS 450 Applied Pathophysiology This course focuses on alterations of selected physiological functions that occur in response to a disease process, or compensate for common stressors like inflammation or pain. The content builds upon previous understanding of anatomy, physiology, microbiology, basic chemistry, and the usual manifestations of common diseases. Using a systems theory framework, pathophysiological functions of cells and the interrelationships of body units are explored. Physiological theory and treatment implications are presented in video lecture format. Students demonstrate application of content by applying concepts of pathophysiology to clinical problems.

NURS 465 Adult Health III Course includes nursing care of clients with critical, complex health problems who are cared for in intensive care or specialty settings. Concurrent registration in NURS 465L is required.

NURS 465L Clinical Nursing III Clinical course with a specific focus on caring for clients in specialty settings such as critical care, cardiovascular care, respiratory care, operating room, recovery room and dialysis. Focus also on specific complex problems such as cardiac and respiratory system problems, neurotrauma, cancer, pain management and multisystem stressors. Concurrent registration in NURS 465 is required.

NURS 470 Leadership and Professional Issues In this on-line course, students will explore the leadership behaviors and organizational structures that enhance the delivery of client care. A major emphasis will be on the critical role of the interdisciplinary approach to delivery of high quality accessible health care.

NURS 472 Leadership and Professional Development This course provides students with the opportunity to explore leadership theories and behaviors that will serve as the framework for the capstone project and provide a foundation for career-long professional development. It focuses on the Institute of Medicine's health care professional core competencies of providing patient-centered care, working in inter-professional teams, employing evidence-based practice, applying quality improvement, and utilizing informatics. It integrates concepts of management, health care policy, legal and ethical practice, change and decision-making, organizational structure and care delivery, and health care finance in order to prepare students for professional nursing practice as leaders and change agents. Emphasis is placed on the critical role of the nurse leader in promoting a collaborative, interdisciplinary approach to the delivery of high quality, accessible health care to diverse populations across health care settings.

NURS 473 Professional Pathways In this senior capstone writing-intensive course, students apply the concepts and theories of nursing leadership and management in a self-directed project. Emphasis is placed on the nurse as a health care leader and the development of the student's leading, managing, decision-making, problem solving, and academic writing. Baccalaureate nursing graduate outcomes are synthesized as students complete their undergraduate nursing coursework.

NURS 474 Nursing Preceptorship Seminar This seminar course is the preparation for the capstone course, NURS 475, for the nursing major. It provides an opportunity for synthesis of prior work and educational experiences with present learning. This knowledge is applied in a self-selected area of nursing practice that may occur in a wide variety of settings. In this seminar, in collaboration with a preceptor and a faculty advisor, the student develops their learning contract specific to the student's learning interests and needs.

NURS 475L Nursing Preceptorship This clinical course is the capstone writing intensive course for synthesis of prior work and educational experiences in a student's self-selected area of nursing practice. Prior completion of all Nursing courses is required except concurrent registration in NURS 470.

NURS 490 Topics in Professional Nursing Study of selected practices, issues and/or problems in health care delivery as they impact the consumer and the nursing profession. Topics change each semester. This course may be repeated when the topic changes.

NURS 497 Independent Study Individual intensive study, clinical project or research activity of a nursing issue under guidance of a faculty member. Extends intellectual pursuit beyond regular curriculum.

Operations Management

OM 380 Methods Improvement Study and analysis of productive and non-productive work elements for the purpose of productivity improvements and establishing time standards.

OM 393 Occupational Safety and Health Designed for students to develop an understanding of basic occupational safety and health terminology, principles, and practices. Course content covers both industrial and construction settings and reflects current occupational standards. Students will be exposed to the development of a safety program and will do a safety site visit off-campus.

OM 394 Computer Applications for Technologists The stand alone and integrated application of computer software tools such as spreadsheets, word processors, database management systems, graphics and other productivity software, to problem solving contexts specific to the disciplines of technology.

OM 469 Internship Through industry cooperation, formal instruction is supplemented with a practicum conducted on site with a host business, helping the students learn the necessities for successful careers in distribution and manufacturing. Maximum of 12 credits may be applied to the graduation requirement.

OM 482 Quality Planning and Implementation Focusing on expanded managerial philosophies and techniques of quality control issues. This course provides practical applications of management theory by balancing managerial and technical material.

OM 483 Cost Analysis The objectives of the course are to analyze cost behavior and develop and interpret financial information at the process, project, and organization levels for purposes of management decision making.

OM 485 Production Inventory Management Study and analysis of systems and methods for planning and control of manufacturing resources. The framework of this course is based on the guidelines provided by the American Production and Inventory Control Society. Main topics include master planning, inventory management, material and capacity requirements planning, production activity control, and Just-In-Time.

OM 490 Special Problems Individual study not offered in depth in the regular curriculum. Maximum of four credits applied to graduation.

Paralegal

PARA 125 Introduction to Paralegal Provides an overview of the paralegal profession and the legal system to assist students in their career decision making process.

PARA 201 You and the Law To acquaint students with basic information about how their lives will be impacted by the law in numerous areas including marriage, death, employment, retirement, property ownership, consumer status, personal injury and criminal law. This course is open to all students. MnTC Goal 9.

PARA 250 Legal Research and Writing I A general introduction to recorded sources of the law and where and how it is to be found. Specific sources will be discussed and facilitated through practical writing exercises. Enrollment in this course requires the completion of, or concurrent enrollment in, PARA 125. Paralegal majors must earn a "C-" or better in this course.

PARA 251 Legal Research and Writing II Continuation of Legal Research and sequence. Students will develop skills in legal issue identification, analysis and research through progressively more complex exercises, including preparation of legal memoranda. Paralegal majors must earn a "C-" or better in this course.

PARA 310 Civil Procedure I The substantive and procedural law of civil litigation, with emphasis on the Rules of Civil Procedure, in both state and federal court systems.

PARA 320 Family Law The law of domestic relations, including marriage, separation, divorce, annulment, adoption, custody, and other topics.

PARA 321 Employment Law An exploration of the legal nature of the employment relationship including contract and liability issues and major stages of the employment relationship, including hiring, evaluation and termination. Coverage includes antidiscrimination law and the Family and Medical Leave Act.

PARA 325 Interviewing Development of the skills necessary to elicit comprehensive factual information about legal issues and to assist the client in understanding the process and procedures of the legal system.

PARA 331 Debtor-Creditor and Bankruptcy Law The study of law relating to the extension of credit, collection of debts, debtors' and creditors' rights, and bankruptcy, including liquidation, business reorganizations, and adjustment of debts.

PARA 340 Evidence A study of the substantive and procedural law of evidence in civil and criminal litigation.

PARA 346 Public Benefits A study of the substantive and procedural law of government benefit programs, including Supplemental Security Income, workers compensation, unemployment compensation, and Social Security Retirement and Disability insurance.

PARA 375 Legal Ethics The study of law governing the professional ethics of attorneys with emphasis on the Rules of Professional Conduct and their implications for paralegals.

PARA 380 Real Property Law The law dealing with interests in, ownership and leasing of, and title to real estate. Emphasis is also placed on official descriptions, systems for recording, and procedures and documents used for the sale or transfer, lease, and zoning of real property.

PARA 390 Topics in Paralegal Studies This is a topical course and topics covered may vary. The course is repeatable when the topic varies.

PARA 405 Probate and Estate Planning A study of the procedures, documents and other techniques used in the planning for transfer of property after death, administration of estates and the preparation of federal and state gift, estate and income tax returns.

PARA 410 Civil Procedure II A study of the procedures, documents and other techniques used in a legal setting emphasizing trial practice. Topics included will be case intake, discovery, negotiations, trial preparation, trial practice and post judgment relief.

PARA 416 Elder Law A study of the various public benefits programs that provide economic maintenance and financing of health care for the elderly, including medical assistance and Medicare. Special concerns in legal representation of the elderly. An exploration of the laws regarding self-determination and planning for incapacity.

PARA 420 Criminal Litigation A practice-oriented study of the procedures, documents, and techniques in criminal law cases. Emphasis on the preparation, organization, and management of criminal litigation documents and materials; discovery; interviewing and investigation; trial preparation; assistance at trial and other proceedings; and post-conviction relief.

PARA 425 Advanced Legal Research and Writing Integration and application of methods and techniques of legal research and writing, building on and supplementing skills acquired in PARA 250 and 251. Preparation of complex legal memoranda and briefs.

PARA 435 Personal Injury A study of the procedural and substantive law of personal injury, including negligence, products liability, strict liability, and insurance.

PARA 446 Estate, Gift and Trust Taxation Federal estate and gift tax; income taxation of estates and trusts; fundamentals of estate planning. Same as ACCT 446.

PARA 469 Internship Internship experience under supervision of an attorney as approved by program internship coordinator. Students must complete the prerequisites and two courses from your area of emphasis prior to enrolling in PARA 469. A maximum of 12 internship credits may be applied to the degree.

PARA 470 Government Benefits This course will provide non-paralegal majors with a brief overview of a variety of federal and state public assistance health care and income maintenance programs including: Social Security, Supplemental Security Income, Supplemental Nutrition Assistance Program, Temporary Assistance to Needy Families, Minnesota Family Investment Program, Medical Assistance, Medicare, and North Dakota's Training, Education, Employment and Management. (Non-paralegal majors only.)

PARA 497 Problems in Law Individual research or study under supervision of program director or other approved faculty. Students must have completed at least one methods course prior to enrolling in PARA 497.

Personal Development

PDEV 204 Dale Carnegie Course The Dale Carnegie course strengthens human relations skills and communication skills. Participants practice the material by applying it to their personal and professional lives and then deliver two-minute reports weekly. Controlling stress and worry, developing self-confidence and enhancing leadership skills are also focuses of the course.

PDEV 207 The Seven Habits of Highly Effective People Based on the book by the same title, this course is an in-depth exploration of fundamental principles of personal effectiveness and inter-personal leadership, and the application of those principles in personal and working relationships.

PDEV 208 The Four Roles of Leadership This class will present an overview of a leadership framework and the competencies necessary for effective leadership in personal, professional and organizational settings.

Philosophy

PHIL 100 Critical and Multicultural Thinking in Moral Issues This course will explore universally correct critical thinking skills for identifying, evaluating, and constructing arguments. Students will also develop multicultural thinking skills by learning diverse cultures' different belief systems about the world and our life in it. With critical and multicultural thinking skills learned and practiced, students will approach contemporary moral issues from culturally diverse perspectives and present their views with critical arguments. MnTC Goal 2.

PHIL 101 Introduction to Western Philosophy An introduction to Western philosophical thinking and methods through an examination of selected figures and movements from the history of the discipline. MnTC Goal 6.

PHIL 102 Philosophies of Human Nature This course examines multiple philosophical ideas about human existence. In addition to exploring culturally distinct perspectives, we will explore normative consequences and applications regarding basic obligations and attitudes towards others, the environment, and values. Topics typically include Confucianism, Hinduism, Buddhism, Christianity, Existentialism, Aristoteleanism, Kantianism, and secular humanism. MnTC Goal 6 and 7.

PHIL 110 Practical Reasoning An introduction to critical thinking, with emphasis on understanding the logic of everyday arguments, interpreting the arguments of others, detecting fallacies, and constructing good arguments. MnTC Goal 2.

PHIL 120 World Religions Study of beliefs and practices of major religions of the world. MnTC Goal 6 and 7.

PHIL 215 Contemporary Moral Issues Application of ethical theories to contemporary moral issues, such as world hunger, punishment, sexual equality, sexual behavior, abortion, the environment, corporate responsibility, and war. MnTC Goal 6 and 9.

PHIL 235 Philosophy of Sex and Love Exploration of historical and contemporary sources. Topics may include the nature of sexual acts, perversion, homosexuality, sexual ethics, fantasy, pornography, marriage, the different types of love, and feminist views on sex and love. MnTC Goal 6 and 7.

PHIL 290 Special Topics in Philosophy Topics will be announced in class schedule. Students may register more than once when content varies.

PHIL 300 History of Ethics A history of ethical and political theory in Western philosophy. The course will study the works of such philosophers as Plato, Aristotle, Augustine, Locke, Hobbes, Kant, Bentham, and Mill.

PHIL 301 Philosophy of Religion An examination of religions from a philosophical standpoint. The course will discuss such issues as the existence and nature of God, religious experience, and life after death.

PHIL 302 Buddhist Philosophy This course explores the most fundamental issues in Buddhist philosophy that have shaped the way of life and thoughts of Buddhists for 25 centuries. Topics include Buddhist conceptions of reality, empty persons, ethical relationships, the doctrine of emptiness, Buddhist epistemology, and Zen. MnTC Goal 6 and 8.

PHIL 303 Classical Philosophy A study of the development of ancient Greek and Roman philosophy, including the Presocratics, Socrates, Plato, Aristotle and such movements as Stoicism, Epicureanism, and Skepticism. Prerequisites: or consent of instructor.

PHIL 304 Medieval Philosophy Study of Western philosophy during the medieval period. The course will typically include study of such philosophers as Augustine, Anselm, and Aquinas, as well as philosophers from the Jewish and/or Islamic tradition.

PHIL 305 Modern Philosophy: 17th Century Study of Western philosophy in the 17th century, focusing on the metaphysical and epistemological writings of Descartes and Locke. Prerequisites: Students should have taken at least two courses in philosophy or obtain consent of instructor. Prerequisites: or consent of instructor.

PHIL 306 Modern Philosophy: 18th Century Study of Western Philosophy in the 18th century, focusing on the metaphysical and epistemological writings of Hume and Kant.

PHIL 307 19th Century Philosophy Study of selected major philosophers of the 19th century, such as Hegel, Marx, Kierkegaard, Nietzsche, Schopenhauer and Mill.

PHIL 308 Anglo-American Analytic Philosophy A survey and examination of the fundamental issues of analytic philosophy that have shaped the contemporary philosophical landscape of Anglo-American societies. Topics covered will include Early Cambridge Analytic Philosophy, Logical Positivism of the Vienna Circle, Oxford Ordinary Language Philosophy, and Contemporary Analytic Philosophy. Readings will be selected from among the areas of philosophy of language, epistemology, philosophy of science, philosophy of mind, and metaphysics. Students should have taken at least two previous course in philosophy or obtain the consent of the instructor.

PHIL 309 Continental Philosophy An investigation of recent trends in European philosophy: areas may include phenomenology, structuralism, post-structuralism, critical and political theory, postmodernism, French feminism. Emphasis will be on how the continental philosophers revolutionize the classic philosophical notions of the self, world, rationality, knowledge, etc.

PHIL 311 Morals and Medicine A consideration of some moral problems that arise in medicine such as truth-telling, experimentation, paternalism, abortion, euthanasia, allocation of sparse resources and health care systems. MnTC Goal 6 and 9.

PHIL 312 Business Ethics This course explores the ethical challenges that arise in the business world. The course will begin with a discussion of different normative theories and then applies those theories to areas of concern within the business world. Case studies will be used to illustrate theoretical points with particular situations. This course will develop critical thinking and writing competencies. MnTC Goal 6 and 9.

PHIL 314 Feminist Philosophy Critical examination of various feminist theories, both historical and contemporary, and of various definitions of sexism. Students will also examine how feminist theory can be applied to various contemporary moral and social issues. Theorists studied may include Mill, de Beauvoir, Frye, and Jaggar. Representative contemporary issues may include women's reproductive rights, prostitution, sexual harassment laws, and marriage and family issues.

PHIL 316 Ethics in the Information Age An introduction to ethical issues associated with the Information Age. A description of what the Information Age is, how it came to be, and what makes it different from the previous age. Study of new ethical issues arising from, or given increased prominence by, the Information Age advances in information collection, storage, retrieval, processing, and dispersion. Ethical issues to be covered include privacy, surveillance, accuracy, free speech, intellectual property, Internet crime, identify theft, spam, information access, information dispersion, and some consequences of data mining and emerging technologies. Same as CSIS 316. MnTC Goal 9.

PHIL 318 Professional Ethics The course explores the special ethical challenges that arise in professional life. The course is organized around issues common to many professions, such as competing rights, informed consent, professional obligation, and confidentiality. The course provides an overview of different normative theories and applies them to areas of concern that frequently arise in professional decision making. Case studies illustrate these issues. This course develops critical thinking and writing competencies. MnTC Goal 9.

PHIL 319 Ethics in the Professions This course explores the special ethical challenges that arise in professional life. The course is organized around issues common to many professions, such as competing rights, informed consent, professional obligation, and confidentiality. The course provides an overview of different normative theories and applies them to areas of concern that frequently arise in professional decision making. Case studies illustrate these issues. This course develops critical thinking and communication competencies. MnTC Goal 6 and 9.

PHIL 320 Philosophy of the Arts A consideration of philosophical questions relating to the fine arts. Representative topics include the nature of art, aesthetic experience, criticism in the arts, representation, symbolism, and evaluation. Same as ART 320. MnTC Goal 6.

PHIL 322 Religious Traditions in our Global Society Examination of how the five major world religious traditions—Hinduism, Buddhism, Judaism, Christianity, Islam—interact with each other in our contemporary pluricultural world. Emphasis on how they diversely, and divergently, influence and inspire their practitioners in our 21st century global society. MnTC Goal 6 and 8.

PHIL 340 Symbolic Logic A survey of deductive logic, emphasizing the use of symbolism to interpret and evaluate arguments. Includes propositional and predicate logic. MnTC Goal 4.

PHIL 355 Existentialism An examination of writings—both philosophical and literary—of representative existentialists, such as Nietzsche, Kierkegaard, Dostoevsky, Heidegger, Sartre, and Camus.

PHIL 357 Social and Political Philosophy Investigation of major issues of contemporary social and political philosophy. Topics may include the justification of the state, rights, equality and liberty, the major political ideologies, feminist politics, and critical theory. Listed prerequisites may be waived by prior completion of a 200 or 300 level philosophy course.

PHIL 358 Peace and War War affects people around the globe, both when their nation is at war and when allies of their nation are at war. By studying the writings of people from different cultures and nations, we will examine both the causes of war and alternatives. During this class we will have occasion to question whether war is ever moral and whether there are any viable alternatives to war that might allow for more peaceful resolutions of conflict. We will finish the semester with a discussion of terrorism and how it should affect our beliefs about some of these issues. MnTC Goal 6 and 8.

PHIL 390 Special Topics in Philosophy Topics will be announced in semester class schedules. Students may repeat course when content varies.

PHIL 407 Theory of Knowledge Study of basic problems of theory of knowledge (epistemology) and discussion of contemporary epistemological theories. Topics will include the analysis of knowledge, epistemic justification, foundationalism, coherentism, reliabilism, traditional versus naturalistic epistemology, and skepticism. Course requires an oral presentation. Students should have taken at least two courses in philosophy or obtain the consent of the instructor.

PHIL 408 Metaphysics Study of major issues of contemporary metaphysics. Cover topics such as substance and properties, identity and persistence, necessity and possibility, essence and essentialism, causation and determinism, and ontology. Course requires an oral presentation. Students should have taken at least two courses in philosophy or obtain the consent of the instructor.

PHIL 490 Topics in Philosophy Study of a selected philosophical problem or philosophical movement. Students may register more than once when topic varies. Specific topics will be announced in class schedules. Students should have taken at least two courses in philosophy or obtain the consent of the instructor.

PHIL 492 Major Philosophers Intensive study of some important figure in the history of philosophy. Students may register more than once when content varies. Students should have taken at least two courses in philosophy or obtain the consent of the instructor.

PHIL 495 Topics in Feminist Theory Courses offered under this title will focus on feminist theories as frameworks for work on feminist issues. For specific topic see class schedule. Topics may include Knowledge, Ethics, Ecology, Reproductive Rights and Issues, Self-images and Identity, and Sexuality. Students may register more than once when content varies, but may not repeat the course for more than 6 credits.

PHIL 497 Independent Study Intensive independent study of a philosophical problem, major philosopher, or philosophical movement, under the direction and supervision of one or more members of the department. May be repeated to a maximum of 6 credits. No more than 3 credits may be used to fulfill the major requirements.

PHIL 498 Senior Project As a capstone requirement for the major, students will complete a research paper with departmental presentation or submit a portfolio. A portfolio containing (1) four or five papers they have written for philosophy courses; (2) a philosophical self-assessment. See Department Chair for details.

Physical Education

PE 100 Aerobic Dance This course provides instruction in the principles of aerobic exercise and requires participation in daily aerobic dance routines designed to develop aerobic fitness and rhythmic skills.

PE 101 Step Aerobics This course provides instruction in the principles of aerobic exercise using a step and requires participation in daily exercise routines designed to develop aerobic fitness.

PE 102 Weight Training I This course is designed for students who have limited weight training experience. Weight training principles, exercises, terminology, safety and etiquette are presented and students participate in a weight training program.

PE 103 Weight Training II This course builds on the basic weight training principles introduced in PE 102. Advanced weight training programs and systems are covered and implemented.

PE 104 Exercise and Body Development This course is designed to teach the knowledge, activities, and skills necessary to develop a comprehensive physical fitness program focusing on flexibility, strength and aerobic development.

PE 105 Jogging This course is designed to allow the student to experience a significant increase in their cardiorespiratory endurance which will be reflected by (1) a lower resting heart rate, and (2) the ability to run longer distances in decreasing amounts of time.

PE 107 Personal Defense This course provides instruction in recognizing, avoiding, and responding to threats to personal safety. Personal defense terminology and multiple personal defense techniques involving physical contact and falling are emphasized.

PE 108 Racquetball This course is designed for the beginning racquetball player and provides instruction in basic skills, terminology, rules and strategies.

PE 109 Walking Fitness Walking Fitness is an activity course designed to help participants learn about the benefits of walking, explain how walking can be a part of a safe and realistic fitness plan, and discuss how to maintain or improve their fitness level by walking.

PE 110 Skiing This course is designed for the beginning downhill skier. Students receive instruction in the terminology, equipment, etiquette, safety and basic skills of downhill skiing.

PE 112 Bowling This course is designed for the beginning bowler. Students receive instruction in the basic skills of bowling, terminology, rules, strategy and scorekeeping.

PE 114 Golf This course is designed to improve the beginning golfer's skills and knowledge of rules, terminology, equipment, etiquette and strategy in golf.

PE 116 Tennis I This course is designed for the beginning tennis player. It focuses on developing ground strokes, the serve, and understanding of tennis terminology, rules, etiquette and basic singles and doubles strategies.

PE 120 Tae Kwon Do I Tae Kwon Do is a 2,000 year old Korean style of martial arts. Students are introduced to the various kicks, blocks, combinations, one steps, and self-defense techniques that make Tae Kwon Do the most popular form of self defense in the world.

PE 124 Badminton This course is designed to teach students basic skills in badminton. Instruction focuses on strategies and rules used in both singles and doubles competitions.

PE 129 Introduction to Camping This course will introduce students to the basic skills and techniques of camping.

PE 130 Volleyball I This course is designed for students who have limited volleyball experience. Instruction and practice focuses on the pass, overhead pass, serve, spike, rules, terminology and basic offensive and defensive match play.

PE 131 Volleyball II This course is designed for the students who are proficient in fundamental volleyball skills. Emphasis is placed on multiple offenses and advanced defensive strategies. Prerequisite can be waived by the consent of the instructor.

PE 132 Basketball This course is designed for the beginning basketball player. Students learn the fundamentals of basketball including passing, shooting, dribbling, rebounding, defense and strategy.

PE 133 Softball This course is designed to develop softball skills appropriate for the recreational player. Hitting, fielding, pitching, rules and basic strategy are covered.

PE 134 Soccer This course is designed to provide instruction, practice, and performance opportunities in the basic soccer skills and techniques. Rules, responsibilities of players, team play, and strategies are also covered.

PE 136 Pilates This course offers comprehensive physical instruction on the pilates method of total body conditioning. This class will cover foundational pilates exercises, cardio pilates, and yagalates styles. This class is designed to increase flexibility and strength, while improving posture and balance. No prior experience necessary.

PE 137 Yoga I This course is designed to teach students the fundamentals of hatha yoga. Each class will cover different physical and philosophical aspects of yoga. This class requires daily active participation along with reading, course work, and discussion. No prior yoga experience necessary.

PE 138 Yoga II This course is designed for students to further advance their yoga practice. Practical work will focus on advanced physical postures. Coursework will involve a more in-depth study of all aspects of yoga non-physical.

PE 139 Cardio Salsa Aerobic activity strengthens the heart and lungs, lowers total cholesterol, decreases stress, reduces the risk of some diseases and improves quality of life. The cardio classes provide you with all the benefits of aerobic activity in a fun and supportive group setting.

PE 140 American Round and Square Dancing This course provides instruction and practice in the basic movements of square dance as outlined by the Sets in Order American Square Dance Society.

PE 141 Folk Dance Students learn basic folk dance movement patterns including the two step, schottische, walk, polka, and grapevine as they are used in a variety of dances from different cultures.

PE 144 Ballroom Dance Students will learn the basics of leading and following techniques as well as be introduced to swing, waltz, two step and Latin dance.

PE 160 Swimming I This course is designed for the student to learn basic water safety skills and knowledge in order to make him/her safe in the aquatic environment.

PE 161 Swimming II This course is designed to improve the aquatic skills of the student by adding to skills learned in the beginning course and improving coordination and stamina.

PE 182 Varsity Weight Training Strength training program designed for participants in varsity athletics.

PE 190 Topics in Fundamental Activities This is a topical course in fundamental activities. The course may be repeated if content varies.

PE 191 Activities Course: Dance Designed for physical education majors, this course develops skills and knowledge in folk, square, and ballroom dance.

PE 192 Activities Course: Gymnastics Designed for physical education majors, this course develops skills and knowledge of rules, terminology, and a practical experience to assist with teaching gymnastics.

PE 193 Activities Course: Elementary School Designed for physical education majors, this course introduces the student to the elementary school curriculum.

PE 194 Activities Course: Non-Traditional Designed for physical education majors, this course develops skills and knowledge of rules, strategies, and terminology in a variety of non-traditional activities.

PE 200 Foundations of Physical Education This course investigates the nature and scope of physical education including philosophy, objectives and the role of movement and fitness. It involves the application of historical and scientific foundations as they apply to physical education and sport and considers career and professional opportunities in physical education and sport.

PE 202 Strength and Conditioning Exercise Techniques The purpose of this course is to understand the techniques (lifting, breathing, spotting) involved in properly performing strength and conditioning exercises.

PE 222 Life Guard Training This course is designed to teach the student safety education in and around the aquatic environment and to teach basic rescue and resuscitation skills for emergency situations.

PE 250 Officiating Football This course introduces the student to the role and function of the state high school leagues and local officiating associations. The student will learn the high school code of football rules and demonstrate a knowledge of the mechanics of administering a high school football contest.

PE 251 Officiating Basketball This course familiarizes the student with state high school leagues and local official's associations. The student will learn the national federation basketball rules and will have on-the-court practical experience in learning the mechanics of administering a high school basketball game.

PE 255 Officiating Baseball This class is for the beginning umpire as well as an experienced one. It will cover all aspects; how to get into your local association, college association, and pro baseball. The rules and mechanics of umpiring baseball will be the focal point, thus preparing the novice to start, and the veteran to move up.

PE 256 Officiating Wrestling This course introduces the student to the role and function of the state high school leagues and local wrestling associations. The student will learn the high school code of wrestling rules and demonstrate knowledge of the mechanics of administering a high school wrestling contest.

PE 257 Coaching Youth Sports This course is designed to provide instruction, practice, and performance opportunities while working with the youth sporting activities in the Fargo-Moorhead community.

PE 290 Topics in Physical Education This is a topical course in Physical Education. The course may be repeated if content varies.

PE 302 Strength and Conditioning Program Design The purpose of this course is to design strength and conditioning training programs that are safe, effective, and maximize athletic performance.

PE 310 Sport and Play in the United States This course is an investigation of sport and play in American society. It involves the application of concepts from various disciplines to sport and play and the development of an understanding of the functions that sport and play serve in the United States.

PE 311 Motor Learning This course is designed to expose students to different learning theories and how to incorporate them into teaching motor skills. Areas of study include theoretical and applied knowledge of the individual, instructional and environmental variables relevant to teaching, learning and performance of various motor activities.

PE 320 Anatomical Kinesiology A study of the applied human anatomy with a focus on the musculoskeletal systems. The student will learn basic skeletal structure, make-up and functional capabilities at the various joints, the role of the musculature in human movement and apply these concepts to real life situations.

PE 321 Human Physiology This course is designed to study the physiology of the different organ systems of the human body. The course will stress the application of physiological principles related to health and disease.

PE 350 Mechanical Principles of Sport The purpose of this course is to study the anatomy of the human musculoskeletal system and the basic mechanical principles that are associated with human motion as they relate to sport skills. Credit is not applicable to a Physical Education major or minor.

PE 351 Physiology of Sport Application of physiological principles to athletic performance and physical conditioning programs. Credit not applicable to a Health or Physical Education major or minor.

PE 360 Elementary Methods in Physical Education This course is designed to prepare students to teach physical education to children in grades K-6. Course content reflects the idea that teaching is goal directed and a skill that requires practice. Students are required to observe, participate, teach and evaluate elementary school physical education. The prerequisites can be waived with the consent of the instructor.

PE 361 Secondary Methods in Physical Education This course is designed to prepare students to effectively teach physical education activities to student in grades 7-12.

PE 362 Middle School Methods in Physical Education Study, demonstration and exploration of methods and techniques of presenting sports, games, and movement skills to middle school students in grades 6-8. Curriculum design and development, as well as techniques for organizing groups will be included. The prerequisites can be waived with the consent of the instructor.

PE 364 Group Exercise Instruction This class will prepare students to teach all kinds of group exercise classes. Group exercise instructors conduct group exercise sessions that include aerobic exercise, stretching and muscle conditioning.

PE 365 Health and Fitness Instructor This course prepares students to meet the competencies established by the American College of Sports Medicine for a health fitness instructor.

PE 367 Coaching Soccer This course is designed to provide an overview of soccer as it relates to current soccer coaching methods and theories. Team management, coaching methods of technique and tactics along with match analysis will be examined.

PE 371 Coaching Football This course is intended to help prepare students for coaching high school football. Emphasis is placed on students developing a philosophy concerning all aspects of coaching football.

PE 372 Coaching Basketball This course is designed for students to acquire the knowledge and skills necessary to successfully coach basketball at the junior and senior high school levels.

PE 373 Coaching Baseball and Softball This course is designed to teach the skills and knowledge necessary to coach baseball and softball at the youth and secondary school levels.

PE 374 Coaching Track and Field This course is designed to prepare students to effectively coach track and field to junior and senior high school students. It involves the application of strategies, placement of personnel and meet management. Students will learn about equipment, safety precautions and be able to perform basic track and field skills.

PE 375 Coaching Wrestling This course is designed to prepare students to coach wrestling at the junior and senior high school levels. MnTC Goal 3.

PE 376 Coaching Golf and Tennis This course is designed to prepare the student to coach competitive golf and tennis at the junior and senior high school levels.

PE 378 Coaching Swimming and Diving This course is designed to teach the skills and knowledge necessary to coach swimming and diving. The course will also cover expectations of officiating score keeping for swimming meets.

PE 379 Coaching Volleyball This course prepares students to effectively coach volleyball at the elementary or secondary school level. Students learn about season and practice management, principles of physical training, development and analysis of skills, offensive and defensive team play, game management and evaluative procedures.

PE 390 Topics in Physical Education This is a topical course in Physical Education. The course may be repeated if content varies.

PE 402 Strength and Conditioning Practicum This course is designed to provide students the opportunity to apply the principles of strength and conditioning training under the supervision of strength and conditioning specialists.

PE 420 Biomechanics This course is designed to develop an understanding of the mechanical principles that govern the effectiveness with which physical education and sport skills are performed. The prerequisite can be waived with the consent of the instructor.

PE 421 Physiology of Exercise A study of the function of those body systems most directly affected by and involved in exercise. Physiological consideration in human movement such as thermal regulation, performance at altitude and underwater, drugs and other ergogenic aids, and designing of specialized training programs will be pursued.

PE 452 Adaptive Physical Education This course provides the student with an introductory study to adapted physical education and includes strategies for meeting the needs of student with disabilities in the least restrictive environment.

PE 453 Assessment and Programming in DAPE Prepares Developmental Adaptive specialists to administer a variety of norm and criteria referenced tests, and design age-appropriate learning activities.

PE 454 Curriculum in Developmental Adapted Physical Education Prepares Developmental Adapted specialists to provide direct service to handicapped students, serve as consultants to other physical education teachers, assess motor and physical fitness levels, write individual programs, read and understand research in adapted physical education.

PE 456L Lab Curriculum and Assessment for Severely Handicapped This course involves application of the functional program philosophy associated with teaching students with severe disabilities. This 30 hour lab course requires students to develop a 'clip board' instructional system for planning, teaching, and evaluating physical education activities.

PE 460 Principles of Coaching This course is designed to introduce students to the basic principles, philosophies and theories associated with effective coaching. A major emphasis will be placed on coaching philosophy, sport pedagogy, psychological aspects of coaching, and the legal issues involved with coaching.

PE 461 Coaching Practicum This course is designed to provide students the opportunity to apply the principles and practices of coaching in a junior high or high school environment. The student will be allowed to actively participate in practical coaching experiences under the guidance and supervision of a qualified coach. Should be taken after or concurrently with PE 370's course or PE 460.

PE 469 Internship Designed to give students an opportunity to gain supervised clinical experiences working with a variety of state and local agencies. A maximum of 12 internship credits may be applied to the degree.

PE 473 Exercise Testing and Interpretation This course provides instruction in the guidelines and principles of advanced exercise testing and ECG interpretation.

PE 474 Tests and Measurements in Physical Education This course deals with the theory of measurement in physical education, the selection and administration of appropriate tests, and the interpretation of results by fundamental statistical procedures. Students should have Junior status prior to enrolling in this course.

PE 490 Topics in Physical Education This is a topical course in Physical Education. The course may be repeated if the topic changes.

PE 499 Physical Education Workshop This is a topical workshop and may be repeated when the topic varies.

Physical Science

PSCI 170 Physical Science I Activity-based conceptual learning, appropriate to the elementary classroom and to the life-long learning of physical science will be modeled in the course. Lab included. MnTC Goal 3.

PSCI 378 Energy and the Environment This course will examine the relationships between civilization, society and energy use. This will be accomplished by examining current and possible future energy sources as developed through the sciences of physics and chemistry and their applied technologies. It will then examine the applications of current sources and their effects on society and world ecosystems. Finally the course will examine how societies change and adapt, and look at possible steps to a sustainable energy and environmental future. MnTC Goal 3 and 10.

Physics

PHYS 105 Physics of Music Physical principles governing the production, transmission and reception of musical sound. A background in music is strongly recommended. Lab included. MnTC Goal 3.

PHYS 140 Introduction to Sustainability This course introduces the concept of environmental sustainability using energy as a theme. We will examine how a variety of cultures utilize energy and how these cultures approach sustainability. Using a systems approach we will explore current energy trends and discuss future energy scenarios. relevant topics from physics, chemistry, biosciences and earth science will be covered as they relate to sustainability. The tradeoffs (environmental as well as economic)

associated with generating and using energy for different cultures will be examined. Finally we will explore what actions are needed to work towards a sustainable energy future. Students should have completed or be concurrently enrolled in College Algebra.

PHYS 160 College Physics I & Lab Concepts and principles of elementary physics presented in a guided activity-based format which integrates lecture and laboratory using cooperative group learning techniques. Includes kinematics and mechanics. MnTC Goal 3.

PHYS 161 College Physics II & Lab Concepts and principles of elementary physics presented in a guided activity-based format which integrates lecture and laboratory using cooperative group learning techniques. Includes thermal physics, electromagnetism, and optics.

PHYS 190 Topics in Physics A study of a specific area of physics.

PHYS 200 General Physics I & Lab Calculus-based study of general physics presented in a guided activity-based format which integrates laboratory and lecture using cooperative learning techniques. Includes kinematics, conservation laws (energy, momentum and angular momentum) and harmonic oscillations. MnTC Goal 3.

PHYS 201 General Physics II & Lab Calculus-based study of general physics presented in a guided activity-based format which integrates laboratory and lecture using cooperative learning techniques. Includes electric charges, electric fields, capacitance electric circuits, magnetic fields, electromagnetic induction and an introduction to optics.

PHYS 202 Introduction to 20th Century Physics Introduction to physics topics in 20th century physics: thermodynamics, physical optics, and overview of atomic, molecular, and particle physics. A weekly hour long lab period is included in regular class hours.

PHYS 290 Special Topics in Physics Students may register more than once when topic varies.

PHYS 300 Physics Research Student and faculty member will work on a physics project of mutual interest. Course is repeatable, but only a total of 2 credits in any combination of seminar (PHYS 315), research (PHYS 300), and internship (PHYS 469) counts towards physics electives for both the major and the minor.

PHYS 302 Sustainable Energy-Science and Application This course provides an overview of the science involved in renewable energy and the application of that science. The student will gain an understanding of the science involved in energy production, energy storage, and energy conservation. They will complete a group project in developing their own design in one of the sustainable technologies. This course does not count as an elective for the B.S. degree in Physics. Student must have completed CCGE 123 or MATH 127 or other College Algebra or higher course.

PHYS 305 Experimental Physics I Study of laboratory techniques and measuring instruments.

PHYS 306 Experimental Physics II Study of laboratory techniques and measuring instruments.

PHYS 312 Analog Electronics This course provides a general overview of analog electronics (electrical engineering), and includes a number of electronics laboratory activities completed during regular class hours. The course will cover circuit analysis (DC and AC), explore semiconductor devices (diodes and transistors), analog electronics (operational amplifiers) and timer circuits. Student must have completed either PHYS 161 or PHYS 201 and either MATH 229 or MATH 261.

PHYS 315 Physics Seminar Students will be required to read and present journal articles periodically. Students will discuss the physics involved and participate in informal discussions with the faculty and fellow students. Potential topics might include recent discoveries in physics or astronomy, novel experimental techniques or apparatus, novel physical theories, and demonstrations for physics instruction. Course is repeatable, but only a total of 2 credits in any combination of seminar (PHYS 315), research (PHYS 300), and internship (PHYS 469) counts towards physics electives for both the major and the minor.

PHYS 318 Biophysics and Medical Imaging This course is a calculus-based study of biophysics and medical imaging techniques and topics covering optical microscopy, computed (axial) tomography (CT or CAT), magnetic resonance imaging (MRI), ultrasound imaging and positron emission tomography (PET). Techniques in real space and Fourier space imaging will be covered including resolution, aberrations and

exposure limitations. Special attention will be given to radiation effects and nuclear medicine topics. This course will use cooperative learning techniques along with guided labs covering selected techniques.

PHYS 322 Elementary Modern Physics An introduction to special relativity, the Bohr atom, wave mechanics and the Schrodinger equation, the hydrogen atom, many electron atoms, nuclear properties and reactions and elementary particles.

PHYS 325 Optics This course covers geometrical and physical optics including paraxial theory, interference, diffraction, polarization and optical instruments.

PHYS 330 Intermediate Mechanics An advanced unified approach to physical problems: Newton's Laws; particle dynamics in one, two, and three dimensions; systems of particles, gravitation, moving reference frames; Lagrange's equations, dynamics of rigid bodies; Hamilton's equations.

PHYS 342 Introduction to Research The course will prepare students for independent undergraduate research. The students will be introduced to the literature search process, common research techniques, safety aspects, faculty research interests and applications of science in industry.

PHYS 350 Computational Methods for Physical Science This course introduces students in the physical sciences to basic techniques of data analysis, numerical modeling, and symbolic computation. All topics are covered in relation to specific problems in physics or chemistry. Includes the topics of matrix manipulation, least squares fitting, general curve fitting, numeric integration and differentiation, data smoothing, numeric solution of differential equations, and computer symbolic processes for algebra and calculus.

PHYS 370 Electromagnetic Theory Advanced study of electromagnetism including algebra and calculus of vectors, electrostatics in a vacuum and in dielectric materials, magnetostatics in nonmagnetic and magnetic materials, Maxwell's Equations and electromagnetic waves.

PHYS 380 Celestial Mechanics Principles of celestial mechanics, central force motion, two body problem, N-body problem, prediction and determination of orbits, perturbations.

PHYS 385 Hiroshima Peace Studies Tour This course is planned around a one week trip to Hiroshima, Japan. Topics will include: the science of radiation and nuclear weapons; the experiences of those who lived through the atomic bombing of Hiroshima and Nagasaki; how these experiences are relevant to the rest of humanity; and Japanese history, language and culture. Students will pursue individual projects, and perform field work assignments in Hiroshima. Same as JAPN 385. MnTC Goal 8.

PHYS 390 Topics in Physics Students may register more than once when topic varies.

PHYS 399 Thermodynamics Elements of classical thermodynamics, kinetic theory and statistical mechanics.

PHYS 410 Astrophysics Mathematical representation and modeling of stellar structure and evolution. Mathematical consideration of nuclear processes and nucleosynthesis. Analysis of white dwarfs, neutron stars, and black holes. Astrophysics of the interstellar medium and galaxies. In-depth topics will vary depending on the interests of instructor and/or participants. Same as AST 410.

PHYS 430 Quantum Mechanics Application of quantum mechanics to atoms and molecules.

PHYS 440 Secondary Science Teaching Methods For secondary education students. Material and methods typical to high school physics.

PHYS 442 Middle School Science Teaching Methods Materials, methods and activities appropriate for middle school science classes and laboratories. Junior standing in elementary education (Science Specialty). Must be taken prior to student teaching. Same as BIOL 442 and CHEM 442.

PHYS 455 Senior Project A project involving experimental and/or theoretical research on a physics topic with extensive library research as well. A detailed written report and an oral presentation are required.

PHYS 469 Internship Supervised practical work experience at an approved business, industry or workplace where physics principles are used. The student must work a minimum of 40 hours for each credit earned. During the semester, this is equivalent to 3 hours per week for each credit. Enrolling in 4 or more credits requires department approval. Course is repeatable, but only a total of 2 credits in any combination of seminar (PHYS 315), research (PHYS 300), and internship (PHYS 469) counts towards physics electives for both the major and the minor.

PHYS 490 Special Topics in Physics Students may register more than once when topic varies.

Political Science

POL 105 Making Sense of Politics This course is designed to help the citizens of modern society understand the recurring principles, practices, and patterns of politics. Having learned how politics affects our lives every day, students can become informed participants at the local, national, and global levels. MnTC Goal 5.

POL 120 American National Government and Politics This course examines the United States national government; how and why it works. This course will analyze the role of institutions on decision-making and the consequences for public policy. It will address what political science and other social sciences tell us about factors that influence politics, government and the policies that result from the process. MnTC Goal 5 and 9.

POL 140 Political Statecraft Statecraft is the art of crafting governmental affairs. This class will explore the use of problem solving simulations to expose students to how democracies, constitutional monarchies, dictatorships, and governments in a state of revolution work to approach and solve public problems such as funding social programs, confronting natural disasters, and addressing military crises. MnTC Goal 2.

POL 150 Comparative Political Traditions Comparative survey of the ways in which human societies organize themselves into political systems as influenced by their geography, religions, resources, and context. MnTC Goal 5 and 8.

POL 151 Contemporary Comparative Politics Comparative survey of modern global institutions and their operations, independently and as part of a wider international system. MnTC Goal 5 and 8.

POL 160 International Relations Nation-state system: the network of economic, political, cultural and technological interdependence; power, diplomacy, intelligence, war and the arms race. MnTC Goal 5 and 8.

POL 210 Introduction to Political Science An introduction to the major questions of political science and the scientific study of politics. Conceptual development is examined as represented in the major fields of political science.

POL 221 Minnesota State and Local Government A study of the basic functions, structure, procedures and problems of American state and local government, with an emphasis upon intergovernmental relations. MnTC Goal 5 and 9.

POL 230 Introduction to the Law The philosophy of law; its social context; justice and its implications; evolution of legal concepts and systems.

POL 265 International Protection of Human Rights This course focuses on the contemporary concern with human rights in its political, social, cultural, and legal contexts. It examines the history, philosophy, and legal foundations of the human rights movement, and how the ideas and context of human rights are realized in different societies.

POL 266 International Terrorism This course is devoted to understanding the historical roots of modern terrorism and insurgency and to examining the tactics, structures, and targets of international terrorism. It also examines various aspects of counter-terrorism, further trends and prospects, and the role of the media.

POL 270 Model United Nations Designed to acquaint students with rules of both multilateral and bilateral diplomacy. The course teaches students how to negotiate across various cultures. Students will learn "hands-on" application of concepts learned in other Political Science courses. May be taken twice for credit.

POL 290 Introduction to Topics in Political Science Examination of an issue at an introductory level. May be repeated as topic varies.

POL 310 Political Science Research Methods Introduction to empirical research in political science; the nature and role of theory, research design, measurement, and the selection and interpretation of inferential statistics.

POL 314 War and the Modern World This course examines world military affairs and patterns of warfare from mid-eighteenth century to the present day. Particular attention will be given to the interplay of

cultural, political, and technological factors in the formation of military institutions and in the experience of warfare by diverse constituencies in the participating groups. MnTC Goal 8.

POL 315 Political Thought Selected reading and analysis of the major ideas and concepts that have influenced the evolution of modern political ideas. MnTC Goal 9.

POL 316 War and the Environment Study of the relationship between human armed conflict and the physical environment, including climate change and resource demand as drivers for conflict, the international security issues arising from environmental disasters, contested borders, contamination resulting from wars and prospects for environmental humanitarianism and peacemaking. MnTC Goal 10.

POL 317 Strategic Games and Game Theory This course gives students an introductory but solid exposure to the main topics in cooperative and noncooperative game theory. Game theory has two branches: cooperative and noncooperative. Cooperative game theory is used to study strategic decision making when the actors are allowed to make binding agreements to take certain actions; noncooperative game theory is used to study situations where the actors cannot, and the actors choose their actions according to their preferences. Students will participate in representative simulation activities as well as learn the tools to design their own.

POL 322 Executive and Legislative Process Legislative and executive decision-making and organization. Relationships between the two branches and with other parts of government, political parties, and the political process.

POL 324 Political Parties and Interest Groups This course will examine the role of parties in American politics and the relationship between parties and interest groups which is relatively new to American politics. The course will examine how parties compete with and complement one another. The behavior of parties and interest groups in elections and governance will be examined.

POL 327 Campaigns & Elections This course examines the politics of campaigns and elections in the United States. Topics include campaigns in democratic theory, candidate selection, campaign finance, campaign strategy and organization, the role of parties and interest groups, public opinion polling, and campaign communication. MnTC Goal 9.

POL 328 The Media and Politics The media's role in politics, including relations between the media and government.

POL 330 The Judicial System The legal institutions, their functions and procedure; the Anglo-American experience; the American judicial system.

POL 332 Constitutional Law I: Institutional Powers and Constraints This course focuses on the topics of judicial review, separation of powers, federalism, and economic regulation, including commerce and taxation, substantive due process, and eminent domain.

POL 333 Constitutional Law II: Civil Rights and Liberties This course focuses on the First Amendment freedoms -- speech, press, expression, assembly and religion and questions of race, gender and ethnicity, due process, equal protection, voting rights and the right to privacy under the Fifth and Fourteenth Amendments.

POL 335 Criminal Law Substantive criminal law; development of principles, meaning and applications of criminal law; current issues and institutions. Same as CJ 335

POL 337 Criminal Procedure The course will examine contemporary interpretations of the U.S. Constitution's protections for the criminally accused, which are primarily found in the 4th, 5th, 6th, 8th, and 14th Amendments.

POL 340 Public Administration The structure, operation, and politics of public bureaucracy, and its relations with other actors and institutions in government.

POL 341 Public Policy An examination of the development, implementation, and evaluation of public policy.

POL 343 Web Politics This course examines the ever-changing role of the Internet in politics. We will explore the role of the web in dispersing political ideas/information, encouraging participation, reaching voters, candidates and elected officials and what government rules and international agreements affect how the web works and in whose favor. Since this is a new area, the class will be exploring many questions ourselves and what are the views of political scientists, political activists, parties, interest

groups and elected officials about the role of the web and how it has or might change politics. We will examine both theoretical and practical aspects of these topics.

POL 345 Environmental Politics The course examines how national and international politics affects the success (and failure) of environmental policies. Since environmental policy is shaped in political arenas by a myriad of social and economic forces combined with observations of the natural world, the course content examine environmental issues with more of an inter-disciplinary approach. Students will gain an intellectually more mature understanding of how environmental policy is made, modified and implemented (or not) in response to political demands that often ignore the scientific realities of the environment. MnTC Goal 10.

POL 349 Great Power Politics International survey of major wars, the development of states' military and financial capacity, the course of imperial expansion and retreat, diplomatic alignments and alliances, arrangements for international trade and investment, as well as efforts to create international institutions by major national powers in the modern world.

POL 350 Comparative Governments of Western Europe Comparative examination of the political systems of Britain, France, Germany, and Italy; trans-national cooperation among them.

POL 352 Political Problems in Developing Countries Social and economic conditions affecting political institutions in the developing counties. The Third World in international relations and the political economy of development. MnTC Goal 8.

POL 354 U.S. Defense Policy Introduction to the concepts and issues in the analysis of U.S. defense policy. Topics include development of contemporary defense policy, analysis of the external environment, strategic considerations, the use of force, and defense decision making.

POL 356 Soviet Russia and the Global Cold War This course examines the events of the creation of the Soviet Union and its participation in global cold war ranging from the first World War through its collapse in 1989. It will discuss the relationship between the USSR and its satellite states in Eastern Europe and its client states throughout the world, focusing on case studies of conflicts both within the alliance as well as with outside forces including those of NATO. Discussion of the causes of the eventual collapse of the Warsaw Pact and the emergence of a post-Soviet state under Vladimir Putin will also follow. MnTC Goal 8.

POL 360 American Foreign Policy Analysis of U.S. foreign policy, with an emphasis on decision making and the policy process.

POL 361 International Political Economy This course will examine the political, economic, and social processes governing international production, trade, and consumption. It includes an examination of the political economy of North-South relations.

POL 363 Public International Law This course covers the history, codification and progressive development of international public law. It examines issues such as the sources of public international law, legal personality, state responsibility for breaches, judicial and non-judicial remedies, territory, the law of the sea, air and outer space, treaty law, decisions of the ICJ and other international institutions and the role of international law in U.S. courts.

POL 364 International Migration This course is designed to develop a good knowledge of the politics, economics and international law and organizations of international migration. Same as INTL 364. MnTC Goal 8.

POL 366 International Conflict Resolution This course is devoted to understanding and examining the phenomenon of international conflict, and to examining the efforts by nation-states, inter-governmental organizations, and non-governmental organizations to resolve international conflict.

POL 369 International Organizations This course explores the nature, dimensions and functions of international organizations as a new and multi-faceted phenomenon. It examines the emergence, growth and proliferation of international organizations and the factors that have contributed to this development. It also explores the nature of the international environment, the constraints and opportunities which flow from this environment, the role of an international secretariat, its scope and limitations. It focuses on both intergovernmental and non-governmental organizations.

POL 370 Understanding International Security This course highlights a series of traditional and non-traditional security issues that have emerged on the Security Studies agenda. The course begins with traditional security concerns such as the threat and use of force, and then moves to the non-traditional issues that have emerged as the subject area has expanded. Same as INTL 370. MnTC Goal 8.

POL 372 International Justice This course explores the multitude of international courts, tribunals and special courts, which have been established since the Nuremberg and Tokyo Tribunals after World War II to address protection of human rights and violations of international criminal law. It is intended to take a critical look at such course and explore the role and value of such courts in promoting and protecting human right issues. MnTC Goal 9.

POL 380 Politics of Great Britain The development and workings of the British constitutional monarchy, the empire and commonwealth as political actors, the functions of the parliament and devolved parliaments of Great Britain and the attendant judiciary and bureaucracy.

POL 390 Topics in Political Science This is an upper division topical course and may be repeated when the topic varies.

POL 420 Topics in American Politics Selected focus on various topics of American political processes and institutions. May be repeated as topic varies.

POL 469 Internship A supervised practical experience in political science. A maximum of four credits may be used as electives to fulfill the "Major Requirements in Political Science", and a maximum of 12 internship credits may be applied to the degree.

POL 490 Topics in Political Science This is a Senior level topics course and may be repeated as topic varies.

POL 497 Independent Study in Political Science Readings, research papers, special projects with the close supervision of a member of the department.

Project Management

PMGT 300 Project Management and Scheduling This course is intended to teach the students an introduction to project management and project software and how to apply each phase of a PM methodology, with solid documentation processes. The topics include reviewing project management careers, explaining the PM role, discussing basic terminology, creating a business case for a project, demonstrating how to complete each activity required to define, plan, execute and close a project, documentation process and a deep understanding of how to track a project in an electronic software package.

PMGT 385 Process Leadership This course focuses on the development of project leadership with emphasis on advancing your own personal leadership style, learning how to assemble and build a team, managing performance, basic human resource functions and problem solving, negotiation, emotional intelligence, communication, coaching, entrepreneurship, and resource planning. Case studies, class discussion, written assignments, and oral presentations are utilized in instructional delivery.

PMGT 400 Advanced Project Management, Risk and Liability This course is intended to focus on the leadership of a project and less on the tactical tools and methodologies. Topics will include how to build cross functional teams, advanced budgets, human resource assignments, stakeholders, project communication plans, advanced change management and change order process, advanced analysis of project risks, liabilities and constraints and how to overcome. It will assess the influences of different cultural constraints on a project and how to mitigate the risk of culture impeding a projects success.

PMGT 496 Project Management Capstone The primary goal of project management is to manage projects so they are completed on time, within budget, and in accordance with contract documents. This course synthesizes all the variables in a project including people, processes, methodologies, and tools. The course will emulate a real project team with the execution of a live project or the analysis of an advanced project management case study.

Psychology

PSY 113 General Psychology Survey of content and methods of modern psychology. MnTC Goal 5.

PSY 202 Developmental Psychology Psychological development of the individual from conception to death, including genetic, pre-and post-natal influences; relations with parents and peers; social, emotional and intellectual development.

PSY 220 Social Behavior The influence of other people on the behavior and attitudes of individuals. Topics include attitude change, the effect of being a part of a group, attraction, aggression, sex roles and discrimination. Theory and application. MnTC Goal 5.

PSY 230 Statistics for the Behavioral Sciences Descriptive and inferential statistics, hypothesis testing. Analysis of variance designs; multiple-comparison tests; nonparametric tests; computer application to statistics. Laboratory included.

PSY 230L Statistics for Behavioral Sciences Laboratory This is a zero-credit lab that accompanies PSY 230.

PSY 261 Personality Introduction to the study/explanation of human behavior, motivation and conflict emphasizing personality as viewed by a variety of theorists.

PSY 265 Health Psychology Study of psychosocial influences in health maintenance and prevention of illness. Emphasis is on cognitive-behavioral intervention to promote life-style changes and increase compliance with medical regimens.

PSY 275 Behavior Modification Application of basic learning principles to the study of behavior change across community, home and school settings. Topics include reinforcement, extinction, punishment, shaping, self-management, and clinical behavior analysis.

PSY 290 Topics in Psychology This is a lower division topics course and may be repeated when the topic changes.

PSY 297 Directed Research Conduct of research under direct supervision of a faculty member. Emphasis is on experience and learning with regard to research design and analysis.

PSY 310 Psychology of Women The interacting effects of biology, physiology, and psychology on female development, providing evidence on sex differences and role differentiation.

PSY 317 Alcoholism and Drug Abuse Informational survey and study of alcoholism and drug abuse, a major health problem with substantive psychological components. The physiological, psychological, and social impact of drugs and their misuses and abuses will be discussed. Students must have earned three credits in psychology courses or have the consent of the instructor.

PSY 320 Social Psychology Theories and research involving individual's reactions to others. Topics: social perception, attraction, social influence, aggression, social exchange. Students must have earned six credits in psychology courses prior to enrolling in this course.

PSY 323 Industrial/Organizational Psychology Understanding the behavior of individuals at work plus psychology's contribution to their selection, training, evaluation and motivation. Students must have earned six credits in psychology courses prior to enrolling in this class.

PSY 324 Environmental Psychology The scientific study of the relationship between humans and their social and physical environment from a psychological perspective and other related fields. Topics include: environmental perception and cognition, crowding, noise, privacy, urban environments, the psychology of sustainability and designing more habitable environments. MnTC Goal 10.

PSY 330 Experimental Methods Course emphasizing report writing (APA editorial style), and research methodology, and application of statistics.

PSY 342 Learning and Memory A survey of classical and operant conditioning, observational learning, and models of memory storage and retrieval. Students must have earned six credits in psychology courses prior to enrolling in this class.

PSY 345 Physiological Psychology Basic biological facts and their relationship to behavior. An analysis of the senses, hormonal systems, brain and peripheral nervous system will be included. Students must have earned six credits in psychology courses prior to enrolling in this course.

PSY 348 Cognition and Perception Study of cognitive and perceptual theories and processes. Students must have earned six credits in psychology courses prior to enrolling in this course.

PSY 390 Topics in Psychology This is an upper division topics course and may be repeated when the topic changes.

PSY 402 Child/Adolescent Psychology Human development from the prenatal period through adolescence. Students must have earned six credits in psychology courses and have junior standing prior to enrolling in this class.

PSY 403 Adulthood and Aging Discussion of some of the major theoretical approaches and current issues in human development from young adulthood through old age and death. Students must have earned six credits in psychology courses and have junior standing prior to enrolling in this class.

PSY 417 Child Psychopathology Includes an overview of the characteristics, classification, and developmental course of disorders of childhood and adolescence. Introduces an integrative approach incorporating different theoretical models. Considers biological, familial, social and cultural contexts and individual differences. Prevention and intervention approaches discussed. Prerequisite: 9 credits of Psychology courses

PSY 430 Advanced Experimental Psychology Course emphasizing the critical discussion of research topics and journal articles of interest to majors, as well as the execution of an independent research project.

PSY 455 Psychology of the Arts An understanding of the relationship of the fundamental principles of psychology to the arts is developed from the formal beginning of psychology to the present. Students must have earned six credits in psychology courses and junior standing or have the consent of the instructor.

PSY 463 Abnormal Psychology Descriptive and explanatory models are detailed in relation to their relevance to behavior pathology and the prevention of abnormal behavior. Students must have earned nine credits in psychology courses and junior standing or have the consent of the instructor. It is strongly recommended that students have taken PSY 261 prior to taking this course.

PSY 465 Clinical Psychology Discussion of techniques of psychotherapy, crisis intervention, interviewing, clinical assessment and prevention of disorder. Emphasis on psychotherapy as a process of understanding. Students must have earned nine credits in psychology courses and junior standing or have the consent of the instructor.

PSY 469 Internship Placement in a practical setting under appropriate individual or agency and departmental supervision. Students must be psychology majors with at least Junior standing and must have a GPA of 2.5 or higher. A maximum of 12 internship credits may be applied to the degree.

PSY 470 History and Systems of Psychology An overview of the development of psychology from associationism to the present. Schools, fields and areas of psychology are emphasized. Students must have earned nine credits in psychology courses and have junior standing prior to enrolling in this class.

PSY 481 Seminar in Psychology For majors and advanced students in other areas. Student participation emphasized. Content may vary each semester. Students must have earned nine credits in psychology courses and have junior standing prior to enrolling in this class. Students should have completed PSY 330 prior to enrollment.

PSY 490 Topics in Psychology Coverage of a topic not central to other courses in the department. Topics will vary depending on the interest of students and faculty. Students must have earned nine credits in psychology courses and have junior standing prior to enrolling in this class.

PSY 492 Independent Study Individual topical studies of special interest. Course may be repeated.

PSY 497 Undergraduate Research Student assumes responsibility in the implementation of research related to interests of a faculty supervisor or in the area of their own choosing. Weekly meeting required.

School of Teaching and Learning

STL 226 Social Studies Content for Elementary Teachers In this course, students will receive background on the content of social studies with special emphases on the fields of geography, history, government and economics, which are the backbone of the elementary and middle school social studies curriculum. Other

parts of the social studies will also be discussed. In addition, students will receive background on the history, government and culture of Minnesota's American Indian groups.

STL 291 Early Literacy This course provides the learner with an overview of early literacy development in children ages birth to 6. Attention will be focused on the continuum of early literacy development; the relationship between language acquisition and early literacy; the importance of promoting literacy development in all children, particularly those with special needs; the impact of sociological and cultural factors on literacy development; and the wide variety of home and school experiences that provide children with a solid foundation of success for learning to read and write.

STL 327 Technology in Education This course provides a balanced look at technology and its effect on people and society by reviewing social, legal, ethical, and human issues faced by educators and students. Teacher candidates will work with various instructional technologies to explore communication, collaboration, instruction and assessment in P-12 classrooms. The course will discuss protection of intellectual property and safety/privacy issues in the use of educational technologies.

STL 330 Child Development and Learning for Teachers This course explores the growth, development and learning of children from conception through adolescence. It addresses the relationship between development and learning and explores implications for teaching. Growth and learning are explored through a matrix of developmental domains and specific content knowledge areas.

STL 341 Reading and Writing Methods PreK-3 First in a series of two methods courses where candidates will learn and apply knowledge and pedagogy that supports the development of reading and writing in young children. By knowing and understanding the ages and stages of literacy development, candidates will begin to explore effective instructional practices focusing on integrating the five areas of reading within a balanced literacy instructional framework for primary age children. A response to intervention approach to instruction will be integrated so candidates will engage in instructional best practices to meet all children's unique learning needs.

STL 388 Classroom Assessment In this course, we examine assessment broadly as we examine principles of effective and appropriate assessment that apply to children from birth to grade eight and across multiple subject areas. Principles of assessment taught in this course include: assessment for learning, assessment of learning, users of assessment, purposes of assessment, bias, validity, reliability, assessment targets and methods, and standardized vs. informal assessment. This course also provides an overview of the major types of assessment methods used by classroom teachers to evaluate student performance and improve instruction. Specifically, the course will address the use, construction, and interpretation of assessments that utilize the following methods: selected response, essay, performance, and personal communication. We will assess students' dispositions as well as the examination and basic interpretation of standardized tests.

STL 413 Effective Teaching In this course, the candidate continues to develop an understanding of how students learn and how students develop intellectually, socially, and emotionally. Candidates will understand how to meet the needs of culturally and/or developmentally diverse learners across the scope and content of the curriculum. Candidates will identify and design instructional approaches which nurture critical thinking skills, model problem solving, and encourage student achievement. The candidate will develop, implement, and evaluate lesson plans which meet the individual and developmental needs of learners. Candidates will explore the use of educational technology for motivation, instruction, and assessment. Candidates will model effective and respectful communication techniques. The candidate will understand the role of special education and the varying models of special education services including co-teaching with the general education teacher. The candidate will demonstrate an understanding of the role of the individual education plan for students with identified special education needs and the role of the classroom teacher in adapting instruction and curriculum according to the IEP.

STL 428 Building Partnerships This course will focus on the knowledge, skills, and dispositions necessary for building relationships in the field of education. Understanding issues faced by contemporary families and their relationship to schools will be studied. Barriers, strategies, communication, consultation and cross-cultural sensitivity are covered. The teacher's role in building effective relationships with families and other professionals is emphasized.

STL 441 Children's Literature: Content and Methods This course requires close reading and study of children's literature--folktales, myth, hero tales, picture books, poetry, modern fantasy, biographies and realism. Emphasis is placed on the nature of children's literature, literature from diverse cultures, criteria for selection, and strategies for reading/teaching literature as a content field in the elementary school.

STL 442 Advanced Reading and Writing Methods PreK-3 This is the second methods course for teaching reading and writing to primary age children. In this course candidates will deepen their knowledge of how to effectively teach reading and writing in the primary grades. STL 442 includes a strong emphasis on the role of assessment in the teaching and learning process, exposes candidates to a variety of literacy assessments, and continues to build their understanding of a response to intervention approach to instruction.

STL 443 Learning Environment In this course, students will be instructed on the impact the physical, social, communicative, academic, and behavioral needs of the classroom community. During this course, candidates will demonstrate competencies drawn from the MN Board of Teaching standards.

Competencies associated with this course will be applied and evaluated in a rigorous field experience.

STL 474 Methods in Teaching Elementary Science and Environmental Education Methods course for teaching science and environment education in elementary settings. Emphasizes inquiry learning, methods of instruction and assessment, place-based environmental education, integration across the curriculum, safety, and responsiveness to student diversity. Recommended Corequisite: STL 476.

STL 475 Teaching Reading and Writing Grades 4-6 Methods course for teaching language arts in the intermediate grades. In this course candidates will learn strategies to strengthen students' ability to read advanced texts as well as the use of reading and writing to learn content across the curriculum. Candidates will examine a variety of instructional approaches, including: literature circles, integrating literature into content learning, and building comprehension and vocabulary through integrated experiences. In addition, students will explore a variety of language arts curricula. Candidates will develop a range of strategies to support older students' reading and writing development through a response to intervention instructional approach.

STL 476 Methods for Teaching Elementary Social Studies Content, philosophy, and organization of social studies program; methods of instruction and curricular issues. Recommended Co-requisite STL 474.

STL 481E Student Teaching: Elementary Supervised student teaching experience in an elementary school setting. Includes weekly seminar.

Social Work

SW 250 Introduction to Social Welfare and Social Work Overview of social welfare and social work, including fields of practice, institutions, populations served, special issues, and an introduction to some social work methods and theories.

SW 308 Social Gerontology This course introduces students to the field of social gerontology for providing an overview of the significant sociological perspectives, social issues, and empirical social science research pertaining to the phenomenon of aging in society. The main goal of the course is to foster an understanding of aging as a process that is characteristic of both individuals and societies through a focus on social factors that shape the individual's experience of aging and the consequences of an aging population for social institutions. Same as SOC 308.

SW 330 Human Behavior and the Social Environment Overview and application of systems theory. Assess the interactions among individuals and between individuals and social systems. Includes an integration of bio-psycho-social variables that affect human development and behavior. Prior or concurrent enrollment in SW 250, SOC 120, PSY 202, and BIOL 104 is required.

SW 369 Field Experience I Elective field learning experience to gain knowledge and understanding of basic social service intervention. Three credits require 9 hours per week in an approved community social service agency to a maximum of 6 credits for 18 hours per week (Advance planning required). The listed prerequisite can be waived with consent of instructor.

SW 390 Topics in Social Work This course covers various topics from the discipline of Social Work. The course may be repeated when topics vary.

SW 400 Research Methods in Social Work Study of research methods (designs) and processes including assessing problems, analyzing and presenting data, and monitoring and evaluating intervention and services in social work practice. Admission to the Social Work program is required.

SW 402 Child Welfare Services Problems, policies, and practices in the area of child welfare. Content includes: children's guardianship, the juvenile court system, children's out-of-home care, child protection services, foster care and adoption. The listed prerequisite can be waived with consent of instructor.

SW 410 Gerontology: Policy and Practice This course is a writing intensive senior seminar for gerontology majors. Four to six hours a week will involve field experience working in a facility involving elderly care. Two hours a week will involve in-class discussions of the field experience as well as an examination of social policies relating to the elderly, including Social Security, Medicare, the Older Americans Act and Medicaid. Same as SOC 410.

SW 411 Chemical Dependency Exploration of chemical use, abuse, and addiction, with emphasis on alcohol as the drug of choice. Prevention, intervention, special problems of women, youth, elderly, and minority populations are examined. The listed prerequisite can be waived with consent of instructor.

SW 420 Generalist Practice: Individuals Generalist social work practice utilizing the problem-solving model with focus on the knowledge, values and skills for working with individuals. Prior or concurrent registration in SW 400 is required.

SW 430 Generalist Practice: Families Generalist social work practice utilizing the problem solving model with focus on the knowledge, values and skills for working with families. Prior or concurrent registration in SW 400 and SW 420 is required.

SW 431 Readings in Social Welfare Reading in-depth in selected areas of social work under faculty supervision and consent. Credits determined by the extent and depth of the readings.

SW 440 Generalist Practice: Groups Generalist social work practice utilizing the problem solving model with focus on the knowledge, values and skills for working with groups.

SW 450 Generalist Practice: Communities and Organizations Generalist social work practice utilizing the problem solving model with focus on the knowledge, values and skills for working with organizations and communities. Prior or concurrent enrollment in SW 460 is required.

SW 460 Social Policy and Policy Practice Development of social welfare policies and current policy structures, and policy practice, advocacy, analysis, and evaluation used in agency, community, and legislative settings. Admission to the Social Work program is required. Prior or concurrent registration in PARA 470 is also required.

SW 469 Internship Required field experience under agency and departmental supervision. Opportunity to practice/integrate social work core competencies and practice behaviors (knowledge, value, and skills) obtained in class. Planning must occur one semester prior to internship. Students must have completed 90 hours of human service experience, have a minimum cumulative MSUM GPA of 2.5, and be concurrently enrolled in SW 470. Student must also have completed all major restricted electives and other electives.

SW 470 Senior Seminar Seminar during internship to promote integration of academic knowledge and field learning with a focus on professional and ethical issues. Must be concurrently enrolled in SW 469.

SW 479 Field Experience II Elective field learning experience used to enhance knowledge and skills acquired in SW 469 Internship. Advanced planning and consent of the instructor is required.

SW 490 Topics in Social Work Selected topics of concern to social work students and human service professionals. May be repeated to 6 credits. Listed prerequisite can be waived with consent of instructor.

SW 497 Independent Study Individual study, project, or research of special interest. Repeatable to 6 credits. May apply to the social work elective requirement for the major. Listed prerequisite can be waived with consent of instructor.

SW 499 Social Work Workshops Workshops in the Department of Social Work to meet specific needs of students and agency personnel in the community.

Sociology

SOC 110 Introduction to Sociology Introduces the sociological approach to understanding the structure and dynamics of society. Focuses on socialization, organization, social inequality, institutions, and social change. MnTC Goal 5.

SOC 120 Social Psychology This course examines the relationship between society and individuals and the methods, theories, and findings of research in social psychology. Special attention is given to the social properties of mind, self, and human development. MnTC Goal 5.

SOC 210 Social Problems Examines such problems as poverty crime, urban problems, family problems, environmental problems, and war and terrorism. MnTC Goal 5.

SOC 219 Sociology of Sexual Behavior Examines sociological and social psychological perspectives and research on sexual behavior. Topics include childhood sexual behavior, adolescent sexual behavior, sex and mate selection, marital sex, extramarital sex, and various forms of sexual variation.

SOC 220 Social Deviance Theory, research and commentary on the sociology of deviant behavior. MnTC Goal 5.

SOC 290 Topics in Sociology This course will consist of varying topics in the discipline of sociology.

SOC 300 Criminology This course will survey the history of crime in society, including theories, research and commentaries on crime and delinquency.

SOC 301 Delinquent Behavior Delinquent behavior and programs for its prevention, treatment and control. Same as CJ 301.

SOC 302 Social Theory Examines major theoretical approaches to the understanding of social structure and change, with special attention to the classical works of Marx, Weber, and Durkheim.

SOC 303 Punishment and Prisons This class traces the origins and development of incarceration as the principle response to crime in the U.S. It explores changing punishment practices, reasons offered to justify punishment, and the social organization of contemporary U.S. prisons.

SOC 304 Community Corrections Sociological analysis of community corrections, emphasizing probation and parole.

SOC 307 Sociology of Courts Analyzes the criminal court as an organization; the prosecutor, the defense attorney, judges, officers, and professionals as a "work group" with pragmatic goals and working arrangements; and plea negotiations as the ordinary work technique. MnTC Goal 9.

SOC 308 Social Gerontology This course introduces students to the field of social gerontology for providing an overview of the significant sociological perspectives, social issues, and empirical social science research pertaining to the phenomenon of aging in society. The main goal of the course is to foster an understanding of aging as a process that is characteristic of both individuals and societies through a focus on social factors that shape the individual's experience of aging and the consequences of an aging population for social institutions. Same as SW 308.

SOC 309 Law and Society Relationships of law and society; social forces in law making; dynamics of law administration; social, cultural and behavioral effects of law; history and development of the legal profession; analysis of legal language and reasoning. Prerequisite may be waived with the consent of the instructor. Same as CJ 309.

SOC 310 Dominant-Subordinate Group Relations Theoretical, historical and contemporary examination of prejudice, discrimination, and inequalities organized around race, ethnicity, and gender divisions. MnTC Goal 5.

SOC 311 Sociology of Law Enforcement Examines the origin, history and development of policing in the U.S. Specific issues such as community relations, organization, discretion, and corruption are explored from an occupational standpoint in policing.

SOC 315 Population Analysis of global, national and local population characteristics and change. Topics include fertility, mortality, aging, migration, refugees, urbanization, population policies, food supply, resources and environment.

SOC 319 Society and the Environment Throughout time societies have struggled to maintain an appropriate balance between human groups and the physical environment. This course analyzes the social

causes of environmental problems in an interdisciplinary fashion. Ecology, policy, politics, culture, ethics and history are all viewed through a sociological lens to explain the relationship between humans and the physical environment. The main goal of this course is to demonstrate the complexities of relationships between people and the environment. It also focuses heavily on the processes of social change. MnTC Goal 10.

SOC 320 Sociology of the Family Examines the theoretical issues and research findings pertaining primarily to American family life. Topics include dating and mate selection, alternatives to traditional marriages, marital structure and interaction, and marital dissolution.

SOC 322 Urban Sociology Historical and contemporary analysis of urban organization, life and change including population, community, political economy, culture, urban design and planning from the global to local level.

SOC 325 Social Movements Analysis of movement origins, ideology, dynamics, organization, challenges and success in creating social change. Theories and case studies of past and current movements, global to local.

SOC 330 Sociology of Religion Emphasizes a sociological understanding of religion, magic, myth, patterns of religious organizations, secularization, new religion movements, and other related topics.

SOC 333 Sociology of Gender Focuses on the social construction of gender and consequences of gender stratification for women and men. Topics may include: gender differences; the concept of "gender role"; gender in the economic, political, and educational institutions; discrimination; and the feminist movement.

SOC 334 Lesbian, Gay, Bisexual, Transgender, and Queer Issues Seminar course on the historical and social contexts of personal, cultural, and political aspects of lesbian, gay, bisexual, transgender, and queer (LGBTQ) life. MnTC Goal 7.

SOC 350 Methods and Statistics for Social Research Focus on the logic of science, a survey of basic methodologies, and introduction to descriptive and inferential statistics.

SOC 351 Quantitative Methods This course is a continuation of Sociology 350. The objective of the course is to offer hands-on experience in quantitative research methods and data analysis. Students will design and carry out a research project utilizing quantitative research methods, analyze data using descriptive and inferential statistics, conduct elementary hypothesis testing, and write reports of their findings. Students will gain experience using statistical packages for data analyses on computers.

SOC 352 Qualitative Methods This course provides advanced training in qualitative research through an applied approach whereby students carry out an original research project, from the initial conceptualization stage, through data collection and analysis, and writing the report, and presenting the findings. This advanced data analysis course provides training in several qualitative approaches in sociological research, with the central foci on ethnographic observations and depth interviewing.

SOC 360 Latin American Issues This course examines social, economic and political development in contemporary Latin America. Topics include economic policies, inequality, politics, the military, revolutionary movements and conflict, status of women, indigenous peoples, Afro-Latins and children, religion, environment, impact of drugs, and human rights.

SOC 375 Sociology of Health and Medicine Social factors in health, illness, and medical care. Topics include the social construction of health/illness, the experience of illness, health professions and organizations, and the health care system.

SOC 390 Topics in Sociology Varying topics from the discipline of sociology.

SOC 404 Political Sociology Examines power in society, with a focus on the United States. It will include a variety of theoretical perspectives in political sociology, including Marxism, elite theories, state-centered theories, and pluralism. Major topics include: theoretical perspectives on power in society, the role of ideology in political power, the distribution of power in society, and political participation.

SOC 407 Contemporary Sociological Theory This advanced undergraduate seminar introduces students to contemporary sociological theory. It centers on the development of the major theoretical frameworks used by contemporary sociologists to understand the late-modern world. The starting point is the 1920s,

and continues to the last fin-de-siecle and beyond. Theoretical frameworks considered includes the following: structural functionalism, systems and network theories, critical theory, rational choice and exchange theories, structuralism, structuration theory, critical race theory, feminist epistemologies, theories on power and the body, and the influence of post-modern theory.

SOC 410 Gerontology: Policy and Practice This course is a writing intensive senior seminar for gerontology majors. Four to six hours a week will involved field experience working in a facility involving elderly care. Two hours a week will involve in-class discussions of the field experience as well as an examination of social policies relating to the elderly, including Social Security, Medicare, the Older Americans Act and Medicaid. Same as SW 410.

SOC 412 Sociology of Complex Organizations Analyzes large-scale bureaucratic organizations. Topics include: the characteristics of bureaucracy; the uses of power by organizations; the effectiveness of organizations; and the impact of organizations on societal change.

SOC 416 Violence in the Family Application of the sociological perspective to the following topics: family violence as an emergent social problem; physical and sexual abuse of children; dating, marital, and sibling violence; societal-level "solutions.

SOC 450 Senior Seminar in Sociology This is the capstone seminar for sociology majors. Examines some of the most prominent theoretical and substantive issues identified by sociologists. The course will include a major paper and a seminar presentation.

SOC 469 Internship A supervised practical experience in sociology. A maximum of 12 internship credits may be applied to the degree. Internship credits may not apply to the minimum required for the sociology major.

SOC 490 Topics in Sociology Varying topics from the discipline of sociology.

SOC 497 Readings in Sociology A program of advanced readings in some topic under the supervision of an instructor. May be repeated to a maximum of 4 credits.

SOC 499 Topical Workshop This is a topical workshop course and may be repeated when the topic varies.

Spanish

SPAN 101 Beginning Spanish I Fundamentals of Spanish. Development of the basic language skills of listening, speaking, reading, and writing with an emphasis on oral proficiency. Culture and language structure are also important components of the course. Not applicable toward the major or minor in Spanish. MnTC Goal 8.

SPAN 102 Beginning Spanish II Fundamentals of Spanish. Development of the basic language skills of listening, speaking, reading, and writing with an emphasis on oral proficiency. Culture and language structure are also important components of the course. Not applicable toward a major or minor in Spanish. Prerequisite SPAN 101 or equivalent proficiency. Students may demonstrate proficiency by taking the online Spanish Placement Exam on the website of the Department of Languages & Cultures (www.mnstate.edu/language). MnTC Goal 8.

SPAN 121 Introduction to Iberian Culture and Civilization This course is taught in English. It provides an introduction to the study of Iberian culture and civilization. Iberia is the area now occupied by Spain & Portugal. The course includes historical perspectives, political issues, the arts, and cultural mores among other topics. Students will be engaged in small group activities, debates, and discussions and the course will include contrast and comparison of Iberian culture with that of the U.S. and other nations. MnTC Goal 7.

SPAN 122 Introduction to Latin American Culture and Civilization This course is taught in English. It provides an introduction to the study of Latin American culture and civilization. The course includes historical perspectives, political issues, the arts, and cultural mores among other topics. Students will be engaged in small group activities, debates, and discussions and the course will include contrast and comparison of Latin American culture with that of the U.S. and other regions of the world. MnTC Goal 7.

SPAN 190 Topics in Spanish Language, Literature, and Culture Topics in Spanish language, literature, and culture. May be repeated since content may vary.

SPAN 201 Intermediate Spanish I Continued practice and review of the fundamentals of listening, speaking, reading, and writing. Classroom emphasis on oral skills. Readings on culture. Students who intend to pursue a major or minor in Spanish must take SPAN 211 concurrently with this class. Students must demonstrate proficiency by taking the online Spanish Placement Exam on the website of the Department of Languages & Cultures (www.mnstate.edu/language/Spanish.cfm). MnTC Goal 8.

SPAN 202 Intermediate Spanish II Continued practice and review of the fundamentals of listening, speaking, reading, and writing. Classroom emphasis on oral skills. Readings on culture. Students who intend to pursue a major or minor in Spanish must take SPAN 212 concurrently with this class. Students must demonstrate proficiency by taking the online Spanish Placement Exam on the website of the Department of Languages & Cultures (www.mnstate.edu/language/Spanish.cfm). MnTC Goal 8.

SPAN 211 Intermediate Spanish Conversation I The conversational activities and assignments in this intermediate level class are intended to help students become more proficient in speaking Spanish. Students who intend to pursue a major or minor in Spanish must take SPAN 201 concurrently with this class. Students must demonstrate proficiency by taking the online Spanish Placement Exam on the website of the Department of Languages & Cultures (www.mnstate.edu/language/Spanish.cfm). MnTC Goal 8.

SPAN 212 Intermediate Spanish Conversation II The conversational activities and assignments in this intermediate level class are intended to help students become more proficient in speaking Spanish. Students who intend to pursue a major or minor in Spanish must take SPAN 202 concurrently with this class. Students must demonstrate proficiency by taking the online Spanish Placement Exam on the website of the Department of Languages & Cultures (www.mnstate.edu/language/Spanish.cfm). MnTC Goal 8.

SPAN 230 Spanish for Healthcare Professionals II This course is designed to teach Healthcare Professionals who have some background in Spanish advanced conversation that will assist them in communicating with those who need to speak Spanish in the healthcare setting. Listed prerequisite can be waived with consent of instructor.

SPAN 290 Topics in Spanish Language Literature, and Culture Topics in Spanish language, literature, and culture. May be repeated since content may vary.

SPAN 297 Independent Study in Spanish - Intermediate Level Selected project as agreed upon by student and instructor. May be repeated for a total of 4 credits. Requires approval by department chair upon presentation of proposal.

SPAN 301 Spanish Grammar & Composition I Intensive study, practice, and review of Spanish grammar, vocabulary, and writing. Students who intend to pursue a major or minor in Spanish must take SPAN 311 concurrently with this class. Transfer students must demonstrate proficiency by taking the online Spanish Placement Exam on the website of the Department of Languages & Cultures (www.mnstate.edu/language).

SPAN 302 Spanish Grammar & Composition II Intensive study, practice, and review of Spanish grammar, vocabulary, and writing. Transfer students must take a placement exam before entering this course. Students may demonstrate proficiency by taking the online Spanish Placement Exam on the website of the Department of Languages & Cultures (www.mnstate.edu/language).

SPAN 311 Advanced Spanish Conversation I The conversational activities and assignments in this intermediate level class are intended to help students become more proficient in speaking Spanish. Students who intend to pursue a major or minor in Spanish must take SPAN 301 concurrently with this class. Transfer students must demonstrate proficiency by taking the online Spanish Placement Exam on the website of the Department of Languages & Cultures (www.mnstate.edu/language).

SPAN 321 Iberian Culture and Civilization Coursework helps students develop awareness and understanding of the culture of Spain through the study of historical and geographical facts, art, political life, and general customs of the people. SPAN 302 or equivalent proficiency is a prerequisite. Students

may demonstrate proficiency by taking the online Spanish Placement Exam on the website of the Department of Languages and Cultures.

SPAN 322 Latin American Culture and Civilization Coursework helps students develop awareness and understanding of the cultures of Latin America through the study of historical and geographical facts, art, political life, and general customs of the people of Latin America. SPAN 302 or equivalent proficiency is a prerequisite. Students may demonstrate proficiency by taking the online Spanish Placement Exam on the website of the Department of Languages & Cultures.

SPAN 340 Introduction to Spanish Literature Students learn the background of the literary genres and the terms used to study and explain them through close reading and analysis. The periods of Iberian and Latin American Literature are presented, giving students a historical context for their studies.

SPAN 341 Survey of Iberian Literature Analysis and discussion of major works of Iberian literature from one or more of the following periods: 1) origins to 1800; 2) 1800-1936; 3) 1936 to present.

SPAN 342 Survey of Latin American Literature Analysis and discussion of major works of Latin American Literature from one or both of the following periods: 1) Precolumbian to modernism; 2) modernism to the present.

SPAN 351 Spanish Phonetics and Phonology This course is designed to familiarize students with the articulation, production and perception of sounds in Spanish. The course will touch upon sound change and dialectology. Students will apply the principles learned in this class to the improvement of their pronunciation of Spanish.

SPAN 390 Topics in Spanish Language, Literature, and Culture Topics in Spanish language, literature, and culture. May be repeated since content may vary.

SPAN 397 Ind Study: Adv I Selected project as agreed upon by student and instructor. May be repeated for a total of 4 credits. Requires approval of department chair upon presentation of proposal.

SPAN 401 Advanced Spanish Grammar and Composition Intensive study, practice, and review of Spanish grammar, vocabulary, and composition. Students will develop writing skills through a variety of types of composition assignments designed to help them improve their overall writing proficiency in Spanish.

SPAN 421 Advanced Iberian Culture and Civilization In-depth analysis and discussion of the culture and civilization of Spain.

SPAN 422 Advanced Latin American Culture and Civilization In depth analysis and discussion of the culture and civilization of Latin America.

SPAN 443 Genres and Themes of Iberian/Latin American Literature Analysis and discussion of genres and/or themes from Iberian and/or Latin American literature.

SPAN 444 Periods and Authors of Iberian/Latin American Literature Analysis and discussion of major periods and/or authors from Iberian and/or Latin American Literature.

SPAN 451 Survey of Spanish Linguistics Introduction to linguistics of Spanish: phonetics, phonology, morphology, syntax, semantics, history of the Spanish language, philology, dialectology, sociolinguistics, and psycholinguistics.

SPAN 461 Introduction to Spanish Translation I Theoretical foundations and introductory exercises. The course includes Spanish to English and English to Spanish translation.

SPAN 490 Special Topics in Spanish Language, Literature or Culture In-depth study of a selected topic in Spanish. May be repeated for credit. Applicable toward the Spanish major or minor.

SPAN 497 Independent Study in Spanish - Advanced Level Selected project as agreed upon by student and instructor. May be repeated for a total of 4 credits. Requires approval of department chair upon presentation of proposal.

Special Education

SPED 225 Individuals with Exceptionalities This course traces the path of disability laws beginning with the Civil Rights movement and preceding court cases and provides an introduction to the recognition, incidence, educational, and lifelong needs of individuals with exceptionalities. Personal and

societal views regarding cultural and linguistic diversity will be explored. A wide range of educational services are studied with emphasis on the shared responsibility of all professionals in education, community, and professional settings, and introduces students to the wide-range of professionals involved with exceptional individuals.

SPED 402 Characteristics of Students with Mild Disabilities A study of definitions, identification, assessment, characteristics, educational strategies, and program models for children and youth with high-incidence, mild disabilities. The course will specifically focus on the high-incidence disabilities of Learning Disabilities, Emotional/Behavioral Disorders, High Functioning Autism, Mild Developmental/Cognitive Disabilities, and other mild disabilities such as Other Health Impairments and ADHD.

SPED 403 Methods: Mild Disabilities Course addresses teaching theories, strategies and techniques for teaching students with mild disabilities including Specific Learning Disabilities, Emotional/Behavioral Disorders, High Functioning Autism, Mild Developmental/Cognitive Disabilities and other related mild disabilities such as Traumatic Brain Injury and Other Health Impairments (ex: ADHD). Course covers teaching methods across specific content areas as well as assistive technology and other teaching practices(ex: co-teaching).

SPED 404 General Education Curriculum and Standards This course is designed especially for special education students to explore foundations of curriculum and become familiar with curricular issues in general education, including standard-based instruction, current educational practices and debates, local and statewide assessments as well as practical applications of technology.

SPED 410 Methods and Strategies of Special Education Assessment This course will cover basic concepts of assessment and the assessment process and procedures that are utilized in data-based decision making and program planning for students with disabilities in an academic or functional curriculum. This course will provide students with the knowledge and skills necessary to select, ethically administrate, score, interpret, and report results from various standardized and non-standardized assessment tools used in the field of special education as well as to utilize data for progress monitoring and educational decision making. This course will also review the legal and cultural contexts of assessment in special education.

SPED 410L Special Education Lab Supervised practicum experience in middle school or high school special education setting. To prepare students to work at this level this lab will focus on teaching strategies and program analysis as well as strongly focus on assessment strategies. SPED 410 is to be taken concurrently. Prerequisite and concurrent course substitutions require instructor consent.

SPED 413 Instructional Strategies Curriculum planning and classroom teaching techniques for students with disabilities will be examined. Topics will include adaptation of instruction, assessment and designing individualized educational plans, as well as various content and learning problems.

SPED 414 IEP Policies and Methods This course will address key issues regarding the collaborative development of the Individual Education Plan (IEP). The IEP is the cornerstone of services for students identified as having a specific disability in need of special education services. Students will learn best practices for collaborative IEP development and creation. The development of a clearly written document including all parts of the IEP will be drafted and finalized into accurate, sound documents.

SPED 417 Educating Students with Severe Disabilities Examination of the definitions, characteristics, instructional methods/techniques, and educational programming for learners with severe disabilities. Also explored are typical and atypical motor development with mobility techniques and prosthetic and technical devices.

SPED 419 Biomedical Aspects This course is designed to help you understand medical aspects and terminology, human anatomy and physiology, pharmacology, kinesiology, neurology, secondary health care issues, accompany specific physical and health disabilities, specific condition needs, managing personal physical care, first aid techniques, and evacuation procedures. Prerequisite substitutions require instructor consent.

SPED 423 Young Children with Disabilities and Their Families Examination of the program models and approaches to services for young children with disabilities and their families. Research on the

efficacy of early intervention and aspects of family systems is reviewed. Current issues in service provision, teaming, and individual program plans are also included in the course. Prerequisite substitutions require instructor consent.

SPED 424 Assessment in Early Childhood Special Education Examines assessment instruments and procedures with infants, toddlers, preschoolers with disabilities. Approaches to identification, screening, assessment selection and programming are explored. Prerequisite substitutions require instructor consent.

SPED 426 Infant Strategies This course overviews knowledge and skills necessary to be effective professionals in working with families and infants and toddlers with disabilities and those at risk for disabilities. Emphasis is placed on parent-professional collaboration, interagency and interdisciplinary planning, and design of effective individual family service plans. Prerequisite substitutions require instructor consent.

SPED 427 Instructional Strategies: Preschool The focus of this course will be knowledge and skills required to design and implement individual and group instructional programs for children with special needs from 3-6 years. The development of instructional objectives and systematic teaching strategies in motor, cognitive, social, communication and self-care skills will be emphasized. Prerequisite substitutions require instructor consent.

SPED 429 Classroom Modifications/Adaptations Introduction to the recognition of diverse learning and educational needs of elementary/middle school students. A range of curriculum strategies, modifications and adaptations for students with diverse needs will be studied with emphasis on successful learning experiences for all students.

SPED 430 Foundation of Reading and Writing Methods In this first of two literacy intervention courses, candidates will learn pedagogy that supports the development of reading and writing. By knowing and understanding the foundation of literacy & literacy instruction, candidates will begin to explore instructional practices, focusing on developing a holistic framework for teaching.

SPED 431 Survey of Autism Spectrum Disorders This course is designed to immerse the learner in text, research, and data describing the characteristics and defining qualities of Autism Spectrum Disorder. The significance of early identification and intervention across the five primary autism spectrum disorders will be analyzed. Best practices for intervention including collaboration, communication, and observation strategies will be introduced.

SPED 432 Identification and Assessment of Autism Spectrum Disorders This course is designed to immerse the learner in current topics regarding effective screening and assessment for students with Autism Spectrum Disorders (ASD). Students will examine the eligibility criteria for ASD and will become skilled in the identification and assessment of individuals with autism spectrum disorders. Students will become familiar with the selection of, use of, and interpretation of appropriate screening and assessment tools and will be able to create a comprehensive evaluation report based upon assessment results.

SPED 434 Instructional Strategies for Learners with Autism Spectrum Disorders This course will focus on identifying and meeting the educational needs of students with Autism Spectrum Disorders across educational environments. Participants will learn to develop effective instructional and transitional strategies based upon a student's individual strengths and needs. Curriculum content will address social, communication, academic and functional skills domains.

SPED 435 Asperger's Disorder: Instructional Strategies This class will present content specific to the needs of teachers who assess and instruct elementary, middle, and high school students having a diagnosis of Asperger's Syndrome. The course will provide students with an opportunity to study Asperger's Syndrome in the following areas: instructional theory and research, sensory needs, social skills and communication, behavioral profiles, and assessment.

SPED 436 Communication Strategies and Social Skills for Students with ASD This course will focus on identifying and meeting the social and communication needs of students with Autism Spectrum Disorders. Course participants will learn to develop effective interventions and education strategies for

teaching communication skills while addressing and supporting the development and the maintenance of social skills. Curriculum content will address skills across environments.

SPED 443 Consultation and Collaboration in Special Education and Human Services Understanding and development of professional consultation and collaboration skills to initiate and apply appropriate and effective teaming techniques for assessment, intervention, and evaluation via transdisciplinary approaches for special needs students/clients and their caregivers. This course should be taken concurrently with Practicum course or Student Teaching.

SPED 445 Methods of Reading Intervention Second in a series of two methods courses where candidates will learn and apply knowledge and pedagogy that support the development of reading and writing in children with disabilities. By knowing and understanding the premise of literacy development and intervention, candidates will explore effective instructional, assessment, and intervention practices.

SPED 446 Remedial and Corrective Reading Clinic Supervised practice in remediating children with reading disabilities at the primary, intermediate, and secondary level. Prerequisite substitutions require instructor consent.

SPED 447 Physical and Health Disabilities This course is designed to provide you with up-to-date information on the needs of the students in your school who have experienced periods of poor health or physical adversity. This course provides you an understanding of how students' illnesses or disabling condition affect their everyday lives. Prerequisite substitutions require instructor consent.

SPED 451B Student Teaching: SLD Student teaching in public school settings for pupils with specific learning disabilities. Prerequisite substitutions require instructor consent. Licensure coursework must be completed prior to enrollment in this course.

SPED 451C Student Teaching: E/BD Student teaching in public school setting for pupils with Emotional/Behavioral Disorders. Prerequisite substitutions require instructor consent. Licensure coursework must be completed prior to enrollment in this course.

SPED 451D Student Teaching: Developmental Disabilities Student teaching in public school elementary or secondary setting for pupils with mild/moderate disabilities. Prerequisite substitutions require instructor consent. Licensure coursework must be completed prior to enrollment in this course.

SPED 451E Student Teaching: ECSE Student teaching in public school setting for young children with disabilities. Prerequisite substitutions require instructor consent. Licensure coursework must be completed prior to enrollment in this course.

SPED 451P Student Teaching: Physical and Health Disabilities Student teaching in public school elementary or secondary setting for pupils with physical/health disabilities. Prerequisite substitutions require instructor consent. Licensure coursework must be completed prior to enrollment in this course.

SPED 455 Characteristics of Students with Learning and Behavior Problems A study of definitions, identification, assessment, characteristics, educational strategies, and program models for children and youth with learning disabilities and/or emotional/behavior disorders.

SPED 456 Functional Curriculum and Assessment The purpose of this course is to develop an understanding of individuals with developmental disabilities as well as a functional, life-skills orientation to assessment and curriculum that involves both academic and life skills instruction. Students will perform both informal and formal assessment, write an assessment report, and develop curriculum which allows for integration of students with identified cognitive impairments. Prerequisite substitutions require instructor consent.

SPED 459 Communication Programming for Persons with Severe Disabilities This course covers issues related to communication program and decision-making models for communication programming for individuals with severe disabilities. The emphasis is on assessing an individual's communication skills, selecting appropriate components for the communication system and planning intervention strategies. Prerequisite substitutions require instructor consent.

SPED 463 Assessment Strategies Assessment of scholastic achievement and aptitude, social behavior, and instructional effectiveness through the use of norm referenced individualized test instruments and

informal instructor designed procedures. Course includes report writing, establishment of objectives, participation in the development of IEPs, and review of basic statistical and measurement concepts.

SPED 463L Assessment Lab Field experience in assessment and remediation of students with disabilities. This course should be taken concurrently with SPED 463.

SPED 464 Educational Planning and Adaptation for Students with Learning Problems Educational and transitional adaptations for learning disabled or emotional/behavioral disordered secondary students based on individual cognitive, affective, and behavioral characteristics. Prerequisite substitutions require instructor consent.

SPED 467A Secondary Practicum: Mild Disabilities Directed practicum experience in secondary level special education resource room setting. Students will spend 225 hours in schools. SPED 464 is to be taken concurrently. Concurrent course substitutions require instructor consent.

SPED 467D DD Middle/Secondary (Mild) Competency Based Field Experience Directed student teaching at the secondary level in special education DD Program for students with mild developmental disabilities. Students will spend the equivalent of four weeks, full time in a middle school or secondary setting. STL 451 Student Teaching Elementary (8) is taken concurrently for dual majors. Prerequisite or concurrent course substitutions require instructor consent of the DD licensure coordinator.

SPED 467E Practicum: Young Child Disabilities Directed practicum experience in early childhood special education. SPED 427 is to be taken concurrently. Concurrent course substitutions require instructor consent.

SPED 467I Practicum: Infant/Interagency Services Field experience in inter-agency planning and service delivery to infants and toddlers with disabilities and their families. Experience in assessment and individual plan development are included. SPED 426 is to be taken concurrently. Concurrent course substitutions require instructor consent.

SPED 467P Practicum: Physical and Health Disabilities Directed practicum in a public school elementary or secondary setting for pupils with physical or health disabilities. Prerequisite substitutions require instructor consent. SPED 447 is to be taken concurrently.

SPED 468B SLD Middle/Secondary Competency Based Field Experience Directed student teaching at the secondary level in special education SLD Program. Students will spend the equivalent of four weeks, full time in a middle school or secondary setting. STL 451 Student Teaching Elementary (8) is taken concurrently for dual majors. Prerequisite or concurrent course substitutions require instructor consent of the SLD licensure coordinator.

SPED 468C E/BD Middle/Secondary Competency Based Field Experience Directed student teaching at the secondary level in special education E/BD Program. Students will spend the equivalent of four weeks, full time in a middle school or secondary setting. STL 451 Student Teaching Elementary (8) is taken concurrently for dual majors. Prerequisite or concurrent course substitutions require instructor consent of the E/BD licensure coordinator.

SPED 468D DD Middle/Secondary (Severe) Competency Based Field Experience Directed student teaching at the secondary level in special education DD Program for students with severe developmental disabilities. Students will spend the equivalent of four weeks, full time in a middle school or secondary setting. STL 451 Student Teaching Elementary (8) is taken concurrently for dual majors. Prerequisite or concurrent course substitutions require instructor consent of the DD licensure coordinator.

SPED 468E Student Teaching II: ECSE Directed student teaching experience in an ECSE program. Prerequisite substitutions require consent of the ECSE licensure coordinator.

SPED 468M ABS Competency Based Field Experience Directed student teaching at the elementary, middle or high school level. Students will spend five to eight weeks, full time in an appropriate setting that addresses the needs of students relevant to the Academic Behavior Strategist License. STL 451 is taken concurrently for dual majors. Prerequisite or concurrent course substitutions require instructor consent of the ABS licensure coordinator.

SPED 468P Student Teaching II: Physical and Health Disabilities A second student teaching experience in a public school elementary or secondary setting for pupils with physical and/or health disabilities. Prerequisite substitutions require consent of the P/HD licensure coordinator.

SPED 469 Internship Directed field experience working with individuals with disabilities. Prerequisite substitutions require consent of the faculty advisor. A maximum of 12 internship credits may be applied to the degree.

SPED 470 Secondary Services & Transitional Planning Transitional planning for secondary students with disabilities including transitional assessment, programming and planning based on individual cognitive, affective and behavioral characteristics will be covered in depth in this course. Students will also acquire knowledge of post-secondary service options and funding sources.

SPED 471 Behavior and Environment Management Application of learning theory and applied behavior analysis to teaching and to the problem of altering maladaptive behavior. Specific variables related to classroom and community based instruction of individuals with a variety of learning characteristics are included. Prerequisite substitutions require instructor consent.

SPED 473 Emotional/Behavioral Disorders Identification, assessment, and programming for students with Emotional/Behavioral Disorders. Course includes operation of program models of educational and other treatment agents. Prerequisite substitutions require instructor consent.

SPED 475 Informal Assessment/Teaching Strategies: Students with Learning Disabilities Informal assessment techniques and teaching strategies across the core content areas and in social skills for elementary and secondary students with specific learning disabilities. Prerequisite substitutions require instructor consent.

SPED 478 Educational Interventions: Emotional/Behavioral Disorders Program design, intervention techniques, and management strategies for student with Emotional/Behavioral Disorders. Prerequisite substitutions require instructor consent.

SPED 489 Continuing Studies:Topics This is a continuing studies topics class and may be repeated when the topic varies. Prerequisite substitutions require instructor consent.

SPED 490 Special Topics Advanced treatment of selected topics. Prerequisite substitutions require consent of the instructor.

SPED 494 Legal/Social Foundations of Special Education This course overviews the educational, sociological, legal, and historical frameworks of special education services within the context of public school systems. It includes research on the efficacy of special education; national and state reform and renewal efforts in general and environment professional preparation, litigation and legislation, and best practices in curriculum for all learners. Issues related to families in a changing educational system are also addressed. Prerequisite substitutions require instructor consent.

SPED 495 Special Problems Directed field experience, reading, or research in special education. May be repeated up to 6 credits. Prerequisite substitutions require consent of the faculty advisor.

SPED 497 Independent Study Independent reading or research allowing an individual student to explore a specific topic under faculty supervision.

Speech/Language/Hearing Sciences

SLHS 101 Survey of Speech-Language-Hearing Disorders The study of the basic anatomy and physiology of speech and hearing including basic acoustics. Overview of the processes of speech, language and hearing, the normal development of speech and language in children, and the major speech, language and hearing disorders. The role of speech-language pathologists and audiologists will be discussed.

SLHS 150 Observation of the Practice in Speech Language and Hearing Sciences Observation of the Practice in SLHS provides the opportunity for observation hours as required by the American Speech and Hearing Association. The SLHS 150 course supports guided observation to increase the understanding of what may be observed in the practice of Speech Language and Hearing Sciences, why it is relevant and how

SLHS 201 Linguistic Phonetics The science and theory behind the production and perception of the sounds of the English language; Introduction to Clinical and Linguistic Phonetics; the use of the International Phonetic Alphabet (IPA) including vowel and consonant symbols, diacritical markings, and stress/intonation; application of phonemic analysis and an introduction to phonology and phonological principles including discrimination of normal and disordered sound productions; Introduction to anatomy and physiology of sound production.

SLHS 202 Anatomy and Physiology of Normal Speech and Hearing The study of the anatomy and basic physiology of the speech and hearing mechanisms, and the major underlying scientific concepts.

SLHS 204 Language Development Nature and normal development of cognitive, linguistic and social systems of language in children.

SLHS 273 Hearing/Vestibular Disorders & Assessment The study of auditory/vestibular anatomy and physiology as well as the disorders of the auditory and vestibular system. Clinical measurement of the auditory and vestibular mechanisms. In-class and assignment experience administering protocols for testing and screening the auditory pathway.

SLHS 290 Topics in Speech/Language/Hearing Sciences Exploration of a specific Speech Language Hearing Science topic. This course may be repeated as topic varies.

SLHS 301 American Sign Language and Deaf Culture I An introduction to the Deaf culture and American Sign Language, including issues of nonverbal communication through pantomime and body movement. MnTC Goal 8.

SLHS 302 American Sign Language and Deaf Culture II Continuation of SLHS 301 including communicating personal and family information, giving directions and descriptions, and asking questions. Deaf culture will be further emphasized in this course through expanded contact with the deaf community.

SLHS 321 Articulation and Phonological Disorders The nature, etiology, assessment and treatment of speech sound differences and disorders in children.

SLHS 322 Language Disorders in Children The nature, etiology, assessment, and treatment of language disorders in children.

SLHS 343 Clinical Procedures Basic defining and recording of communication behavior; development of reporting skills to include lesson plans, report writing, and conferring and consulting with clients and other professionals. During this course, students will learn the components of evaluation and progress report writing for a variety of communication disorders. In addition, given a set of specific information, students will learn to develop treatment plans and lesson plans based on logical interpretation of data. Writing Intensive Course.

SLHS 347 Augmentative and Alternative Communication and Literacy Acquisition The nature of augmentative and alternative communication (AAC) systems and other assistive technologies for persons with special needs across the life span. Includes components of AAC systems, and basic assessment and intervention procedures. Additionally, includes an overview of typical literacy acquisition.

SLHS 402 Neuroanatomy/Physiology of Communication and Swallowing The study of the Central, Peripheral, and Autonomic Nervous Systems. Lab includes probing of human brain specimens to identify the above structures. Neuroanatomy and Physiology of Swallowing, Speech, Language, Hearing, Somatosensory System, and the Primary Sensory and Motor Cortices. Introduction to Dysphagia, Aphasia, Dysarthria, Apraxia, Traumatic Brain Injury and the Neuroanatomy affected by these conditions as they relate to the work of the Speech-Language Pathologist, Speech Scientist, and Audiologist.

SLHS 421 Speech Science and Instrumentation The study of speech acoustics and physiology, incorporating both voice and articulatory aspects of speech signal production, as well as the instrumentation needed for measurement of speech acoustic signals.

SLHS 424 Childhood Stuttering and Related Disorders A study of the theories of disfluency, fluency development and stuttering in children. Assessment, prevention and treatment of childhood stuttering and

cluttering is included. Special consideration will be given to children with Downs syndrome and Attention Deficit and Hyperactivity Disorder (ADHD).

SLHS 446 Clinical Experience On-campus supervised clinical experience in speech/language pathology or audiology with children or adults. May be repeated.

SLHS 448 Professional Issues and Clinical Practice Management The course will include a survey of professional issues facing today's professional including such topics as credentialing, ethics and legal considerations. Service delivery in schools, health care and private practice will also be addressed.

SLHS 473 Rehabilitation Audiology A survey of the principles of audiological and vestibular intervention for children through adults. Special emphasis on amplification technology.

SLHS 490 Topical Seminar in Speech/Language/Hearing Sciences An examination of the literature on a selected topic of current interest.

SLHS 491 Research Applications in SLHS The study and application of research principles and methods in speech-language and hearing sciences. Students may, with departmental permission, substitute another statistics course for the listed prerequisite.

SLHS 497 Individual Study Selected readings or a guided independent research project in some aspect of communication disorders. May be repeated for up to 6 credits.

Teaching English as a Second Language

TESL 451 English Structures An overview of English as a linguistic system with comparison to other languages and a survey of the history of English. Includes phonetics, phonology, morphology, syntax, semantics, pragmatics, sociolinguistics, historical linguistics, language acquisition, and the application of these areas of knowledge to the ESL classroom.

TESL 454 Grammar for Teaching English as a Second Language In-depth study of English grammar with specific focus on syntax, including its application to the ESL classroom.

TESL 455 Oral Discourse Structures In-depth study of how English is structured in oral contexts as well as methods and strategies for teaching oral language. Covers a review of phonetics and phonology including place and manner of articulation of phonemes, stress, intonation, and how articulation alters when sounds are produced within larger units of discourse. Delves into the structure of oral discourse above the sentence, including such features as adjacency pairs, referencing and gapping, and how participants negotiate meaning. Introduces students to techniques used in oral discourse analysis.

TESL 456 Written Discourse Structures In-depth study of the writing system of English as well as methods and strategies for teaching reading and writing. Covers the alphabet and its relation to the oral language, the teaching of early literacy, developmental literacy, and advanced writing skills. Delves into the structure of written discourse above the sentence, including such features as logical connectors, focusing structures, transitions, and rhetorical devices.

TESL 473 Teaching Math and Science to ELs The course will look at state guidelines and designated responsibilities of both ESL teachers and teachers of other subjects in the education of ELs and then present readings, discussions, and assignments that help math and science teachers fulfill their designated responsibilities. Students will learn general difficulties faced by ELs in a core subject classroom and the specific challenges presented in the math and science classrooms as well as ways to help these learners overcome these difficulties.

Technology

TECH 190 Topics in Technology Topical study of a particular technology problem, subject, or situation not offered in the regular curriculum. May be repeated for credit if offered under different title.

TECH 230 Manufacturing Processes A survey course including information on traditional and non-traditional manufacturing processes. This course covers machine operations, and supplies background knowledge in industrial equipment and processes. Hands-on-lab experiences in metal, synthetics, and welding processes.

TECH 274 Electrical and Motor Technology The course covers electrical theory, circuits, electrical distribution, motors and motor control. Lecture and supporting laboratory activities allow this survey course to apply the theory in a practical and realistic manner.

TECH 290 Topics in Technology Topical study of a particular technology problem, subject, or situation not offered in the regular curriculum. May be repeated for credit if offered under a different title.

TECH 376 Industrial Process Control A study of industrial automation components and software for material handling and process control. Laboratory experiments using industrial devices such as motor controls and programmable logic controllers (PLC) provide practical applications.

TECH 390 Topics in Technology Topical study of a particular technology problem, subject, or situation not typically offered in the regular curriculum. May be repeated for credit if the course title changes.

TECH 394 Computer Applications for Technologists The stand alone and integrated application of computer software tools such as spreadsheets, word processors, database management systems, graphics and other productivity software, to problem solving contexts specific to the disciplines of Technology.

TECH 481 Facilities Management A study of management techniques for maintenance, repair, and improvements for buildings, mechanical systems, energy management, machinery, and grounds. Emphasis is placed on predictive maintenance and strategies used for monitoring critical process equipment, predicting machine failure, and scheduling maintenance accordingly.

TECH 483 Facility Design A study of facilities, locations, structure and planning for efficient layout and material handling systems.

Theatre Arts

THTR 102 Theatre Activity Practical experience in a performance activity in Theatre.

THTR 120 Theatre Appreciation Critical analysis of great plays and live theatre performances focusing on the basics of dramatic theory, an appreciation of theatrical styles, and a deeper understanding of dramatic themes. MnTC Goal 6.

THTR 130 Acting for Everyone Acting for Everyone is a participation course that introduces the student to the fundamental craft of the stage actor. Students will engage in theatre games, solo, duo, and group acting scenes, and will learn basic theatrical vocabulary. Emphasis is placed on creating truthful, vivid interaction on stage, through developing the skills of listening, responding, concentration and engaging the imagination. MnTC Goal 6.

THTR 140 Dance for the Stage I A beginning course in dance technique for dance styles in musical theatre, including dance forms of jazz and ballet.

THTR 141 Ballet I This course will serve as an introduction to ballet dance technique.

THTR 142 Tap I This course will serve as an introduction to tap dance technique.

THTR 190 Topics in Theatre This is a lower division topics course and may be repeated when the topic changes.

THTR 196 First Year Seminar The First Year Seminar course for Theatre Arts majors focuses on requirements in theatre, auditioning, the production season, and a showcase of talents.

THTR 202 Practicum Practical experience in a performance activity in Theatre.

THTR 221 Drama I An examination of great plays, dramatic structure and styles, plays in performance, selected theatre history, and playwriting. For theatre majors and minors and by permission of the instructor.

THTR 230 Acting I: Principles Basic terminology and techniques used by the actor in creating a role for the stage.

THTR 231 Auditioning Students will prepare for all types of theatrical auditions. The class will cover topics such as: resume preparation, cold reading, headshots, piece selection and the business of theatre.

THTR 232 Principles of Make-up for Stage and Film Techniques and styles of make-up used in stage and film productions. Same as FILM 232.

THTR 234 Theatrical Design Principles Theatrical Design Principles focuses on basic principles and elements of design within the theatre. Students will develop skills needed to communicate their ideas through design.

THTR 235 Directing I: Principles The foundation course in stage direction, a core requirement for all majors. The theory and practice of directing: casting, blocking, composition, picturization, movement, rehearsal and performance.

THTR 240 Dance for the Stage II A continuation of skills amassed in "Dance for the Stage I." A special unit of tap is included.

THTR 255 Stagecraft The theory and practice of working with stage equipment; the methods and procedures of scenery construction, stage rigging, and scene shifting.

THTR 289 Continuing Studies: Topics Topics course.

THTR 290 Topics in Theatre This is a lower division topical course and may be repeated when the topic changes.

THTR 302 Practicum Practical experience in a performance activity in Theatre.

THTR 322 Drama II Theatre and drama from Classical Greece through the European Renaissance.

Topics include a selection of great plays, significant playwrights, theatre buildings, staging and technical innovations, and Aristotelian criticism. Same as ENGL 343

THTR 323 Drama III Theatre and drama from the 17th century through the modern era. Topics include a selection of great plays, significant playwrights, theatre buildings, staging and technical innovations, and artistic and cultural movements. Same as ENGL 344

THTR 324 Musical Theatre History Musical Theatre productions past and present are examined and critically evaluated. An analysis of the various forms of musicals with an emphasis on the libretto, lyrics, and production elements.

THTR 325 African American Theatre Survey of selected plays by African American writers from the 19th and 20th centuries. Focus on aesthetic and interpretive dimensions grounded in African American historical and cultural contexts. AMCS 210 or AMCS 211 are highly recommended as prerequisites.

THTR 331 Acting II: Scene Study As a follow-up to Principles of Acting, students in Scene Study will rehearse and perform scenes from the dramatic canon of great plays. The scene work will be performed as an actors' lab with regular feedback from the instructor and fellow classmates.

THTR 333 Movement for the Actor A physical approach to acting will be explored through Alexander, Laban, stage combat, and other movement methodologies.

THTR 334 Voice for the Actor Voice for the actor focuses on vocal techniques. The course explores voice production: breathing, projection, articulation, diction, IPA, and dialects.

THTR 340 Principles of Choreography Adaptation of choreographic assignments, in-class critiques, and analyses permit students to evolve a personal, original style and process associated with the role of choreographer.

THTR 350 Costume Studio Costume Studio explores theatrical costume design and construction. THTR 234 Theatrical Design Principles is recommended as a prerequisite.

THTR 356 Lighting Studio Acquiring artistic and technical skills needed for designing lighting for the theatre; practical experience in design presentation. THTR 255 Stagecraft is recommended as a prerequisite.

THTR 360 Dramatic Production I Play production techniques (acting and directing, technical theatre) through the process of staging weekly productions for summer theatre audiences. May be repeated by undergraduates. Offered summer only.

THTR 389 Continuing Studies Topical Course This is a continuing studies topical course and may be repeated when the topic varies.

THTR 390 Topics in Theatre This is an upper division topical course and may be repeated when the topic changes.

THTR 396 Junior Seminar The Junior Seminar course for Theatre Arts majors focuses on preparatory work for the professional world and graduate school.

THTR 397 Independent Study Independent reading or research allowing an individual student to explore a specific topic under faculty supervision.

THTR 402 Practicum Practical experience in a performance activity in Theatre. This course may be repeated for a max of 12 credits, only 3 credits may be applied to the major.

THTR 420 The Theatrical World This course will explore the theatre from Europe and Asia, with special emphasis on the theatre of Classical Greece, India, China, Japan, and American Musical Theatre. Students will read plays, materials about theatre, see videos of theatre productions, and make group presentations. MnTC Goal 8.

THTR 425 Contemporary Playwrights Significant playwrights and their works from the last 25 years. May be elected twice when the reading lists are substantially different.

THTR 430 Acting Styles Principles and problems in the acting of major historical and theatrical styles (for example, Classical, Renaissance, and Modern). May be repeated for credit when the style focus is substantially different.

THTR 434 Special Projects in Theatre Arts Opportunity for the advanced student to do individual creative or investigative work in a particular phase of theatre. May be taken more than once if content is substantially different. Offered on demand.

THTR 435 Directing II: Theory For advanced directing students. The course is a seminar style examination of the theatre directing approaches of great directors and directing problems. Students will be expected to articulate their own informed approach to directing.

THTR 436 Directing III: Advanced Advanced study of techniques of direction through the use of movement, picturization, tempo and script analysis.

THTR 440 Dance Production The course explores theory and practice in the productions aspects of dance. Students in the class will be required to rehearse and perform dances choreographed by faculty or visiting guest artists, and perform in the annual spring dance concert. This course must be repeated for a total of 4 credits for the Minor in Theatre Dance.

THTR 450 Scenic Studio Explore different types of stage settings: different styles, designing for different types of theatre spaces, and different approaches to the genres of dramatic literature. Offered on demand.

THTR 460 Dramatic Production II Play production techniques (acting and directing, technical theatre) through the process of staging weekly productions for summer theatre audience. May be repeated by undergraduates. Offered summer only.

THTR 469 Internship A supervised practical experience in theatre. A maximum of 12 internship credits may be applied to the degree.

THTR 490 Topics in Theatre This is an upper division topical course and may be repeated when the topic changes.

THTR 496 Senior Seminar Capstone course for Theatre Arts majors; proposal, completion, and presentation of projects; pre-professional skills; written exam integrating and applying knowledge from separate courses. Grade of "C-" or higher is required for graduation.

THTR 497 Independent Study Independent reading or research allowing an individual student to explore a specific topic under faculty supervision.

THTR 499 Topical Workshop This course is conducted in the workshop format. This course may be repeated when topics vary.

University Studies

UNIV 111 College Learning Strategies The purpose of this course is to provide students with an opportunity to learn and adopt methods of studying and thinking which facilitate academic success in higher education.

UNIV 121 Foundations of University Success This course is designed to help students develop the critical thinking skills needed for both academic and personal success. Through discovery and self-

assessment, students will apply the methods of motivation, goal-setting, study skills, learning styles, problem-solving and time management to achieve their college goals. MnTC Goal 2.

UNIV 122 Individual Strategies for University Success This course is designed to help the student develop and utilize an individualized plan of action for academic success and accountability. Students will learn academic strategies and develop effective study habits to improve academic performance.

UNIV 131 Career/Life Planning This course is intended to help students assess their values, interests, skills, and temperament and relate them to career choices. Through self-assessment and career information research, the student will be able to identify a broad base of career options and describe a variety of career goals. Students will acquire tools with which to make decisions and plans regarding major and future career choice.

UNIV 141 Assertiveness Training This course is designed to enable students to learn their interpersonal rights and responsibilities, to discriminate between assertive, aggressive and submissive behavior and to acquire a set of assertive skills that, by definition, maintain the dignity of the parties involved.

UNIV 143 Emotional Intelligence In this course students will learn why Emotional Intelligence (EI) may be more important to their academic and career success than traditional IQ. Students will be introduced to several theories of EI and its component skills. Opportunities to self-assess personal levels of EI will be provided and students will identify strategies to enhance their own EI skills sets.

UNIV 145 Stress Management In this course students will explore the sources and effects of stress. They will identify societal pressures and personal choices that lead to stress disease and learn the physiological effects of stress on an individual's health. Students will identify current and potential sources of stress in their own lives and learn stress management techniques to develop a stress resistant lifestyle.

UNIV 190 Transfer Dragon Success Dragon Success is designed to provide transfer students with the foundation vital to success at MSUM.

UNIV 290 Dragon Success Dragon Success is designed to provide students with the foundation vital to success at MSUM.

UNIV 401 Senior Year Experience This course is designed to help students better prepare for post-undergraduate life. The eight week course will explore how to best transition from being an undergraduate student to starting a career or attending graduate/professional school.

Women's Studies

WS 100 Women Today: Contemporary Women's Issues This course will examine current issues affecting women in American Society. It also addresses pertinent topics related to gender, diversity and systems of inequality. Topics include women and work, family, law and social policy, gender and mass media, violence against women, sexuality and the body, and women's health. Core class for Women's Studies Minor program. MnTC Goal 6 and 7.

WS 219 Sociology of Sexual Behavior Examines sociological and social psychological perspectives and research on sexual behavior. Topics include childhood sexual behavior, adolescent sexual behavior, sex and mate selection, marital sex, extramarital sex, and various forms of sexual variation. Same as SOC 219.

WS 235 Philosophy of Sex and Love Exploration of historical and contemporary sources. Topics may include the nature of sexual acts, perversion, homosexuality, sexual ethics, fantasy, pornography, marriage, the different types of love, and feminist views on sex and love. Same as PHIL 235. MnTC Goal 7.

WS 244 Women in World Religions This course will survey how gender power and control is represented in various cultural belief systems and expressed in religious practices. The class will stress the

concepts of utilizing social norms and historiographical theory in order to analyze human behaviors. The class will also explore the concept of "cultural heritage" and will investigate how it affects the student's personal worldview, values and assumptions. In order to accomplish this goal, the students will be introduced to a wide variety of primary and secondary source documents as well as examples of material culture, and will be expected to provide written analysis of these items. (Same as HIST 344) MnTC Goal 7.

WS 246 Women in Literature A study of the various ways women are depicted in imaginative literature and expository prose. Readings vary. Same as ENGL 246. MnTC Goal 6.

WS 247 Women's Studies: Perspectives and Intersections An introduction to the discipline of Women's Studies. Examines multidisciplinary and interdisciplinary issues in Women's Studies in relation to the sciences, social sciences, humanities and arts. Also investigates disciplinary topics such as women's movements, difference, oppression, race and class. Includes a service learning component. Core class for Women's Studies minor program. MnTC Goal 6 and 7.

WS 269 Global Sexualities in Pop Culture This course traces the popular representations of diverse sexual and gender identities in a global context. We will explore the cultural constructions of sexuality and gender in mainstream, independent, and feminist film, television, print media, fashion, music and material culture from the perspective of the local and global through the lenses of their cultural, social, political, and ideological functions. Our emphasis will be on contemporary popular cultures in Asia, Africa, the Americas, and Europe through theories of sexuality, gender, race, and the workings of power in global culture industries. Course fulfills Arts and Humanities Area requirement in WGS major or restricted elective in WGS major or minor. MnTC Goal 6 and 8.

WS 294 Women and Sport A study of women and sport. Historical, sociological and psychological factors are examined. Legislation affecting participation, present status of women and sport, and future outlook are considered. Same as PE 294.

WS 300 Biology of Women A study of the gender-related aspects of the biology and behavior of women, including a critical examination of research in this field. Appropriate as an elective only for Biology majors who choose the Health and Medical Science emphasis or the Life Science Emphasis. Lab included. Same as BIOL 300. MnTC Goal 3.

WS 303 Cross Cultural Gender A survey of gender roles in various cultures. This class examines the relationship of gender to kinship, economics, political and biological factors. It also addresses culture change and the effect on gender role assignments. Same as ANTH 303.

WS 305 The Economics of Poverty, Discrimination, and Inequality An examination of poverty, discrimination, and income inequality among diverse populations in the United States. Topics include causes of poverty, economics of discrimination in terms of majority and minority groups, and historical perspective of ethnic minorities. Same as ECON 305. MnTC Goal 7.

WS 308 Social Gerontology This course introduces students to the field of social gerontology for providing an overview of the significant sociological perspectives, social issues, and empirical social science research pertaining to the phenomenon of aging in society. The main goal of the course is to foster an understanding of aging as a process that is characteristic of both individuals and societies through a focus on social factors that shape the individual's experience of aging and the consequences of an aging population for social institutions. Same as SOC 308.

WS 310 Dominant-Subordinate Group Relations Theoretical, historical and contemporary examination of prejudice, discrimination, and inequalities organized around race, ethnicity, and gender divisions. Same as SOC 310.

WS 312 Rhetorics of Resistance: Feminist Responses from the Humanities An examination of feminist responses from the humanities including literature, history, visual and performing arts as well as creative work from the traditional world of women. The course incorporates responses from various multicultural perspectives. MnTC Goal 6 and 7.

WS 314 Feminist Philosophy Critical examination of various feminist theories, both historical and contemporary, and of various definitions of sexism. Students will also examine how feminist theory can

be applied to various contemporary moral and social issues. Theorists studied may include Mill, Frye, and Jaggar. Representative contemporary issues may include women's reproductive rights, prostitution, sexual harassment laws, and marriage and family issues.

WS 316 Women in Action Collaboration with WS students from NDSU and Concordia. The conference focuses on local feminist action related to topics of interest to college-age women. Students meet weekly to plan the event and prepare all aspects of the conference including fundraising, publicity, and contacting speakers and panelists. The location of the conference rotates between the Tri-College campuses. The conference is held early in the Spring semester and students are expected to participate in the conference and final meetings in the semester following the course. May be repeated twice for credit.

WS 320 Sociology of the Family Examines the theoretical issues and research findings pertaining primarily to American family life. Topics include dating and mate selection, alternatives to traditional marriages, marital structure and interaction, and marital dissolution. Same as SOC 320.

WS 324 Feminist Theory This course is an examination of feminist theories that analyze women's experiences and women's oppression. Throughout the course we will explore how knowledge, power, gender, and difference are interwoven and how feminist approaches seek to disrupt and reshape systems of inequality on multiple levels. Specific attention will focus on theorizing the intersections of gender-based oppression with racism, classism, and other forms of oppression. MnTC Goal 6 and 7.

WS 325 Critical Thinking and Diversity This course will explore critical thinking skills as they appear in contexts of discussions about diversity. Students will learn to analyze and evaluate arguments including those which involve stereotypes and unrepresentative samples. Both the epistemology of ignorance and critiques of adversarial argumentation will be utilized. The skills learned in the course will be applied to examining the role of feminist critical thinking in dispute resolution.

WS 330 Gender, Justice and the Environment The course focuses on understanding and identifying solutions to local and global environmental issues in the context of feminist critique. The course will draw from feminist literature, core ecological principles, activist strategies, and other critical writings. MnTC Goal 6 and 10.

WS 333 Sociology of Gender Focuses on the social construction of gender and consequences of gender stratification for women and men. Topics may include: gender differences; the concept of "gender role"; gender in the economic, political, and educational institutions; discrimination; and the feminist movement. Same as SOC 333.

WS 334 Lesbian, Gay, Bisexual, Transgender, and Queer Issues Seminar course on the historical and social contexts of personal, cultural, and political aspects of lesbian, gay, bisexual, transgender, and queer (LGBTQ) life. Same as SOC 334. MnTC Goal 7.

WS 345 Women in Musical Culture A history of women in musical culture and critical examination of representations of women in music. Topics examine women's roles in American and European musical cultures, including artistic traditions, popular musics, jazz and folk traditions. Representations of women in musical forms, such as opera, rock music and multimedia, are also considered. MnTC Goal 6 and 7.

WS 346 Sex, Sexuality and Music This course considers representations and expressions of sex and sexuality in music throughout history in artistic and popular music traditions in Western society. Various musical forms will be considered in sociohistorical context. Musical works will be examined and interpreted for their expression of ideas about sexuality, representations of sexuality, and the ways in which they enhance or challenge social norms or stereotypes about sexuality. Music as a means of expressing sexuality will also be considered. MnTC Goal 6 and 7.

WS 350 Women in European History The historical experience of European women as a force in politics, in economic and familial roles, in organized religion and in cultural life, and with special emphasis on the "woman question". Same as HIST 350.

WS 390 Topics in Women's Studies This is an upper division topical course and may be repeated when the topic changes.

WS 395 Research in Women's Studies Directed research course in Women's Studies. Topics covered include research techniques, methodologies and academic writing in Women's Studies. May be repeated once for credit.

WS 397 Individual Study Directed readings and discussion on particular topics agreed upon by instructor and student.

WS 406 DNA as Destiny: Genetics and Society This course examines the various ethical, legal and social implications (ELSI) of genetic research and the applications of current and future applications of new genetic technologies. It is designed to provide students in any major, with the necessary background to make informed decisions about these issues in a socially and civically responsible manner. MnTC Goal 9.

WS 407 Inclusive Science: Women, Gender and Science This course will compare and contrast traditional views and feminist critiques of science, define gendered science and examine the potential for restructuring science. Students will practice the critical review of scientific readings and analyze and reflect upon the ethical dimensions of scientific issues related to gender. The course investigates collaboration between Women's Studies scholars and scientists, and culminates with field observations and the critique of science in the academy and the private sector. MnTC Goal 6 and 9.

WS 408 Women and Art This course examines the history of women artists as well as the representation of women as subjects in art. The course also provides a historical introduction to feminist art history and methodology. Same as ART 408.

WS 410 Directed Readings in Women's Studies Projects designed by students and instructor.

WS 412 Seminar in Women's Studies Study of selected problems in Women's Studies through various disciplines including those from the humanities, arts, social sciences and natural sciences. The course employs the objectives of interdisciplinary studies as applied to selected topics. Specific topics will be announced in the class schedule. Students may repeat the course two times when topic varies. Core class for Women's Studies Minor program.

WS 415 Media and Diverse Identities This course focuses on the analysis of media representations of diverse identities with an emphasis on the interconnections of race, gender and class. Students will use feminist theory and ethics, afrocentric criticism, queer theory and masculinity studies to critically analyze representations of diverse identities in print, television, advertising, film and the internet. Students will develop their own media, in the form of digital storytelling, to speak back to dominant narratives analyzed in the course. MnTC Goal 9.

WS 416 Violence in the Family Application of the sociological perspective to the following topics: family violence as an emergent social problem; physical and sexual abuse of children; dating, marital, and sibling violence; societal-level "solutions." Same as SOC 416.

WS 420 Feminism in Global Perspective A topical survey of women's issues in various regions of the world with a focus on manifestations of feminism in different cultural contexts. Topics include women's rights as human rights, sex tourism and trafficking, genital mutilation, religious systems and women, and reproductive rights. Core class for Women's Studies Minor program. MnTC Goal 5 and 8.

WS 469 Internship A supervised practical experience in Women's Studies. Students must be Women's Studies majors with at least Junior standing. A maximum of 12 internship credits may be applied to the degree.

WS 470 Undergraduate Teaching Assistant Students will serve as a teaching assistant for select Women's Studies courses under the guidance of a faculty mentor. May be repeated up to three times for credit.

WS 490 Topics in Women's Studies This is an upper division topical course and may be repeated when the topic changes.

WS 495 Topics in Feminist Theory Courses offered under this title will focus on feminist theories as frameworks for work on feminist issues. For specific topic see class schedule. Topics may include Knowledge, Ethics, Ecology, Reproductive Rights and Issues, Self-images and Identity, and Sexuality.

Students may register more than once when content varies, but may not repeat the course for more than 6 credits. Same as PHIL 495.